



Instrument 1

School Profile and School Quality Assessment and Accreditation Form (SQAAF)

The SQAAF is based on the primary dimensions of quality improvement and accountability-the extrinsic qualities found in the services provided to parents and students by the school. It contains basic and comprehensive compilation of data about the school. The SQAAF is further divided into 7 parts in co-relation to the seven domains.

Part	Domains	Items
I	Scholastic processes and outcomes	18
II	Co-Scholastic processes and outcomes	8
III	Infrastructure - adequacy, functionality and aesthetics	12
IV	Human Resources	11
V	Management and administration	11
VI	Leadership	6
VII	Beneficiary satisfaction	8
	Total Items	74

The instrument collects data on the learners, teachers, parents and administrative staff's view points to school policies and practices, along with the availability of innovative, relevant, socially conscious and eco-oriented learning practices. The data should be supported with relevant evidentiary documents.

In the case of any response being: **Yes**; then a 'Yes' is sufficient (or else leave a blank) which has to be then supported by annexing a relevant annexure as per Chapter 3 or any additional admissible evidence (as the case maybe). The annexures have to be serially annexed and Annexure number correspondingly reflected for ease of evaluation by the PAT members. In case, any Annexure cannot be annexed, then a suitable remark maybe put in, which shall be decided by the evaluating PAT members.

The Respondent has to attach evidence in the form of records (to be uploaded on the website and/or submitted in hard copy along with videos and CDs wherever applicable - as the case maybe). Submitted documents should be admissible evidences. Submission of false / misleading / incorrect information shall be seen as a grave offence and appropriate action can be called for by the designate officer.

The SQAAF consists of

- School Profile - Part A
- Part B
- SQAAF - Part C



School Profile

PART -A

(To be filled-in by all schools)

1. Name of School _____

2. Postal Address _____

_____ City _____

Pin Code _____ State _____

3. Phone No. with STD Code: _____

4. Fax No: _____ Email: _____ Website: _____

5. (a) Name of the Principal: _____

(b) Date of Joining: _____

6. (a) Year of Establishment of School: _____ Highest Class: _____

(b) Total Number of Students on Roll: _____

Enrolled Boys: _____ Present: _____

Enrolled Girls: _____ Present: _____

7. (a) The school is imparting education at under mentioned levels

(Please fill in specific relevant rows as applicable in your school)

Classes	Enrolled Students	Present Students	Total No. of Sections
Below Class I	_____	_____	_____
Classes I-V	_____	_____	_____
Classes VI-VIII	_____	_____	_____
Classes IX-X	_____	_____	_____
Classes XI-XII	_____	_____	_____

(b) Student-Teacher Ratio Student: Teacher (Teaching only)

i) Senior School : XI-XII : _____:_____

ii) Secondary : VI-X : _____:_____

iii) Primary : I-V : _____:_____

8 (a) The school admits (Tick appropriate category)

Only Boys _____

Only Girls _____

Is Co-educational _____

(b) Does your school admit children with special needs? ____ (Yes/ No) Total Nos. in School _____

9. Medium of instruction: (Tick appropriate category)

English _____

Hindi _____

Any Other _____ (please specify) _____



10. Does the school has its own hostel facilities? (Tick appropriate category)

- Day Boarding School : _____
 Fully Boarding School : _____
 School doesn't provide hostel facilities : _____

11. School owned by (Tick appropriate category)

- a) Government : _____
 b) Trust/ Society : _____
 c) Any other : _____
 (Pls specify)

12. Is the Trust/ Society/ other body registered? Yes / No _____

13. If yes, under which Act? _____

14. Year of Registration: _____ **Registration No.** _____

15. Period upto which Registration of Trust/ Society is valid: _____

16. Name of Government Department under which the School falls: _____

17. Is the school located in a rented building or own building? _____

18. (a) Infrastructure Details: Educational Facilities (Rooms, Library and Laboratories, etc.)

(Please attach separate sheets as per format given below)

S.No.	Item	No. of required sections	Number of rooms
i.	Class Rooms	: _____	: _____
ii	Staff Rooms	: _____	: _____
iii.	Physics Lab	: _____	: _____
iv.	Chemistry Lab	: _____	: _____
v.	Biology Lab	: _____	: _____
vi	Math Lab	: _____	: _____
vii.	Computer Science Lab	: _____	: _____
viii.	Home Science Lab	: _____	: _____
ix.	Library	: _____	: _____
x.	Auditorium	: _____	: _____
xi.	Others	: _____	: _____

(b) Total Area of School plot : _____

Built up area : _____ **Open Area :** _____

(c) Area used for scholastic activities : _____

Area used for co-scholastic activities : _____

Administrative activity Area : _____

Total carpet Area : _____



(d) **Specific Area of Play field(s):** _____

- Facilities: (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____

19. Summary of Teaching Staff. (Please attach separate sheets as per format given below)

S.No.	Staff	Permanent	On Contract	Total
i.	Principal			
ii.	Vice Principal/Head Master/ Mistress			
iii.	PGTs (Post Graduate Teachers)			
iv.	TGTs (Trained Graduate Teachers)			
v.	PRTs (Primary Teachers)			
vi.	NTTs (Nursery Trained Teachers)			
vii	Special Educators			
viii	Librarian Teacher			
ix	Arts Teachers			
x	Physical Training Instructors			
xi.	Music Teacher			
xii.	Counsellors			
xiii.	Untrained Teachers			
xiv.	Others			
xv	Cleared CTET			

