

शाला सिद्धि
SHAALA SIDDHI

Evaluation for Improvement

**School Standards
and Evaluation
Framework**



Unit on School Standards and Evaluation
National University of Educational Planning and Administration
New Delhi



National University of Educational Planning and Administration (NUEPA)
(Declared by the Government of India under Section 3 of the UGC Act, 1956)

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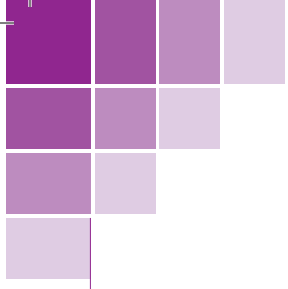
Experts from Non-Governmental Organizations (NGOs)

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National Programme on School Standards and Evaluation (NPSSE)

“In view of the great need to improve standards of education at the school stage, we recommend that a nationwide programme of school improvement should be developed in which conditions will be created for each school to strive continually to achieve the best results of which it is capable”

Education Commission, 1964-66

Vision


“National Programme on School Standards and Evaluation (NPSSE) is envisaged as a positive step to enable all schools to continuously engage themselves in self-improvement”

The need for effective schools and improving school performance is increasingly felt in the Indian education system to provide quality education for all children. The quality initiatives in school education sector, thus, necessitate focusing on school, its performance and improvement. Therefore, a growing emphasis is being placed upon developing a comprehensive and holistic school evaluation system as central to school improvement.

The National University of Educational Planning and Administration (NUEPA), under the aegis of Ministry of Human Resource Development (MHRD), is leading the National Programme on School Standards and Evaluation (NPSSE). The NPSSE is an initiative that aims at evaluating each school as an institution and creating a culture of self-progression with accountability. The NPSSE visualizes ‘School Evaluation’ as the means and ‘School Improvement’ as the goal.

The programme envisions reaching all schools of the country by creating a sustainable and institutionalized system of school evaluation. Therefore, it seeks to develop a common understanding across stakeholders— of the what, the why and the how of school evaluation.





NPSSE has built upon the strength of the current school evaluation initiatives like “Gunotsav” of Gujarat, Samiksha of Odisha, the evaluation framework developed by the Karnataka School Quality Assessment and Accreditation (KSQAAC), etc. It is also rooted in evidence-based international and national researches on school evaluation practices.

Guiding Principles of NPSSE

- Based on Constitutional values, National Policies on Education, Curriculum Frameworks, Right of Children to Free and Compulsory Education Act (2009) and national schemes like SSA and RMSA
- Visualizes school as the unit for evaluation, keeping learners at the center stage
- Focuses on School Evaluation as a continuous process leading to school improvement in an incremental manner
- Envisions School Evaluation as a collaborative endeavor of all stakeholders at different levels
- Empowers each school to understand its own performance so as to embark on a journey of continuous self-improvement

1.1 Major Objectives of NPSSE

- To develop a technically sound conceptual framework, methodology, instrument, and process of school evaluation to suit the diversity of Indian schools
- To create an institutional mechanism and develop a critical mass of human resource for adaptation and contextualization of the school evaluation framework and practices across states
- To develop capacity of schools and system level functionaries to institutionalise school evaluation leading to school improvement in a sustainable and continuous manner
- To facilitate the system to be responsive to school-specific needs, analyse school evaluation reports across systemic levels and initiate appropriate policy interventions





'School Evaluation as the means and School Improvement as the goal'

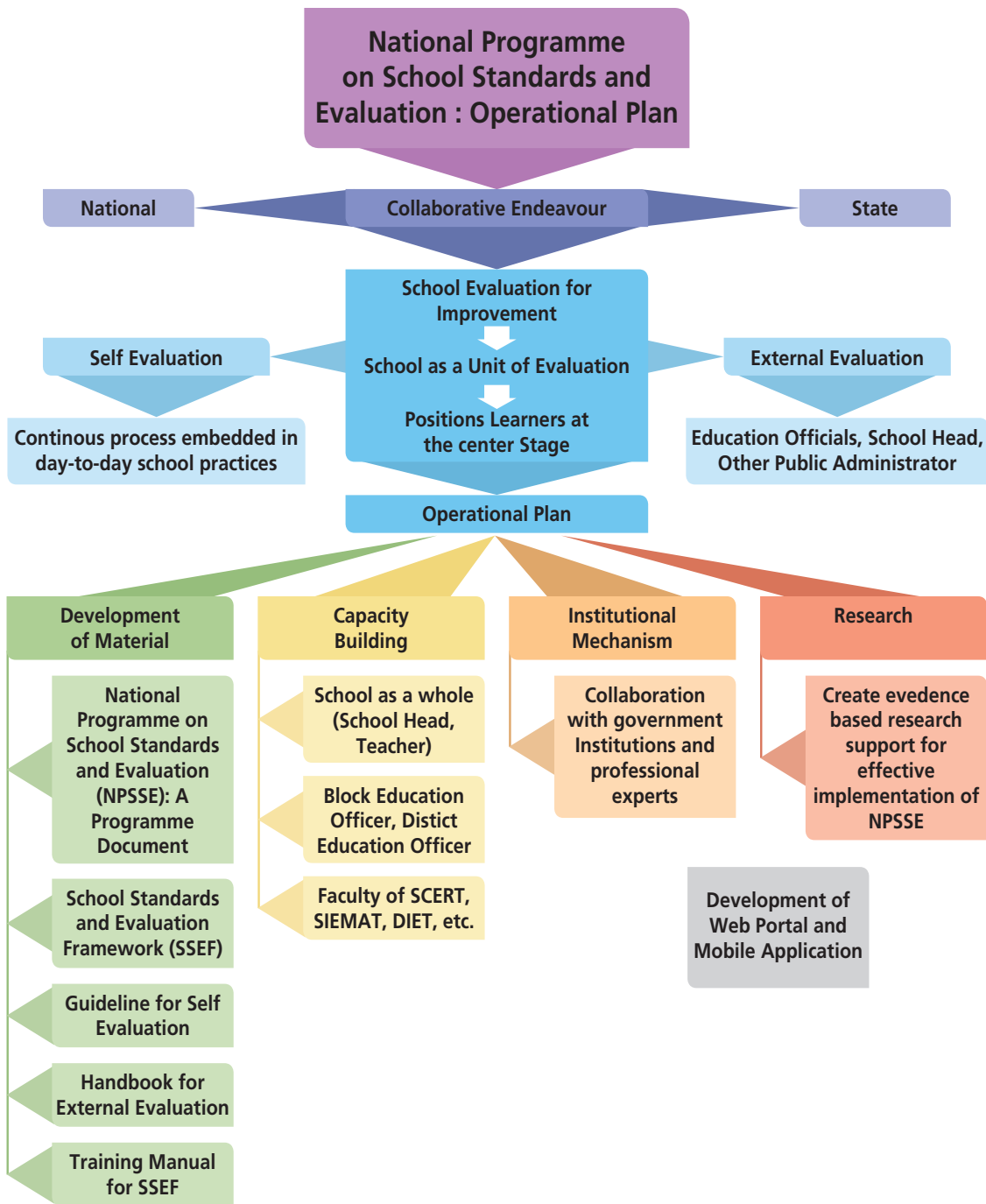
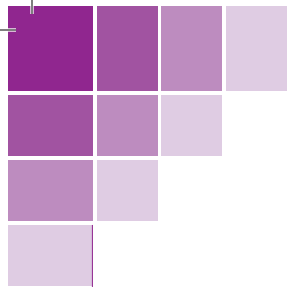
- Each school is unique to its own context, size, conditions and resources
- Schools have the mandate to translate national vision in true spirit
- School Evaluation refers to evaluating the individual school- its performance in a holistic and continuous manner
- Each school needs to critically analyze the current practices to identify its strengths and areas that need immediate action for improvement
- School Evaluation creates a collaborative culture with the active participation of all stakeholders for making professional judgment and decisions
- School Evaluation enriches teachers and teaching-learning practices through reflection and collective sharing of experiences
- School Evaluation leads to better planning and effective implementation through an inbuilt review mechanism
- School Evaluation empowers the school as a whole to celebrate change and encourages sustainable transformation

1.2 Conceptual and Operational Plan: NPSSE

In order to translate the objectives of NPSSE in true spirit, it is imperative to address the key operational components of the programme, namely, development of material, capacity building of a critical mass of human resource, institutional mechanism and research support for implementation of the programme.

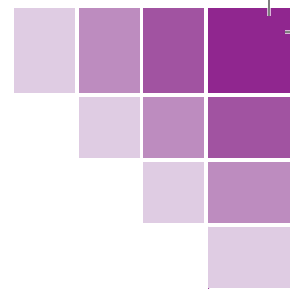
A National Technical Group (NTG) has been constituted comprising members from diverse institutions across the country to extend guidance and support. As part of NPSSE initiatives to engage with the states, State Technical Groups (STGs) are being constituted to take forward the programme at the state level.





