SELF ASSESSMENT REPORT 2024 (SCHOOL)

SCHOOL CODE - 60928 | AFFILIATION - 2132237

SCHOOL NAME - H.S.PUBLIC SCHOOL VILL- KASTLA KASMABAD HAPUR UP

Final submission date : 1/4/2025 10:19:59 PM

DOMAIN 1 : CURRICULUM, PEDAGOGY AND ASSESSMENT

Sub Domain - 1.1 Curriculum Planning

Standard	Maturity Level	Performance indicator ticked by the school
1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP	Level IV- Dynamic Evolving	1. School leaders have read the NEP and NCF documents and engaged in discussions.; 2. School leaders have identified the key recommendations of NEP and NCF.; 3. The school organizes orientation programmes and discussions for teachers on NEP and NCF.; 4. Teachers integrate recommendations of NCF and NEP in their lesson plans.; 5. Lesson plans are reviewed regularly in relation to achievement of defined learning outcomes.; 6. Classrooms are observed regularly in relation to achievement of defined learning outcomes.; 7. School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) is available.; 8. The school has integrated the recommendations of NCF and NEP in the school curriculum.; 9. School leaders engage in regular data analysis to assess alignment of school curriculum and teaching learning practices with NEP and NCF.; 10. The school organizes orientation programmes for parents on NEP and NCF.; 11. Feedback and feedforward is given to the teachers at regular intervals to improve teaching learning process.; 12. Identified gaps are addressed with appropriate measures.;
1.1.2 The School Leaders and Teachers are familiar with the curriculum documents and support material brought out by CBSE.	Level I - Inceptive	1. The school organizes orientation programme to familiarize the staff with the key recommendations of 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. Teachers are trained and mentored on a regular basis.; 4. Areas of improvement are identified and action plans made accordingly.;
		1. A syllabi bifurcation annual plan for all the classes is available.; 2. The monthly syllabi plan is shared with the parents.;

1.1.3 The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board.	Level I - Inceptive	3. Orientation programmes are held for teachers of all stages to acquaint them with the curricular and pedagogical and assessment approaches as recommended in NEP and NCF.; 4. Discussions are conducted with teachers on the format to be adopted while designing the Integrated Annual Curriculum and Pedagogical Plan keeping the CBSE guidelines in view.; 5. The school identifies professional development needs and organises CBPs accordingly.; 6. Teachers engage in in-house training programmes to develop a teaching learning model most suited to local/classroom context that promotes 21st century skills.; 7. The curriculum plan draws connections among different subjects and disciplines in order to promote interdisciplinary learning.; 8. The school Annual Curriculum and Pedagogical Plan reflects enhancement in 21st century skills, Values and Ethics, Health and Physical Education, Visual and Performing Arts, Vocational Skills etc. and is integrated with different aspects of learning.; 9. The innovative ACPP is shared with the parents.; 10. 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).; 11. The curriculum plan details strategies on promoting multilingualism; 12. Integrated Annual Curriculum and Pedagogical Plan reflects Vision and Mission of the school and alignment with recommendations of NCF.; 13. The approved Annual Curriculum and Pedagogical Plan is effectively implemented.; 14. The school team meets at regular intervals to evaluate the effectiveness of the implementation of ACPP.; 15. Data is analysed regularly to identify strengths and areas of improvement and action plans made accordingly to strengthen the system.; 16. Teachers are mentored on a regular basis.;	
1.1.4 Curriculum develops skills and abilities which prepares students for lifelong learning; fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs).	Level IV- Dynamic Evolving	1. The school is aware of the recommendations of the NCF and guidelines of the Board.; 2. The school leaders have oriented teachers on the learning outcomes.; 3. The school identifies the required skills to be enhanced among the students at every stage.; 4. The time table and school calendar reflects age appropriate opportunities provided to students to enhance their 21st century skills.; 5. School ACPP and Calendar reflects provision of opportunities and other innovative means for students to demonstrate their 21st century skills and abilities towards the attainment of SDGs.; 6. Students are given opportunities to participate in intra/inter/district level competitions to enhance their 21st century skills.; 7. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 8. More than 50% Students participate in competitions which aim at enhancing their problem-solving skills, logical reasoning skills and other 21st century skills.; 9. The school creates opportunities for staff and students to interact with other schools or educational institutions at Regional Level, National Level and International Level to exchange and incorporate best practices.; 10. The school team meets at regular intervals to evaluate the impact of the activities on learner outcomes.;	

| | | 11. Data is analysed regularly to identify strengths and areas of improvement and action plans made accordingly to strengthen the system.; |
| | | 12. Teachers are mentored on regular basis.; |

Sub Domain - 1.2 Teaching Learning Processes

Standard	Maturity Level	Performance indicator ticked by the school
1.2.1 School follows an optimum number of teaching days and teaching hours as defined by the Appropriate Authority/State/UT Government.	Level II – Transient	1. The school follows the working days and working hours as per norms.;
		2. Time table prepared provides sufficient time for the completion of syllabus and student activities.;
		3. The published Time Table allows time to cover and revise all components of the curriculum along with the completion of published activities in school calendar.;
		4. The time table allocates time for better planning; preparation; and learning enhancement programmes and skill building practices to achieve learner outcomes.;
		5. The time table and school calendar are reviewed at regular intervals and improvement plans made accordingly.;
1.2.2 The school follows Teacher – Student Ratio as per norms.	Level IV- Dynamic Evolving	1. The school follows the teacher-student ratio of 1 teacher for 31-35 students.;
		2. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;
		3. The school follows the teacher-student ratio of 1 teacher for 30 students at lower primary level and 1:35 for upper primary level.;
		4. For secondary/higher secondary level, the school follows what is prescribed by the Board.;
1.2.3 Teachers are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive	Level I - Inceptive	1. Lessons are planned and implemented with clear learning objectives.;
		2. Teaching Learning Material (TLM) is available in each class as required.;
		3. Teachers are able to create no-cost/low cost teaching aids/tools.;
		4. All teachers attend the CBPs as mandated by the Board.;
		5. Guidelines for preparing integrated lesson plans and varied teaching learning approaches and tools are available.;
		6. Teachers focus on subject specific skills to meet the learner outcomes by using questioning and dialogue techniques together with whole group work and individual work.;
		7. There are regular classroom observations and feedback given to the teachers.;
		8. Teachers share their learning experiences gained through capacity building programmes with their peers.;
		9. Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students.;
		10. Teachers are mentored to reflect on their

environment for joyful learning.		teaching practices and supported to bridge the gaps.; 11. Students are encouraged to design their own learning plans under the guidance of the teachers.; 12. Lesson plans are created keeping in view skills that students would need in the future.; 13. Teachers use multiple modes of teaching learning strategies and digital and online teaching platforms.; 14. Teachers recognize diverse learners with different learning styles.; 15. Students design their own learning plans.; 16. Students are prepared to participate in events and competitions.; 17. Teachers and students make extensive use of technology to go beyond the planned school curriculum.; 18. Each teacher receives mentorship on making teaching learning process effective, experiential and joyful.; 19. The experiences gained through the CBPs are reflected in the teaching learning process.;

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

Standard	Maturity Level	Performance indicator ticked by the school
1.3.1 The school provides ample opportunities for Art Education.	Level II – Transient	1. The school provides for an art, music and dance period in the time table.; 2. All students of classes I to X undertake an art integrated project work under EBSB.; 3. Teachers undergo CBP on Art Education.; 4. The school provides opportunities for participation in different art forms.; 5. School encourages promotion of local art and craft.; 6. The school maintains records of student participation.; 7. The school premises display a range of age appropriate students' work.; 8. Orientation programmes are organised to create awareness among the parents/guardians, school management about the importance of studying Art Education.; 9. All the four streams of arts i.e. music, dance, visual arts and theatre are a part of arts curriculum offered by the school.; 10. Through the implementation of arts curriculum, students are introduced to the rich and varied artistic and aesthetic traditions of the country.; 11. Students participate in art activities at the intra/inter/ district/state level.; 12. 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).; 13. Resources and opportunities are provided to nurture artistic capabilities of the students.; 14. Students are empowered to become the Resource Persons for building the skills of their peers and juniors in visual and performing arts.; 15. The school culture and environment reflects appreciation of art forms.; 16. Students participate in art activities at National and International Levels.; 17. There is a mechanism to mentor, monitor and review the practices to ensure the efficacy of the program.;
	1.3.2 The School Vocational Education Programme develops entrepreneurial and employability skills and provides opportunities for internship and apprenticeship at local industry.	Level I - Inceptive	1. School offers vocational courses in classes 9-12.; 2. Career Fairs are organized for students of classes 9-12.; 3. School offers bagless days on regular basis.; 4. Teachers are empowered to implement vocational education programme in the school.; 5. Awareness on the importance of Vocational Education is generated among students and parents.; 6. School conducts workshops/ expert talks to enable students to meet industry leaders/experts from time to time.; 7. Vocational courses on new and emerging skill demands of the industry such as AI, Data Science, Machine Learning, Robotics and other allied subjects are offered to the students.; 8. Students are allowed to mix and match academic subjects with skill education.; 9. Parental participation in the Vocational Education Programme of the students is evidenced.; 10. Career Counselling Sessions are organized for students of classes 9-12.; 11. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 12. Skill Based Aptitude Testing for students from class 8 onwards to provide guidance to students for making informed career choices.; 13. Every child who passes out of grade 12 has learnt atleast one vocation.; 14. The School Vocational Education Programme is reviewed at regular intervals in the light of the needs of the students and evolving industry trends.; 15. The Programme is monitored regularly for achieving the desired student learning outcomes.; 16. The gaps in the system are identified and addressed accordingly.;
			1. Students participate in common school

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

Standard	Maturity Level	Performance indicator ticked by the school
		monitored and reviewed at regular intervals to assess its impact on students.; 22. Gaps in the system are identified and action plans made accordingly.;
1.3.4 The school has a Life Skills Development Programme focusing on Thinking, Social and Emotional skills.	Level I - Inceptive	1. All Teachers undergo Capacity Building Programmes on Life Skills.; 2. School Counselor and class teachers are responsible for imparting Life Skills Education.; 3. Life Skills Manuals are used by teachers to conduct different activities.; 4. There is an ongoing capacity building programme on Life Skills development for teachers and students.; 5. Student learning outcomes are visible in the 50% students (as reflected in the narrative anecdotal records, student portfolios and day to day observation and interaction by teachers).; 6. Parents are oriented on regular basis on the need for Life Skills Programme and are invited to participate in the same.; 7. The students trained under CBSE Adolescent Peer Educators' Programme in Life Skills and Well Being are used as a resource to act as Peer Educators for the physical, intellectual, social, emotional well-being of their peers and juniors.; 8. 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) which includes School Health and Wellness Guidelines.; 9. Teachers, students and parents contribute in creating resources for enhancing Life Skills curriculum.; 10. The Programme is well integrated with cross-curricular links.; 11. The Programme is effectively implemented, monitored and reviewed at regular intervals to measure its impact on students' thinking, social and emotional skills.;