20. Administrative support staff: (Please attach separate sheets as per format given below)

S. No	Staff	Permanent	Temporarily /Part-Time	Total
i.	Office Managers			
ii.	Clerks			
iii.	Lab Attendants			
iv.	Accountants			
v.	Peons			
vi.	Others			

21. The school has barrier free environment : (Please Tick)

- Fully : _____
 Mostly : _____
 Partially : _____
 Nil : _____



22. Other Facilities:

- a) Number of Toilets:
 For Boys _____
 For Girls _____
 For Staff _____
- b) Number of Drinking Water Points Available : _____
- c) Facility for mid day meal-available / not available : _____ (Pls specify)
- d) Facility for canteen available / not available : _____ (Pls specify)
- e) No. of school's own buses : _____
 No. of buses sub-contracted (hired) : _____

23. Library Facilities

- a) Total no. of books: _____
- b) No. of Magazines: _____
- c) No. of Dailies (newspapers subscribed): _____
- d) No. of Journals subscribed: _____
- e) Separate reading section is available: Yes/ No _____
- f) Separate reference section for teachers is available: Yes/ No: _____
- g) Separate Library for Primary Section Yes/ No: _____

24. Other Facilities

- a) Sports and Games Yes/ No : _____
- b) Dance Room Yes/ No : _____
- c) Gymnasium Yes/ No : _____
- d) Music Room Yes/ No : _____
- e) Health and Medical Check up Yes/ No : _____
- f) Others Yes/ No : _____

25. Audio-Video facilities

		Type/Make	Quantity	AMC (if any)
a)	Television			
b)	VCR/VCP/LCD			
c)	Tape Recorder/ Player			
d)	Multimedia facilities			
e)	Computers			
f)	Class room with ICT facilities			
g)	Others			

26. Does the school receive any grant from the Govt. of India / State Government / Union

Territory or any other source? Yes/ No: _____

If Yes Details: _____



27. Does the school work in shifts? (Yes / No) _____

a) If Yes, please submit details: _____

b) What are the working hours of the school for different shifts / batches of students?

Shift / Batch Season (From Date to Date)	From Time To time	Remarks if any

28. Streams offered by the School in Classes XI- XII:

(a) _____ (b) _____ (c) _____

Vocational And Additional Subjects Offered:

29. Names of school publications:

30. Result of Class XII (for the last three years)

S.NO.	Year	Appeared	Passed	Pass %	Remarks
1.	2009-10				
2.	2010-11				
3.	2011-12				

31. Result of Class X (for the last three years)

S.NO.	Year	Appeared	Passed	Pass %	Percentage of CGPA 10	Percentage of CGPA 8 to 9.8
1.	2009-10					
2.	2010-11					
3.	2011-12					

32. Result of other Classes:

S.NO.	Class	Appeared	Passed	Pass %	Percentage of CGPA 10	Percentage of CGPA 8 to 9.8
1.	VI					
2.	VII					
3.	VIII					
4.	IX					



33. Any pending court cases ? (Y/N). If yes, please furnish details.

34. Any pending staff disciplinary cases ? (Y/N). If yes, please furnish details

35. Declaration:

I hereby declare the above information is true and correct as per my knowledge.

Authorised Signatory:

Name : _____

Designation : _____

School : _____

Date : _____

Place : _____

Whether the documents as under are attached with the School Profile:

1.	Registration Certificate of Trust/ Society/ others	Yes / No
2.	Copy of Affiliation Certificate	Yes/ No
3.	Permission / Registration with local Government / statutory body	Yes/ No
4.	List of Teaching Staff - Teaching Staff (indicating qualifications, designation, experience in years, Date of Joining, subject(s) taught, classes taught, No. of periods taught per week, and other responsibilities)	Yes/ No
5.	Administrative and other Support Staff (indicating qualification and experience)	Yes/No
6.	Drinking Water Compliance Certificate	Yes/ No
7.	Health and Sanitary Certificate	Yes/ No
8.	Fire Safety Certificate	Yes/ No
9.	Elevator fitness certificate (if applicable)	Yes/No/NA
10.	Vehicle Fitness Certificate (based on number of school vehicles)	Yes/No/NA
11.	Details of Grants received in last 3 years	Yes/No/NA
12.	Details of ITR/ Audited Financial Reports of last 3 years	Yes/ No
13.	Enrolment details of Students in Current Session indicating EWS category	Yes/ No
14.	Copy of School Brochure/ Prospectus (indicating cost)	Yes/ No
15.	Copy of tie-up with nearby hospital	Yes/ No



16.	Copy of Annual Academic Calendar	Yes /No
17.	Copy of Annual Report/ Year Book/ Magazine	Yes /No
18.	Copy of approved building plans	Yes/No
19.	Copy of Occupational / Completion Certificate	Yes/ No
20.	Copy of Teaching Staff/ Non-teaching staff / induction policy	Yes/No
21.	Copy of Admission Policy for current year	Yes/No
22.	Copy of Structure Safety Certificate	Yes/No
23.	Copy of Bank Statements of all school accounts for last one year	Yes/No
24.	List of Members of Governing Body of School	Yes/No
25.	School Organization Chart	Yes/No
26.	List of Laboratories	Yes/No
27.	Daily routine time table copy for students	Yes/No
28.	School Diary	Yes/No
29.	Details of Vacancy posts - if any	Yes/No
30.	Any other document being submitted	Yes/No