Conceptual and Operational Plan for NPSSE





2.0 School Standards and Evaluation Framework (SSEF)

The School Standards and Evaluation Framework (SSEF) is developed as a comprehensive instrument for school evaluation. It enables the school to evaluate its critical performance areas against the well-defined criteria in a focused and strategic manner.

The SSEF is developed through a participatory approach, involving state-level functionaries, district and block level education officers, educators, school heads, teacher unions, teachers, etc. It is based on mutual consensus of all stakeholders on 'How to evaluate Indian schools' to improve their performance. The SSEF has been piloted at each stage of its development.

Salient Features of School Standards and Evaluation Framework

- Identifies Key Domains as critical performance areas and a set of Core Standards under each Key Domain as reference points for evaluation and improvement
- A comprehensive instrument for both self-evaluation and external evaluation
- Flexible and adaptable for contextualization by the states, addressing the needs of diverse schools
- Clear, logical and easy-to-use by the school and external evaluators
- Makes the evaluation process consistent and transparent

2.1 Structure of SSEF

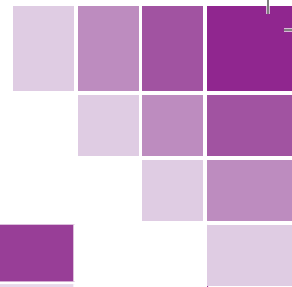
The SSEF comprises seven 'Key Domains' as the significant criteria for evaluating performance of schools. Each 'Key Domain' has a set of 'Core Standards' that address the most significant elements of the respective domains. The evaluation of each 'Key Domain' entails sequential steps. These steps are 'Reflective Prompts', 'Factual Information', 'Core Standards' (with descriptive content), 'Supportive Evidences', which, together, facilitate schools in making professional judgment of their level of performance. There is a 'Response Matrix' at the end of each 'Key Domain' to record judgments. Each school is expected to prepare a consolidated evaluation report in the 'School Evaluation Dashboard'.



2.2 Key Domains and Core Standards

Key Domain	Core Standard
Enabling Resources of School: Availability, Adequacy and Usability	<ul style="list-style-type: none"> ➤ School Premises ➤ Playground with Sports Equipment and Materials ➤ Classrooms and Other Rooms ➤ Electricity and Gadgets ➤ Library ➤ Laboratory ➤ Computer (where provisioning exist) ➤ Ramp ➤ Mid Day Meal, Kitchen and Utensils ➤ Drinking Water ➤ Hand Wash Facilities ➤ Toilets
Teaching-learning and Assessment	<ul style="list-style-type: none"> ➤ Teachers' Understanding of Learners ➤ Subject and Pedagogical Knowledge of Teachers ➤ Planning for Teaching ➤ Enabling Learning Environment ➤ Teaching-learning Process ➤ Class Management ➤ Learners' Assessment ➤ Utilization of Teaching-learning Resources ➤ Teachers' Reflection on their own Teaching-learning Practices
Learners' Progress, Attainment and Development	<ul style="list-style-type: none"> ➤ Learners' Attendance ➤ Learners' Participation & Engagement ➤ Learners' Progress ➤ Learners' Personal and Social Development ➤ Learners' Attainment
Managing Teacher Performance and Professional Development	<ul style="list-style-type: none"> ➤ Orientation of New Teachers ➤ Teachers' Attendance ➤ Assigning Responsibilities and Defining Performance Goal ➤ Teachers' Preparedness for Curricular Expectations ➤ Monitoring of Teachers Performance ➤ Teachers' Professional Development
School Leadership and Management	<ul style="list-style-type: none"> ➤ Building Vision and Setting Direction ➤ Leading Change and Improvement ➤ Leading Teaching-learning ➤ Leading Management of School
Inclusion, Health and Safety	<ul style="list-style-type: none"> ➤ Inclusive Culture ➤ Inclusion of Children With Special Needs (CWSN) ➤ Physical Safety ➤ Psychological Safety ➤ Health and Hygiene
Productive Community Participation	<ul style="list-style-type: none"> ➤ Organisation and Management of SMC/ SDMC ➤ Role in School Improvement ➤ School – Community Linkages ➤ Community as Learning Resource ➤ Empowering Community





Key Domain	Core Standard
Enabling Resources of School: Availability, Adequacy and Usability	What is the availability and quality of infrastructure, human resources and teaching-learning resources? (Twelve Standards)
Teaching-learning and Assessment	How effective is the teaching-learning and assessment? (Nine Standards)
Learners' Progress, Attainment and Development	How is the learners learning progress, attainment of learning outcomes and personal and social development? (Five Standards)
Managing Teacher Performance and Professional Development	How is the teacher performance managed and developed? (Six Standards)
School Leadership and Management	How are the leadership and management of the school? (Four Standards)
Inclusion, Health and Safety	How inclusive and safe is the school? (Five Standards)
Productive Community Participation	How productive are the community linkages for the school? (Five Standards)

2.3 School Evaluation and Improvement Process





3.0 Structure of Each Key Domain

About the Key Domain

Each key domain begins with a brief introduction to highlight the importance of the specific performance area for the school. It also describes significance of the key domains.

Each Key Domain is structured in a sequential manner comprising Reflective Prompts, Factual Information, Core Standards with Descriptors and Supportive Evidences to make objective judgements for both self and external evaluation. There is also a Response Matrix at the end of each Key Domain to record judgements.

Reflective Prompts

These are a set of reflective questions that form a prelude to the main contents of each domain. They are broad-based questions that set the school to introspect and deliberate upon collectively, before attempting to evaluate itself against each key domain. They provide an insight into the kind of information that needs to be addressed, thus preparing the school for a more robust evaluation.

Factual Information

Factual information is a set of questions or data points which capture the school's overall status in a particular key domain. These may be in the form of statistical data or short responses. Some of the information, so collected, may not otherwise be captured in the core standards that follow and would, in this sense, add substance to the evaluation. The school may use data available with it or information collected earlier from other sources.

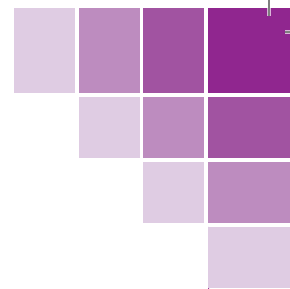
Factual information helps a school make a more accurate judgment later when placing itself against a particular core standard. It also helps the external evaluator understand the school better as a precursor to evaluation against core standards, besides helping to corroborate judgment against the descriptors.

Core Standards

The core standards under each key domain address the most significant dimensions of the respective key domain. These formulate measurable expectations, setting benchmarks for quality, and provide a common basis for school evaluation. They place the expected level of performance in an incremental manner across three levels.

They cover the critical elements that need to be taken into account to bring about holistic improvement in a particular key domain. Core standards also provide a direction to a school that embarks on a journey of improvement.





Descriptors for Core Standards

Descriptors are complete statements that define the extent of fulfilment of a core standard at each level. They define the scope of each core standard for a particular level. The descriptors are not prescriptive in nature and lend themselves to various ways of fulfilling a core standard. The descriptors are written in a hierarchical order across three levels. It helps a school place itself at a particular level and also understand its next aspirational level. Due to the incremental nature of descriptors, it is expected that a school placing itself at any particular level would be fulfilling the demands of the lower levels too. For example, a school at level three for a defined core standard is expected to be fulfilling levels 1 and 2 of the same core standard.

Sources of Evidence

Evidence helps a school to support its judgment of placing itself at a particular level. The school is expected to provide appropriate evidence for its claim against each core standard. Suggested sources of evidence have been listed out towards the end of each key domain. The school may choose appropriately from this list, depending on the level it places itself at, to support its claim. The school may also furnish alternative evidences which may not be listed. Sources of evidence may be records in the form of documents/ photographs/ statistical data/ audio-visual material etc. available in the school. The school may also use U-DISE school report card as data base. Further school needs to create its source of evidence that classroom observation capturing the voices of learners, parental views and SMC suggestions.

Sources of evidence may be classified as:

- Referential Evidence – Norms/ Guidelines and Frameworks, Registers, Government Orders, etc.
- Supportive Evidence – Records Available with the School
- Evidences that a school needs to create

Response Matrix

Each key domain has a 'Response Matrix'. The response matrix should be used by a school to record its response against each core standard. The response should be collectively decided by the school who deliberate and make judgments based on descriptors. The school should respond to or choose only one level against each core standard.

The response matrix is a comprehensive table that helps a school get a complete picture of their current status in each Key Domain. By the end of the evaluation process, the school is expected to fill seven such response matrices.





