Chapter 3

Domains and Sub-domains of School Quality Assessment and Accreditation

Introduction

The Seven Domains identified by the CBSE focus on the seven areas which document the processes of institution building.
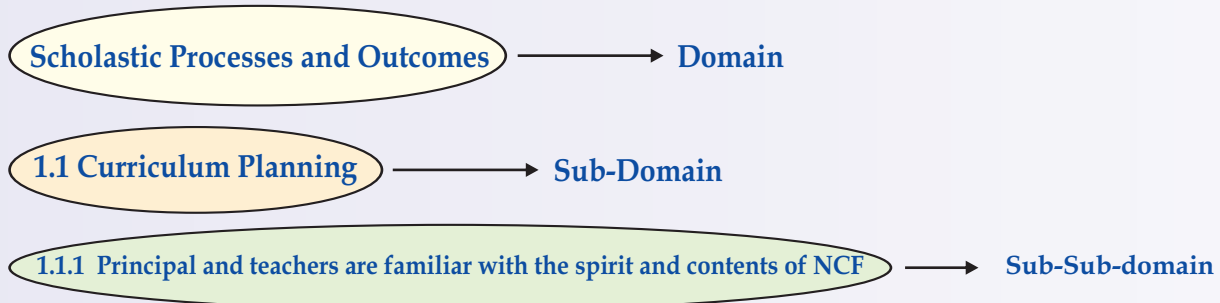
The Domains are further divided into Sub-Domains and sub-sub domains, which qualify the various aspects of that particular domain. Each sub-domain has a number of statements under which benchmarks have been developed with a weightage between 0-7. The bands are 0 or 1, 2, 4 and 7 and if an institution falls in the range of these bands they can also score 3, 5 or 6 respectively.

List of instruments to be used by PAT under SQAA

1. School Quality Assessment and Accreditation Form (SQAAF)
2. Questionnaire for students
3. Questionnaire for parents
4. Questionnaire for teachers
5. Questionnaire for non-teaching staff
6. Safety Checklist

Explanation of Domain/Sub-domain/Sub-Sub-domain chart

Scholastic Processes and Outcomes ⟶ **Domain**

1.1 Curriculum Planning ⟶ **Sub-Domain**

1.1.1 Principal and teachers are familiar with the spirit and contents of NCF ⟶ **Sub-Sub-domain**

A statement which benchmarks practices in the school and which will help Peer Assessors to place schools in the given band

Weightage to the band

Evidence/Records are documents which reflect the policies of the practices of the school and have to be produced during the school visit. Evidence/Records can be scanned and attached with the SQAAF.

Tools are Instruments developed by SQAA to be used by Assessors.

	Statement	Score	Evidence/Records	Tools	Policy	Policies are the principles behind the Domains and Sub-domains
1.1.1.1	There is no acquaintance among the Principal and staff with the NCF document.	0	• NCF, 2005 • Position Papers NCERT • Records of Staff Meetings / Subject Meetings • Seminars • Workshop / Department Meetings held • Annual Curriculum Plan/ School Calendar/School Plan • Teacher Diaries • CCE Manuals • FA Manuals	• SQAA Checklist • Evidences	• NCF, 2005 • Position Papers of NCERT • CBSE Circulars	
1.1.1.2	Seminars/workshops are conducted to create an awareness of the NCF 2005	2				
1.1.1.3	Teachers are encouraged to go through the NCF and a copy of document is given to all the faculties.	4				
1.1.1.4	The school has completely integrated the NCF and recommendations in the Position papers into all aspects of the school curriculum.	7				

The gaps between the scores imply that the school can be placed at 3, 5 or 6 depending on their practices, evidence and documentation, analysis of Instruments such as SQAA Checklist and the evidence provided.

I. Scholastic Processes and Outcomes

The sub-domains of Scholastic Processes and Outcomes are as follows:

1.1 Curriculum Planning

1.2 Teaching and Learning Processes

1.3 Student Assessment and Performance

1.1 Curriculum Planning

1.1.1   *Principal and teachers are familiar with the spirit and contents of NCF .*

	Statement	Score	Evidence/Records	Tools	Policy
1.1.1.1	There is no acquaintance among the Principal and staff with the NCF document.	0	• NCF, 2005 • Position Papers NCERT • CBSE circulars • Records of Staff Meetings / Subject Meetings • Seminar(s) • Workshop(s)/ Department Meetings • Annual Curriculum Plan/ School Calendar • Teacher Diary • CCE Manuals • FA Manuals	• SQAA Checklist • Evidences	• NCF, 2005 • Position Papers of NCERT • CBSE Circulars
1.1.1.2	Seminars/workshops are conducted to create awareness of the NCF 2005.	2			
1.1.1.3	Teachers are encouraged to go through the NCF and a copy of the document is given to all the members of faculty.	4			
1.1.1.4	The school has completely integrated the NCF 2005 and recommendations in the Position papers into all aspects of the school curriculum.	7			

1.1.2 *Curriculum develops skills and abilities which prepare students for a global world of life-long learning.*

	Statement	Score	Evidence/Records	Tools	Policy
1.1.2.1	The school is unaware of the concept of life long learning of Life Skills.	0	• Life Skills Manuals *VI, VII, VIII* and *IX-X* • Report Books/Performance Profiles • Health Manuals *(Vol. I-IV)*	• SQAAF	• *'Learning the Treasure Within'* - UNESCO • Life Skills Manuals, CBSE
1.1.2.2	The school has integrated dimensions of social, emotional, cognitive and spiritual aspects into its Annual Curriculum Plan.	2			

		Score	Evidence/Records	Tools	Policy
1.1.2.3	The school conducts activities, assemblies, seminars and workshops to enhance skills and abilities of students.	4	• Adolescent Education Programme Manuals • Annual Curriculum Plan • Teacher Diary • Anecdotal Records • Report Cards • Teacher Time Table • ICT Integration (Time Table)		• NCF -2005
1.1.2.4	The school creates opportunities for capacity building of teachers and students through collaborative exchanges with other Scholastic institutions at – Regional Level National Level International Level.	7			

1.1.3 The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.

	Statement	Score	Evidence/Records	Tools	Policy
1.1.3.1	There is no awareness about the Curriculum documents (*Vol. I, II* and *III*) of CBSE and there are no copies available in the Library.	0	• CBSE Curriculum Documents *(Vol. I, II & III)* • Teachers' Manuals – CCE • FA Manuals • Records of Department Meetings • Scholastic Calendar • Time Table • Teachers' Log Books • Teacher Diary • Lesson Plans • Website (www.cbseacademic.in • Communication with Parents	• SQAAF	• CBSE Curriculum Documents *Vol. I-II-III* • Alternatives to Homework • CCE Manuals • FA Manuals • Circulars of CBSE
1.1.3.2	Curriculum documents and Teachers' Manuals are used for drafting the Annual Curriculum Plan.	2			
1.1.3.3	All teachers are aware and have copies of syllabus documents and Teachers Manuals.	4			
1.1.3.4	The school is effectively implementing the Annual Curriculum Plan based on documents of CBSE.	7			

1.1.4 There is an Annual Curriculum Plan for the development of Scholastic Skills.

	Statement	Score	Evidence/Records	Tools	Policy
1.1.4.1	No documented Annual Curriculum Plan is available for development of Scholastic Skills.	1	• Annual Curriculum Plan/ Scholastic Calendar • School diary/ Teacher Diary • Time Table • Teachers' Log Book • Lesson Plans • CBSE-Curriculum Documents • CCE Manuals • FA Manuals	• SQAAF	• RTE • Curriculum Documents • CCE Manuals • FA Manuals
1.1.4.2	A documented draft Annual Curriculum Plan is available with the Principal and in the Library.	2			
1.1.4.3	The approved Annual Curriculum Plan for development of Scholastic areas is communicated to teachers, students and parents.	4			
1.1.4.4	The approved Annual Curriculum Plan is effectively implemented, monitored and reviewed at regular intervals.	7			

1.1.5 There is an Annual Curriculum Plan for development of Co-Scholastic Skills(CSS).

	Statement	Score	Evidence/Records	Tools	Policy	Remarks
1.1.5.1	No documented Annual Curriculum Plan is available for development of Co-Scholastic Skills (CSS).	1	• Annual Curriculum Plan for CSS • Teachers' log Books • Lesson Plans • School Calendar • Teacher Diary • Anecdotal Records	• SQAAF	• CCE Manuals *(VI-VIII & IX-X)* • Life Skills Manual *(VI-VIII & IX-X)* • Report Cards • Achievement	Co-scholastic activities - music, dance, theatre, literary, scientific, math lab activities, photography
1.1.5.2	A documented draft Annual Curriculum Plan for development of CSS is available with the Principal/HM and in the school Library.	2				