If yes, please give details _____

School Profile

PART -B

(To be filled-in by all Residential and Day boarding Schools)

1. Details of the Hostel Warden.

- a) Name: _____
- b) Age: _____
- c) Experience: _____
- d) Whether staying in hostel/dormitory or separately _____

2. Mention the Number and Area allotted for the following facilities.

S.No.	Facilities	Number	Area
1.	Dormitories for Boys		
2.	Dormitories for Girls		
3.	Bathing Toilets for Boys		
4.	Bathing Toilets for Girls		
5.	Mess Area		

3. Mess Facility:

- a) List of members in mess committee.: _____

- b) Menu (Day wise).: _____



c) Meal Timings (Break fast, Lunch, Evening snack and Dinner): _____

d) Drinking Water Facility (Yes/No): _____

4. Health and medical facility:

a) Medical check up of students (quarterly / six months / annually)

b) OPD System (Yes/No): _____

c) First Aid Box available in Dormitories (Yes / No)

d) Doctor / Nurse (Full Time / Part Time)

e) Linkage with other Hospitals (Furnish details)

5. Security:

a) External agency (hired/in-house): _____

b) Attendance procedure: _____

c) CCTV installed at sensitive places: _____

d) Policy of visitor entry system: _____

6. Other Facilities

a) Canteen in School Campus (Yes/No): _____

b) Day outs (Specify): _____

c) Telephone Facility/Internet facility (Yes/No): _____

d) Letter Box (Specify): _____



School Quality Assessment and Accreditation Form (SQAAF)

Domain 1 : Scholastic Process and Outcomes

1.1 Curriculum Planning

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.1.1	There is no acquaintance among the Principal and staff with the NCF document.			
1.1.1.2	Seminars/workshops are conducted to create an awareness of the NCF 2005.			
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.			
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.			

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.2.1	The school is unaware of the concept of life long learning of Life Skills.			



1.1.2.2	The school has integrated dimensions of the social, emotional, cognitive and spiritual aspects into the Annual Curriculum Plan.			
1.1.2.3	The school conducts activities, assemblies, seminars, workshops to enhance skills and abilities of students.			
1.1.2.4	The school creates opportunities for capacity building of teachers and students through collaborative exchanges with other scholastic institutions at – <ul style="list-style-type: none"> • Regional Level • National Level • International Level 			

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.3.1	There is no awareness about the curriculum documents (Vols. I, II and III) of the CBSE and there are no copies available in the Library.			
1.1.3.2	Curriculum documents and Teachers' Manuals are used for drafting the Annual Curriculum Plan.			



1.1.3.3	All teachers are aware and have copies of syllabus documents and Teachers' Manuals.			
1.1.3.4	The school is effectively implementing the Annual Curriculum Plan based on documents of the CBSE.			

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.4.1	No documented Annual Curriculum Plan is available for development of Scholastic Skills.			
1.1.4.2	A documented draft Annual Curriculum Plan is available with the Principal and in the Library.			
1.1.4.3	The approved Annual Curriculum Plan for development of Scholastic areas is communicated to teachers, students and parents.			
1.1.4.4	The approved Annual Curriculum Plan is effectively implemented, monitored and reviewed at regular intervals.			

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.5.1	No documented Annual Curriculum Plan is available for development of Co-Scholastic Skills (CSS).			



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.			
1.1.5.3	The approved Annual Curriculum Plan for development of CSS is communicated to teachers, students and parents.			
1.1.5.4	The Annual Curriculum Plan for development of CSS is effectively implemented, monitored and reviewed at regular intervals in the school.			

1.1.6 Courses are completed as per curriculum planning.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.6.1	The courses are completed randomly by all teachers at their own pace and inclination.			
1.1.6.2	As per evidence from the syllabus, less than 50% of the planned courses have been completed without deviation.			
1.1.6.3	As per evidence from the syllabus, over 50% but less than 75% of the courses have been completed without deviation.			
1.1.6.4	As per evidence from the syllabus, all courses have been completed without deviation and with additional inputs that enhance understanding.			



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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.7.1	No documented mechanism for monitoring and mentoring of students.			
1.1.7.2	A mechanism exists and all stakeholders like teachers, parents and students are aware of it.			
1.1.7.3	The school practises the mechanism and effectively uses feedback from teachers to improve curriculum.			
1.1.7.4	Monthly/Quarterly review reports of each and every student of 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.			



1.2 Teaching Learning Processes

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
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).			
1.2.1.2	The school works for 150-200 days in a year.			
1.2.1.3	The school works for 180-220 days in a year.			
1.2.1.4	The school works for 220 days or more in a year.			

1.2.2 Teacher-Student Ratio

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.2.2.1	The school does not follow the Student-Teacher ratio of one teacher for 40 students.			
1.2.2.2	The school follows the Student-Teacher ratio of one teacher for 35-40 students.			
1.2.2.3	The school follows the Student-Teacher ratio of one teacher for 30-35 students.			