Innovation (s)

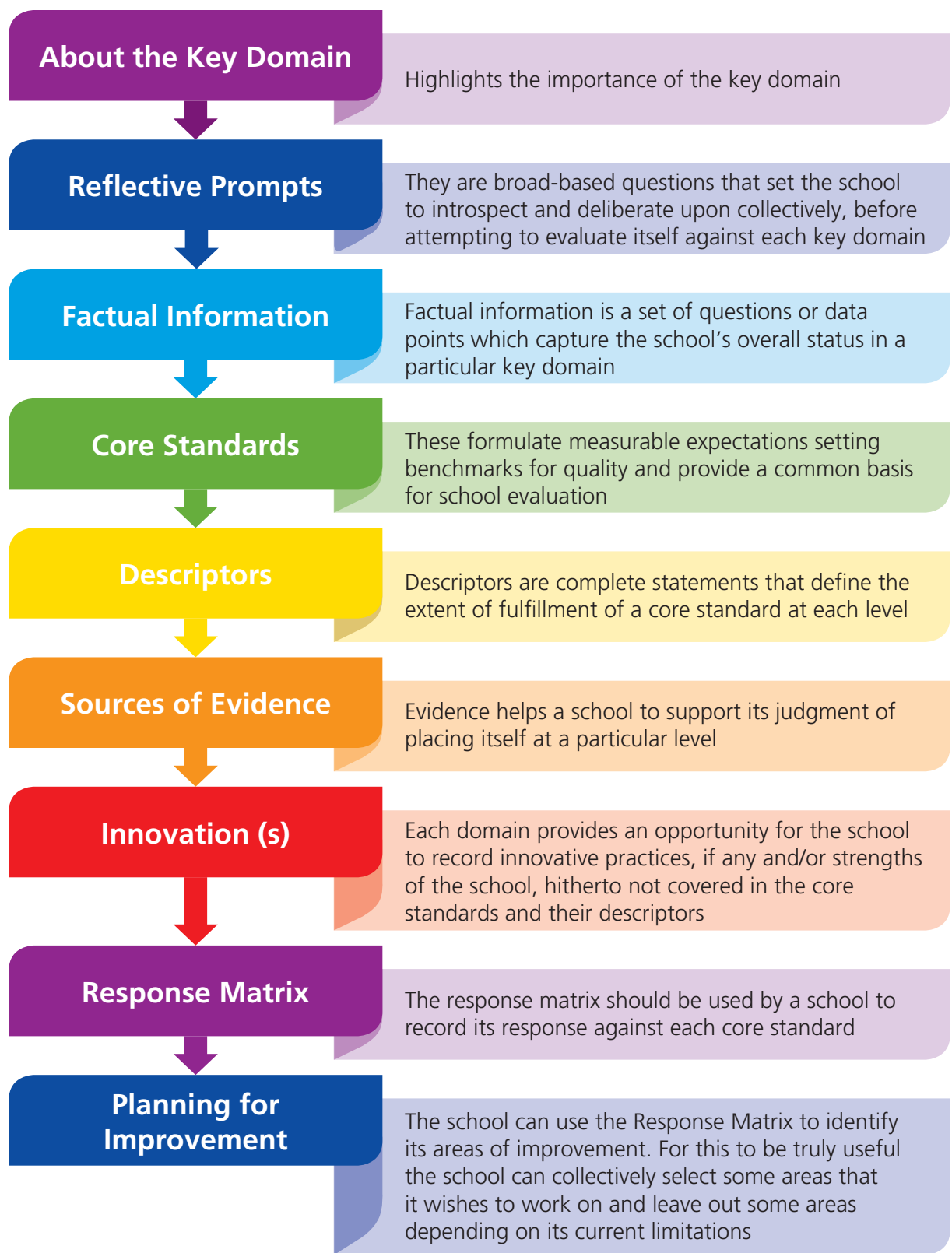
Each domain provides an opportunity for the school to record innovative practices, if any, and/or strengths of the school, hitherto not covered in the core standards and their descriptors. It gives scope to appreciate the uniqueness of each school. It acknowledges that the school may be doing other practices beyond the scope of this framework. It provides a formal space for a school to make known its context specific micro-innovations.

Planning for Improvement

The school is required to write the level (i.e. I, II or III) in the 'Planning for Improvement' by using respective 'Response Matrix'. The school can use this levelling to identify its areas of improvement. For this to be truly useful the school can collectively select some areas that it wishes to work on and leave out some areas depending on its current limitations. It may then prioritize the chosen areas in three degrees i.e. low, medium and high by putting a tick (✓) mark on appropriate degree of prioritization and decide to work on them in a phased manner over time. Decisions related to prioritization will depend on the immediate needs of the school, demands from policies, local contexts, school specific issues, etc.

The school then creates a preliminary plan (Planning for Improvement Table) based on its unique choices. It further details out proposed actions against each chosen area of improvement. It is not necessary for the school to act on all core standards at the same time or even over a period of time. For this purpose the school needs to put a tick (✓) mark against year 1, 2 or 3 (Y-1, Y-2 or Y-3) for each core standard. This depends on the informed choices the school makes based on its Response Matrix.





Structure of Key Domains

4.0 Approach to School Evaluation

The SSE Framework is a strategic instrument for both self and external evaluation. Self-evaluation is considered as the nucleus of the school evaluation process. It is intended to provide the school personnel with a common understanding of the school's overall performance and identify priority areas for development. External Evaluation follows as a complementary exercise to self-evaluation so as to ensure that the two approaches work in synergy and respect the strengths and insights that each brings to the overall evaluation. It aims to develop a complete picture of the school for supporting its overall improvement.

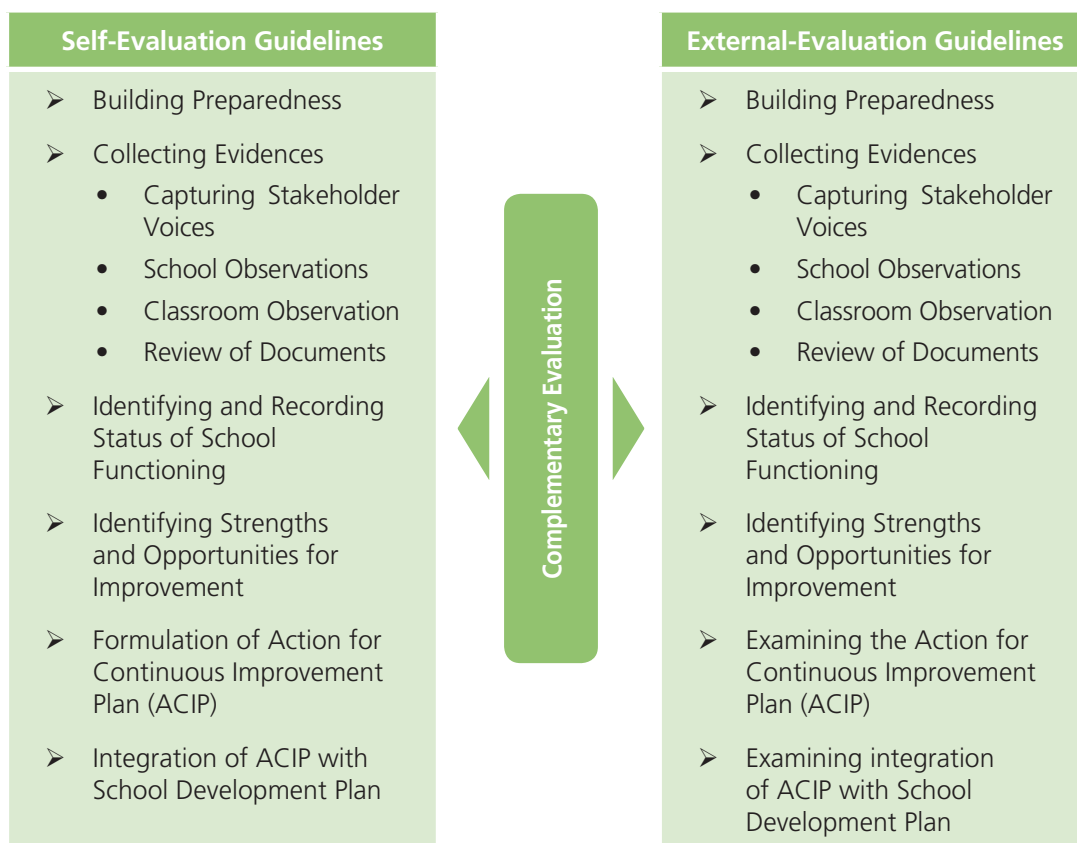
	Self Evaluation	External Evaluation
What	A continuous and cyclic process; embedded in day- to-day activities of the school	A complementary exercise to self-evaluation to develop a complete and objective picture of school performance
Who	School, as a whole, acts collaboratively involving all its stakeholders, including the SMC/SDMC	Evaluators are external to the school and internal to the system- like Education Officials, Head Teachers of other schools, other Public Administrators, etc.
How	Process of self-evaluation includes steps such as building preparedness among all stakeholders; collecting and analyzing evidences; recording judgment in the response matrix; preparing consolidated report in the School Evaluation Dashboard	Evaluators act as 'Critical Friend' to school; analyze and review self-evaluation documents; seek additional information from teachers, parents, children and other stakeholders; observe classroom practices and functioning of the school; give objective feedback to school; record judgment and prepare the evaluation report; provide support in prioritized areas for improvement
When	Is undertaken throughout the term (July-June)(The consolidated report filled in School Evaluation Dashboard needs to be submitted at the end of the term)	Is planned for twice a year, typically as mid-term and end-term exercise. (The states may decide on the frequency of external evaluation as per their criteria)



4.1 Guidelines for School Evaluation

Guidelines for school evaluation intends to support self and external evaluation processes to be done in a sequential and professional manner.