						Record *(Classes I-II)*	Eco-Clubs, Health and Wellness Clubs, PEC Clubs, Perspectives, Life Skills and Physical Education, Sports, Yoga, Games NCC/NSS Gardening, Community Service, SEWA etc.
1.1.5.3	The approved Annual Curriculum Plan for development of CSS is communicated to teachers, students and parents.	4	• CCE Manuals • Time Table • Observation Schedules • Other Templates • Records • Health Manuals *(Vol. I-IV)*		• Rating Scales • Health Manuals *(I-IV)* • AEP Manual	
1.1.5.4	The Annual Curriculum Plan for development of CSS is effectively implemented, monitored and reviewed at regular intervals in the school.	7				

1.1.6   Courses are completed as per curriculum planning.

	Statement	Score	Evidence/Records	Tools	Policy
1.1.6.1	The courses are completed randomly by all teachers at their own pace and inclination.	1	• Annual Curriculum Plan (ACP) • Teacher Diary • Lesson Plans • Lesson Observation, List of Resources used • List of Activities conducted • Time Table • ICT Integration	• SQAAF	• CBSE – Syllabus in Curriculum documents *(Vol. I-II-III)* • CCE Manual • FA Manuals
1.1.6.2	As per evidence from the Syllabus, less than 50% of the planned courses have been completed without deviation.	2			
1.1.6.3	As per evidence from the Syllabus, over 50% but less than 75% of the courses have been completed without deviation.	4			
1.1.6.4	As per evidence from the Syllabus, all courses have been completed without deviation and with additional inputs that enhance understanding.	7			

There is a mechanism of mentoring of students through CCE and other mechanisms of progress within the curriculum.

	Statement	Score	Evidence/Records	Tools	Policy
1.1.7.1	No documented mechanism for monitoring and mentoring of students.	0	• Anecdotal Record • Report Cards • Frequency of PTMs/Open House • Orientation Programmes • Diagnosis and Remedial Records • CCE Cards • Teacher Diary	• SQAAF	• RTE • Affiliation Bye-laws by CBSE
1.1.7.2	Mechanism exists and all stakeholders like teachers, parents and students are aware of it.	2			
1.1.7.3	School practises the mechanism and effectively uses feedback from teachers to improve curriculum.	4			
1.1.7.4	Monthly/Quarterly review reports of every student in all the classes duly checked by Principal/Teachers/Parents/Peers where students, teachers and parents participate in setting goals and in drawing up an improvement plan.	7			

1.2   Teaching Learning Processes

1.2.1 School follows an optimum number of teaching days and teaching hours.

	Statement	Score	Evidence/Records	Tools	Policy
1.2.1.1	The school does not follow the minimum number of working days (220) and works for only 100 days (50%), teachers work less than 1200 hours annually *(Nursery-V)*.	1	• Staff Muster • Attendance Records of Teacher • ACP • School Calendar • Holiday's Policy • Teacher Time Table • Attendance Registers of each class • Student Time Table	• SQAAF	• RTE-2009 (P13) • CBSE-Curriculum document *(Vol. I)* • Affiliation Bye-laws
1.2.1.2	The school works for 150-200 days in a year.	2			
1.2.1.3	The school works for 180-220 days in a year.	4			
1.2.1.4	The school works for 220 days or more in a year.	7			

1.2.2 Teacher–Student Ratio.

	Statement	Score	Evidence/Records	Tools	Policy
1.2.2.1	The school does not follow the teacher-student ratio of 1 teacher for 40 students.	0	• Staff Records • Attendance Records • Admission/ Withdrawal Records • Time Table • Number of teachers • Number of Sections	• SQAAF	• RTE-2009 (p12) • CBSE-Curriculum document (Vol. I) • Affiliation Bye-laws
1.2.2.2	The school follows the teacher-student ratio of 1 teacher for 35-40 students.	2			
1.2.2.3	The school follows the teacher-student ratio of 1 teacher for 30-35 students.	4			
1.2.2.4	The school follows the teacher-student ratio of one teacher for 25-30 students.	7			

1.2.3 Approaches to learning and teaching.

	Statement	Score	Evidence/Records	Tools	Policy
1.2.3.1	The teacher adopts frontal teaching, using the textbook with almost no activities.	1	• List of Textbooks used • Teacher Diary • Lesson Plans • Resources /Teaching Aids • Activities Form • Assessment Records (FA) • Reference Books • Technology Tools	• SQAAF • Class room observation scale • Teacher interaction form	• RTE-2009 (29.2) • CBSE-CCE Manuals • FA Manuals
1.2.3.2	The teacher is clear about objectives of lesson, uses the black board and charts but allows no opportunities for interaction.	2			
1.2.3.3	The teacher uses activity based child-centred learning through pair/group work and asks open ended questions.	4			
1.2.3.4	The teacher uses multiple modes of teaching learning strategies that recognise diverse learners and learning styles including differently-abled and other categories of inclusion. Integrates formative assessment in the classroom with emphasis on remediation and diagnosis.	7			

1.2.4 Approaches to Assessment and feedback.

	Statement	Score	Evidence/Records	Tools	Policy
1.2.4.1	The teachers conduct only paper pencil tests.	1	• Assessment Records • Integrated Project work in groups • Practical Records • Homework • Remedial Records • Worksheets • Documentation of FA	• SQAAF • CBSE Evidence of Assessments (FA and SA)	CBSE: – • CCE Manuals • FA Manuals • Circulars and Advisories *(5/06 – VI-VIII), (39/40/09 IX-X)*
1.2.4.2	The teachers follow up frequent testing with assigning projects for homework.	2			
1.2.4.3	The teachers conduct different types of assessment in class including oral, research oriented and practical.	4			
1.2.4.4	The teachers conduct Formative Assessments for the purpose of diagnosis and remediation leading to improvement of learners.	7			

1.2.5 The school encourages innovative practices through collaboration.

	Statement	Score	Evidence/Records	Tools	Policy
1.2.5.1	The teachers complete the textbooks from cover to cover.	1	• Syllabus break up • Teacher Diary • List of Activities • List of Excursions • Guest Lectures • Field Trips • Use of Technology • List of Workshops attended by Principals/ Teacher Exchange Programs • Sahodaya Clusters • Community Outreach	• SQAAF	CBSE:- • Curriculum and syllabus documents *(Vol. I, II-III)* • Circulars *(29/2010)* • RTE-2009 *(V. 29)* • Compendium of Tools for Mentoring and Monitoring of CCE (Revised)
1.2.5.2	The teachers are encouraged to go beyond textbooks and create opportunities for students to apply their learning in real life situations.	2			
1.2.5.3	The teachers continuously innovate and enrich classes through ICT and experiential learning with room for groups to collaborate.	4			
1.2.5.4	Teachers are self motivated and collaborate with peers and experts through continuous capacity building to enhance their teaching learning practice and are willing to share best practices acquired.	7			

1.3   Student Assessment and Performance

1.3.1   Student Strength.

	Statement	Score	Evidence/Records	Tools	Policy
1.3.1.1	The school has large classes with over 40-50 students per class.	1	• Attendance Registers • Records • Building Plan	• SQAAF	• RTE-2009 (p 12) • CBSE-Affiliation Bye-laws (p 10) • Examination Bye-laws (p 5)
1.3.1.2	The class size is between 35-40 with adequate space.	2			
1.3.1.3	The class size is between 30-35 with space to conduct group work.	4			
1.3.1.4	The class size is between 25-30 with teacher paying individual attention to each student.	7			

1.3.2   CCE Implementation.

	Statement	Score	Evidence/Records	Tools	Policy
1.3.2.1	The school is unaware of CCE or Teachers' Manuals on CCE.	0	• CCE Manuals (I-V, VI-VIII, IX-X) • Life Skills Manuals (VI-VIII, IX-X) • Teachers' Manuals on FA in different subjects • CCE Cards • FA-Records • Teacher Diary	• SQAAF	• RTE-2009 (29.2) • CBSE-CCE Manuals, FA Manuals • Circulars
1.3.2.2	The school is implementing CCE by conducting frequent paper pencil tests and project work in Scholastic areas.	2			
1.3.2.3	The school is following CCE from classes I-X through Formative Tasks, Group Project Work and Assignments.	4			
1.3.2.4	Teachers and students are aware of criteria for Scholastic, (Formative and Summative Assessment) and Co-Scholastic areas. Teachers are well trained.	7			

1.3.3 Formative Assessment.

	Statement	Score	Evidence/Records	Tools	Policy
1.3.3.1	The students and teachers are unaware of FAs and no FA Manual is available in the school.	0	• Records of FAs and SA • Anecdotal Records • CCE Records • Quality of worksheets/tasks • Use of Technology in Assessment, Report Cards/Performance Profiles • Result analysis and Feedback and Corrective Action • Remedial Worksheets/tasks	• SQAAF	• RTE-2009 (p 29) CBSE :- • FA Manuals • Circulars • CCE Manuals
1.3.3.2	The students and teachers are aware and have frequent pen and paper tests as FA.	2			
1.3.3.3	The students are aware of different modes of FA and carry on oral and research based tasks in class under direct supervision of the teacher.	4			
1.3.3.4	Teachers and students are aware of criteria and need for remediation based on diagnosis. Students are provided opportunities for self assessment.	7			