Sub Domain - 1.4 Mainstreaming Physical Education and Sports

Standard	Maturity Level	Performance indicator ticked by the school
		1. The school has a regular and qualified PE Teacher.; 2. School has guidelines for organising Annual Sports Day.; 3. School Leader ensures all teachers have access to CBSE Health Manuals.; 4. The school leader has studied/read the CBSE Manual on PE and sports integration and all teachers are aware of the same.; 5. School has a provision of sports/PE period for all classes in the school time table.; 6. Teachers are trained on ensuring health and wellbeing of students.; 7. School Leader ensures Health check-ups - height, weight, etc. of all the students at least once a year and records are maintained.; 8. The record of immunisation of all the students is maintained by the school.;

	1.4.1 School has a Policy and a strong leadership for promoting Health and Physical Education in Students.	Level III – Stable	9. School Leader organises advocacy programmes for stakeholders for ensuring health and wellbeing of students.; 10. Teachers are trained on delivering quality PE activities and in the use of the Health Manuals to promote preventive health care measures and make healthy lifestyle choices.; 11. Appropriate activities for the age and stage of each student are planned.; 12. Provision of guidelines to ensure inclusivity in all PE activities are available.; 13. Major physical/sports events are a part of school calendar.; 14. School Leader ensures Health check-ups - height, weight, etc. of all the students at least twice a year and maintenance of records.; 15. Students are encouraged and prepared to participate in the CBSE Sports and Games Competition and Fit India Programmes.; 16. PE and Sports plan prepared collaboratively by School Leader and Teachers is shared with the students and parents.; 17. School Leader is an active member of the School Health and Well-being Club established to cater to the needs of the students.; 18. School has a provision for before and after school sports activities for students.; 19. School Leader aids teachers in understanding and implementing appropriate practices for physical activity by students.; 20. Students are given responsibility to organise Health and Wellness Programmes at regular intervals.; 21. Students are provided with opportunities at regular intervals to participate in games and sports competitions both within and outside the school.; 22. Alumni and Parents contribute as resource persons in the Health and Wellness Programme of the school.; 23. 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) which includes School Health and Wellness Guidelines.; 24. School Leader ensures periodical assessment of fitness of students and staff and regularly monitors the same.; 25. The School Calendar prepared in collaboration with stakeholders reflects ongoing health related programs for all stakeholders.; 26. School Leader establishes links with Public Sports Complex(es) and other local organisations that promote physical activity of students.; 27. School participates in all the Health and Fitness (Fit India and Khelo India) programmes initiated by the Government of India.; 28. Records and data are maintained to identify measurable indicators.;
			1. All Students participate in activities around MPE for atleast one hour every day of the week (four to six hours in a week).; 2. Students play and practice Sports, Yoga and Fitness activities in the designated period.; 3. Teachers are qualified and trained in imparting Health Education.; 4. Yoga is evidenced in the school time table.; 5. School celebrates Yoga Day every year involving students and other stakeholders (teachers, parents and other community members).; 6. Students are provided with opportunities to explore their talent and build skills.; 7. Students participate regularly in sports, PE, Yoga and other Fitness activities at District/State/National Level events.; 8. Teachers are trained in enhancing the basic fitness skills of all students.; 9. Staff uses innovative strategies to generate interest in students in leading a healthy life style.; 10. Involvement of all teachers in promoting Health and Physical Education in students within their own subjects is evidenced.; 11. Teachers plan their lessons incorporating a wide range of physical

		activities.;
1.4.2 Teaching and learning of PE, Sports, Yoga and other Fitness Activities is rich and engaging.	Level IV-Dynamic Evolving	12. PE activities are carried out with a cross curricular approach.; 13. School celebrates 4 to 6 days in a week every year to promote a healthy and active lifestyle by indulging in various activities such as debates, quiz, essay writing, poster-making competitions, yoga and meditation, pledge of fitness, indigenous sports etc.; 14. Yoga is taught scientifically and in an engaging manner in the school.; 15. 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) which includes School Health and Wellness Guidelines.; 16. Teachers plan for such PE activities that are structured for maximum participation of students.; 17. Students experiment with diverse PE activities.; 18. Students are exposed to professional and passionate sports persons in order to encourage them to pursue a healthy life style.; 19. 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 these activities.; 20. A planned program of coordinating the diet, the mental health and physical well - being is evidenced.; 21. The activities are monitored, and reviewed for their impact on student learning outcomes.; 22. Gap areas in the system are identified and improvement plans made accordingly.;
1.4.3 Inclusive PE and Sport is an important aspect of school.	Level IV-Dynamic Evolving	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. Consent is taken from Parents while involving all students in physical activity/activities.; 5. Planned Programme for ensuring physical fitness of all students is evidenced.; 6. The school focuses on creating and providing equal opportunities to all children in the school, without any bias.; 7. Innovative PE programmes are organised in collaboration with parents and students.; 8. Teachers engage students in varied and age appropriate activities to maintain their interest regardless of their abilities.; 9. 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) which includes Inclusive School Health and Wellness Guidelines.; 10. Parents contribute regularly in the inclusive PE and Sports Programme.; 11. Students with special abilities are enabled to participate and compete in age appropriate physical activities.; 12. Students are empowered to take on leadership roles and train teams, regardless of any bias, to participate and compete in different events.; 13. Teaching strategies, equipment, environments, and assessments have been adapted to meet the needs of all students.; 14. 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

	Maturity	

Standard	Level	Performance indicator ticked by the school
1.5.1 The school nurtures values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.	Level I - Inceptive	1. School has CBSE Values Education Kit, Life Skills Manuals, Health Manuals, Gender Sensitivity Manual and Cards, Handbook on Inclusive Practices, Guidelines for Mainstreaming of Health and Physical Education.; 2. Teachers are oriented on these resources.; 3. Values are imbibed through different co-curricular activities.; 4. Guidelines for acceptable behaviour and relationships within the school are available.; 5. The students take up SEWA projects.; 6. The school welcomes students and teachers of different backgrounds and perspectives.; 7. The school celebrates the progress and achievements of school, groups and individuals together.; 8. Guidelines for behaviour and relationships within the school are inclusive, respectful, ethical and compassionate and prepared in collaboration with students.; 9. Guidelines to address discrimination, inequity, bullying and disrespect are in place and prepared in collaboration with students.; 10. Teachers design activities and projects in their lesson plans to enable students to demonstrate the intended values.; 11. Students engage with, and learn from each other.; 12. 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) which includes Inclusive School Health and Wellness Guidelines.; 13. The students, staff, school leaders, parents, and the community foster a culture of respect, compassion, care and inclusivity through a collaborative stakeholder involvement programme.; 14. Students learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observation and interactions.; 15. The school practices are well supported by data and reflect a moral and ethical code of equity and dignity, and are in the best interest of students.; 16. The Values Education Programme is effectively implemented, monitored and reviewed regularly.;
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.	Level I - Inceptive	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. School integrates Constitutional values, Fundamental duties, cultural heritage and citizenship skills in subject specific lesson plans.; 4. Organize at least 3-4 different activities in a year as suggested by the Board under 'Ek Bharat Shrestha Bharat' Programme during the year.; 5. Students undertake SEWA Projects that make them conscious of their duties towards society, living beings and the nature.; 6. All Students organise and participate in age appropriate fun and indigenous activities related to Constitutional values, Fundamental duties, cultural heritage and citizenship skills and also which encourages them to be conscious of their duties towards society, living beings and nature.; 7. Teachers make use of such stories, arts, toys, games, sports, examples, videos of inspirational luminaries of India, ancient and modern, in science and beyond etc. which are rooted in the Indian and local geographic context.;

8. All students undertake age appropriate SEWA Projects that make them conscious of their duties towards society, living beings and the nature.;	
9. 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) which includes Inclusive School Health and Wellness Guidelines.;	
10. School integrates Constitutional Values, Fundamental duties, cultural heritage and citizenship skills in subject specific lesson plans of all classes.;	
11. Students participate in the cultural exchange programmes within the country.;	
12. Students learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observations and interactions.;	
13. The programme is effectively implemented, monitored and reviewed regularly.;	

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

Standard	Maturity Level	Performance indicator ticked by the school
1.6.1 The school ensures 75% attendance of its students and reduces drop outs.	Level IV- Dynamic Evolving	1. The school maintains student registry and attendance records of the students.;
		2. The Principal and teachers have identified students who are regularly absent.;
		3. Parents are informed about students who are regularly absent.;
		4. The Principal, teachers and other stakeholders have informed interactions of the student's regular absenteeism.;
		5. Teachers are trained as first aid counsellors to cater to the socio emotional needs of the students.;
		6. School identifies the reason for student drop out.;
		7. Strategies are in place to bring back the drop outs back in school.;
		8. All student drop outs are tracked and brought back to the classroom in collaboration with the parents.;
		9. Regular communication, counselling and follow ups are done to encourage attendance and reduce drop outs.;
		10. The school ensures 75% attendance of its students.;
		11. The School Policy on Health and Wellness is in place.;
		12. The Principal, teachers and other stakeholders create joint plans to improve student attendance.;
		13. Students at risk (girl child, students belonging to diverse socio economic disadvantaged groups and divyang) are supported and encouraged to complete their schooling.;