All the schools and external evaluators are expected to follow the guidelines to make their judgement more accurate.



*Refer to the guidelines for School Evaluation

5.0 School Evaluation Dashboard

The School Evaluation Dashboard facilitate each school to provide consolidated self-evaluation report in key performance domains and core standards, including action for improvement. It has three parts i. Basic Information about learners and teachers ii. 'School Evaluation Composite Matrix', which provides the holistic picture of school performance across seven key domains and their core standards and iii. Action for Continuous School Improvement Plan. The dashboard has also the provision for external evaluation report.

The 'School Evaluation Dashboard' is available online in a dedicated web portal. Each school can submit its self-evaluation report by using the interactive web portal. The external evaluators have to use the same web portal to provide their evaluation report. A consolidated school evaluation report, encompassing both self and external evaluation is generated online by the web portal.

The 'School Evaluation Dashboard' can be used for viewing and analysing school evaluation report and data which can further be consolidated at the block, district, and state level to extend appropriate support to school. It also facilitates schools in monitoring their own progress and improvement over the years. It would further direct the schools to take appropriate action for its continuous improvement and allow for revisiting their practices. The consolidated data at the block, district and state level can also direct policy-level decisions across the levels.

6.0 State Specificity, Adaptation, Contextualization and Translation

The SSEF provides the broad guidelines to institutionalize school evaluation by the respective states. It encourages local adaptation by the states, based on their socio-cultural context and state-specific policies. The framework is flexible for adaptation, contextualisation & translation in the state specific language.

7.0 Web Portal

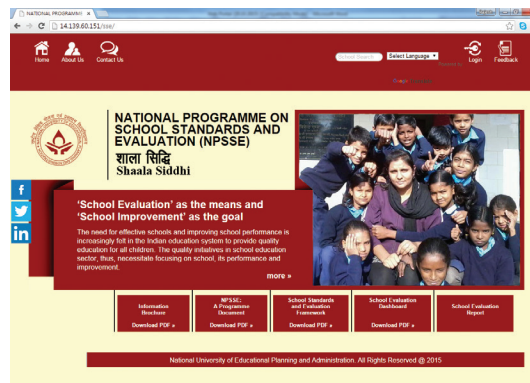
The National Programme on School Standards and Evaluation (NPSSE) is supported by a dedicated and interactive web portal. The web portal has all programme related documents which can be downloaded by all the users.

The web portal has an interactive platform wherein each school can submit its self-evaluation report online. The external evaluators have to use the same web portal to provide their evaluation report. A consolidated school evaluation report is generated online encompassing both self and external school evaluation report.

Each school can create its login ID by using UDISE code as login ID and can generate its password. Similarly blocks, districts and states can create their login ID and password. The web portal has a most unique feature in that it has access to school evaluation report of any school by the parents and public to observe and provide feedback.

The web portal can be used by all the stakeholders as follows:

- 1. School**
 - Creates its login ID by using UDISE code as login ID and can generate their password
 - Feeds school self evaluation data and action for school improvement online
 - Final submission of self-evaluation data generates school self-evaluation report
- 2. External evaluators**
 - Create login ID and password for the respective school
 - Access school self-evaluation report of the respective school
 - Feed school external evaluation data and generate external evaluation report
- 3. Consolidated school evaluation report**
 - Generate online school evaluation report encompassing both self and external evaluation
- 4. Block, District, State and National**
 - Create login ID and password for the block, district, state and national level
 - Access evaluation report of each school, monitor the process and progress at the block and district level
 - Generate summary of the school performance evaluation and analyze the levels in the respective domains and core standards at the block, district, state and national level

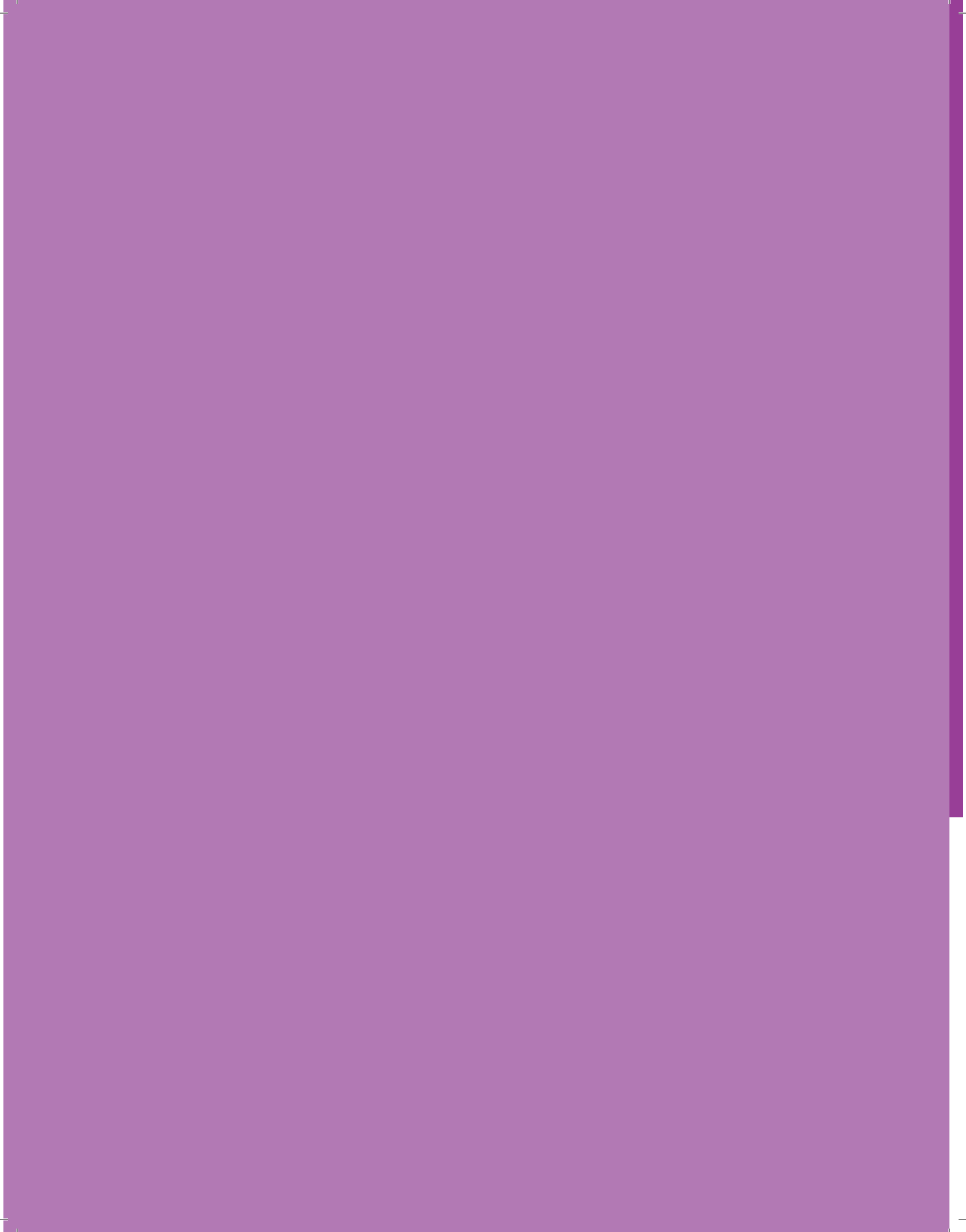


Key Domain I



**Enabling Resources of School:
Availability, Adequacy
and Usability**





KEY DOMAIN **I**

Enabling Resources of School: Availability, Adequacy and Usability

About the Domain

The enabling resources are critical to the effective functioning of the school. Every school requires a variety of resources for its operations– infrastructure, human resources, financial, material, etc. In a school, enabling resources are those resources which facilitate learning in comfortable, safe and stress- free surroundings. The main characteristics of school resources are accessibility and efficiency. Accessibility refers to the availability of safe and vital facilities to all users. Efficiency refers to the optimum utilization of resources. Therefore, it is significant for a school to optimally use available resources for learning to happen in a conducive environment while maintaining high standards of safety, health and hygiene.