1.3.4 Summative Assessment.

	Statement	Score	Evidence/Records	Tools	Policy
1.3.4.1	The students are unaware of the structure of SA or the syllabus of each term.	0	• Sample Questions/ Question Banks • Examination syllabi • Report Cards/PP	• SQAAF • Evidence of Assessment Tools	CBSE:- • CCE Manuals • FA Manuals • Question Banks • RTE-2009 (p 29)
1.3.4.2	The students are aware of pattern but have had no practice in the class.	2			
1.3.4.3	The students are aware of syllabus. Teachers are also aware and conduct practice sessions in class.	4			
1.3.4.4	The students and teachers work together to create good question banks/test items for their school.	7			

1.3.5 The school ensures student participation in at least 75% classes.

	Statement	Score	Evidence/Records	Tools	Policy
1.3.5.1	The school is indifferent to regular absenteeism of students and does not implement any strategy to ensure attendance.	0	• Attendance Records • FA Records • Portfolio • Follow-up by school • Registration of Students • Communication with Parents • FA/SA for Absentees.	• SQAAF • School Visit	• RTE-2009 (p24) • Affiliation Bye-laws • Examination Bye-laws • Circulars • CCE Manuals • Marking Scheme • CCE Certificate • FA Manuals • Questionn-aires Students Teachers Parents • Leadership Form
1.3.5.2	The principal and teachers are aware of students who regularly absent themselves but do not take any step to ensure their attendance.	2			
1.3.5.3	The principal and teachers and other stakeholders have informed interactions of the child's regular absenteeism. Follow up is done by being in touch with guardian to ensure attendance.	4			
1.3.5.4	Principal, teachers and stake-holders are aware of the child's inclination to absent himself/herself and work in unison to ensure regular attendance by providing impetus.	7			

1.3.6 The school ensures students achievement and progress.

	Statement	Score	Evidence/Records	Tools	Policy
1.3.6.1	The average result of Class XII is less than 50% (with reference to the Board average).	1	• School result-Class XII • Board Results average	• SQAAF • Report Cards of Class XII • Board Exam Mark Sheets	• CBSE Board results
1.3.6.2	The average result of Class XII is between 50% - 60% (with reference to Board average).	2			
1.3.6.3	The average result of Class XII is between 60% - 80% (with reference to Board average).	4			
1.3.6.4	The average result of Class XII is 100% (with reference to Board average).	7			

2. Co-Scholastic Processes and Outcomes

The sub-domains of Co-Scholastic Processes and Outcomes are as follows:

2.1 Life Skills
2.2 Value Systems
2.3 Attitudes

2.4 Work Education
2.5 Visual and Performing arts
2.6 Co-Scholastic Activities
2.7 Health and Physical Activities, Health Cards

2.1 Life Skills

2.1.1 The school has a Life Skills development programme.

	Statement	Score	Evidence/Records	Tools	Policy
2.1.1.2	There is no organized programme for Life Skills development.	0	• Life Skills Manuals • Time Table / Schedule for Life Skills • Graded Activities from all Manuals • Records of Feedback • Anecdotal Records(AR) • Report Cards • Observation Schedules (OS) • Service Record of Counsellor • Students Counselling Records	• SQAAF • Health Cards	• RTE-2009 *(29.2)* CBSE: -Life Skills Manuals *(VI, VII, VIII, IX-X)* -Health Manuals *(Vol. I-IV)* -Circulars *(33/08)* -WHO Policy
2.1.1.2	The Life Skills programme is planned and implemented for secondary classes only.	2			
2.1.1.3	Besides records and time set aside for Life Skills, parents and students attend orientations and training workshops conducted by trained staff, counsellor or guest speakers.	4			
2.1.1.4	The school uses Life Skills Manuals, CCE Manual and Health Manuals and has documented assessment of Life Skills across all classes and feedback is provided to all students and parents.	7			

2.1.2 Life Skills is integrated with Health and Wellness and Adolescent Education.

	Statement	Score	Evidence/Records	Tools	Policy
2.1.2.1	There is no Life Skills Program and no 'Health and Wellness Clubs' either.	0	• Life Skills Manuals • Health Manuals *(Vol. I-V)* • Health Cards • Report Cards	• SQAAF	• RTE-2009 *(29.2)* • CBSE:- -Life Skills Manuals
2.1.2.2	Life Skills program is carried out in an informal way.	2			

		Score			
2.1.2.3	Life Skill activities are conducted using the Life Skills Manuals. Health and Wellness Clubs co-ordinate health and adolescence related activities.	4	• Observational Schedules (OS)		*(VI, VII, VIII, IX-X)* • Health Manuals *(Vol. I-IV)* • Circulars • Reports Cards
2.1.2.4	Teachers have created resources for equipping students with Creative and Critical Thinking, Problem Solving and Decision Making, Communication and Interpersonal Skills as well as Dealing with Stress and Emotions.	7			

2.2 Value System

2.2.1 *The school has a well integrated value system framework.*

	Statement	Score	Evidence/Records	Tools	Policy
2.2.1.1	The school does not have any plan for value system.	0	• CCE Manuals *(VI-VIII, IX-X)* • School Curriculum Plan • Report Cards *(I-V, VI-VIII, IX-X)* • AR • OS • Value Education Kit: Teachers Handbook on Values Education, Value Cards, CD on Peace Songs	• SQAAF	• CCE Manuals • RTE-2009 *(29.2)* • Life Skills Manuals *(VI, VII, VIII, IX, X)* • Health Manuals *(Vol. I-IV)* • Circulars • Report Cards *(VI-VIII, IX-X)* • NCF-2005
2.2.1.2	The school follows value system in an informal way as a part of their Vision and Mission.	2			
2.2.1.3	The school has adopted the value system based on Article 51A of the Indian Constitution – Fundamental Duties given in the CCE Manuals of CBSE and uses descriptors to record them.	4			
2.2.1.4	The school has adopted the value system and teachers have created activities for promoting values and also record them individually for each student using descriptors.	7			

2.3 Attitudes

2.3.1 The students demonstrate positive attitudes.

	Statement	Score	Evidence/Records	Tools	Policy
2.3.1.1	There is absence of developing right attitude and values in students.	0	• CCE Manuals *(VI-VIII, IX-X)* • Report Cards • AR • OS • EE Manuals • Eco-Clubs • Grading Process • Records / Documentation	• SQAAF	• CCE Manuals *(VI-VIII, IX-X)* • Life Skills Manuals *(VI, VII, VIII, IX-X)* • Health Manuals *(Vol. I-IV)* • Circulars • Report Cards *(VI-VIII, IX-X)* • EE Manuals
2.3.1.2	Students are verbally encouraged to develop right attitudes and values occasionally during school assembly but no records are maintained.	2			
2.3.1.3	Teachers motivate and help students through counseling sessions to develop right attitudes and values towards school mates, teachers, school programs and maintain records.	4			
2.3.1.4	All teachers and the counsellor ensure the development of positive attitudes and values among students through regular counselling sessions in collaboration with the parents and maintain records.	7			

2.4 Work Education

2.4.1 The school implements Work Education programme.

	Statement	Score	Evidence/Records	Tools	Policy
2.4.1.1	Work education is not implemented.	0	• Record of Work Education • Time Table • Attendance • Performance Records	• SQAAF	• RTE-2009 *(29.2)* • NCF-2005 • CBSE- CCE Manuals *(VI-VIII, IX-X)*
2.4.1.2	The school provides for work education, but no records are maintained.	2			

	Statement	Score	Evidence/Records	Tools	Policy
2.4.1.3	The school provides 2-3 choices and maintains records for all classes from VI-X and gives feedback to students and parents.	4	• CCE Records • Report Card/PP		• Curriculum *(Secondary Vol. I)*
2.4.1.4	The school provides opportunities and maintains records for all classes and provides feedback to students and parents, the records are analyzed to improve/ motivate performance/skills.	7			

2.5   Visual and Performing Arts

2.5.1 The school provides opportunity for Visual and Performing Arts.

	Statement	Score	Evidence/Records	Tools	Policy
2.5.1.1	The school provides only two activities for Visual and Performing Arts.	0	• Activities planned in ACP/SC • Time Table • Teacher Diary • Attendance • Performance Records • Record of Visual and Performing Arts • OS • AR	• SQAAF	• RTE-2009 *(29.2)* • CBSE – CCE Manuals *(VI-VIII, IX-X)* • Curriculum *(Secondary Vol. I)*
2.5.1.2	The school provides only two activities for Visual and Performing Arts and maintains records.	2			
2.5.1.3	The school provides more than two activities for Visual and Performing Arts, assesses them based on descriptors in the CCE Manuals and maintains records and provides feedback to students and parents.	4			
2.5.1.4	The students participate in Visual and Performing Arts activities at the Zonal / State, National and International level. School has a special focus in this area.	7			