			14. The school allocates funds for student welfare.;
			15. The school ensures 90% attendance of its students every year.;
			16. School ensures Zero drop out, 100% transition and retention.;
			17. Monitoring and Reviewing Practices of the system are in place.;
			18. Gaps are identified and action plans made accordingly.;
1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning.		Level II – Transient	1. School assesses the achievement of learning outcomes at classes 3, 5 and 8.;
			2. Assessment practices adopted are in alignment with CBSE recommendations.;
			3. Teachers attend capacity building programmes on designing outcome driven tasks.;
			4. Teachers integrate assessment of learning in their lesson plans.;
			5. Teachers prepare the question papers and more than two outcome driven tasks to assess students' performance.;
			6. There is an ongoing capacity building of teachers on assessments.;
			7. Assessment practices are in alignment with NEP and CBSE recommendations.;
			8. There is an Annual Calendar for conducting assessments.;
			9. Modes of assessment include research work, writing journals, making of portfolio, presentations and other project work involving experiential learning for all the classes.;
			10. Both individual and group work is assessed.;
			11. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;
			12. There is a well-defined blue print for framing different kinds of questions using multiple modes.;
			13. Teachers are mentored and enabled to design varied assessment tasks.;
			14. Student inputs are taken to design outcome driven tasks.;
			15. School assesses the achievement of LOs of all the students in all the classes.;
			16. Teachers reflect after every assessment of learning and design improvement plans in their teaching learning practices.;
			17. The assessment practices are regularly reviewed in the light of

		achievement of Learner Outcomes.; 18. Gaps are identified and action plans made accordingly.;
1.6.3 The school has defined procedures and criteria to regularly assess the students performance; adopts varied assessment tools and techniques to assess the performance of the students – Assessment for Learning and As Learning.	Level III – Stable	1. Guidelines for assessments and evaluation are available with Heads of Departments and teachers.; 2. Assessments include pen and paper tests to assess the performance of students.; 3. Assessments are regular and periodic.; 4. Teachers are trained in the development of competency focused assessment tasks.; 5. Assignments, worksheets, projects and other competency focused tasks are used to assess the performance of students.; 6. Teachers assess students on the basis of pre-defined criteria.; 7. Feedback about the students' performance is communicated to parents at regular intervals.; 8. Teachers conduct and employ different types of assessment tools and techniques into their teaching practices which enable them to assess the higher order thinking skills of students.; 9. Teachers consult students in defining assessment criteria; 10. Teachers hold discussions with parents to communicate assessment criteria.; 11. Teachers use data for the purpose of remediation and performance enhancement.; 12. Students reflect on and monitor their own progress and make efforts to improve their performance.; 13. School provides opportunities for students to improve on their performance.; 14. 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).; 15. Teachers periodically design and use different formative assessment tools and techniques as per the needs of the students.; 16. Teachers and students co-construct learning, assessment and learning progress map.; 17. Teachers use assessment data to improve their own teaching learning practices.; 18. There are evidences to show how far each student has progressed on her/his developmental continuum.;
		1. Guidelines for assessment and evaluation are available with the

		Heads of the Departments and teachers;
		2. School has adopted the prototype of HPC developed by the Board for recording of students' performance.;
		3. Teachers are trained in the use of HPC and assessment standards.;
		4. Assessment of skills and competencies is done on the basis of performance of students in different projects, quizzes, role plays, group work, portfolios and other outcome driven tasks.;
		5. Records are maintained, updated and tracked regularly.;
		6. Students show atleast 10% progress on their developmental continuum in age appropriate skills/competencies every year.;
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).	Level I - Inceptive	7. Assessment of skills and competencies is done in collaboration with teachers from different streams.;
		8. Self-Assessment and Peer Assessment practices are evident.;
		9. Students show atleast 20% progress on their developmental continuum in age appropriate skills/competencies every year.;
		10. 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).;
		11. All Staff is competent in assessing cognitive, affective, psychomotor domains of the learners as per HPC framework.;
		12. The Holistic Progress Card reflects self, peer, teacher and parent assessment of skills/competencies acquired by the child.;
		13. School is using AI based software to track the growth of their students. The data is shared with students and their parents depicting their strengths, areas of interest and areas to be focused upon.;
		14. Students show atleast 30% progress on their developmental continuum in age appropriate skills/competencies every year.;
		15. Action plans are made as per the gaps identified in the system.;
		1. Teachers design interventions keeping in mind learning outcomes to be achieved.;
		2. Teachers undergo capacity building programmes on inclusive practices and skill/competency focused teaching learning and assessment practices.;
		3. School keeps a track of the students' progress on their developmental continuum.;
1.6.5 The school uses the results of NAS/SLAS/Third Party	Level I -	4. Teachers undergo ongoing

Standard	Maturity Level	Performance indicator ticked by the school
Assessment/CBSE SAFAL assessment to ensure all students progress on their developmental continuum.	Inceptive	capacity building programmes on inclusive practices and skill/competency focused teaching learning and assessment practices.; 5. Teachers enable students to use self-assessment techniques to assist them in monitoring their own growth and achievement.; 6. Students' achievement against defined LOs is monitored regularly and improvement plans prepared accordingly.;

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

Standard	Maturity Level	Performance indicator ticked by the school
1.7.1 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.	Level I - Inceptive	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. Teachers make use of textbooks, stories and poems to achieve LOs.; 4. School focuses on teaching students about personal and public hygiene.; 5. Teachers are oriented on implementation of the recommendations of the NCFFS.; 6. Teachers make use of worksheets, workbooks, activity sheets, flash cards and other audio visual material to achieve LOs.; 7. At least 50% students at this stage have access to teaching learning material in their local language.; 8. School has good collection of pictorial and textual children's literature in its library.; 9. The concept of reading and writing is initially developed through the mother tongue/local/home language of the students.; 10. The students imbibe values through specially designed experiential activities.; 11. Teachers attend capacity building programmes.; 12. Teachers prepare teaching learning material using local resources.; 13. The teachers co relate content with real life experiences of the child.; 14. The school accommodates the needs and interests of all the students by using diverse and inclusive content and teaching learning material.; 15. Environmental awareness is integrated in the curriculum.; 16. At least 75% students at this stage have access to teaching learning material in their local language.; 17. School has separate children's library and has books available in the home language/local language/mother tongue of the students.; 18. Teachers are engaged in ongoing capacity building programmes.; 19. Local traditions, songs, poems, games, art are a part of the curriculum at this stage.;

		20. 100% students in foundational years have access to teaching learning material in their mother tongue/local /home language.;
		21. 100% students are using mother tongue/local/home language in reading and writing.;
		22. School has an attractive display of books in the classroom/library to capture the attention of the students which is changed periodically.;
		23. Audio books are also available to cater to the diverse needs of the students.;
		24. Improvement plans are made in the light of achievement of LOs.;
1.7.2 The school adopts an inclusive approach to pedagogy that is play based, engaging, contextual and experiential.	Level I - Inceptive	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 make use of worksheets/activity sheets, workbooks, reading cards, flash cards and other supplementary graded teaching learning material.;
		7. Teachers make use of toy based/game based pedagogy, sports integrated learning to provide experiential learning opportunities to the students.;
		8. Students are engaged in joyful learning experiences like conversations, listening, playing with toys, games, painting, drawing, singing, dancing and other such activities.;
		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. Opportunities are provided to all the students to participate in the classroom activities in ways that suit each child best.;
		12. Classrooms are clean, cheerful, well lit learning spaces.;
		13. The classroom rules are based on positive behavioural outcomes.;
		14. Parents are equal partners in helping students to achieve their learning outcomes.;
		15. 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).;
		16. Teachers collaborate within the school and learn from each other.;
		17. The best practices are benchmarked and integrated into the teaching learning practices.;
		18. Classroom rules are made by the teachers in collaboration with the students.;
		19. Improvement plans are made keeping in view the needs of the students.;

1.7.3 The schools designs and conducts age appropriate, regular and ongoing assessments that check for the achievement of the defined Learning Outcomes.	Level I - Inceptive	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. Feedback about the student's progress is given to the parents.;
		5. Teachers attend capacity building programmes on assessments and HPC.;
		6. Parents are oriented about the Learning Outcomes to be achieved during the academic session along with the type of assessments to be undertaken throughout the year.;
		7. Checklists are used by the teachers to record observations.;
		8. Teachers use formative tasks to assess students' skills and competencies and record of the same is maintained.;
		9. Teachers attend capacity building programmes on designing and creating skill based formative assessment tasks.;
		10. Parents are partners in helping the child to grow on her/his developmental continuum.;
		11. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;
		12. Teachers have the autonomy to choose appropriate tool for assessment and the periodicity of assessing.;
		13. Teachers keep track of the rate of progression over a period of time for each student.;
		14. Teachers make use of event sampling to record their observations about the students.;
		15. Students' progress is analysed through systematic collection of evidences at regular intervals and individual education plans designed accordingly.;
		16. Parents' feedback, observations and comments about their child's performance is recorded in the Child's Holistic Progress Card.;
		17. The assessment practices are monitored at regular intervals; gaps identified and improvement plans made accordingly to strengthen the system.;
		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 maintains the appropriate Pupil Teacher Ratio as recommended by the Board/NCFFS.;
		5. 3 month play based 'School Preparation Module' developed by NCERT for Grade 1 Students is administered in the beginning of class I to bolster the child's pre-literacy, pre-numeracy, cognitive and social skills.;
		6. School has functional classroom boards, material for arts/crafts, range of children's literature.;
		7. School makes use of the school building as a

Standard	Maturity Level	Performance indicator ticked by the school
1.7.4 The school has created a suitable ecosystem for attaining Foundational Literacy and Numeracy (FLN) targets for all children.	Level I - Inceptive	teaching aid.; 8. The plan is shared with all the parents and is available at the school website.; 9. Teachers are engaged in professional development activities through a variety of means.; 10. The walls and corridors display a colourful, cheerful and vibrant atmosphere.; 11. At least 50% students have acquired grade level competencies in Literacy and Numeracy as evidenced in HPC.; 12. The progress of each student's learning is monitored and tracked.; 13. Parents are oriented on health related needs of children.; 14. 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).; 15. All teachers have access to quality resources for achieving the set targets of FLN.; 16. Teachers are mentored and provided support to achieve the learning outcomes.; 17. Teachers make individualised education plans for each student to achieve the intended learning outcomes.; 18. Learning gaps identified with their probable reasons and various strategies/improvement plans initiated keeping in view the needs of the students.;