Reflective Prompts

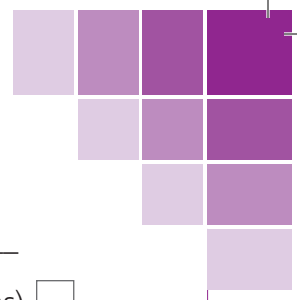
- Q1.** What enabling resources are available and adequate for the school?
- Q2.** What is the quality & extent of usability of enabling resources in school?
- Q3.** What is the mechanism adopted by the school to ensure cyber safety?

Factual Information

(School may give response for more than one option in a question, if required)

1. Total area of school premises with covered area (square metre) _____
2. Area of playground, if available (in square metre) _____
3. Area of open space in the school, if there is no playground (in square metre)
4. Classes taught in school: _____ from _____ to _____
5. Total enrolment in the school _____ (as on 30th September)
 - i. In Primary classes: a. boys _____ b. girls _____
 - ii. In Upper primary classes: a. boys _____ b. girls _____
 - iii. In Secondary classes: a. boys _____ b. girls _____
6. The condition of school building:
 - a. good
 - b. needs minor repair
 - c. needs major repair
 - d. no building
7. List of games/ sports, art education, work experience and other co-scholastic activities and list equipment/ material available for different activities:





8. a) Total number of classrooms in the school _____
b) Number of classrooms with adequate space for learner (SSA/ RMSA norms)
9. Number of classrooms where learners sit on mats/ tatputtis: _____
10. Number of classrooms in which learners sit on benches/ chairs and have desks: _____
11. Number of learners for whom additional benches/ chairs are required/ mat/ tatputtis are needed, if existing provisions are insufficient: _____
12. Availability of other rooms: a. school head b. staff c. girls
any other, (Please mention) _____
13. Is there a separate room for library?
Yes No if yes, area (sq. metre) _____
14. Number of learners who can sit and read at a time in library _____
15. The library manages by:
a. full-time librarian b. teacher c. School Head
d. any other arrangement (specify) _____
16. Number of periodicals the school has subscribed to:
a. dictionaries and Encyclopaedias
b. newspapers
c. magazines
d. other Reference Books
17. The numbers of books other than dictionaries & encyclopedia per 100 learners in the library _____
18. Laboratory available in the school:
a. integrated science laboratory
b. separate laboratories for different purposes (demonstrating experiments)
c. only a corner or almirah for keeping apparatus and equipment
d. no equipment for conducting experiments



19. Number of computers available in the school for:

- a. teaching-learning b. administration
c. library d. no computer

20. Internet facility available in school is used by:

- a. school head only b. teachers only
c. learners d. not available

21. Availability of other equipment:

- a. radio b. television
c. CD/DVD player d. LCD projector
e. generator f. any other (Please mention) _____

22. Number of functional toilets available:

- a. toilet seats for boys b. toilet seats for girls
c. toilet units for CWSN d. urinals for boys
e. separate toilets for staff f. no toilets
g. only one toilet unit

23. Ratio of number of learners to number of taps/ outlets for:

- a. hand-washing b. drinking water (if different)

24. Source of drinking water:

- a. tube-well/ hand pump b. supplied through taps
from a common source
c. any other (please mention) _____

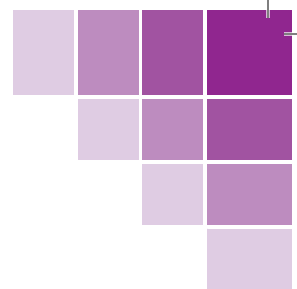
25. Process of purification of water in school:

- a. boiling b. chlorination
c. filtration d. no arrangement
e. any other (please mention) _____

26. Type of hand-washing facility available:

- a. taps b. buckets and mugs
c. no facility d. any other (please mention) _____





27. a. Whether water is stored in an overhead tank: yes no
- b. Number of times cleaned in previous years _____
28. School assembly held in:
- a. verandah/ corridor b. assembly hall
- c. open space d. designated place exists
29. i. Mid Day Meal in the school is:
- a. prepared in the school b. supplied from outside
(by some agency)
- ii. If it is prepared in the school, is there a kitchen shed or a room for cooking
Mid-day meal for learners in school? Yes No
30. Precautions taken to ensure that the food is safe to eat with no chance for insects/
reptiles to contaminate the food:

31. Is there electricity in school? Yes No
- If yes, a. Number of rooms having fans _____
- b. Number of rooms having light facility _____
(in the form of bulbs, CFLs, tubes)
32. List other rooms (other than classrooms) available in school for different purposes
along with the use being made of each room:

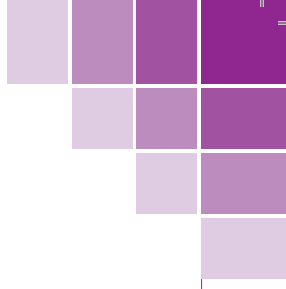
33. Incentives (free textbooks, free uniform, scholarships, etc.) available for learners:
- a. number of learners given free textbooks _____
- b. number of learners given uniforms _____
- c. number of learners given scholarships _____
- d. other incentives and number of eligible learners (please mention) _____
- _____





		Descriptor					
		Availability and Adequacy		Quality and Usability			
Core Standard		Level-1	Level-2	Level-3	Level-1	Level-2	Level-3
	School Premises	Open area is insufficient with limited space for assembly; kuchcha/semi-pucca/ tent type building is available; boundary wall/ fence doesn't exist or is discontinuous with big gaps; no garden/ trees in the compound	Open and built area is just sufficient with available assembly hall/ space but inadequate to accommodate all learners comfortably; pucca building exists with boundary wall/ fence without gate; few garden/trees in the compound	Ample open and built spaces available for free movement of learners with designated space for assembly; boundary wall/ fencing with plantation and gate exists; well maintained garden and lawn	Open space is used only for assembly; ground is uneven; premises appear to be unclean and lacking maintenance; major repairs are needed in floor/walls/ roof/ doors/ windows, etc.	Assembly space/hall is used for organizing other activities such as physical exercises, organizing functions, etc.; ground is even; minor repairs are needed in floor/ walls/ roof/ doors; occasional maintenance is undertaken	Open space and building are clean and well-maintained; repairs are undertaken in a timely manner

Core Standard		Descriptor					
		Availability and Adequacy			Quality and Usability		
		Level-1	Level-2	Level-3	Level-1	Level-2	Level-3
Playground and Sports Equipment/ Materials		Playground is unavailable; school occasionally uses the playground of a neighbourhood school or a community Space; no or limited equipment/ material is available	Playground of inadequate size is available; playground of other school used occasionally for certain games; adequate material and equipment available only for a few games	Playground of adequate size is available within school premises; adequate sports equipment and material also available for a variety of games	Learners sometimes play only those games for which no or minimum equipment is needed; no guidance and supervision is available	Learners utilize the playground well, though for limited number of games; specific time is allocated for sports/games; playground activity is always supervised; equipment is maintained and made available as and when required; sports events are conducted in the school playground or outside	Learners participate in a variety of games/ sports in a planned manner; facility for training/ coaching for sports is available; school maintains inventories of all equipment and replenishes material as and when necessary; organizes inter-school sports meet every year



Core Standard	Descriptor					
	Availability and Adequacy			Quality and Usability		
	Level-1	Level-2	Level-3	Level-1	Level-2	Level-3
Classrooms and Other rooms	Classrooms are crowded; no other rooms are available except for School Head; furniture (mats in the case of primary classrooms) is available but not sufficient	A few classrooms are crowded; School Head and common room for teachers are available; furniture is adequate as per requirements of the school	All the classrooms have adequate space for learners and for group work and other activities; additional rooms to be used as office, store, craft, etc. are available; each classroom has sufficient number of benches and chairs; teachers have lockers/cupboards	Classrooms including other rooms are poorly ventilated with inadequate natural/electric light; some classrooms have poor quality of blackboards with few displays like charts and maps; furniture is of poor quality and requires repairs or replacement	Majority of classrooms have good ventilation, natural light and fans (where needed); most classrooms have charts and maps displayed on the walls; furniture is comfortable and caters to the needs of the learners	Every classroom has good ventilation, light; other rooms are appropriately furnished; display of pictures are used to create an attractive environment; furniture is well-arranged and aesthetically pleasing; is age-appropriate and friendly for differently-abled learners
	Electricity and Gadgets	No provision for electricity; battery operated gadgets like radio etc. are available	Electric supply is irregular; no alternative arrangements for power failure/cuts; all rooms have electric lights and fans; electronic equipment (T.V, radio, etc.) are available	School has its own power back-up facility, such as generator or inverter to deal with power failures; all rooms have adequate electric lights and fans; public address system is in place	School borrows/hires generator/battery and other electrical equipments for special occasions	Wiring and switch boards are in good condition; electrical equipment (fans, etc.) is serviced from time to time