2.6   Co-Scholastic Activities

2.6.1 *The school provides facilities to participate in Literary and Creative Skills; Scientific Skills; Information and Communication Technology Skills, Organizational Leadership Skills and Aesthetic Skills.*

	Statement	Score	Evidence/Records	Tools	Policy
2.6.1.1	Students use these periods as free periods or teachers 'finish portions' in this period.	0	• CCE Manuals *(VI-VIII and IX-X)* • Records / Report Cards/PP • Attendance / Grading • OS • AR	• SQAAF	• RTE -2009 *(29.2)* • CBSE - CCE Manuals *(VI-VIII, IX-X)* • Circulars • Health and Wellness Clubs • Eco Clubs • Literary Clubs
2.6.1.2	The school provides facilities to students to participate in such activities and maintains informal records.	2			
2.6.1.3	The school provides facilities to students of all classes at all levels and encourages them to participate in such activities and maintains records based on descriptors given in CCE Manuals.	4			
2.6.1.4	The school provides facilities to students of all classes and encourages them to participate in such activities at the district/state/ national /international level and maintains records of their achievements and provides regular feedback to parents.	7			

2.7   Health and Physical Activities - Health Care

2.7.1 *The school provides facilities to students in Sports, NCC, Scouting and Guiding, Swimming, Gymnastics, Yoga, First Aid, Gardening etc.*

	Statement	Score	Evidence/Records	Tools	Policy
2.7.1.1	The school provides basic facilities in Physical Education.	1	• CCE Manuals *(VI-VIII and IX-X)* • Records / CCE Report Cards • Attendance grading/ Scores • Health Manuals *(Vol. I-IV)* • Health Cards • PE Cards • PE Manual • Special ability • PE Cards and Manual • NCC Records	• SQAAF	• RTE -2009 *(29.2)* • CBSE - CCE Manuals *(VI-VIII, IX-X)* • Circulars • Health and Wellness Clubs • Eco Clubs • Literary Clubs
2.7.1.2	The school provides more than two activities under Physical Education.	2			
2.7.1.3	The school encourages students to participate in inter and intra - school activities and maintains Health Cards.	4			
2.7.1.4	The school provides a variety of facilities for Physical Education, encourages students to participate in district/ state/national / international activities and maintains health and achievement records and informs parents regularly. Assessment Records are based on descriptors in CCE Manuals.	7			

3. Infrastructure – Adequacy, Functionality and Aesthetics

The following are the sub-domains of Infrastructure – Adequacy, Functionality and Aesthetics:

3.1 Classrooms, library, laboratory, computer labs and ICT facilities, playground

3.2 Principal's office, staff room and administration offices

3.3 Sports and games facilities, hobby rooms, arts and music facilities.

3.4 Sick room, water and sanitation, health management facilities.

3.5 Furniture, lighting and ventilation

3.6 Safety and disaster management provisions (fire extinguisher, emergency exit, DM Club, Drills)

3.7 Provisions for differently-abled children and inclusive practices

3.8 Eco-friendly orientation, aesthetics, lawns and green plants.

3.1 Classrooms, Library, Laboratory, Computer Labs, ICT Facilities, Playground

3.1.1 The school has sufficient classrooms conducive to learning.

	Statement	Score	Evidence/Records	Tools	Policy
3.1.1.1	Classrooms are available, but fall short of statutory norms.	1	• Physical verification on site • Scanned photographs • SQAAF	• SQAAF • School visit	• CBSE-Affiliation Bye-laws (*II.3*)
3.1.1.2	Classrooms are available as per statutory norms.	2			
3.1.1.3	Classrooms are designed to provide for varied learning needs and suitable for different levels.	4			
3.1.1.4	Integrated classroom provide space for students: student and teacher: student interactions with aesthetic features and ICT facilities, easy access for differently abled	7			

3.1.2 The School Library as Resource Centre.

		Statement	Score	Evidence/Records	Tools	Policy
3.1.2.1		The school library is a basic room with a few books.	0	• Number of books • Physical verification • Scanned photographs • SQAAF • Budget allocation • Process of procurement of books	• SQAAF • School Visit	• RTE-2009 (p 13) • CBSE - Affiliation Bye-laws (9) • Circulars
3.1.2.2		The school library has varied resources to meet the developmental needs of students and is regularly updated / upgraded.	2			
3.1.2.3		The school library resources are optimally utilized by teachers and students with a separate reference section and a Reading Room.	4			
3.1.2.4		The school library is aesthetically designed and provides access to internet, e-library and various digital media, with separate reference facilities for teachers to facilitate learning and a Resource Centre.	7			

3.1.3 Laboratories are available to support learning activities.

	Statement	Score	Evidence/Records	Tools	Policy
3.1.3.1	The school has some laboratories but they are not sufficiently equipped.	0	• Scanned photographs • Physical verification on site • Budget allocation • Process of procurement of material. • Student time table	• SQAAF • School visit	• CBSE:-Affiliation Bye-laws *(II.3)* • Lab Manuals • Curriculum document *(Vol. I)* • Circulars
3.1.3.2	Laboratories are available but permanent lab assistants are not present OR the facility is sub-optimally utilized and safety measures are not in place.	2			
3.1.3.3	Laboratories and related emergency management facilities are available and teachers and students are adequately trained to demonstrate safe and careful use of equipments.	4			
3.1.3.4	The laboratory facilities are more than adequate, and there is optimal utilization. Resources are added based on teacher and student feedback.	7			

3.1.4 Computer and ICT facilities as resources.

	Statement	Score	Evidence/Records	Tools	Policy
3.1.4.1	There are no computers available in the school, or are available but are not utilized.	0	• Photographs Scanned • Report Card/PP • SCP/SC • Teacher Diary • Time Table • Budget Allocation	• SQAAF • School visit	• CBSE:- Affiliation Bye-laws *(II.3)* • Lab Manuals • Curriculum document *(Vol. I)* • Circulars
3.1.4.2	Computer and ICT facilities are available but are not integrated with the learning design of all subjects.	2			
3.1.4.3	Computer and ICT facilities for Scholastics, Co-Scholastic activities and school information management are available and are regularly upgraded and effectively utilized.	4			
3.1.4.4	There are more than adequate computers (2-3 students per computer/laptop) and are integrated with the learning design and optimally utilised for appropriate instructional transaction and record keeping. Evidence of personalised and collaborative learning.	7			

3.1.5 The school playground.

	Statement	Score	Evidence/Records	Tools	Policy
3.1.5.1	The school does not have a playground or any alternative arrangement.	0	• Scanned Photographs • School visit • PE Manuals • PEC Primary • PEC Ability • PEC Secondary	• SQAAF • School visit	• RTE-2009 • CBSE - Affiliation Bye-laws • Manuals • Curriculum documents • Circulars
3.1.5.2	The school has a playground meeting minimum statutory requirements and is utilized for multiple sports and activities.	2			
3.1.5.3	The school playground is optimally utilized by way of providing diverse and separate facilities for sports, games and physical training in an age appropriate way with PEC activities at Primary and Secondary Level.	4			
3.1.5.4	The school playground is aesthetically designed and maintained regularly with opportunities for multi-courts and games with PEC activities at the Primary and Secondary Level.	7			

3.2 Principal's Office, Staff Room and Administration Offices

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

	Statement	Score	Evidence/Records	Tools	Policy
3.2.1.1	The school has a Principal's Office but no provision for Staff Room or Administrative Offices.	1	• Photographs Scanned	• SQAAF	• CBSE - Affiliation Bye-laws
3.2.1.2	The school has a common office for Principal, Administrative Staff and for other purposes.	2			
3.2.1.3	In addition to the Principal and Administrative Offices, a separate Staff Room is available for teachers.	4			
3.2.1.4	The school has aesthetically designed offices, equipped with relevant ICT facilities for Principal, teaching staff and Administrative Staff as well as for non-teaching staff.	7			

3.3   Sports and Games facilities, hobby rooms, Arts and Music facilities

3.3.1 Indoor and outdoor sport facilities are available and support differently-abled students.

	Statement	Score	Evidence/Records	Tools	Policy
3.3.1.1	The school does not have dedicated indoor and / or outdoor sports facilities.	0	• Scanned Photographs • Records • Budget	• SQAAF • School visits	• CBSE-Affiliation Bye-laws
3.3.1.2	Indoor and outdoor facilities are available in proportion to the strength of the students.	2			
3.3.1.3	Available facilities also support differently-abled students.	4			
3.3.1.4	Hobby rooms and Clubs are available as well as training facilities for varied sports disciplines.	7			