1.2.2.4	The school follows the Student-Teacher ratio of one teacher for 25-30 students.			
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1.2.3 Approaches to learning and teaching

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.2.3.1	The teacher adopts frontal teaching, using the textbook with almost no activities.			
1.2.3.2	The teacher is clear about objectives of lesson, uses the black board and charts but allows no opportunities for interaction.			
1.2.3.3	The teacher uses activity based child-centred learning through pair/group work and asks open ended questions.			
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.			



1.2.4 Approaches to Assessment and feedback

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.2.4.1	The teachers conduct only paper pencil tests.			
1.2.4.2	The teachers follow frequent testing with assigning projects for homework.			
1.2.4.3	The teachers conduct different types of assessment in class including oral, research oriented and practical.			
1.2.4.4	The teachers conduct Formative Assessment for the purpose of diagnosis and remediation leading to improvement of the learners.			

1.2.5 School encourages innovative practices through collaboration.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.2.5.1	The teachers complete the textbooks from cover to cover.			
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.			



1.2.5.3	The teachers continuously innovate and enrich classes through ICT and experiential learning with room for groups to collaborate.			
1.2.5.4	The teachers are self motivated and collaborate with peer and experts through continuous capacity building to enhance their teaching learning practice and are willing to share best practices acquired.			

1.3 Student Assessment and Performance

1.3.1 Student Strength

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.1.1	The school has large classes with over 45-50 students per class.			
1.3.1.2	The class size is between 35-40 with adequate space.			
1.3.1.3	The class size is between 30-35 with space to conduct group work.			
1.3.1.4	The class size is between 25-30 with teacher paying individual attention to each student.			



1.3.2 CCE Implementation

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.2.1	The school is unaware of CCE or Teachers' Manuals on CCE.			
1.3.2.2	The school is implementing CCE by conducting frequent paper pencil tests and project work in Scholastic areas.			
1.3.2.3	The school is following CCE from classes I-X through Formative Tasks, Group Project Work and Assignments.			
1.3.2.4	The teachers and students are aware of the criteria for Scholastic, (Formative and Summative Assessment) and Co-Scholastic areas. Teachers are well trained.			

1.3.3 Formative Assessment

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.3.1	The teachers and students are unaware of FAs and no FA Manual is available in School.			
1.3.3.2	The teachers and students are aware and have frequent pen and paper tests as FA.			



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.			
1.3.3.4	The teachers and students are aware of criteria and need for remediation based on diagnosis. Students are provided opportunities for self assessment.			

1.3.4 Summative Assessment

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.4.1	The students are unaware of the structure of SA or the syllabus of each term.			
1.3.4.2	The students are aware of pattern but have had no practice in the class.			
1.3.4.3	The students are aware of syllabus. Teachers are also aware and conduct practice sessions in class.			
1.3.4.4	The teachers and students work together to create good question banks/test items for their school.			



1.3.5 School ensures student participation in at least 75% classes.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.5.1	The school is indifferent to regular absenteeism of students and does not implement any strategy to ensure attendance.			
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.			
1.3.5.3	The principal and teachers and other stakeholders are informed of the child's regular absenteeism. Follow up is done by being in touch with the guardian to ensure attendance.			
1.3.5.4	Principal, teachers and stakeholders are aware of the child's inclination to absent himself/herself and work in unison to ensure regular attention by providing impetus.			

1.3.6 The school ensures students achievement and progress .

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.6.1	The average result of Class XII is less than 50% (with reference to the Board average).			



1.3.6.2	The average result of Class XII is between 50% - 60% (with reference to the Board Average).			
1.3.6.3	The average result of Class XII is between 60% - 80% (with reference to Board average).			
1.3.6.4	The average result of Class XII is 100% (with reference to Board average).			



2. Co-Scholastic Processes and Outcomes

2.1 Life Skills

2.1.1 School has a Life Skills development programme.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.1.1.1	There is no organized programme for Life Skills development.			
2.1.1.2	Life Skills programme is planned and implemented in secondary classes only.			
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.			
2.1.1.4	The school uses Life Skills Manuals, CCE Manuals and Health Manuals and has documented assessment of Life Skills across all classes and feedback is provided to all students and parents.			

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.1.2.1	There is no Life Skills Program and no Health and Wellness Clubs either.			



2.1.2.2	Life Skills are carried out in an informal way.			
2.1.2.3	Life Skills activities are conducted using the Life Skills Manuals. Health and Wellness Clubs co-ordinate with health and adolescence related activities.			
2.1.2.4	The 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.			

2.2 Value System

2.2.1 The school has a well integrated value system framework.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.2.1.1	The school does not have any plan for value system.			
2.2.1.2	The school follows value system in an informal way as part of their Vision and Mission.			
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.			



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.			
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2.3 Attitudes

2.3.1 The students demonstrate positive attitudes.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.3.1.1	There is an absence of developing the right attitude and values in students.			
2.3.1.2	The students are verbally encouraged to develop the right attitude and values occasionally during the school assembly but no records are maintained.			
2.3.1.3	The teachers motivate and help students through counseling sessions to develop the right attitude and values towards school mates, teachers and programs and maintain records.			
2.3.1.4	All teachers and the counsellors ensure the development of positive attitude and values among students through regular counselling sessions in collaboration with parents and maintain records.			