Core Standard	Descriptor				
	Availability and Adequacy			Quality and Usability	
	Level-1	Level-2	Level-3	Level-1	Level-2
Library	Books are insufficient in number; library room and/or reading space is not available	Sufficient number of books, magazines and newspapers are available and updated regularly; reading space/library room is available; no e-books or digitized material	A large collection of books is available; periodicals, magazines, newspapers are regularly subscribed to; a separate room for library with adequate reading space is available; e-books and digitized materials are available	Books are not properly catalogued; no specific library period in the time table; books are generally not issued for reading at home	Books are well-kept, catalogued and issued regularly; library period(s) is allotted in the time table; new books are added as and when resources are available
				Books are properly catalogued, arranged systematically in shelves and regularly used by learners and teachers; library provides access to e-books and digitized materials; library resources support curricular transaction; regular addition of new books is done through an appropriate selection procedure keeping in mind the age, linguistic background, academic needs of learners and teachers	



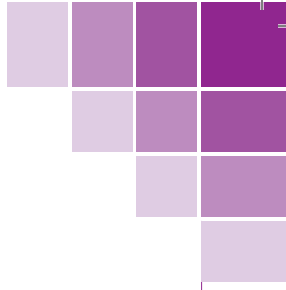
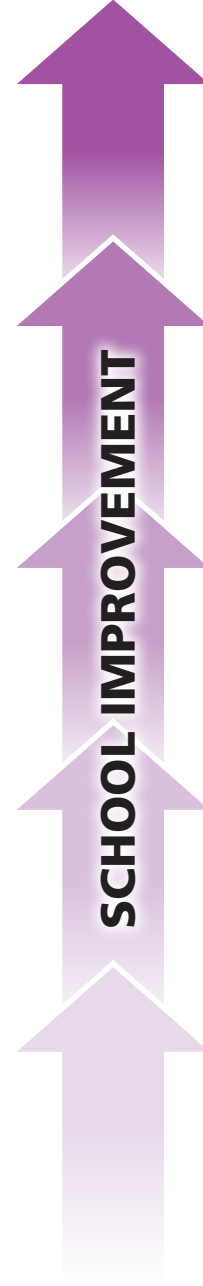
Core Standard	Descriptor					
	Availability and Adequacy		Quality and Usability			
	Level-1	Level-2	Level-3	Level-1	Level-2	Level-3
Laboratory	No separate laboratory; some space is earmarked for keeping equipment and laboratory materials	Basic equipment for demonstration is available; composite laboratory for science and mathematics exists (applicable to upper primary and secondary school)	All required laboratories are available and are well-equipped with materials, instruments as per state norms and specifications; running water and electric supply is ensured	Teachers demonstrate some of the experiments in the class; learners seldom get an opportunity to perform experiments	Teachers give exposure to learners by demonstrating prescribed experiments as per the syllabus; learners sometimes get an opportunity to conduct experiments in the laboratory; safety measures are in place	Every learner is given an opportunity to conduct all prescribed experiments in the laboratory; teacher utilizes/ uses the laboratory to conduct experiments simultaneously while transacting the relevant topic in the class
Computer (where provisioning exists)	School has no computer used for teaching learning purposes; digital learning materials not available	School has a few computers accessible to both teachers and learners; some software and digital teaching learning materials available; no internet facility exists	School has computer room with sufficient numbers of computers with internet access; up-to-date adequate digital teaching learning material and software available	Absence of opportunity for teachers and learners to use computers	Teachers use computers and digital material appropriately for different classes and subjects; learners are occasionally given the opportunity to use computers	Teachers integrate the use of technology (computers and related digital material) in their teaching learning plan and implementation; also use computers in the assessment of learners; every learner gets an opportunity to use the computer

Core Standard		Descriptor					
		Availability and Adequacy			Quality and Usability		
		Level-1	Level-2	Level-3	Level-1	Level-2	Level-3
Ramp		No ramp	Ramp present but not as per specifications	Ramp with hand rails, non-slippery walking surface, slope and height as per specifications	No ramp facility for learners who are physically challenged	Physically challenged learners need assistance while using the ramp	Ramp provides effortless access to physically-challenged learners and can be used independently by them
Mid Day Meal, Kitchen and Utensils (where cooking is done within school premises)		No proper kitchen shed or designated room for cooking food; there is only a make-shift arrangement as a kitchen; cooking utensils are not adequate; no specified place for learners to have their mid-day meal	Kitchen shed or separate room for cooking is available through space is insufficient; utensils are adequate in size and number; sitting space for learners to eat is specified but insufficient	Ample space in the kitchen shed or room for storage of utensils and cooking activity; adequate space for learners to have their mid-day meal	No effort made to keep utensils covered while cooking and storing food; the eating place for learners is unhygienic	Cooking utensils are clean for use and kept covered while cooking/storing food; eating place for learners is hygienic	Kitchen and utensils are cleaned after every use; person responsible for cooking makes special efforts to maintain personal hygiene; proper seating arrangement is made for the learners to have their meals; designated teachers regularly supervise the mid-day meal programme



Core Standard	Descriptor			
	Availability and Adequacy			Quality and Usability
	Level-1	Level-2	Level-3	Level-1
Drinking Water	Drinking water facility is available but supply is insufficient	Sufficient and regular supply of drinking water; if underground water, then facility for purification is available	There is continuous supply of safe drinking water; retrofitting of drinking water facilities is done, if required, for maintenance and purification	Drinking water is used as supplied from the source/s without any quality check
				Drinking water is purified, if required; water storage facility is cleaned regularly
				School ensures regular supply of purified drinking water; cleanliness is maintained around drinking water facilities
Hand Wash Facilities	Insufficient supply of water and inadequate number of hand-wash outlets/ stations; no provision for soap	Sufficient supply of water but inadequate hand-wash outlets/ stations; inadequate supply for soap is made	Regular and sufficient supply of water; adequate number of hand-wash outlets/ stations available; adequate and regular supply of soap	Hand-wash stations/ water containers are seldom cleaned and maintained; teachers rarely communicate to learners the importance of hand-washing; learners seldom wash hands or wash them without soap
				Hand-wash stations/ water containers are cleaned and maintained on a regular basis; teachers communicate the importance of hand-washing during school assembly; the monitoring of hand-washing is undertaken occasionally
				Hand-wash stations are cleaned daily; school organizes hand-washing and hygiene drives through posters, slogans, songs, skits, etc.; regular sessions at various forums are held to develop a habit and stress the importance of hand-washing; School Head monitor learners' personal hygiene regularly

Core Standard	Descriptor				
	Availability and Adequacy			Quality and Usability	
Toilets	Level-1	Level-2	Level-3	Level-1	Level-2
	Level-1	Level-2	Level-3	Level-1	Level-2
	Level-1	Level-2	Level-3	Level-1	Level-2
	Level-1	Level-2	Level-3	Level-1	Level-2
	Level-1	Level-2	Level-3	Level-1	Level-2



Sources of Evidence

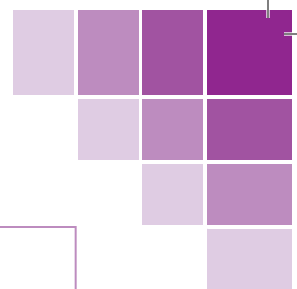
Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- SSA Framework for Implementation: Chapter-VI (pp.93-104)
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf)
- Framework for Implementation of RMSA: Chapter-IV (pp.22-28)
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- NCF-2005: Chapter-IV (pp.78-100)
(<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)
- RTE Act-2009: Chapter-III (clause 6,7,8 & 9 at pp.3-5), The Schedule (pp.12-13)
- Swachh Bharat Swachh Vidyalaya, 2014 (pp.1- 29, 35-43)
http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Eng_Swachh-Bharat-Swachh-Vidhalaya.pdf

Supportive Evidence Available in the School

- All repairs/ maintenance undertaken within school
- Playground maintained last time
- Equipments and materials available for various games, physical, art education, work experience and other co-scholastic activities keeping in perspective of all students of diverse backgrounds
- List the subscribed newspapers, periodicals, magazines, materials, e-books, digitized and digital materials
- Stock, catalogue and Issue Registers
- Provision for special library/ reading period in the time-table
- Computer with internet access
- Allocation of computer period in the time-table
- Laboratory/ies with qualified lab assistant and teacher
- List of all equipments, fire-extinguisher and first-aid available
- List the potentially hazardous materials - electrical gadgets, lab chemicals, stove, gas stove, cleaning products, etc.
- Maintenance and cleanliness of toilets as per norms
- Availability of soap/ hand-wash liquid at the water taps
- Provision for purification and water tanks/ storage place cleaned last time
- Record of different sports/ cultural activities performed last year