3.4 Infirmary (Medical Room), Water and Sanitation, Health Management facilities

3.4.1 Information in terms of above is not only objective and functional, but also aesthetic.

	Statement	Score	Evidence/Records	Tools	Policy
3.4.1.1	Sick room, health centre and enough toilets are not available.	1	• Scanned Photographs • Records • Approved building plan	• SQAAF • School visits	• CBSE - Affiliation Bye-laws • Sanitation Policy • Circular No. 1/10, 28/2004 • National Building Norms
3.4.1.2	Sick Room is available but is not manned by a doctor/ nurse at all times.	2			
3.4.1.3	Enough toilets separately for girls and boys, well maintained and safe drinking water, medical rooms are part of the campus.	4			
3.4.1.4	Aesthetically designed rest rooms, bathrooms, toilets, water sources and Health Management facilities.	7			

3.5   Furniture, Lighting and Ventilation

3.5.1 Adequate furniture with adequate ventilation and aesthetic design.

	Statement	Score	Evidence/Records	Tools	Policy
3.5.1.1	Furniture is available as per the teaching learning requirements with average ventilation and minimal furniture.	1	• Scanned Photographs • Building Plan	• SQAAF • Online visit	• CBSE: Affiliation Bye-laws • Recommendations for Basic Requirements of school Building, 2006
3.5.1.2	Proper illumination and ventilation is maintained with minimal furniture.	2			
3.5.1.3	Furniture is adequate and comfortable with enough attention being paid to natural lighting and cross ventilation in building design.	4			
3.5.1.4	Aesthetically designed furniture as per different levels, age-appropriate and pleasing. Building designed for natural lighting and ventilation in keeping with the best international norms.	7			

3.6　Disaster Management provisions (fire extinguisher, emergency exit)

3.6.1 *Adequate provisions exist for Disaster Management.*

	Statement	Score	Evidence/Records	Tools	Policy
3.6.1.1	The school does not have any disaster management plan.	0	• Records • Building Plan • Safety Certificates	• SQAAF • School visits • Emerg-ency Plans • SOP for Drill on Evacua-tion	• CBSE: DM Clubs • Circulars • Affiliation Bye-laws
3.6.1.2	The school has sufficient disaster management equipment and a proper evacuation drill laid out.	2			
3.6.1.3	The school stakeholders are trained to manage emergencies and disasters with enough practice in conducting mock drills and evacuation drills.	4			
3.6.1.4	All students, teachers, non-teaching staff are well trained to conduct evacuation drills. Stringent provisions for emergency management are in place in terms of infrastructure and behaviour patterns.	7			

3.7 Special provisions for differently-abled children and counsellor activities

3.7.1 Adequate provisions exist for differently-abled and school practises inclusion.

	Statement	Score	Evidence/Records	Tools	Policy
3.7.1.1	The school facilities take care of the needs of the differently-abled. Regular counsellor is available but no special educators.	0	• Records of differently-abled students • Building Plan • Details of Counsellors, Special Educators • Training of teachers	• SQAAF • School visit	• State Commission Protection of Child Rights
3.7.1.2	School has ramps and admits students of disadvantaged groups and also has limited number of special educators apart from counsellors.	2			
3.7.1.3	The infrastructure is built with access, such as ramps and lifts. Inclusive classrooms are the norm. Adequate number and area specific special educators (MR/HI/VI/LD) etc. exist as per students' disability.	4			
3.7.1.4	The school adheres to norms for differently-abled in buildings, toilets. Inclusive practices are prevalent. Teachers are sensitised and work in close collaboration with counsellors. Special educators and rehabilitation professionals are available.	7			

3.8 Eco-friendly Orientation, Aesthetics, Lawns and Green Plants

3.8.1 *The school practises eco-friendly activities.*

	Statement	Score	Evidence/Records	Tools	Policy
3.8.1.1	The school does not practise eco-friendly activities.	0	• SCP/SC • Budget • Scanned Photographs • Human Resource Personnel	• SQAAF • School visits	• RTE • Affiliation Bye-laws • Environment Manuals *(I-VIII, XI)*
3.8.1.2	The school displays neat surroundings, is concerned about landscape.	2			
3.8.1.3	Infrastructure is aesthetically built. The classrooms are bright. Age appropriate furniture, lawns, greenery, and environmental consciousness prevalent in every aspect.	4			
3.8.1.4	Vermicomposting, Rain Water harvesting, solar heating, detailed attention to surroundings, outreach to community.	7			

4. Human Resources

The following are the sub-domains of Human Resources:

4.1 School Staff   4.3 Alumni

4.2 Parents   4.4 Students

4.1   School Staff

4.1.1   *The school recruits qualified teachers and non-teaching staff.*

	Statement	Score	Evidence/Records	Tools	Policy
4.1.1.1	Lists of staff qualifications and subjects/duties assigned is available.	1	• HR Manual • Staff Records, • Staff Personal Files • Induction Policy • Staff Manuals • Staff Appraisal Policy • Professional Development Program • Salary records	• SQAAF	• RTE - 2009 • RTE Model rules • Affiliation Bye-laws • Circulars
4.1.1.2	An interview panel is constituted of educationists/experts/school heads / senior teachers/staff who will focus on specific behavioural indicators of the interviewee.	2			
4.1.1.3	The interviewee has to demonstrate his / her competency in a 'real' class, for observation by the panel.	4			
4.1.1.4	The recruits are assessed in a written test and a face to face interview with a competent panel, demonstrate their competency in a class demonstration, followed by further interaction.	7			

4.1.2 The school has an induction policy in place for new recruits.

	Statement	Score	Evidence/Records	Tools	Policy
4.1.2.1	New staff take up their duties right after they sign their attendance on the first day.	0	• Staff Records • Staff Personal Files • Induction Policy • HR/Staff Manual/ Teachers Handbook • Staff Appraisal Policy • Professional Development Program • Staff Salary Record • Staff Induction/ training/ workshop / meeting records	• SQAAF	• CBSE-Affiliation Bye-laws • Circulars
4.1.2.2	New staff are briefed by the concerned H.O.D / Principal / Manager regarding their duties, activities etc.	2			
4.1.2.3	The school conducts an orientation programme which is mandatory for all staff members to attend where new staff are introduced to the school staff.	4			
4.1.2.4	The Principal convenes an orientation programme once / twice a year to familiarize new staff with their roles, duties and responsibilities and with the value system of the school, followed by a departmental meeting, drawing on the guidelines available in the Manual.	7			

4.1.3 The school conducts staff appraisal

	Statement	Score	Evidence/Records	Tools	Policy
4.1.3.1	No staff appraisals are done; or they are done on a random basis and on unknown parameters.	0	• Staff Records • Staff Personal Files	•SQAAF	• RTE-2009 • Affiliation Bye-laws • Circulars

		Score	Evidence/Records		
4.1.3.2	The staff is familiar with the parameters for staff appraisals.	2	• Induction Policy • Staff Manual/HR manual / Teacher Handbook • Staff Appraisal Policy • Class Records • Professional Development Programms • Compen-sation Salary Records		
4.1.3.3	The entire appraisal system is designed after consultation with the staff about the various parameters to be judged.	4			
4.1.3.4	A complete 360 degree feedback based appraisal is carried out.	7			

4.1.4 *School involves teachers, non-teaching staff, parents, alumni and students in its development plan and activity.*

	Statement	Score	Evidence/Records	Tools	Policy
4.1.4.1	Only the Principal or the head/management of the school is responsible for the development plan and activities.	1	• Staff Records • Staff Personal Files • Induction Policy • Staff Manual/HR manual • Staff Appraisal Policy • Professional Development	•SQAAF	• RTE-2009 • Affiliation Bye-laws • Circulars
4.1.4.2	The Principal, Scholastic staff are familiar with the School Development Plan, activities, policies and protocols.	2			

			Score	Evidence/Records		
4.1.4.3	There are planned sessions involving parents and teacher interactions and parents are involved in the development of the child and the school.		4	Programs Records • Compensaton Salary Records • Parent Orientations/PTM's/PTA Body • Staff meetings/Department meetings • Alumni Meetings • Data on Parents /Alumni		
4.1.4.4	Batch of interactive sessions with Scholastic, Co-Scholastic staff, students, parents and alumni involved in development and quality enhancement of school.		2			

4.1.5 The school carries on staff development programmes and capacity building of teachers.

	Statement	Score	Evidence/Records	Tools	Policy
4.1.5.1	There is no emphasis on staff development.	0	• HR Manuals / Teacher Manuals • Professional Development Programmes (CBSE) in-house, external, international, exchange collabora-tions) • Staff Appraisal Meetings/ Record	• SQAAF	• RTE, 2009 • RTE Model Rules • National Council Framework on Teacher Education
4.1.5.2	There is a well drafted Teachers' Development Report including their involvement in activities other than teaching.	3			
4.1.5.3	The Principal, along with the Scholastic and Co-Scholastic staff, are periodically involved in self and team-development and management programmes.	4			

		Statement	Score	Evidence/Records	Tools	Policy
4.1.5.4		There is an extensive succession planning report in place for the Principal as well as teachers, including a report of the kind of management and development programmes they need to undertake. There is a provision for teacher development in the Annual Budget.	7	• Class Observation Forms • Annual Budget for CPD • Income and Expenditure Statement • Staff Salary Records		