2.4 Work Education

2.4.1 The school implements Work Education programme.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.4.1.1	Work education is not implemented.			
2.4.1.2	The school provides for work education, but no records are maintained.			
2.4.1.3	The school provides 2-3 choices and maintains records for all classes from VI-X and gives a feedback to students and parents.			
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/ enhance the performance/ skills.			

2.5 Visual and Performing Arts

2.5.1 The school provides opportunity for Visual and Performing Arts.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.5.1.1	The school provides only two activities for Visual and Performing Arts.			
2.5.1.2	The school provides only two activities for Visual and Performing Arts and maintains records.			



2.5.1.3	The school provides more than two activities for Visual and Performing Arts, assesses them on the basis of descriptors in the CCE Manuals and maintains records and provides a feedback to students and parents.			
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.			

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	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.6.1.1	The students use these periods as free periods or teachers 'finish portions' in this period.			
2.6.1.2	The school provides facilities to students to participate in such activities and maintains informal records.			
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.			



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.			
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2.7 Health and Physical Activities – Health Cards

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.7.1.1	The school provides basic facilities for Physical Education.			
2.7.1.2	The school provides more than two activities under Physical Education.			
2.7.1.3	The school encourages students to participate in inter and intra - school activities and maintains Health Cards.			
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.			



3. Infrastructure – Adequacy, Functionality and Aesthetics

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

3.1.1 School has sufficient classrooms conducive to learning.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.1.1	The classrooms are available but fall short of statutory norms.			
3.1.1.2	The classrooms are available as per statutory norms.			
3.1.1.3	The classrooms are designed to provide for varied learning needs and suitable for different levels.			
3.1.1.4	The integrated classrooms provide space for students: student and teacher: student interactions with aesthetic features and ICT facilities, access for differently abled.			

3.1.2 School Library as Resource Centre

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.2.1	The school library is a basic room with a few books.			
3.1.2.2	The school library has varied resources to meet the developmental needs of students and are regularly updated / upgraded.			



3.1.2.3	The school library resources are optimally utilized by teachers and students with a separate reference section and a Reading Room.			
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.			

3.1.3 Laboratories are available to support learning activities.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.3.1	The school has some laboratories but they are not sufficiently equipped.			
3.1.3.2	Laboratories are available but permanent lab assistants are not present OR the facility is sub-optimally utilised and safety measures are not in place.			
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 equipment.			



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.			
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3.1.4 Computer and ICT facilities as resource

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.4.1	There are no computers available in the school, or are available but are not utilized.			
3.1.4.2	Computers and ICT facilities are available but are not integrated with the learning design of all subjects.			
3.1.4.3	Computers and ICT facilities for scholastics, co-scholastic activities, and school information management are available, and are regularly upgraded and effectively utilized.			
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.			



3.1.5 The school playground

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.5.1	The school does not have a playground or any alternative arrangement.			
3.1.5.2	The school has a playground meeting minimum statutory requirements and is utilized for multiple sports and activities.			
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.			
3.1.5.4	The school playground is aesthetically designed and maintained regularly with opportunities for multi-courts and games with PEC activities at Primary and Secondary Level.			



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	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.2.1.1	The school has a Principal's Office but no provision for Staff Room or Administrative Offices.			
3.2.1.2	The school has a common office for Principal, Administrative Staff and for other purposes.			
3.2.1.3	In addition to the Principal and Administrative Offices, a separate Staff Room is available for teachers.			
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.			

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	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.3.1.1	The school does not have a dedicated indoor and/or outdoor sports facilities.			



3.3.1.2	Indoor and outdoor facilities are available in proportion to the strength of the students.			
3.3.1.3	The available facilities also support differently-abled students.			
3.3.1.4	Hobby rooms and clubs are available as well as training facilities for varied sports disciplines.			

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	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.4.1.1	Sick room, Health Centre and enough toilets are not available.			
3.4.1.2	A sick room is available, but is not manned by a doctor/nurse at all times.			
3.4.1.3	Enough toilets separately for girls and boys, well maintained and safe drinking water, medical rooms are part of the campus.			
3.4.1.4	Aesthetically designed rest rooms, bathrooms, toilets, water sources and Health Management facilities.			



3.5 Furniture, Lighting and Ventilation

3.5.1 Adequate furniture with adequate ventilation and aesthetic design.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.5.1.1	Furniture is available as per the teaching and learning requirements with average ventilation and minimal furniture.			
3.5.1.2	Proper illumination and ventilation is maintained with minimal furniture.			
3.5.1.3	Furniture is adequate and comfortable with enough attention being paid to natural lighting and cross ventilation in building design.			
3.5.1.4	Aesthetically designed furniture as per different levels, age-appropriate and pleasing. The building is designed for natural lighting and ventilation in keeping with the best international norms.			

3.6 Safety and Disaster Management provisions (fire extinguisher, emergency exit)

3.6.1 Adequate provision exists for Disaster Management.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.6.1.1	The school does not have any disaster management plan.			