DOMAIN 2 : INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS

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

Standard	Maturity Level	Performance indicator ticked by the school
2.1.1 The school has sufficient classrooms conducive to learning.	Level II – Transient	1. Classrooms are available in the school as per statutory norms.; 2. School ensures student classroom ratio (SCR) as per norms.; 3. Inventories are maintained.; 4. The school uses additional spaces for meaningful student learning experiences; 5. All classrooms are designed to provide for varied learning needs and suitable for different stages as per the norms.; 6. Infrastructure is upgraded as and when required.; 7. Teachers are trained to use the various classroom resources.; 8. The School Policy on Institutional Planning with regard to Infrastructure is in place.; 9. All classrooms have space for peer interactions and student–teacher interactions.; 10. School has clean and aesthetically pleasing classrooms.; 11. Classrooms are easily accessible by students with special needs.; 12. There is an ongoing mechanism to assess the infrastructural needs of the institution in relation to the

		students' needs and plans for improvement made accordingly.;
2.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.	Level I - Inceptive	1. School has a separate library room with adequate resources as per norms.; 2. Students visit the Library as per their allotted period.; 3. The students are issued books to inculcate reading habits.; 4. Inventories are maintained.; 5. The school librarian maintains records.; 6. The school Library resources are utilized by teachers and students.; 7. Library is open for the students even after school hours.; 8. Capacity building programmes for librarian and teachers are organised to use library as a teaching learning resource.; 9. Books are regularly updated to meet the developmental needs of learners of all the genders and all age groups.; 10. The Librarian follows well-constructed age appropriate strategies to meet teaching learning needs of students.; 11. At least 75% students in the school are issued library books.; 12. The School Policy on Institutional Planning with regard to effective usage of Library is in place.; 13. The library provides access to internet, e-library and various digital media to both teachers and students.; 14. The Librarian uses innovative techniques to encourage students to read.; 15. Teachers' and Students' views and suggestions are taken to procure relevant and age appropriate books.; 16. The Library is accessible to parents, alumni and community.; 17. Regular review of the needs of students and staff and appropriate action plan is evidenced.;
2.1.3 Laboratories are available to support learning activities.	Level I - Inceptive	1. The Laboratories are equipped as per norms to meet the desired learning outcomes of students.; 2. The equipment, reagents and specimens etc. kept in laboratories are in accordance with the laws, rules and regulations applicable.; 3. All safety and security compliances are met with as per CBSE and NCPCR norms and guidelines.; 4. Laboratories and related emergency management facilities are available.; 5. Inventories are maintained.; 6. All Laboratories are effectively utilised by students of different stages.; 7. The Lab Attendant(s) maintain(s) records.; 8. Safety and Security norms are reviewed at regular intervals.; 9. The laboratories are equipped with a separate reference section.; 10. Laboratories are regularly updated to meet the developmental needs of learners of all the genders and all age groups.; 11. The School Policy on Institutional Planning with regard to the effective usage of Laboratories is in place.; 12. The Laboratories are used as innovation centres to build 21st century skills in the learners.; 13. Resources are added based on lab attendant(s)', teachers'

			and students' feedback.;
			14. School collaborates with Parents, Alumni and Community Members to upgrade the Laboratories.;
			15. The school has Science, Mathematics and Computer laboratories as per norms.;
2.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.	Level I - Inceptive		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. Administrative staff uses available ICT facilities to improve their functioning.;
			5. Computer and ICT facilities for academic and non-academic activities are available and used by students.;
			6. School provides training to teachers and staff in the use of ICT and other futuristic technologies like AR/VR, Smart Classrooms, etc.;
			7. Students participate and compete in ICT related intra/inter school events.;
			8. Atleast 30% students in the school use digital devices (tablet/PC provided by the school) and access online content and use it.;
			9. Facilities are regularly upgraded and effectively utilized by students, teachers and administrative staff.;
			10. Student outcomes reflecting technology usage are evidenced.;
			11. Student Learning outcomes are evidenced in the usage of technology by students, staff and community.;
			12. There is a well-defined Policy on Institutional Planning with regard to Technology Integration and Digital literacy in school.;
			13. Parents are oriented towards digitalization of school processes.;
			14. At least 80% students in the school use digital devices (tablet/PC provided by the school) and access online content and use it.;
			15. Ongoing review of use of ICT facilities by teachers, students and administrative staff acts as an enabler to improve the system.;
2.1.5 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre.	Level I - Inceptive		1. School has either separate rooms for art and sculpture, music, dance, theatre activities or one multipurpose hall for these activities.;
			2. All safety and security measures as per norms are in place.;
			3. Inventories are maintained.;
			4. Equipment for all the activities is utilized and maintained.;
			5. All safety and security measures are regularly reviewed.;
			6. Open spaces are well utilized to develop a culture of art and aesthetics.;
			7. Activity rooms are well designed and equipped to meet the diverse interests and needs of students.;
			8. Age appropriate equipment is available in the activity rooms.;
			9. School has a Heritage Club that focuses on promotion of local art and culture.;
			10. The School Policy on Institutional Planning with regard to development of Aesthetics, Art and Culture in students is well in place;

| | | 11. School has an Innovation Centre that focuses on entrepreneurial projects that promote local art and culture.; |
| | | 12. Feedback and feedforward is taken from the stakeholders to strengthen the system.; |

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

Standard	Maturity Level	Performance indicator ticked by the school
2.2.1 The school has sufficient space for Principal, staff and administration as per requirements.	Level I - Inceptive	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. The Principal has an open door policy.;
		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 Policy on Institutional Planning with regard to provision of facilities for school staff and principal is in place.;
		11. The school has aesthetically and functionally designed offices.;
		12. The Principal engages in innovative practices to make the official work spaces more accessible and welcoming.;

Sub Domain - 2.3 Infirmary and Health Management Facilities

Standard	Maturity Level	Performance indicator ticked by the school
2.3.1 The school has effective preventive health care and health management facilities.	Level I - Inceptive	1. The infirmary has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period.;
		2. School has a full time counsellor to attend to the mental health and well-being issues.;
		3. Annual health check-ups are conducted.;
		4. Health Cards of all students are maintained with special focus on immunization.;
		5. Emergency protocols are in place.;
		6. The school has tied up with a local nearest hospital to meet emergency needs.;
		7. Inventories are maintained.;
		8. All teachers are trained in first aid.;
		9. School creates awareness among students about Mental Health Issues.;
		10. School empowers students by educating them regarding bullying.;
		11. Teachers are trained in identifying early signs of mental health issues among students.;
		12. Relevant medical records of all students are updated with parental support.;

		13. School has a Health and Wellness Club which is the focal point of school health promotion.;
		14. Activities for parents, students and teachers that focus on preventive health care management are integrated in the time table, school calendar and school curriculum.;
		15. Equal comfort level in terms of medical facilities is offered to all the genders.;

Sub Domain - 2.4 Water, Sanitation Facilities and Waste Management

Standard	Maturity Level	Performance indicator ticked by the school
2.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.	Level I - Inceptive	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. Water filter/purifier is available in the school.;
		6. Water quality is tested periodically.;
		7. There is proper disposal of waste and garbage.;
		8. All disinfectants and cleaning materials are kept away from the reach of the children.;
		9. All safety and security measures as per norms are in place.;
		10. Inventories are maintained.;
		11. There is provision of proper lighting, exhaust fans and dust bins in the toilets.;
		12. Sufficient water is available at all times for different purposes in the school.;
		13. Dust bins are available in all the corridors and classrooms in the school.;
		14. There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc.;
		15. There are working locks on the toilet doors.;
		16. Doors have child-friendly latch.;
		17. School promotes use of organic sanitary pads among girl students.;
		18. School has provision of Organic Sanitary Pad vending machines in girls' toilets and eco-friendly incinerators for disposing menstrual waste.;
		19. There is provision of separate and clean toilets for male and female staff.;
		20. All water, sanitation and hand washing areas are kept clean and in hygienic conditions are maintained.;
		21. School has a drainage system and protocols for disposal of waste and garbage.;
		22. All safety and security measures are regularly reviewed and action plans made to improve the system.;
		23. Capacity building of teachers, admin and housekeeping staff and students on personal and environmental hygiene and waste management.;
		24. Regular/daily inspection of water and sanitation

		facilities by a committee /person appointed for the task.;
		25. Students participate and compete in events on eco-friendly practices.;
		26. The school provides a platform for students to collaborate with parents, alumni and community to build a safe and clean environment.;
		27. The school caters to a clean environment by enforcing stringent monitoring and review practices.;

Sub Domain - 2.5 Furniture

Standard	Maturity Level	Performance indicator ticked by the school
2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.	Level I - Inceptive	1. Age appropriate furniture in classrooms commensurates with the strength of students and staff.; 2. All safety and security measures are in place.; 3. Different seating arrangements are demonstrated by the teachers in correlation to their pedagogical strategies; 4. Students engage in multiple activities while working in groups.; 5. All safety and security measures are reviewed at regular intervals.; 6. Age appropriate aesthetically designed furniture is available in the school.; 7. Appropriate furniture is available for differently abled students.; 8. The School Policy on Institutional Planning with regard to the provision of Furniture is in place.; 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 by the school
2.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.	Level III – Stable	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 classrooms are painted in white or light non-glossy paint to improve the light quality in the rooms.; 10. The text on the Boards are clearly visible to all the students in the classroom.; 11. The School Policy with regard to eco-friendly

	practices and health and wellness is in place.;
	12. Entire school building is ventilated with temperatures conducive for learning and working as per norms.;
	13. Energy saving measures and the cleanroom design are monitored at regular intervals.;
	14. Gaps are identified and improvement plans made accordingly.;

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

Standard	Maturity Level	Performance indicator ticked by the school
2.7.1 The school follows eco-friendly/green practices to promote and inculcate organic lifestyle among students.	Level I - Inceptive	1. The school premises are neat and clean.; 2. The school uses energy saving and energy efficient electrical equipment.; 3. Rain water harvesting system is in place in the school.; 4. School has green plants placed/grown in its premises.; 5. School Waste is segregated before disposal.; 6. School has an eco-club.; 7. The school premises are aesthetically maintained with lawns and green plants.; 8. School has a kitchen/nutritional garden maintained by students.; 9. Students participate in maintaining and sustaining neat, clean and green school surroundings.; 10. Students participate in environment related events at intra/inter school level.; 11. Teachers are trained to integrate Learning about the environment; Learning through the environment; and Learning for the environment in their lesson plans.; 12. The School Policy on Sustainable Eco-friendly/ Green Practices leading towards organic lifestyle is in place.; 13. Teachers build on the knowledge, skills and attitudes of the students towards environmental awareness and organic living through interdisciplinary approaches.; 14. Students participate in identifying age appropriate environmental issues/ problems and find effective and innovative solutions that are executed in the school, community and at home.; 15. Students participate in environment related events at national/international level.; 16. The eco-friendly practices adopted by the school are an example for the wider community.; 17. The Eco-friendly practices are monitored and reviewed at regular intervals.;

Sub Domain - 2.8 Safety Provisions

Standard	Maturity Level	Performance indicator ticked by the school
		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.;

Standard	Maturity Level	Performance indicator ticked by the school
2.8.1 The school ensures Whole School Safety and Security Approach for all as per statutory norms.	Level I - Inceptive	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. The school empowers all the stakeholders, including the alumni and the community in co-creating a safe and secure school environment for the holistic development of students.; 9. The SOPs in every domain of school functioning are monitored from the perspective of safety and security at regular intervals by the designated teams of empowered stakeholders.; 10. The school has a mechanism to assess the satisfaction of stakeholders with respect to the safety and security approach followed in the school.; 11. The School Safety and Security Policy to ensure Safety and Security of all is in place.; 12. The Whole School Approach on Safety and Security is evidenced by the contribution of all stakeholders in all domains of school functioning to ensure that the students learn and grow in a joyful and safe environment.; 13. The accountability for keeping children safe and secure in schools (including while children are transported to and fro, to attend school or go back to their homes in a school transport) is on School Management, Principal and Staff.; 14. School follows 'Zero Tolerance Policy' against any negligence on the part of any individual or school member or management when it comes to the safety and security of children in school.; 15. The safety and security measures are reviewed/monitored at regular intervals; feedback and feedforward taken from stakeholders; gaps identified and action plans made accordingly.;