4.1.6 *The school decides the compensation according to the latest Pay Commission.*

		Statement	Score	Evidence/Records	Tools	Policy
4.1.6.1		The school does not provide teachers with adequate monthly compensation.	0	• HR Manual/ Teachers Manual/ Code • Pay Slips • Staff Salary Record • Bank Certificate • Pass Book Records • Increments Policy of the Central/State Government /Pay Commission	• SQAAF	• RTE, 2009 • CBSE – Affiliation Bye-laws
4.1.6.2		The compensation provided by the school is lesser than the State/Central Government recommendation by the Pay Commission.	2			
4.1.6.3		The school gives compensation, including benefits like HRA, DA, Travelling Allowance, etc.	4			
4.1.6.4		The school gives the compensation according to the latest Pay Commission and also provides teachers with allowances, incentives and appreciation for overtime work including rewards in sponsoring for training.	7			

4.1.7 *The school provides staff incentives and appreciation.*

		Statement	Score	Evidence/Records	Tools	Policy
4.1.7.1		The school has no incentive or appreciation plan available.	0	• Records • Minutes of SMC • Staff Appraisal • HR Manual/ Teachers' Manual/ Code • Staff Salary Records	• SQAAF	• RTE – 2009 (23.3) • RTE Model rules • CBSE Affiliation Bye-laws
4.1.7.2		The school provides staff appreciation certificates for their efforts.	2			
4.1.7.3		There is a proper incentive plan available work/activity -wise and the teachers know and understand the basis of the incentives and appreciations provided.	4			
4.1.7.4		Incentives and appreciations are a way of acknowledging efforts within the school as it is ingrained in the culture of the school.	7			

4.1.8 The school has a well developed mechanism of mentoring.

	Statement	Score	Evidence/Records	Tools	Policy
4.1.8.1	There is no mentoring programme in the school.	0	• HR Manual/ Teacher Code • Records Minutes of Staff Meetings • Staff Mentoring Meetings • School Time Table	• SQAAF	• CBSE-Mentoring Framework • Compen-dium of Tools on Mentoring and Monitoring (Revised)
4.1.8.2	The mentoring is just restricted to the weekly/ daily reports to the Head of Department.	2			
4.1.8.3	There is a mentoring programme scheduled every month.	4			
4.1.8.4	There is a mentoring schedule and programme in place and the Mentor-Mentee meetings are held every week to discuss various school plans and issues.	7			

4.2 Parents

4.2.1 Parents interface with school.

	Statement	Score	Evidence/Records	Tools	Policy
4.2.1.1	The school has no interaction with parents.	0	• School Calendar • PTA/PTM • Minutes of PTA Meetings • Record and Attendance of workshops with parents/online interaction • Website • Newsletter/Magazine • Electronic communication through Email/Google Groups • Directory of parents • SMS Software • Records of substitution/guest lectures by parents, field trips organized by parents	• SQAAF	• RTE-2009 (24.e)
4.2.1.2	The school has a Parent Teacher Association and members meet once a year.	2			
4.2.1.3	Parent interface with school is consistent and frequent. All parents are encouraged to participate in school activities in an informal manner.	4			
4.2.1.4	Structured and formal interventions for parents. They are involved in developing and implementing School Annual Curriculum Plan, frequent interface leading to further improvement.	7			

4.3 Alumni

4.3.1 School interacts with Alumni.

	Statement	Score	Evidence/Records	Tools	Policy
4.3.1.1	The school has no interaction with alumni.	0	• School alumni directory • Alumni Association body • Minutes of the meetings • Annual Meet details • Alumni website/ online interaction • Electronic communi-cation through Email/ Google Groups • SMS Software • Records of substitution/ Guest lectures by alumni, field trips organized by alumni	• SQAAF	
4.3.1.2	The school has an Alumni Association that meets once a year.	2			
4.3.1.3	The school provides a platform for alumni to participate in school activities and interact with the students occasionally.	4			
4.3.1.4	The school has tracking mechanisms regarding alumni and involves them in frequent interface leading to further development.	7			

4.4 Students

4.4.1 Students are prepared holistically.

		Statement	Score	Evidence/Records	Tools	Policy
	4.4.1.1	The school has no development plans for students.	0	• School Calendar • Student Handbook • Student Council • Participation records of Career awareness/ Exhibition and 'Hands on Experience' reports • Records of inter-school and intra-school (national and international) activities including Life Skills	• SQAAF	• RTE-2009
	4.4.1.2	The school prepares the students for performance and participation in internal examinations.	2			
	4.4.1.3	The school encourages the students to participate in different competitions organised by different agencies at State/District/ National/ International level.	4			
	4.4.1.4	The school organises Career Mela/ Exhibition for students and parents to know more about different careers and also provides opportunities to get 'hands-on experience'.	7			

5: Management and Administration

The Management and Administration Domain has been divided into the following sub-domains:

5.1   Institutional Planning Mechanisms

5.2   Institutional Improvement and Process of Accreditation and Certification

5.3   Goal Setting and Policy Making

5.4   Effective Co-ordination within the school

5.5   Resource Management

5.6   Relationship Management (staff, parents, community, alumni etc.)

5.7   Activity Management

5.8   Data and Record Maintenance

5.9   Oral and Written Communication

5.10 Standard Operating Procedures

5.11 Financial Administration

5.1   Institutional Planning Mechanisms

5.1.1   *Planning Mechanisms are Self Reflected.*

	Statement	Score	Evidence/Records	Tools	Policy
5.1.1.1	The management has no long term or short term institutional planning for the school.	0	• ACP/SC • School Calendar • SMC Minutes • Minutes of Staff Meetings • Committees and team feedback • Annual management conferences	• SQAAF	• RTE-2009 • RTE-Model Rules
5.1.1.2	The management has short term institutional planning (not drafted) and no long term planning.	2			
5.1.1.3	The management has both long term and short term plan and efforts are being made to implement them.	4			
5.1.1.4	The management has both long term and short term planning drafted and has a plan of action and implementation, mechanisms for monitoring, mentoring and feedback for further development exist.	7			

5.2 Institutional improvement and the process of Accreditation and Certification

5.2.1 *Focus on process and institutional improvement.*

	Statement	Score	Evidence/Records	Tools	Policy
5.2.1.1	The school has no focus on institutional improvement and on the process of accreditation and certification.	0	• Self Study groups • SMC Minutes • Workshop reports • Minutes of Staff Meeting • Other Records	• SQAAF	• RTE-2009
5.2.1.2	The school Principal and teachers have a general awareness / know-how of institutional improvement and about the process of accreditation but are not involved.	2			
5.2.1.3	The school Principal and teachers know about Quality Assessment and adhere to norms of institutional improvement. They are involved in the process of accreditation and certification and have implemented norms according to it.	4			
5.2.1.4	The Management, Principal and teachers know about Quality Assessment and adhere to norms and reports of institutional improvement. Are completely involved in the process of Accreditation and certification and are constantly looking for ways to innovate.	7			

5.3   Goal Setting and Policy Making

5.3.1   There is an annual schedule for Goal Setting and Policy Making.

	Statement	Score	Evidence/Records	Tools	Policy
5.3.1.1	There are no goals or policy documents available within the school.	0	• Vision / mission statement • Logo • Slogan • Flags • Motto • Almanac • ACP • Minutes of Staff Meetings • Strategic planning and management meetings	• SQAAF	• RTE-2009 • CBSE Circulars
5.3.1.2	The goals are designed on a daily basis without any focus on the future developments or the vision.	2			
5.3.1.3	The school has short term goals planned, and documented policies and procedures in place to conduct them. However this process is just restricted to the management.	4			
5.3.1.4	Developing and designing short term and long term goals is a collective process within the school, which is carried out by management, staff, alumni and parents together. The policies and procedures are documented and shared with everyone and are reviewed from time to time.	7			

5.4   Effective Co-ordination

5.4.1   The management ensures effective co-ordination within the school.

	Statement	Score	Evidence/Records	Tools	Policy
5.4.1.1	There is very little co-ordination between the various functionaries of the school (Eg.- Management-Adminstration, Management-staff etc.).	1	• SMC Minutes • Staff Meetings • Organogram/ Organisation Chart	• SQAAF	• RTE-2009 • RTE-Model Rules • CBSE Affiliation Bye-laws
5.4.1.2	The management conducts effective co-ordination with the school.	2			
5.4.1.3	The management and the administration is totally involved in obtaining the co-ordination from external agencies (such as National-level Scholastic institutes, alumni, etc.).	4			
5.4.1.4	The management is involved in effective and aggressive co-ordination with the community for the activities enlisted under the School Plan.	7			

5.5   Resource Management

5.5.1   *There is a rationale for resource management and mechanisms are in place.*