Evidences
School
needs to
create

The school can create evidences using following device/ techniques:

- Observations for availability and adequacy of school resources
- Interaction with teachers, parents, learners, SMC/ SDMC for availability and adequacy of school resources

Innovation (s)



Response Matrix

Enabling Resources of school: Availability, Adequacy and Usability

Core Standard	Availability and Adequacy			Quality and Usability		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
School Premises						
Playground with Sports Equipment / Materials						
Classrooms and Other Rooms						
Electricity and Gadgets						
Library						
Laboratory						
Computer (where provisioning exists)						
Ramp						
Mid Day Meal, Kitchen and Utensils (where cooking is done within school premises)						
Drinking Water						
Hand Wash Facilities						
Toilets						

Core Standard	Level	Area of Improvement	Prioritize Area of Improvement			Proposed Action	Timeline (Put a tick mark (✓) on appropriate year)		
			L	M	H		Y-1	Y-2	Y-3
Computer (where provisioning exists)									
Ramp									
Mid Day Meal, Kitchen and Utensils (where cooking is done within school premises)									
Drinking Water									
Hand Wash Facilities									
Toilets									

L-low, M- Medium, H-High, Y-1 for Year-1, Y-2 for Year-2 and Y-3 for Year-3

Key Domain II



Teaching-learning and Assessment





KEY DOMAIN **II**

Teaching-learning and Assessment

About the Key Domain

Teaching-learning is a key performance domain and the most important determinant of learner attainment. Effective teaching-learning results from strategic planning and the creation of an optimal learning environment. This entails designing suitable learning experiences and using a variety of teaching-learning strategies that would enhance learning. The teacher's understanding of the specific context of the learners and their learning needs is vital to the success of this process. Assessment is an integral aspect of teaching-learning and is thereby a valuable indicator of learners' attainment. It also provides a sound basis for teachers to reflect on the efficacy of their classroom practice. The teacher's content knowledge and pedagogical skills ultimately determine the efficacy of the teacher's approach to teaching- learning and assessment.



Reflective Prompts

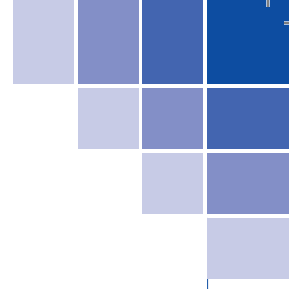
- Q1.** To what extent do teachers understand the socio-cultural and economic background of learners and their learning needs?
- Q2.** To what extent do teachers have the desired content knowledge and pedagogical skills?
- Q3.** How effectively do teachers practice learner-centered teaching-learning?
- Q4.** How effectively do teachers plan their lessons and implement the same in their class?
- Q5.** How effectively are teachers able to adapt teaching – learning strategies, materials in the light of the context and learning needs of the learners?
- Q6.** To what extent do teachers use assessment as a means to reflect on their teaching – learning process?

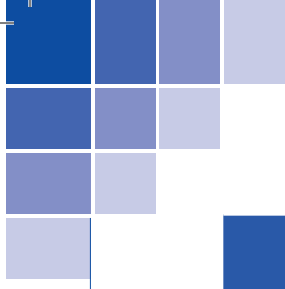
Factual Information

(School may response for more than one option in a question, if required)

1. How do teachers acquire information about socio-cultural and home background of learners?
 - a. School records
 - b. Interaction with parents
 - c. Asking learners themselves
 - d. Other sources (please mention) _____
2. Teachers access to different types of teaching- learning resources:
 - a. unaware of resources
 - b. aware of resources but unable to access them
 - c. resources they have access to and use _____
3. On what basis do teachers assess learners' attitudes, motivation and interest in learning?
 - a. Attainment in scholastic and co-scholastic areas
 - b. Evidence from interaction with learners in class
 - c. Discussion with other teachers
 - d. Observation of learner behaviour both in and outside class
 - e. Unable to assess

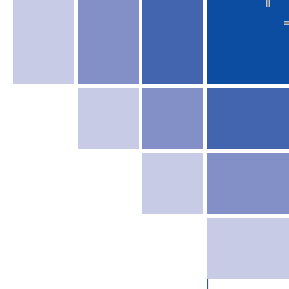
Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Teachers' Understanding of Learners	Teachers are aware of the socio-cultural and economic background of the community from where learners come; have a general idea of the home background and learning levels of the learners	Teachers understand the socio-cultural and economic background of the community and the learning needs of the learner; develop an understanding of the learning needs of learners through classroom experiences and personal interaction with other teachers, parents/ guardians and community	Teachers seek feedback from learners and parents regarding learners' performance in a systematic manner; address individual needs, learning style and strengths of learners
Subject and Pedagogical Knowledge of Teachers	Teachers often experience difficulty in teaching certain concepts due to lack of understanding of the same; make limited efforts to improve their content knowledge and pedagogical skills	Teachers sometimes face difficulty in explaining difficult concepts in their subjects; lack appropriate pedagogical skills; make efforts to upgrade their content knowledge and pedagogical skills with the available support and resources e.g. subject forums, training programmes	Teachers have mastery over content and pedagogical skills and hence rarely face difficulty in classroom transaction; take their own initiative and the support of their fellow teachers if needed for updating their knowledge and pedagogical skills; school also extends support in updating the same





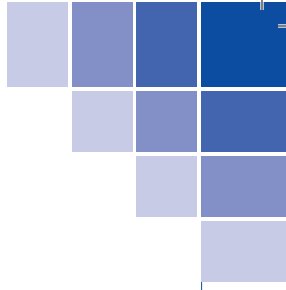
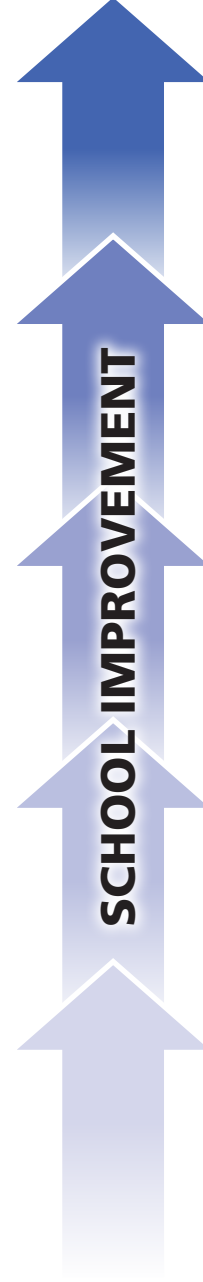
Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Planning for Teaching	Teachers teach the lesson as per the textbook, with a focus on completion of syllabus; are aware of the topic to be taught and teaching-learning material to be used in their teaching	Teachers prepare and maintain a diary with detailed plan including teaching and assessment strategies and TLM to be used; prepare additional teaching-learning material using local resources	School has a culture where every teacher designs lessons as per the varying learning needs of learners and makes the teaching learner-centric; uses TLMs appropriately; connects teaching-learning with immediate context and environment; plans appropriate strategies such as observation, exploration, discovery, analysis, critical reflection, problem-solving and drawing inferences to make learning effective
Enabling Learning Environment	Teachers address learners by name; make basic resources available for teaching-learning	Teachers make all learners comfortable and involve them in class activities; plan and organize group work/activities and display learners' work and charts, etc. on the wall; TLMs are accessible to all	Teachers create a conducive and interactive environment in the classroom; encourage peer learning/interaction; provide opportunity for expression; appreciate the views of all learners; encourage questioning/sharing of ideas

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Teaching-learning Process	Teachers use only the textbooks and blackboard to teach in class; sometimes make learners copy from the blackboard; class work and home work is given to learners occasionally	Teachers use a variety of support materials to involve learners in discussions; conduct experiments in the classroom to explain concepts; make special efforts to explain concepts to learners who need additional help; teachers check home work and provide appropriate feedback	Teachers provide opportunity to learners for self-learning through inquiry, exploration, discovery, experimentation and collaborative learning; ensure participation of each learner in the classroom discussion; get teaching-learning materials prepared by learners as required
Class Management	Teachers manage the class, making learners sit in rows facing the blackboard; instruct the class from a fixed position and learners listen passively; ensure discipline by maintaining silence in the class	Teachers manage space for organizing different activities in the classroom and outside giving attention to CWSN; encourage punctuality and regularity among learners; learners follow class management rules set by teachers	Teachers and learners collectively decide on classroom management rules; seating arrangement is flexible and learners sit as per the needs of the activity they are engaged in; learners observe self-discipline and adhere to the rules developed collectively