Sub Domain - 2.9 Playground and Sports Facilities

Standard	Maturity Level	Performance indicator ticked by the school
2.9.1 Indoor and outdoor sport facilities are available and support divyang.	Level I - Inceptive	1. School has a playground meeting minimum statutory requirements.; 2. School has indoor and outdoor sports material/equipment as per norms.; 3. Sports facilities and equipment are maintained and the staff ensures safety and security of students at all times.; 4. Intra level sports events are organised in the school.; 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. School facilities are used for multiple sports and other activities including yoga.; 9. School has dedicated area for the storage of age and game appropriate indoor and outdoor sports equipment.; 10. Facility of changing rooms and easy access to wash rooms and potable drinking water is available to the students.; 11. School playground is used to host interschool sports events.; 12. School playground is being used as a teaching tool by the teachers.; 13. School playground has the facility of safe shades and rest areas.;

		14. The School Policy on Institutional Planning with reference to indoor and outdoor sports facilities is in place.;
		15. Indoor and outdoor sports facilities are accessible to students, staff, parents, alumni and community.;
		16. There is provision of multi courts and diverse sports and games facilities in the school.;
		17. School indoor and outdoor sports facilities are used to host national/international sports events.;
		18. Facility for coaching or special training in specific game(s) is available for students.;
		19. The physical accessibility of the playground is also regularly assessed to ensure all equipment can be used by all students including divyang.;

DOMAIN 3 : HUMAN RESOURCES

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

Standard	Maturity Level	Performance indicator ticked by the school
3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.	Level I - Inceptive	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. School Leader is trained in Personnel Management.; 9. The school appoints full time counselor(s) and special educator(s) as per requirement.; 10. All employment decisions are made in collaboration with the School Leader.; 11. School appoints staff (teaching and non-teaching) from diverse backgrounds reflecting inclusion and equity.; 12. Monitoring and reviewing practices are in place to ensure that the process results in hiring of staff that is competent enough to meet the student developmental goals.; 13. Feedback and Feedforward mechanism is in place.;
		1. New staff members are: A briefed by the concerned H.O.D./Principal/Manager regarding their duties and activities to be undertaken B acquainted with terms and conditions of employment.; 2. New staff members are: A introduced to the school staff and school facilities B given a tour of the school C informed about pay D informed about school's Code of Conduct – making clear the expected standards of conduct and behaviour E apprised of their responsibility to provide a safe environment in which children can learn F acquainted with other formalities to be completed.;

3.1.2 The School Induction Programme lays strong foundations for productive relationship and high standards of performance.	Level II – Transient	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. All staff members receive appropriate child protection training which is regularly updated.; 6. The school has an experienced employee who executes the role of a mentor through written/verbal instructions and demonstrations in a stress free environment.; 7. The planning for the programme includes induction activities that cover the new employee's first weeks and months.; 8. Specific job training in developing knowledge, skills and efficiency in the job with hands-on experiences to face the challenges.; 9. Upon completion of the induction programme, the new staff is certified.; 10. The principal assigns work/responsibilities to the staff as per their knowledge, competencies and skills.; 11. A road map for the personal and professional growth of the employees is generated with mutual consensus.; 12. Mentoring, Monitoring and Reviewing at regular intervals is demonstrated.;
3.1.3 The school staff appraisal is a supportive and developmental process to ensure positive outcomes for students.	Level I - Inceptive	1. Staff Appraisal is done.; 2. The teacher appraisal and feedback system acts as a mechanism to increase teacher effectiveness and ensures positive outcomes for students.; 3. The teaching staff is also encouraged to do self-assessment using Teacher's Self-Assessment Rubrics (TSAR) developed by NCERT.; 4. Mid Term Appraisals assist the staff to self-assess their progress; identify areas for development; and set their future goals.; 5. The staff is provided with a written appraisal report which reflects the areas to celebrate and areas to improve.; 6. The school has HR Policy which includes Staff Appraisal and Professional Development Measures to motivate and retain employees.; 7. Staff shares their satisfaction or concern areas with the school authorities.; 8. The appraisal system is monitored at regular intervals; gaps identified and improvement plans made in collaboration with the staff to strengthen the system.;
3.1.4 The school is committed to achieving student learning outcomes by building the capacity of teachers through collaborative, reflective and experiential processes.	Level I - Inceptive	1. School maintains teacher registry.; 2. The school adopts both online and offline methods for building capacity of teachers.; 3. There is provision for teacher development in the Annual Budget.; 4. The teachers write a report on the CBPs attended and the learning is reflected in their lesson plans.; 5. Teachers are provided with a dedicated time to reflect on their practices, identify gaps in student outcomes and collaborate with each other to improve their classroom transaction practices.; 6. The impact on students as an outcome of implementation of new ideas/learnings is recorded.; 7. Teachers are a part of various forums and discussion groups on DIKSHA and interact with peer teachers and share resources and their learning with each other.; 8. The school adopts multiple methods of developing a professional learning community (like inviting experts, facilitated workshops, internships in other schools, exchange visits, action research learning groups, peer support groups, mentoring,

Standard	Maturity Level	Performance indicator ticked by the school
		coaching, etc.).;
		9. The school collaborates with the schools in its hub/cluster and/or other partners to enhance capacity building of its teachers.;
3.1.5 The school decides the salary and other allowances as per state norms/central norms.	Level IV- Dynamic Evolving	1. Salary of the school staff is paid as per the CBSE affiliation bye laws or as per state norms.;
		2. School has welfare schemes for staff members.;
		3. DA and other admissible allowances as per Central or respective State Govt. rates are paid to the staff.;
		4. School HR Policy with regard to salary and other allowances to the staff is in place.;
		5. The school gives salary according to the latest Pay Commission.;
		6. The school provides staff allowances, incentives and appreciation for additional work including rewards like sponsoring training.;
3.1.6 The school creates a positive organisational culture of engagement that strengthens employee-leader relationships.	Level II – Transient	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. Teams from across the school and across all streams are appreciated and recognised in diverse areas.;
		6. Ongoing recognition practices add value to the employee engagement and productivity.;
		7. Workplace morale is enhanced and creates a ripple effect in the workplace.;
		8. Feedback mechanism to gauge satisfaction of employees is in place.;
		9. The Leadership Team identifies the gaps in the system and plans improvements accordingly.;

Sub Domain - 3.2 Parents

Standard	Maturity Level	Performance indicator ticked by the school
3.2.1 Parents are equal and vital partners in education.	Level I - Inceptive	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. Communication Tree is in place.;
		7. School recognizes that student achievement and success increases when parents are welcomed and respected as partners.;
		8. The school has an HR Policy inclusive of Parental Involvement and Engagement in the education of their wards.;
		9. Parents are partners in growth of the children and thus school has an open-door policy for parents.;
		10. Parents collaborate with the school in developing and implementing school

		policies.;
		11. Facilities like Library, Computer Labs and Playgrounds are accessible to the parents.;
		12. The practice of engaging parents as an effective resource is assessed at regular intervals; gaps identified and improvement plans made accordingly to strengthen the system.;

Sub Domain - 3.3 Students

Standard	Maturity Level	Performance indicator ticked by the school
3.3.1 Student engagement as fundamental to schooling outcome.	Level I - Inceptive	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. All the members of the Student Council have clarity about their roles.; 4. Buddy programmes and students as enablers are evidenced in selective classes.; 5. Mechanism for taking feedback from students is in place and complaints and suggestions are addressed.; 6. Student council is engaged in formulating school improvement plans in collaboration with teachers.; 7. Students are used as resource for sharing insights into their world which can help school formulate Health Promoting School Policy.; 8. School has a well-integrated calendar to ensure that students have a voice in the target setting of a school improvement plan.; 9. Student participation, involvement and engagement is linked to their economic success and long term health and wellbeing.; 10. Students are provided opportunities to exhibit their leadership skills and take on responsibility and accountability of age appropriate practices in the school.; 11. The students become positive enablers for others.; 12. The abilities and competencies of students are used effectively to provide meaningful inputs to their juniors.; 13. Students assist in peer and buddy learning in academic and non-academic activities.;

Sub Domain - 3.4 Alumni

Standard	Maturity Level	Performance indicator ticked by the school
3.4.1 Alumni act as Stakeholders in Quality Education and School Development	Level I - Inceptive	1. School invites its alumni to share their ideas and experiences with the school and the students.; 2. The school has an Alumni Association that meets once a year.; 3. Alumni Association helps students to connect with the higher educational institutions.; 4. Alumni are the Brand Ambassadors of the school.; 5. The school has structured tracking mechanisms regarding alumni.;

Sub Domain - 3.5 Community

Standard	Maturity Level	Performance indicator ticked by the school

Standard	Maturity Level	Performance indicator ticked by the school
3.5.1 The school collaborates with community for student achievement and wellbeing and facilitates volunteerism.	Level I - Inceptive	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 collaborates with Central Govt./Private Schools/Higher Educational Institutions/TEIs.; 4. Community representative members of the SMC are involved in School Improvement Planning.; 5. The school enters into partnerships with the community to empower students to solve real-world challenges and exposes them to professional opportunities.; 6. Collaborations with Central Govt./Private Schools/Higher Educational Institutions/TEIs are utilised for being mentored on a regular basis.; 7. School has obtained support through Vidyanjali in atleast three areas/facility.; 8. The community partners in collaboration with the school staff introduce students to age appropriate real life partnerships that align with students' interests.; 9. School facilities are open and accessible for the community beyond school hours.; 10. The school community partnership initiatives provide interventions for promoting student achievement and wellbeing.; 11. School facilitates volunteerism through Vidyanjali to give back, reconnect and inspire the community.; 12. Regular monitoring and reviewing of the efficacy of the School Community Partnership Programme and its impact on learner outcomes is evidenced.; 13. Feedback and Feedforward is taken at regular intervals; gaps identified and improvement plans made accordingly.;