3.6.1.2	The school has sufficient disaster management equipments and a clear Evacuation drill laid out.			
3.6.1.3	The school stakeholders are trained to manage emergencies and disasters with enough practice in conducting mock drills and evacuation drills.			
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.			

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	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.7.1.1	The school facilities take care of the needs of the differently abled. A regular counsellor is available without any special educators.			
3.7.1.2	The school has ramps and admits students of disadvantaged groups and also has limited number of special educators apart from counsellors.			



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.			
3.7.1.4	The school adheres to norms for differently-abled in buildings and toilets. Inclusive practices are prevalent. Teachers are sensitised and work in close collaboration with Counsellors. Special educators and rehabilitation professionals are available.			

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

3.8.1 The school practises eco friendly activities.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.8.1.1	The school does not practise eco-friendly activities.			
3.8.1.2	The school displays neat surroundings, is concerned about landscape.			
3.8.1.3	Infrastructure is aesthetically built. The classrooms are bright. Age appropriate furniture, lawns, greenery, and environmental consciousness prevalent in every aspect.			



3.8.1.4	Vermi composting, rain water harvesting, solar heating, detailed attention to surroundings, outreach to community.			
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4. Human Resources

4.1 School Staff

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.1.1	Lists of staff qualifications and subjects/duties assigned is available.			
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.			
4.1.1.3	The interviewee has to demonstrate his / her competency in a 'real' class, for observation by the panel.			
4.1.1.4	The recruits are assessed in a written test, face to face interview with a competent panel, demonstrate their competency in a class demonstration, followed by further interaction.			



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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.2.1	New staff take up their duties right after they sign their attendance on the first day.			
4.1.2.2	New staff are briefed by the concerned H.O.D / Principal / Manager regarding their duties, activities etc.			
4.1.2.3	The school conducts an orientation programme which is mandatory for all staff to attend where new staff members are introduced to the school staff.			
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.			

4.1.3 The school conducts staff appraisal.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.3.1	No staff appraisals are done or they are done on a random basis and on unknown parameters.			



4.1.3.2	The staff is familiar with the parameters for staff appraisals.			
4.1.3.3	The entire appraisal system is designed after consultation with the staff about the various parameters to be judged.			
4.1.3.4	A complete 360 degree feedback based appraisal is carried out in the school.			

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.4.1	Only the Principal or the head/management of the school is responsible for the development plan and activities.			
4.1.4.2	The Principal, Scholastic staff are familiar with the School Development Plan, activities, policies and protocols.			
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.			
4.1.4.4	Batches of interactive sessions with Scholastic, Co-Scholastic staff, students, parents and alumni involved in development and quality enhancement of school.			



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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.5.1	There is no emphasis on staff development.			
4.1.5.2	There is a well drafted Teachers' Development Report including their involvement in activities other than teaching.			
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.			
4.1.5.4	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.			

4.1.6 The School decides the compensation according to the latest Pay Commission.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.6.1	The school does not provide teachers with adequate monthly compensation.			
4.1.6.2	The compensation provided by the school is lesser than the State/Central Government recommendation by the Pay Commission.			
4.1.6.3	The school gives compensation including benefits like HRA, DA, Travelling Allowance, etc.			
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 training.			



4.1.7 The school provides staff incentive and appreciation.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.7.1	The school has no incentive or appreciation plan available.			
4.1.7.2	The school provides staff appreciation certificates for their efforts.			
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.			
4.1.7.4	Incentives and appreciations are a way of acknowledging efforts within the school as it is ingrained in the culture of the school.			

4.1.8 The school has a well developed mechanism of mentoring.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.8.1	There is no mentoring programme in the school.			
4.1.8.2	The mentoring is just restricted to the weekly/daily reports to the Head Of Department.			
4.1.8.3	There is a mentoring programme scheduled every month.			
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.			



4.2 Parents

4.2.1 Parents interface with school.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.2.1.1	The school has no interaction with parents.			
4.2.1.2	The school has a Parent Teacher Association and member meet once a year.			
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.			
4.2.1.4	Structured and formal interventions for parents. They are involved in developing and implementing School Annual Curriculum Plan, frequent interface leading to further improvement.			

4.3 Alumni

4.3.1 The school interacts with Alumni.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.3.1.1	The school has no interaction with the alumni.			
4.3.1.2	The school has an Alumni Association that meets once a year.			



4.3.1.3	The school provides a platform for alumni to participate in school activities and interact with the students occasionally.			
4.3.1.4	The school has tracking mechanisms regarding alumni and involves them in frequent interface leading to further development.			

4.4 Students

4.4.1 Students are developed holistically.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.4.1.1	The school has no development plans for students.			
4.4.1.2	The school prepares the students for performance and participation in internal examinations.			
4.4.1.3	The school encourages the students to participate in different competitions organized by different agencies at State/District / National/ International level.			
4.4.1.4	The school organizes Career Mela/ Exhibition for students and parents to know more about different careers and also provides opportunities to get hands on experience.			



5. Management and Administration

5.1 Institutional Planning Mechanisms

5.1.1 Planning Mechanisms are Self Reflected

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.1.1.1	The management has no long term or short term institutional planning for the school.			
5.1.1.2	The management has short term institutional planning (not drafted) and no long term planning.			
5.1.1.3	The management has both long term and short term planning drafted and efforts are being made to implement them.			
5.1.1.4	The management has both long term and short term planning drafted, a plan of action and implementation, mechanisms for monitoring, mentoring and feedback for further development exist.			