	Statement	Score	Evidence/Records	Tools	Policy
5.5.1.1	Resource management is not given much importance in the school.	0	• Stock Registers • Annual Budget • Audited Report	• SQAAF	• RTE-2009 • RTE-Model Rules • CBSE Affiliation Bye-laws
5.5.1.2	Resource mobilization is the responsibility of only the Principal and is restricted to fee collection.	2			
5.5.1.3	The existing resources in the form of infrastructure and equipment are optimally used and there is a need analysis undertaken.	4			
5.5.1.4	Resources of the school are properly taken care of and augmented, based on need analysis.	7			

5.6   Relationship Management

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

	Statement	Score	Evidence/Records	Tools	Policy
5.6.1.1	The dealings of external and internal service users are characterized by indifference and lack of courtesy.	0	• SMC Minutes • Website • School programes • School Diary • Newsletter • Magazine • PTM Records • Soft skills training • Training Records of Staff	• SQAAF	• RTE-2009 (24.e) • Affiliation Bye-laws
5.6.1.2	The staff is trained to respond to all stakeholders.	2			
5.6.1.3	The staff is empowered to deal with routine and challenging queries and feedback in a professional objective manner through telephone, interactions and mails.	4			
5.6.1.4	All dealings are marked by politeness and time management with careful attention to documentation, follow up and feedback.	7			

5.7   Activity Management

5.7.1   *There is a complete activity management mechanism available in the school.*

	Statement	Score	Evidence/Records	Tools	Policy

5.7.1.1	There is no Annual Plan for school activities.	0	• SMC Minutes
			• Staff Meeting Minutes / Records
			• ACP/SCP/ SC
			• Duty Lists
			• Role and Responsi- bilities
			• Records of:
			  - Parents Interface
			  - Students Interface
			  - Alumni partici- pation
			  - Student partici- pation
				• SQAAF	• Affiliation Bye-laws

5.7.1.2	School activities and Annual Calendar is discussed with the staff.	2			
5.7.1.3	The responsibilities for execution of school activities are widely decentralized after meticulous planning and are systematically executed.	4			
5.7.1.4	There is active participation of students, teachers, alumni, parents and community in school activities.	7			

5.8   Data and Record Maintenance

5.8.1   *There is complete data and record maintenance.*

	Statement	Score	Evidence/Records	Tools	Policy
5.8.1.1	There is no mechanism to collect data and storage resulting into delay in compliance.	0	• School management system and database management • Data and management tools like free sourceware apps • Computerised Report Cards • Online electronic commun-ication channels	• SQAAF	• CBSE Affiliation Bye-laws
5.8.1.2	Traditional methodology to store and collect data (in forms of registers) is maintained.	2			
5.8.1.3	The school computerizes data which enables it to access the data and processes are documented electronically.	4			
5.8.1.4	There is a total online correspondence and working mechanism within the school and efforts towards paperless office system are in place.	7			

5.9   Oral and Written Communication

5.9.1   Effective oral and written communication systems are in place.

	Statement	Score	Evidence/Records	Tools	Policy
5.9.1.1	There is no emphasis given to communication within or outside the school.	0	• Records Manual • Electronic Data • SMS Circulars • Student declaration forms • Admission forms	• SQAAF	• RTE-2009 (24.e) • Affiliation Bye-laws
5.9.1.2	The mode of communication is verbal, along with some written documents provided to external stakeholders from time to time.	2			
5.9.1.3	There is an automated system of information sharing available within the school that can be accessed by the management, staff, students and parents.	4			
5.9.1.4	There is a completely planned mechanism designed within the school that ensures sharing of information via automated system and verbal communication to ensure participation by all the stakeholders effectively.	7			

5.10   Standard Operating Procedures

5.10.1   *The administration follows Standard Operating Procedures.*
(The SOP is a documented procedure for recruitment, accounting, purchasing, material management, etc.).

	Statement	Score	Evidence/Records	Tools	Policy
5.10.1.1	The school works in an ad-hoc manner. Operating procedures exist in the school but they are not standardized or documented.	0	• SMC Records • SMC Minutes • Standard Operating Procedures for Recruitment, Accounting, Purchasing, Material Management	• SQAAF	• RTE-2009 (21.2)
5.10.1.2	Operating procedures are standardized for all the processes but the rationale is not clear and these are not documented.	2			
5.10.1.3	All the functionaries are involved in documentation of the SOP and implemented accordingly.	4			
5.10.1.4	The administration conducts up-gradation of these procedures and processes on a regular basis.	7			

5.11   Financial Administration

5.11.1   There is a mechanism for financial administration including record keeping, budget, audit etc.

	Statement	Score	Evidence/Records	Tools	Policy
5.11.1.1	Systematic records of financial transactions are not maintained.	0	• Stock/Assets Records • Account Registers • Annual Budget • Income Expenditure Statements • Audited Accounts	• SQAAF	• RTE-2009 (21.2)
5.11.1.2	Financial transactions are smooth, fast and there is no mismanagement.	2			
5.11.1.3	Sales and purchase procedures are followed. Accounts are only externally audited.	4			
5.11.1.4	Accounts are audited by internal and external agencies and no deficiencies or mismanagement is noted.	7			

6. Leadership

The following are the sub-domains of Leadership domain:

6.1 Vision and Mission statement

6.2 Strategic Plans for School Improvement

6.3 Quality and Change Management

6.4 Scholastic Leadership

6.5 Collaborative Leadership

6.6 Innovative Practices

6.1 Vision and Mission Statement

6.1.1 *A visioning exercise is built and shared on an ongoing basis with all stakeholders.*

	Statement	Score	Evidence/Records	Tools	Policy
6.1.1.1	No visioning exercise is built and there is no vision or mission statement.	0	• Vision • Mission • Logo • Slogans • Emblems • Motto • Flag • Almanac • Stationery • Minutes of annual management conferences	• SQAAF • Question-naire	• CCE Manuals • RTE-2009 (29.2, 23, 24, 25, 26, 27, 28, 29)
6.1.1.2	There is a written school vision and mission statement that encompasses values, challenges and opportunities for the scholastic, social and emotional development of each student.	2			
6.1.1.3	There is a process for ensuring that all staff and other stakeholders are able to articulate the vision and work towards the mission.	4			
6.1.1.4	There are procedures in place for the periodic, collaborative review of the vision by all stakeholders. Logo vision, mission and slogans are part of the exercise and publicized in various documents/website.	7			

6.2   Strategic Plans for School Improvement

6.2.1   *There is development of a school improvement plan that is promoted and implemented.*

	Statement	Score	Evidence/Records	Tools	Policy
6.2.1.1	There is no evidence of a school improvement plan.	0	• Strategic Planning • Management Meeting	• SQAAF • Question-naire	• CCE Manuals • RTE-2009 (29.2, 23, 24, 25, 26, 27, 28, 29)
6.2.1.2	There is evidence of a process for the development of a school improvement plan but it is not promoted.	2			
6.2.1.3	There is clear evidence of the development of a school improvement plan that is promoted and all its parts are closely adhered to.	4			
6.2.1.4	There is very strong evidence of an ongoing process of development of a school improvement plan and it all parts are closely adhered to with feedback mechanisms based on analysis of needs.	7			

6.3 Systems for Ongoing Quality and Change Management

6.3.1 There are systems for monitoring and reviewing the performance of the school across scholastic and co-scholastic aspects, to measure achievement with.

	Statement	Score	Evidence/Records	Tools	Policy
6.3.1.1	There are no systems for monitoring and reviewing the performance of the school across scholastic and co-scholastic aspects to measure achievement.	0	• SMC Minutes/ Records • ACP/SC	• SQAAF • Question-naire	• CCE Manuals • RTE-2009 (29.2, 23, 24, 25, 26, 27, 28, 29)
6.3.1.2	There are systems for monitoring and reviewing the performance of the school across the scholastic aspects but there is a lack of comparable monitoring and review of the co-scholastic aspects.	2			
6.3.1.3	There are systems for monitoring and reviewing the performance of the school across the scholastic and co-scholastic aspects but there is still a need for improvement.	4			
6.3.1.4	There are comprehensive systems for monitoring and reviewing the performance of the school across the scholastic and co-scholastic aspects that are flexible and consistent.	7			

6.4   Scholastic Leadership

6.4.1   Raising the bar of excellence, through the provision of continuous improvement.

	Statement	Score	Evidence/Records	Tools	Policy
6.4.1.1	There are no clear indicators of leadership being provided to support the process of improving the learning and working environment.	0	• Manuals • Graded worksheets • Inclusion	• SQAAF • Question-naire	• CCE Manuals • RTE-2009 (29.2, 23, 24, 25, 26, 27, 28, 29)
6.4.1.2	There are indicators of leadership being provided to support the process of improving the working environment but not for the learning environment.	2			
6.4.1.3	There are clear and practical indicators of leadership being provided to support the process of improving the learning and the working environment.	4			
6.4.1.4	There are very impressive indicators of leadership being provided to support the process of improving the learning and working environment.	7			

6.5   Collaborative Leadership

6.5.1   *Problem solving across scholastic and co-scholastic aspects is conducted in a collaborative and proactive manner.*