DOMAIN 4 : INCLUSIVE PRACTICES

Sub Domain - 4.1 Barrier free Environment

Standard	Maturity Level	Performance indicator ticked by the school
4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.	Level IV-Dynamic Evolving	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.; 2. Records and inventories are maintained.; 3. Orientation sessions for teachers on ensuring equity, inclusivity and accessibility in school are organised.; 4. Facilities used by special needs students (divyang and students from different socioeconomic backgrounds) are not stigmatizing with regard to location, appearance, or design.; 5. The school assesses its provisions/facilities in the light of RPWD Act 2016 and Right to Children to Free and Compulsory Education Act 2009 atleast once a year to ensure equity, inclusivity and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.; 6. Guidelines for providing a barrier free environment along with roles and responsibilities are in place.; 7. Orientation sessions for parents on ensuring equity, inclusivity and accessibility in school are organised.; 8. The school assesses its provisions/facilities in the light of RPWD Act 2016

		and Right to Children to Free and Compulsory Education Act 2009 at regular intervals to ensure equity, inclusivity and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.; 9. The school regularly surveys parents regarding their satisfaction with the appropriateness and relevance of practices adopted/facilities provided to their wards.; 10. The School has a Policy on Equity and Inclusion.; 11. The teachers and the students participate in designing cost-effective, technical and practical solutions for making the physical environment of a school safe, inclusive, accessible and friendly for all students.; 12. The feedback and feedforward, regarding barriers, provided by the stakeholders is timely addressed and these barriers are removed in collaboration with all stakeholders to ensure an inclusive and equitable school environment.; 13. The school collaborates with the Govt. School Management, Community and Families of students to improve inclusive practices.;
4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds.	Level I - Inceptive	1. The school is aware of the RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.; 2. Teachers attend capacity building programmes as per mandate.; 3. Teachers are aware of child-friendly and child-centred curriculum as elaborated in the NEP and NCF.; 4. School Management Committee (SMC) has proportionate representation of parents or guardians of divyang and children belonging to diverse socio economic backgrounds.; 5. School has guidelines for making the curriculum accessible to divyang and students belonging to diverse socio economic backgrounds along with teachers' roles and responsibilities.; 6. Teachers attend capacity building programmes on inclusive practices.; 7. Development of independent living and personal management skills are emphasized through the curriculum for the divyang and students belonging to diverse socio economic backgrounds.; 8. Teachers undergo ongoing capacity building programmes on inclusive practices.; 9. Parents of divyang and students belonging to diverse socio economic backgrounds participate in planning and managing of the school programmes, and have their views represented as members of the SMC.; 10. The school assesses its curricular provisions in the light of RPWD Act 2016, Right to Children to Free and Compulsory Education Act 2009, NCF and NEP at regular intervals to ensure equity, inclusivity and accessible curricular environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.; 11. The School has a Policy on Equity and Inclusion.; 12. Curriculum based on the principles of equity and inclusion accommodates students belonging to disadvantaged groups - social, cultural, economical, geographical, linguistic, gender, and students with disabilities.; 13. The school has a mechanism to identify and nurture the talent/s of each student in collaboration with stakeholders.; 14. School establishes links and supports divyang and students belonging to different socio economic backgrounds for transition to higher education/vocational education.; 15. Each student's growth on the developmental continuum is monitored on a regular basis and support and interventions provided as per need.; 16. Monitoring and reviewing practices of the system are in place; gaps identified and improvement plans made accordingly.;
		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

Standard	Maturity Level	Performance indicator ticked by the school
		economic backgrounds.;
		3. School ensures ideal ratio of students and teachers to achieve learning outcomes for all students.;
		4. Teachers make small changes, modifications, adjustments at individual level to enable divyang and students belonging to diverse socio economic backgrounds to participate optimally according to their potential in the teaching-learning process.;
		5. The assessment practices are uniform for all students.;
		6. Teachers adopt remedial measures to support students.;
		7. All safety and security norms are followed.;
		8. Teachers attend orientation workshops on RPWD Act 2016, RTE Act and Inclusive Practices.;
		9. Teachers make use of differentiated teaching learning practices with focus on child centred pedagogy.;
4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.	Level I - Inceptive	10. Teachers use extra time, peer support, visual, auditory, kinesthetic (physical activity) and tactile (touch) inputs to support divyang and students belonging to diverse socio economic backgrounds.;
		11. The school ensures participation of all students in curricular and co-curricular activities both inside and outside the school.;
		12. Formative Assessment is conducted in whole groups, smaller groups and individually, as required.;
		13. Teachers work in collaboration with special educators/counsellors to identify the learning needs of divyang and students belonging to diverse socio economic backgrounds.;
		14. Guidelines are available for teachers to establish equitable, accessible and inclusive classrooms along with roles and responsibilities.;
		15. Teachers make use of a range of teaching approaches including thematic and cross curricular approaches.;
		16. Teachers engage in open discussions with each other and with the students to plan innovative approaches to individualize learning.;
		17. Teachers evaluate the academic, social, emotional and physical development of the student on the basis of her/his individual learning plan.;
		18. Teachers engage parents, peers and senior students to design and implement strategies to facilitate student learning outcomes.;
		19. Teachers are trained to develop innovative practices and new teaching learning materials, as required for inclusive classrooms.;
		20. School conducts authentic, performance-based assessments within typical activities in inclusive environments for the purpose of identifying students' learning and communication styles, preferences and interests, academic strengths and weaknesses, and need for support.;
		21. Assessment tools are inclusive by design and no special efforts are needed to make separate tools.;
		22. School creates opportunities for sharing good ideas/models, innovative practices about students' learning within the school and provides external platforms to share their best practices.;

Sub Domain - 4.2 Games, Sports and other Recreational Facilities

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

Standard	Maturity Level	Performance indicator ticked by the school
		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.;
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.	Level I - Inceptive	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.;
		10. Implementation of planned equitable, accessible and inclusive sports education programme is evidenced.;
		11. Progress of students in these activities is regularly monitored on pre-defined criteria.;
		12. The School Policy on Equity and Inclusive Practices is in place.;
		13. School adopts a procedure to know the abilities of the students and accordingly makes provisions for games, sports and recreational facilities in the sports education programme for them.;
		14. Parents, alumni and community members contribute in planning and implementing sports and games and recreational activities programme designed for divyang and students belonging to different socio economic backgrounds in the school.;

Sub Domain - 4.4 Overcoming Attitudinal Barriers

Standard	Maturity Level	Performance indicator ticked by the school
4.4.1 The school fosters a culture of compassion, care and empathy towards all.	Level I - Inceptive	1. The school organises sensitization programmes for teachers on inclusive practices.;
		2. School has a repository of knowledge material on diversity and inclusion.;
		3. The school provides safe and secure environment to all the students as per norms.;
		4. The school educates staff about the benefits of inclusion through capacity building programmes and workshops.;
		5. The school organises ongoing capacity building programmes for staff on overcoming attitudinal barriers to foster compassion, care and empathy.;
		6. School ensures capacity building of teachers on Cross Disability.;
		7. The teachers provide opportunities to students with and without disabilities to interact with one another.;
		8. The school staff models inclusive behaviour by treating all students with respect and providing opportunities to participate in all aspects of school life.;
		9. Policy for Equity and Inclusive Practices is in place.;
		10. School practices reflect that the teaching community is moving away from knowledge and information on disability characteristics to integration of inclusive practices.;
		11. The Policy is monitored and reviewed at regular intervals; gaps identified and improvement plans made accordingly.;

DOMAIN 5 : MANAGEMENT AND GOVERNANCE

Sub Domain - 5.1 Vision and Mission Statement

Standard	Maturity Level	Performance indicator ticked by the school
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.	Level I - Inceptive	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. The Vision reflects the target audience, the goal(s) and the ways to achieve the intended goal(s).; 4. Staff is aware of their roles and responsibilities.; 5. Staff is regularly trained and empowered to use the SOPs.; 6. The school has a Management and Governance Policy in alignment with its Vision and Mission.; 7. The School Management and Leadership Team ensures that the Vision is the guiding force behind all academic and non-academic standard operating procedures.; 8. Before being finalised, the SOPs are tested multiple times.;

Sub Domain - 5.2 Institutional Planning Mechanism

Standard	Maturity Level	Performance indicator ticked by the school
5.2.1 The School Institutional Plan is based on the needs of the students and community and the principle of optimum utilization of resources available in the school and community.	Level I - Inceptive	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. All the stakeholders are aware of the institutional plan and their roles and responsibilities and work collaboratively to achieve the desired outcomes.; 6. School upgrades the knowledge and skills of its staff and students on a continuous basis to put institutional plan into practice to achieve the desired goals and objectives.;

Sub Domain - 5.3 Effective Coordination

Standard	Maturity Level	Performance indicator ticked by the school
		1. There is cooperative and effective working relationship between the Management/Governing Body and Head of the school.; 2. The Head of the School is responsible for ensuring realization of objectives stated in the vision and mission statement.; 3. Coordination is evidenced between the School Head and the Departmental Heads.; 4. School coordinates with external bodies as and when required.;

Standard	Maturity Level	Performance indicator ticked by the school
5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.	Level II – Transient	5. Records and inventories are maintained.; 6. The school management: A ensures a working relationship with the school head and staff; B has clearly defined their roles and responsibilities in the realization of its objectives.; 7. The school coordination system is evidenced in the form of meetings - larger group, smaller group and one on one that promotes cooperation and collaboration and development of interpersonal and horizontal relationships.; 8. The school coordinates with external bodies to achieve institutional goals.; 9. The institution has an effective coordination system to build relationships with the external forces (community in which the school exists, vendors, agencies, Govt. Policies, materials, economics, science and technology) that affect the environment in which the institution works.; 10. Coordination is established: A using effective communication system in the form of emails, letters, documented procedures, reports, circulars and also through personal interactions; and B by building relationships with the fellow staff, school leaders, vendors and other community members.; 11. The institution analyses the impact of the coordination system and takes suitable remedial measures to strengthen the system.; 12. The school management system establishes effective and sustained internal, external, vertical and horizontal coordination systems from planning till the monitoring stage of different school functions.;

Sub Domain - 5.4 Resource Management

Standard	Maturity Level	Performance indicator ticked by the school
5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.	Level I - Inceptive	1. Principal ensures fee collection.; 2. The school organises activities for creating awareness among students for the effective usage of resources.; 3. Regular Monitoring and reporting of usage of available resources as mandated is evidenced.; 4. Records and inventories are maintained.; 5. The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources.; 6. The school resource management system ensures: A no child drops out of school B students regularly attend the school C resources are optimally utilised D low attrition of staff.; 7. The school staff raises their need for resources only after the review of the existing resources.; 8. The School Management and Governance Policy inclusive of Resource Management is in place.; 9. Students are involved in designing, implementing and monitoring programmes for resource management.; 10. The school staff and students are responsible for the management of school resources to make the best possible decisions.;