5.2 Institutional improvement and the process of Accreditation and Certification

5.2.1 Focus on Process and Institutional Improvement

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.2.1.1	The School has no focus on institutional improvement and on the process of Accreditation and Certification.			



5.2.1.2	The School's Principal and teachers have a general awareness / know-how of institutional improvement and about the process of accreditation and certification but are not involved.			
5.2.1.3	The School's Principal/teachers know about Quality Assessment and Adherence to norms of institutional improvement. Are involved in the process of Accreditation and Certification and have implemented norms according to it.			
5.2.1.4	The Management, Principal, teachers know about Quality Assessment and adhere to norms of institutional improvement. They are completely involved in the process of Accreditation and certification and are constantly looking for ways to innovate.			



5.3 Goal Setting and Policy Making

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.3.1.1	There are no goals or policy documents available in the school.			
5.3.1.2	The goals are designed on a daily basis without any focus on future developments or the vision.			
5.3.1.3	The school has short term goals planned, and are documented and policies/procedures in place to conduct them. However, this process is just restricted to the management.			
5.3.1.4	Developing/ designing short term and long term goals is a collective process in the school, which is carried out by the management, staff, alumni and parents together. The policies and procedures are documented and shared with everyone and reviewed from time to time.			



5.4 Effective Co-ordination

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.4.1.1	There is very little co-ordination between the various functionaries of the school (Eg.- Management and Administration, Management and staff etc.).			
5.4.1.2	The management conducts effective co-ordination with the school.			
5.4.1.3	The management and the administration are totally involved in obtaining the co-ordination from external agencies (such as National-level Scholastic institutes, alumni, etc.).			
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.			

5.5 Resource Management

5.5.1 There is a rationale for Resource Management and Mechanisms in place.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.5.1.1	Resource management is not given much importance in the school.			



5.5.1.2	Resource mobilization is the responsibility of only the Principal and is restricted to fee collection.			
5.5.1.3	The existing resources in the form of infrastructure and equipment are optimally used and there is a need analysis undertaken.			
5.5.1.4	Resources of the school are properly taken care of and augmented, based on need analysis.			

5.6 Relationship Management

5.6.1 *There is a formal mechanism of Relationship Management (staff, parents, community, alumni, etc.)*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.6.1.1	The dealings of external and internal service users are characterized by indifference and lack of courtesy.			
5.6.1.2	The staff is trained to respond to all stakeholders.			
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.			



5.6.1.4	All dealings are marked by politeness and time management with careful attention to documentation, follow up and feedback.			
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5.7 Activity Management

5.7.1 There is a complete Activity Management Mechanism available within the school.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.7.1.1	There is no Annual Plan for school activities.			
5.7.1.2	School activities / Annual Calendar is discussed with the staff.			
5.7.1.3	The responsibilities for the execution of school activities are widely decentralized after meticulous planning and are systematically executed.			
5.7.1.4	There is an active participation of students, teachers, alumni, parents and community in school activities.			



5.8 Data and Record Maintenance

5.8.1 *There is a complete Data and Record Maintenance.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.8.1.1	There is no mechanism to collect data and storage, resulting in delay in compliance.			
5.8.1.2	Traditional methods to store and collect data (in the form of registers) is maintained.			
5.8.1.3	The school computerizes data which enables it to access the data and processes are documented electronically.			
5.8.1.4	There is total online correspondence and working mechanism within the school and efforts towards paperless office system are in place.			

5.9 Effective Oral and Written Communication system

5.9.1 *Effective Oral and written Communication system is in place.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.9.1.1	There is no emphasis on communication within or outside the school.			
5.9.1.2	The mode of communication is verbal along with some written documents provided to external stakeholders from time to time.			



5.9.1.3	There is an automated system of information sharing available in the school that can be accessed by the management, staff, students and parents.			
5.9.1.4	There is a completely planned mechanism designed in the school that ensures sharing of information via automated system and verbal communication to ensure participation by all the stakeholders effectively.			

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	Yes or leave blank	Type of Evidence Submitted	Annx. No.
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.			
5.10.1.2	Operating procedures are standardized for all the processes but the rationale is not clear and these are not documented.			
5.10.1.3	All the functionaries are involved in documentation of the SOP and implemented accordingly.			



5.10.1.4	The administration conducts up-gradation of these procedures and processes on a regular basis.			
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5.11 Financial Administration

5.11.1 There is a mechanism for Financial Administration including record keeping, budget, audit etc.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.11.1.1	Systematic records of financial transactions are not maintained.			
5.11.1.2	Financial transactions are smooth, fast and there is no mismanagement.			
5.11.1.3	Sales and purchase procedures are followed. Accounts are only externally audited.			
5.11.1.4	Accounts are audited by internal and external agencies and no deficiencies or mismanagement is noted.			



6. Leadership

6.1 Vision and Mission Statement

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.1.1.1	No visioning exercise is built and there is no vision or mission statement.			
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.			
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.			
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.			