	Statement	Score	Evidence/Records	Tools	Policy
6.5.1.1	There is no evidence of problem solving.	0	• SMC Records/ Minutes • ACP/SC • Workshops • Departments/ Meetings	• SQAAF • Question-naire	• CCE Manuals • RTE-2009 (29.2, 23, 24, 25, 26, 27, 28, 29)
6.5.1.2	There is evidence of problem solving conducted across scholastic aspects only at the level of the senior faculty. Co-scholastic aspect is conducted by the teaching staff with little freedom to take the necessary decisions.	2			
6.5.1.3	There is some evidence of problem solving across scholastic and co-scholastic aspects that is being conducted in a collaborative and proactive manner.	4			
6.5.1.4	There is very impressive evidence of problem solving across scholastic and co-scholastic aspects that is being conducted in a collaborative and proactive manner by all the stakeholders including parents, teachers, students and alumni leading to appreciation, co-operation, mutual respect and effective team work.	7			

6.6 Innovative Practices

6.6.1 The school explores new ways of transacting the curriculum in addressing the needs of the students.

	Statement	Score	Evidence/Records	Tools	Policy
6.6.1.1	The school displays no innovative practices in either scholastic or co-scholastic areas.	0	• Interventions in Curriculum - In house study material - Structured lesson plans with integration of ICT/Values/PEC /LS multidisciplinary approach. • Different Tools used for Formative Assessments • Well woven Co-Scholastic Activities in ACP • Integration of Visual and Performing Arts into the subject specific lesson plan • Utilization of space • Unique displays by students • Innovative gardening and greening of campus • Maximum utilisation of human resources (SEP/teachers/students) • Different waste management practices devised • Utilisation of financial resources in optimum way. • ICT Practices • Effective display of students' work	• SQAAF • Question-naire	• NCF-2005 • Innovative Practices (NCERT)
6.6.1.2	The school displays innovative practices by only focusing on scholastic aspects.	2			
6.6.1.3	The school displays innovative practices in some areas of the scholastic or co-scholastic.	4			
6.6.1.4	The school displays innovative practices in most of the scholastic and co-scholastic areas and constantly looks for more avenues of excellence.	7			

7. Beneficiary Satisfaction

The following are the sub-domains of the Beneficiary Satisfaction Domain:

7.1 Student Satisfaction   7.5 Management

7.2 Teacher Satisfaction   7.6 Parents and Alumni

7.3 Office Staff   7.7 Community

7.4 Principal

7.1 Student Satisfaction

7.1.1 *The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision making process.*

	Statement	Score	Evidence/Records	Tools	Policy

7.1.1.1	There is no process of feedback mechanism for assessing overall student satisfaction.	0	• Online analysis of Questionnaire
			  - Students
			  - Parents
			  - Teachers
			• Results:
			  - Student Council
			  - Student Handbook
			  - Students' Resource Centre
				• Student Question-naire	• RTE-2009 (29.2)

7.1.1.2	There is an informal method of assessing overall student satisfaction.	2			
7.1.1.3	There is a documented process or methodology in place with respect to students' cognitive, affective and psychomotor domain satisfaction.	4			
7.1.1.4	There is a documented assessment methodology in place with respect to students' cognitive, affective and psychomotor domains and a documented review and follow up of feedback in terms of improvement.	7			

7.2 Teacher Satisfaction

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

	Statement	Score	Evidence/Records	Tools	Policy
7.2.1.1	Teachers mechanically observe school norms. There is no motivation.	0	• Interactions • Staff Meetings • Staff Handbook • Records of workshops / seminars/ training programmes • Staff Appraisal • Staff Resource Centre	• Teachers Question-naire	• RTE-2009 (23,24,27,28)
7.2.1.2	There is an informal process of assessing overall teacher satisfaction. However there is substantial level of attrition (about 10%).	2			
7.2.1.3	There is a documented process to assess a teachers' professional satisfaction which is reflected through monetary rewards.	4			
7.2.1.4	There is a documented process to assess teachers' professional satisfaction and a documented review and follow up of the feedback in terms of improvement including providing growth and developmental opportunities/exposure/ in-service training for career growth.	7			

7.3 Office Staff

7.3.1 School provides opportunities for the office staff to express their opinions, views and suggestions regarding the policies and uses this feedback meaningfully for continual improvement and for assessing office staff's satisfaction.

	Statement	Score	Evidence/Records	Tools	Policy
7.3.1.1	The office staff reports directly to the Principal.	0	• Staff Survey • Survey Interactions • Minutes of office staff meetings • Office staff Handbook • Office staff appraisals • Motivational benefits	• Staff Question-naire	• CBSE-Affiliation Bye-laws
7.3.1.2	The Office Manager oversees and co-ordinates all areas of administration.	2			
7.3.1.3	Satisfaction is judged through informal and formal channels.	4			
7.3.1.4	In addition to above, Management / Principal interact periodically with the administrative staff to understand their level of job satisfaction. Issues are resolved promptly.	7			

7.4   Principal

7.4.1   The Management/Society provides a mechanism for the principal to voice her/his suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction.

	Statement	Score	Evidence/Records	Tools	Policy
7.4.1.1	The Principal does not initiate schools' activities and rarely communicates ideas to his/her staff.	0	• Survey • Management Review Meetings/ Scholastic Meetings • Blue Print Roadmap for future • CPD • Conferences attended • National/ International Exchange	• SQAAF • Question-naire	• RTE-2009 (21 to 29)
7.4.1.2	The Principal conveys Management's decisions on scholastic and co-scholastic activities to his/her staff.	2			
7.4.1.3	The Principal delegates most of the planning / implementation of school activities to the Senior Academic/Administrative Staff.	4			
7.4.1.4	Management has a formal mechanism to measure the level of job satisfaction of the Principal.	7			

7.5   Management

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

	Statement	Score	Evidence/Records	Tools	Policy
7.5.1.1	The management does not respond to community expectations.	0	• SMC Records • SMC Minutes • Minutes of Strategy Planning Meetings • Minutes of Annual Management Meeting	• SQAAF	• RTE-2009 (21 to 29)
7.5.1.2	The management is concerned about community expectation and tries to fulfill through informal means.	2			
7.5.1.3	The management convenes periodic meetings with various stakeholders to meet their expectation through a formal system.	4			
7.5.1.4	Management thrives on fulfilling satisfaction for both itself and other stakeholders with effective system of feedback and follow-up.	7			

7.6   Parents and Alumni

7.6.1   The school provides a platform for the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performances and for assessing parents' and alumni's satisfaction.

	Statement	Score	Evidence/Records	Tools	Policy
7.6.1.1	There is no process of a feedback mechanism for assessing parents' and alumni satisfaction.	0	• Minutes of Parent Teacher Meetings • Questionnaire • Website • Circulars • Newsletters • Magazine • Prospectus • School Diary • FAQs	• SQAAF • Parents' Question-naire	• RTE-2009
7.6.1.2	Parent Teacher Association / Council exists but does not have a structured mechanism.	2			
7.6.1.3	There is an active and structured Parents and Alumni Association that meets with school management and Principal periodically to find ways and means to contribute to the school's growth.	4			
7.6.1.4	In addition to above, there is a system for recording the outcomes of these meetings, so that the reports can be a source of feedback and review of existing school practices and determination of future course of action for their growth.	7			

7.7   Community

7.7.1   *The school has a provision for Free and Compulsory Education under the RTE Act, 2010.*

	Statement	Score	Evidence/Records	Tools	Policy
7.7.1.1	The school has not yet admitted students under the RTE Act/ EWS / Sponsored category for special category as per guidelines.	0	• RTE notification • Register providing details of such students admitted • Details of Remedial Classes	• SQAAF	• RTE-2009
7.7.1.2	The school has admitted students under the RTE Act / EWS / Sponsored category for special category as per guidelines.	2			
7.7.1.3	In addition to above, special remedial classes have been arranged for such students.	4			
7.7.1.4	Teachers and school heads treat students admitted under RTE Act / Inclusion Policy equally so that they benefit equally from all the social , cultural, intellectual opportunities offered by the school.	7			

7.7.2 *The school charts out relevant community outreach programmes (viz. preserving the heritage, working with old age home, preserving environment and integrating them in the Annual Curriculum Plan for all age groups.*

	Statement	Score	Evidence/Records	Tools	Policy
7.7.2.1	No community outreach programmes are planned or implemented.	0	• Time Table • Projects • Visit • Adopt a monument programme • Health Camps/Shows • Clean City Drive • Visit to Orphanages / Old age homes /hospitals • Tree Plantation • Eco Drive	• SQAAF	• RTE-2009
7.7.2.2	Community outreach programmes are minimal and not sufficiently integrated.	2			
7.7.2.3	Community outreach programmes are conducted on regular basis but those are not uniformly integrated in the Annual Curriculum Plan of the school.	4			
7.7.2.4	Relevantly contextualized community outreach programmes are well integrated and conducted on regular basis and community satisfaction is vital for school.	7			