Sub Domain - 5.5 Relationship Management

Standard	Maturity Level	Performance indicator ticked by the school
5.5.1 The School Relationship Management System nurtures and sustains meaningful relationships with its stakeholders to foster increased student achievement.	Level I - Inceptive	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.; 7. School communicates using different channels both online and offline to communicate with its stakeholders and others in the community.; 8. Feedback and Feedforward is invited from the stakeholders.; 9. Open-Door Policy supports the school in maintaining a healthy relationship with stakeholders.; 10. The school relationship management system maintains an ongoing level of engagement with its stakeholders thus building and strengthening new and existing relationships with its stakeholders.; 11. All staff is regularly trained in interpersonal, consensus building, analytical and communication skills.;

Sub Domain - 5.6 Activity Management

Standard	Maturity Level	Performance indicator ticked by the school
5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of the school.	Level I - Inceptive	1. Record of activities conducted as per the time table are maintained.; 2. School Staff is aware of their roles and responsibilities.; 3. Records and inventories are maintained.; 4. All safety and security norms are followed during the conduct of the planned activities.; 5. Work flows for the conduct of different activities are evidenced.; 6. Staff is trained in planning, organising and managing all the school activities.; 7. The responsibilities for execution of school activities are decentralized after meticulous planning and are systematically executed.; 8. The school activity management system details guidelines for planning, implementation, monitoring and reviewing of activities.; 9. The school activity management system ensures all safety and security norms are in place before, during and after the activities.;

Sub Domain - 5.7 Data and Record Maintenance

Standard	Maturity Level	Performance indicator ticked by the school
5.7.1 The School Data and Record Maintenance System assists in making informed decisions for increased efficiency and productivity.	Level I - Inceptive	1. All types of data and records as per norms are maintained and kept safe in the school.; 2. The data is accessible to the staff.; 3. The staff is trained on data maintenance aspects like A which documents to be stored B how they should be stored C duration of storage D location of the documents E control of documents F accessibility of documents G updation of documents.; 4. 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 by the school
5.8.1 The School Communication System facilitates the school staff to stay connected with its stakeholders and community anytime, anywhere.	Level I - Inceptive	1. School communicates all the necessary information to its stakeholders.; 2. The communication systems like written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. are used.; 3. Records and inventories are maintained.; 4. The communication is two ways.; 5. The school staff is involved in making informed decisions on optimising the type of communication channel/ equipment system to be used.; 6. The school has an effective horizontal, vertical, internal and external communication system to establish transparent systems; 7. The school has a mechanism to take feedback and feedforward from stakeholders on the efficacy of the communication system at least twice/thrice a year.; 8. The School Management and Governance Policy inclusive of Communication System is in place.; 9. The school communication system facilitates the stakeholders to communicate with the school staff and the leaders.;

Sub Domain - 5.9 Financial and Fee Administration

Standard	Maturity Level	Performance indicator ticked by the school
		1. Fee is charged as per the approved heads of the concerned state govt./policy.; 2. Financial transactions are made and records are maintained.; 3. Compliance with organizational policies and applicable laws and regulations are evidenced.; 4. Records and inventories are maintained.; 5. Code of conduct and other policies regarding acceptable institutional practices, conflicts of interest, and expected standards of ethical and moral behavior are clearly defined and conveyed to the staff.; 6. The school has disclosed its fee structure on its website and the heads are as per norms.;

Standard	Maturity Level	Performance indicator ticked by the school
5.9.1 The School Financial and Fee Administration System is based on rationality, admissibility and allocability.	Level IV- Dynamic Evolving	7. Sales and purchase procedures are followed; appropriate balance is maintained between Income and Expenditure.; 8. Supervisory activities are evidenced.; 9. School has a budget that is based on the principle of rationality, admissibility and allocability of funds.; 10. The authorised staff is aware of its roles and responsibilities.; 11. All concerned staff is trained in making of the budget and in optimal usage of funds.; 12. The responsibility of overseeing and managing the finances is entrusted to a person with appropriate qualification and abilities.; 13. Opportunities are provided to the staff members to participate in determining financial priorities or preparing the budget that have an impact on the learner outcome.; 14. The school financial and fee administration system: A allows for transparent internal auditing of the accounts B tracks income and expenditure C monitors the actions of the authorised and concerned staff in performing their duties while dealing with funds.; 15. The School Management and Governance Policy inclusive of Financial and Fee Administration System is in place.; 16. The school financial and fee administration system A gives sufficient financial powers to the school leaders to ensure timely and efficient functioning of the school system B facilitates preparation of school budget to meet all the operational expenses and improvement plans C sets procedures for determining rationality, admissibility and allocability of funds D ensures timely and efficient transfer of funds E safeguards all the assets to ensure that they are used solely for authorized purposes F safeguards funds against fraud and misuse G ensures use of qualitative or quantitative methods to prioritize and identify higher risk activities H allows for use of technology for efficient handling of financial resources.; 17. The school financial and fee administration system: A allows for transparent internal and external auditing of the accounts B tracks income and expenditure on ongoing basis C monitors the actions of the authorised and concerned staff in performing their duties while dealing with funds at regular intervals D aids in identifying needed areas of improvement in the system using feedback and feedforward mechanism E uses the monitoring practices on an ongoing basis to ensure compliance to all statutory norms F lays the foundation for continuous improvement in the system.; 18. School adopts internal control procedures to ensure efficient usage of school funds to accomplish goals and objectives.;

Sub Domain - 5.10 Admission Process

Standard	Maturity Level	Performance indicator ticked by the school
5.10.1 The School Admission Policy is in consonance with Board's and RTE Act norms and is inclusive of bringing OoSC (Out of School Children) and children from deprived communities in the school system.	Level I - Inceptive	1. Admissions process is non-discriminatory, rational, and transparent and conducted in a safe and secure environment.; 2. Adequate and appropriate information is available on the school Website/ promotional material to ensure transparency in the admission process.; 3. The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category or deprived communities as per guidelines.; 4. School conducts regular household survey for identification of Out of School Children (OoSC) every year.; 5. School ensures tracking of every child in all classes.; 6. All admission documentation is complete.; 7. Records and inventories are maintained.; 8. Roles and responsibilities are clearly defined for following the admission process in a non-discriminatory, rational, and transparent manner.; 9. The staff is trained on inclusive education practices.; 10. School conducts 12 weeks School Readiness Module for all class 1 entrants.; 11. Regular consultation and counselling sessions organised with the community and parents of OoSC and Deprived Communities.;

		12. The school's promotional material and activities are in consonance with the Vision and Mission of the school.; 13. The staff engages in inclusive practices before, during and after admissions.; 14. The school organises activities to identify and mainstream all the OoSC and ensures that no child in the school vicinity is out of school system.; 15. Special remedial classes and bridge courses are arranged to mainstream EWS and students from socially disadvantaged groups before they join school.; 16. Regular interactions with the parents to assess the location of the students on their developmental continuum is evidenced.; 17. The school uses digital and non-digital interventions to strengthen the system.; 18. The school admission process: A ensures feedback and feedforward from stakeholders at regular intervals B tracks the performance of each process owner C tracks the progress of each child as per the Individual Education Plan (IEP) D analyses the data E assesses the impact of the activities on the students' performance and achievement F assesses the impact of the process on the stakeholders.;

DOMAIN 6 : LEADERSHIP

Sub Domain - 6.1 Pedagogical Leadership

Standard	Maturity Level	Performance indicator ticked by the school
6.1.1 The school leader builds an intellectual and professional capital for teachers to set the direction for school improvement and student learning.	Level I - Inceptive	1. The school has an annual curriculum and pedagogical plan.; 2. The school organises capacity building programmes for teachers as per norms.; 3. The school develops SMART short term and long term goals to achieve and enhance student learning outcomes.; 4. The school leader engages in learning forums, research, or similar practices to keep in touch with latest practices in teaching and assessment.; 5. The school leader builds a shared vision in collaboration with the key stakeholders to align the pedagogical and assessment practices of the school with the national norms.; 6. The school leader invests in researching, testing, observing and reviewing their pedagogical and assessment practices to improve learning outcomes.; 7. School Leader engages in self-reflection and uses feedback and feedforward to gain insights into their strengths, areas of improvement and uniqueness.;

Sub Domain - 6.2 Collaborative Leadership

Standard	Maturity Level	Performance indicator ticked by the school
6.2.1 Collaborative Leadership engages shared intelligence to co-create learning institutions.	Level I - Inceptive	1. The school leader collaborates with the key personnel in the institution.; 2. The key personnel at all the levels are given the ownership of completing the routine tasks of school functioning.; 3. The school leader collaborates with the community as per the requirements.; 4. The school leader is an active member of Hubs of Learning.;

		5. The school teams adopt reflective practices to plan interventions for improvement in their systems.;
		6. School Leader is open to Feedback and Feedforward given by diverse stakeholders.;
		7. The school leadership collaborates with neighbourhood school(s) to share and exchange best practices.;

Sub Domain - 6.3 Systems for Ongoing Quality and Change Management

Standard	Maturity Level	Performance indicator ticked by the school
6.3.1 School Leader fosters a climate that supports achievement of learning outcomes.	Level I - Inceptive	1. School Leader and teachers are aware of the Learning Outcomes.; 2. Teachers attend capacity building programmes as per mandate.; 3. School Leader prepares Annual Curriculum and Pedagogical Plan in collaboration with teachers.; 4. Teachers are oriented on the use of Learning Outcomes.; 5. School Leader ensures barrier free equitable access to resources for all students to ensure all students move further on their developmental continuum.; 6. Different assessment tasks/modes are designed/used to assess the achievement of learning outcomes.; 7. The school leader, in collaboration with staff and students, designs opportunities that provide people to work together around the common goal of student achievement.; 8. School Leader strengthens the efficacy of the teachers for ensuring enhanced achievement of student learning outcomes by A investing in an ongoing capacity building programme for them B providing support through faculty mentoring programs C reinforcing/acknowledging/ celebrating the best practices adopted by them.; 9. School Leader ensures teachers attend forums to understand latest research/practices in teaching and learning.; 10. The School Policy on Institutional Planning inclusive of practices to improve student learning outcomes is in place.;
6.3.2 The School Leader demonstrates responsibility and accountability in building a culture of equitability, inclusivity and systems thinking in school.	Level I - Inceptive	1. Roles are defined in the system of allocation of duties.; 2. Teachers attend capacity building programmes as per mandate.; 3. Code of conduct is defined for teachers and students.; 4. The school evaluates learning outcomes based on the results of students.; 5. The school system ensures optimal and efficient usage of resources.; 6. The school leader ensures that all the staff members work within the defined norms and duties to achieve the desired outcomes and provides support as and when required.; 7. Transparent budgets are allocated to all concerned.; 8. Mentoring of all staff, at regular intervals, is evidenced.; 9. School Leader establishes a systems approach to all school practices.; 10. School engages in self and internal evaluations.; 11. Quality Control System in the school evaluates instructional practices, school administrative procedures and educational outcomes that aid in improving accountability in all staff.; 12. The nature, scope and purpose of accountability is clearly defined.; 13. Policies are set in consultation with all the concerned stakeholders using internal and external accountability approaches.;
		1. School plans and organizes its day-to-day activities through a staff that has defined roles and responsibilities.;