6.2 Strategic Plans for School Improvement

6.2.1 *There is development of a School Improvement Plan that is promoted and implemented.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.2.1.1	There is no evidence of a school improvement plan.			
6.2.1.2	There is evidence of a process for the development of the school improvement plan but it is not promoted.			
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.			
6.2.1.4	There is very strong evidence of an ongoing process of development of a school improvement plan and all parts are closely adhered to with feedback mechanisms based on analysis of needs.			



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 regard to the plan.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
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.			
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 for the co-scholastic aspects.			
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.			
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.			



6.4 Scholastic Leadership

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.4.1.1	There are no clear indicators of leadership being provided to support the process of improving the learning and working environment.			
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.			
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.			
6.4.1.4	There are very impressive indicators of leadership being provided to support the process of improving the learning and working environments.			



6.5 Collaborative Leadership

6.5.1 Problem solving across Scholastic and Co-Scholastic aspects is conducted in a collaborative and proactive manner.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.5.1.1	There is no evidence of problem solving across scholastic and co-scholastic aspects.			
6.5.1.2	There is evidence of problem solving conducted across scholastic aspects only at the level of the senior faculty while there is no problem solving across co-scholastic aspects that is conducted by the teaching staff with little freedom to take the necessary decisions.			
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.			
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.			



6.6 Innovative Practices

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.6.1.1	The school displays no innovative practices in either scholastic or co-scholastic areas.			
6.6.1.2	The school displays innovative practices by only focusing on scholastic aspects.			
6.6.1.3	The school displays innovative practices in some areas of the scholastic or co-scholastic.			
6.6.1.4	The school displays innovative practices in most of the scholastic or co-scholastic areas and is constantly looking for more avenues of excellence.			



7. Beneficiary Satisfaction

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	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.1.1.1	There is no process of a feedback mechanism for assessing overall student satisfaction.			
7.1.1.2	There is an informal method of assessing overall student satisfaction.			
7.1.1.3	There is a documented process or methodology in place with respect to students' cognitive, affective and psychomotor domain satisfaction.			
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.			



7.2 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	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.2.1.1	Teachers mechanically observe school norms. There is no motivation.			
7.2.1.2	There is an informal process of assessing overall teacher satisfaction. However, there is substantial level of attrition (about 10%).			
7.2.1.3	There is a documented process to assess a teacher's professional satisfaction which is reflected through monetary rewards.			
7.2.1.4	There is a documented process to assess teachers' professional satisfaction and a documented review and follow up of feedback in terms of improvement including providing growth and developmental opportunities/ exposure/in-service training for career growth.			



7.3 Office Staff

7.3.1 *The 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	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.3.1.1	The office staff reports directly to the Principal.			
7.3.1.2	The Office Manager oversees and co-ordinates all areas of administration.			
7.3.1.3	Satisfaction is judged through informal and formal channels.			
7.3.1.4	In addition to the above, Management / Principal interact periodically with the administrative staff to understand their level of job satisfaction. Issues are resolved promptly.			

7.4 Principal

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.4.1.1	The Principal does not initiate school's activities and rarely communicates ideas to his/her staff.			



7.4.1.2	The Principal conveys Management's decisions on scholastic and co-scholastic activities to his/her staff.			
7.4.1.3	The Principal delegates most of the planning / implication school activities to the Senior Academic / Administrative Staff.			
7.4.1.4	The Management has a formal mechanism to measure the level of job satisfaction of the Principal.			

7.5 Management

7.5.1 *The Management develops a mechanism for reviewing the vision and mission statements of the school, and assesses it and uses it for developing a process of continual improvement.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.5.1.1	The management does not respond to community expectations.			
7.5.1.2	The management is concerned about community expectation and tries to fulfill through informal means.			
7.5.1.3	The management convenes periodic meetings with various stakeholders to meet their expectations through a formal system.			



7.5.1.4	The management thrives on fulfilling satisfaction for both itself and others stakeholders with effective system of feedback and follow-up.			
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7.6 Parents and Almuni

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' satisfaction.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.6.1.1	There is no process of a feedback mechanism for assessing parents' and alumni satisfaction.			
7.6.1.2	Parent Teacher Association / Council exists but does not have a structured mechanism.			
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.			
7.6.1.4	In addition to the 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 Community

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.7.1.1	The school has not yet admitted students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines.			
7.7.1.2	The school has admitted students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines.			
7.7.1.3	In addition to above, special remedial classes have been arranged to bring such students up to the standard of regular students.			
7.7.1.4	Teachers and school heads treat students admitted under RTE Act 2010/Inclusion Policy equally so that they benefit equally from all the social, cultural, intellectual opportunities offered by the school.			



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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.7.2.1	No community outreach programmes are planned or implemented.			
7.7.2.2	Community outreach programmes are minimal and not sufficiently integrated.			
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.			
7.7.2.4	Relevantly contextualized community outreach programmes are well integrated and conducted on regular basis and community satisfaction is vital for school.			



Internal Score Summary

For office use only (to be submitted blank by school)

S.NO.	DOMAIN	SCORE (as per Chapter 3 in Manual)
1	Scholastic Processes and Outcomes	
2	Co-Scholastic Processes and Outcomes	
3	Infrastructure	
4	Human Resources	
5	Management and Administration	
6	Leadership	
7	Beneficiary Satisfaction	
	TOTAL SCORE (INTERNAL)	