Standard	Maturity Level	Performance indicator ticked by the school
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.	Level I - Inceptive	2. School leader shares new ideas in meetings/ discussions.; 3. Teachers attend capacity building programmes as per mandate.; 4. Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students.; 5. The use of digital technologies in pedagogy is evidenced.; 6. School leaders and teachers collaborate to provide new ideas to develop critical and creative thinking in students.; 7. Feedback/suggestions are sought on school processes.; 8. Teachers are empowered to leverage diverse teaching styles and strategies to address students' multiple intelligences.; 9. Peer Learning is encouraged.; 10. The school engages the stakeholders in designing and executing the Innovation policy.; 11. Exposure visits, capacity building sessions, etc. are provided to stakeholders to facilitate their engagement in innovations and entrepreneurship projects.; 12. School time table reflects time for engaging students in DIY activities focusing on creativity and innovation. •; 13. The school has entered into collaborative agreement with the nearest innovation labs/ science parks/ business incubators/ professional bodies/firms, micro, small and medium-sized enterprises (MSMEs)/ social enterprises/ Government-sponsored Incubators/ Scientific Labs (like ISRO, CSIR, DRDO, DIO) etc. to provide diverse exposure to its students and teachers.; 14. School has created its profile on Startup India platform.; 15. Experts from nearby schools, higher education institutes, corporates, local entrepreneurs, student alumni are invited to share their experiences with the students.;

DOMAIN 7 : BENEFICIARY SATISFACTION

Sub Domain - 7.1 Satisfaction of Students

Standard	Maturity Level	Performance indicator ticked by the school
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.	Level II – Transient	1. The school has an Annual Calendar and Annual Curriculum and Pedagogical Plan that addresses student engagement as per the school vision.; 2. Students participate in activities as per the plan.; 3. The teachers undergo Capacity Building Programmes as per mandate.; 4. Satisfaction of the students is assessed through an informal mode.; 5. The school provides a platform for all students to express their opinions, views and suggestions in and outside the classroom.; 6. The school provides exposure to all students through intra and inter school events and competitions.; 7. School provides career counselling services to the students.; 8. Satisfaction of the students is assessed formally through one or more modes of Feedback.; 9. Teachers undergo ongoing Capacity Building Programmes to understand their students' developmental and sequential milestones.; 10. The school provides a safe and secure environment in which Feedback and Feedforward is taken from the

		students.;
		11. The School Beneficiary Satisfaction Policy inclusive of student satisfaction is in place.;
		12. Students are involved in decision making process and encouraged to give their opinion/ views/ suggestions on the policies or the programmes/activities of the school.;
		13. Student Teams are involved in planning, executing, tracking and assessing the satisfaction of all students.;
		14. School has a mechanism to act upon feedback/queries/suggestions of the students in a timely, transparent, objective and fair manner while maintaining complete confidentiality.;
		15. School Leader establishes a culture of self-reflection and self-assessment of school practices, and uses the data to improve the systems to ensure satisfaction of students.;

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

Standard	Maturity Level	Performance indicator ticked by the school
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.	Level I - Inceptive	1. Staff is recruited through a recruitment policy.;
		2. The staff attends Capacity Building Programmes as per mandate.;
		3. The staff performs duties as per the duty list.;
		4. Satisfaction of the staff is assessed through informal modes.;
		5. Relevant Capacity Building Programmes are organised for the staff.;
		6. The staff is empowered to use technology and digital facilities.;
		7. There is a provision for the staff to meet formally and informally for exchange of ideas and best practices.;
		8. Appreciation and recognition of individual efforts of the staff is evidenced.;
		9. Overall satisfaction of staff is assessed through a Feedback Form.;
		10. There is a documented process or method to assess the professional satisfaction of all staff members.;
		11. Platforms for appreciating and recognition of staff - individually and collectively are organized by the school.;
		12. Self-developmental opportunities, short term courses, seminars, workshops, appreciation and rewards for commendable individual and team work are evidenced.;
		13. A mechanism to take Feedback and Feedforward from the staff members with respect to their overall satisfaction in the school exists.;
		14. The School Beneficiary Satisfaction Policy inclusive of Staff Satisfaction is in place.;
		15. 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.;
		16. Staff members are involved in Institutional Planning and encouraged to give their

		opinion/views/ suggestions on the policies/activities/ programmes of the school.;
		17. Staff members are provided opportunities to conduct relevant sessions and participate in innovative projects inside and outside the school.;
		18. School has a mechanism to act upon feedback/queries and address concerns of the staff in a timely, transparent, objective and fair manner while maintaining complete confidentiality.;

Sub Domain - 7.3 Satisfaction of Principal

Standard	Maturity Level	Performance indicator ticked by the school
7.3.1 Intrinsic and extrinsic factors influence the job satisfaction experienced by the principal.	Level IV-Dynamic Evolving	1. The Organisational Climate optimises the principal's job satisfaction by: A involving the principal in the decision making processes B providing opportunities to attend mandatory capacity building programmes C making available basic resources for the running of the school.; 2. The Organisational Climate optimises the principal's job satisfaction by: A acknowledging and appreciating his/her efforts for improving academic results of students B making available all the required resources to achieve their goals C providing opportunities to participate in professional development programmes.; 3. The satisfaction of the principal is assessed through informal interactions with the management.; 4. The Organisational Climate optimises the principal's job satisfaction by: A acknowledging and appreciating his/her actions B facilitating interpersonal relationships of principal with staff, students, parents, alumni and community C providing autonomy to the principal to address and be responsive to the school's unique needs.; 5. The satisfaction of the principal is assessed through formal feedback mechanisms in a culture of collaboration and mutual respect.; 6. The School Beneficiary Satisfaction Policy inclusive of Satisfaction of Principal is in place.; 7. The Organisational Climate optimises the principal's job satisfaction by: A enhancing his/her desire to succeed and excel B acknowledging and appreciating his/her actions through multiple modes C supporting and optimising the democratic leadership style D facilitating interpersonal relationships of principal with staff, students, parents, alumni, community and organisations that support learner outcomes E identifying his/her professional development needs and building his/her capacity in the required domains F making available all the required resources to achieve his/her goals G providing opportunities for the overall wellbeing of the principal in a safe environment.; 8. The School Management has a mechanism to assess the satisfaction of the principal; to address his/her concerns in a timely, transparent, objective and fair manner.;

Sub Domain - 7.4 Satisfaction of Parents and Alumni

Standard	Maturity Level	Performance indicator ticked by the school
		1. School has a Parent Teacher Association/Council and records of all its pass out students.;

Standard	Maturity Level	Performance indicator ticked by the school
7.4.1 The school maintains a healthy relationship with parents and alumni and assesses their satisfaction through connection, engagement and interaction.	Level I - Inceptive	2. Parents express themselves during the PTM(s); 3. School invites its alumni to share their ideas and experiences with the school and the students.; 4. The school ensures the satisfaction of its parents by providing safe learning environment to their wards.; 5. Suggestions are invited from the parents and alumni for improving school practices.; 6. The school ensures the satisfaction of its parents by providing diverse fun and friendly learning experiences to their wards.; 7. The school ensures that all policies and rules are clearly communicated to parents to ensure that they remain informed.; 8. School keeps the parents updated about their ward's progress and activities through different channels.; 9. 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.; 10. The school invites its alumni consistently and engages them in the activities of the alma mater.; 11. The School Beneficiary Policy inclusive of Satisfaction of Parents and Alumni is in place.; 12. School has a mechanism to act upon feedback/queries and address the concerns of parents and alumni in a timely, transparent, objective and fair manner while maintaining complete confidentiality.;

Sub Domain - 7.5 Satisfaction of Community

Standard	Maturity Level	Performance indicator ticked by the school
7.5.1 The school ensures the satisfaction of the community by establishing a culture of meaningful and sustainable community engagement in school programmes.	Level I - Inceptive	1. Community representatives are the members of the School Managing Committee (SMC).; 2. School invites community representatives for different activities at special occasions.; 3. Students participate in age appropriate programmes and contribute to the welfare of the community.; 4. Age appropriate community outreach programs are integrated in the annual curriculum plan for all age groups.; 5. Community outreach programmes are conducted on a regular basis to address different social and environmental issues.; 6. School shares its physical space and resources with the community.; 7. School arranges visits and talks by local professionals.; 8. School provides educational opportunities to children belonging to the underprivileged or marginalized groups in the community.; 9. Teachers, students, parents and the community are constructively involved in conducting community outreach programs.; 10. School Leaders, teachers and students visit the community and participate in its events to strengthen the school ties with the community.; 11. 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 by the school
7.6.1 The Management Satisfaction is assessed through stakeholders' attitude and behaviour towards the institution.	Level I - Inceptive	1. The Management shares its expectations with the School Leader; 2. The Management fulfils the expectations of stakeholders in collaboration with the School Leader as per the Vision and Mission of the school; 3. The Management convenes periodic meetings with various stakeholders to understand their expectations; 4. The Management in collaboration with the School Leader frames rules and regulations for the smooth functioning of the institution; 5. The School Leader provides feedback to the Management on a regular basis; 6. Management and the school teams meet regularly to assess the growth of the school.; 7. The Management supports the school leader and the teams in the implementation of the school development plan for enhanced achievement of learning outcomes.; 8. School registrations show an upward trend of 10% per year.; 9. The School Beneficiary Satisfaction Policy inclusive of Satisfaction of Management is in place.; 10. The School Leader has identified the criteria for Management Satisfaction in collaboration with the members of the management.; 11. The school teams translate the vision into the school's organisational climate.; 12. Feedback and Feedforward is taken on the satisfaction of the stakeholders with respect to student centric practices; transparent systems; learning quality; safe, secure, clean and hygienic environment; qualified and trained faculty; and optimal usage of resources.; 13. The Feedback and Feedforward from the stakeholders is shared with the Management along with the action plan for improvement.; 14. Management provides support and resources to accomplish and achieve the school's Vision and Mission.; 15. School Registrations show an upward trend of 25% per year.;