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Learners' Assessment	Teachers assess learners as per applicable policy; generally tests that are given to assess rote learning and factual knowledge obtained from the content and exercises in the textbooks; learners' performance is communicated to the parents only through report cards	Teachers use a variety of activities/tasks to assess all the curricular areas including art, health and physical education on set criteria; provide descriptive feedback highlighting areas of improvement in the progress report card; regularly interact with parents to share learners' progress	Teachers consider assessment as an integral part of the teaching-learning process; analyze the learners' past assessment records and link it with the current achievement levels; make continuous assessment and provide feedback on progress and attainment; assess other curricular areas, including personal and social qualities systematically with follow-up measures for improvement; use feedback from assessment to improve teaching-learning
Utilization of Teaching-learning Resources	Teachers mainly use textbooks for teaching in the class; use other TLM, which may be sporadic and not planned for	Teachers use other resources in addition to textbooks such as reference materials, charts, maps, models, digital learning kits, local resources; use science, mathematics and language kits/ laboratories, as and when appropriate; school maintains a catalogue of resources and makes it available to the teachers as and when required	Teachers integrate the use of TLM, local community resources, ICT support material, laboratories, library, etc. with the lessons appropriately; school facilitates networking with other schools for sharing resources

Core Standard	Descriptor		
Teachers' Reflection on their own Teaching-learning Practice	Level-1 Teachers occasionally reflect on their teaching-learning practice and learners' progress	Level-2 Teachers regularly reflect on their teaching-learning practice and record the same; revisit their plans, teaching-learning practice and make efforts for necessary improvement	Level-3 Teachers reflect individually and collectively on the planned and actual teaching-learning process in the light of its outcomes; identify the gaps between the two and plan for improvement; design alternative learning experiences based on the reflection



Sources of Evidence

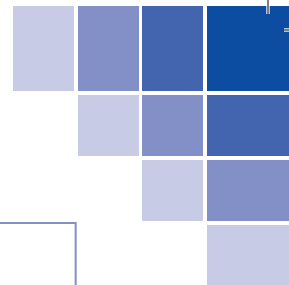
Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- SSA Framework for Implementation: Chapter-IV (pp.55-82)
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf)
- NCF-2005: Chapter-II (pp.12-34), Chapter-III (pp.35-77) and Chapter-IV (pp.78-100)
(<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)
- RTE Act-2009: Chapter-IV (clause no. 24 at p.8), Chapter-V (clause 29 at p.9)
(<http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf>)
- Learning Indicators for Elementary and Secondary for all subjects developed by NCERT
(http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf)
- ADEPTS (Advancement of Educational Performance through Teacher Support: An MHRD 3- UNICEF Initiative)
(<http://prayatna.typepad.com/files/adepts.pdf>)
- PINDICS (Performance Indicators for Elementary School Teacher), NCERT (2013)
(http://www.ncert.nic.in/pdf_files/PINDICS.pdf)
- Teachers Manual Formative Assessment (Science), CBSE (2010) (p. vii)
([http://www.cbse.nic.in/cce/cce-manual/CBSE-FA-Class-IX%20\(Science\)%20Final.pdf](http://www.cbse.nic.in/cce/cce-manual/CBSE-FA-Class-IX%20(Science)%20Final.pdf))

Supportive Evidence Available in the School

- Learners' profiles developed and maintained by the school
- Record of visits of teachers to the homes of learners
- Record of Teachers' participation in in-service trainings, seminars, workshops for TLM development
- Lesson plan, remedial teaching plan, if any
- List of journal/ magazines subscribed by the school
- List of TLM available to/ developed by the teachers
- Sample reports of projects, experiments, assignments, field trips
- Learners' progress cards/ cumulative records
- Assessment records/ CCE registers with marks/grades
- Teacher's contribution in the seminars, workshops, etc.
- Collection of learning resources i.e. resource books and other exemplary material
- Records of services of local persons, artisans etc. availed by the school





	<ul style="list-style-type: none">➤ Students' attendance register➤ Samples of homework, classwork, test papers of students➤ Records of suggestions given by the School Head, CRCs, BRCs any other supervisory body on teaching-learning
Evidences School Needs to Create	<p>The school can create evidence using the following device/ technique:</p> <ul style="list-style-type: none">➤ Records of observations made by School Head on teachers' lesson plans and their classroom practice➤ Interaction with parents and learners for teaching-learning process➤ Record of School Head's interaction with learners

Innovation (s)



Response Matrix

Teaching-learning and Assessment

Core Standard	Level 1	Level 2	Level 3
Teachers' Understanding of Learners			
Subject and Pedagogical Knowledge of Teachers			
Planning for Teaching			
Enabling Learning Environment			
Teaching-learning Process			
Class Management			
Learners' Assessment			
Utilization of Teaching-learning Resources			
Teachers' Reflection on their own Teaching-learning Practice			

Core Standard	Level	Area of Improvement	Prioritize Area of Improvement			Proposed Action	Timeline (Put a tick mark (✓) on appropriate year)		
			L	M	H		Y-1	Y-2	Y-3
Class Management									
Learners' Assessment									
Utilization of Teaching-learning Resources									
Teachers' reflection on their own Teaching-learning Practice									

L-low, M- Medium, H-High, Y-1 for Year-1, Y-2 for Year-2 and Y-3 for Year-3

Key Domain III



**Learners' Progress,
Attainment and Development**





KEY DOMAIN



Learners' Progress, Attainment and Development

About the Key Domain

Holistic development of the learner is the primary objective of good schooling. This encompasses development of learners in the cognitive, affective as well as psychomotor domains. The school aims to achieve this by encouraging learners to participate in all curricular areas, continuously monitoring their progress over a period of time. Apart from scholastic progress, it also promotes their personal and social well-being. This involves providing a variety of opportunities in co-scholastic areas to develop student talent, inter-personal and social skills. The scope of this domain thus encompasses all aspects of desirable learning outcomes.



Reflective Prompts

- Q1.** Do learners come to school regularly and punctually?
- Q2.** How does the school monitor attendance and address learning loss in case of prolonged absence?
- Q3.** To what extent does the school ensure student participation in several learning activities?
- Q4.** In what ways does the school identify and promote the talents of learners in different areas?
- Q5.** How does the school assess the learners' attainment and ensure that they progress from one class to the next as per the curriculum expectations?
- Q6.** How does the school monitor the curricular progress of learners on a continuing basis?
- Q7.** How does the school ensure personal and social development of learners as well as observe their progress in the same?

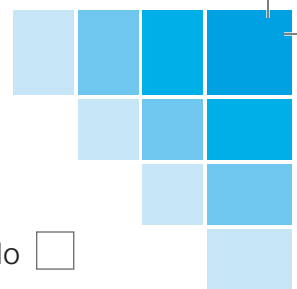
Factual Information

(School may response for more than one option in a question, if required)

1. Average school attendance for the current academic year _____
2. Types of rewards (if any) given to learners for punctuality and regular attendance:

3. Record of actions to promote regularity and punctuality in attendance
 - a. meetings with parents/ guardians in contact register
 - b. reminder/ letter sent to the parents/ guardians of learners irregular with attendance
 - c. other (please mention) _____
 - d. no record
4. Are the learners' attendance registers kept up-to-date? Yes No



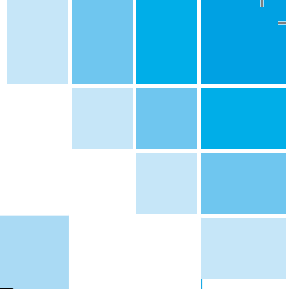


5. a. Is average attendance calculated monthly for every learner? Yes No
- b. Is average attendance calculated monthly for every class? Yes No
6. Alternative arrangements made for classes which the teachers could not take:
- a. classes are combined with that of other teachers
- b. another free teacher takes the class
- c. no arrangement made
- d. any other (please mention) _____
7. a. Is personal hygiene of learners checked and assured by the school? Yes No
- b. If, yes then
- i. personal hygiene is stressed upon occasionally during school assembly
- ii. checking and questioning individual learners in class or during school assembly almost daily
- iii. stressing importance of personal hygiene during school assembly
- iv. any other (please mention) _____
8. List the activities undertaken in the school that help in personal and social development of learners:
- _____
- _____
9. How is learners' personal development monitored?
- a. By observing learners in class and during their participation in games/ sports and other co-scholastic activities
- b. By keeping a record of learners' participation and attainment
- c. No efforts made to monitor personal-social development
- d. Any other (please mention) _____
- _____
10. How is learners' attainment measured and how is the progress ascertained over time?
- a. By counting periodic tests b. Half yearly
- c. Annual exams d. By awarding grades based on marks

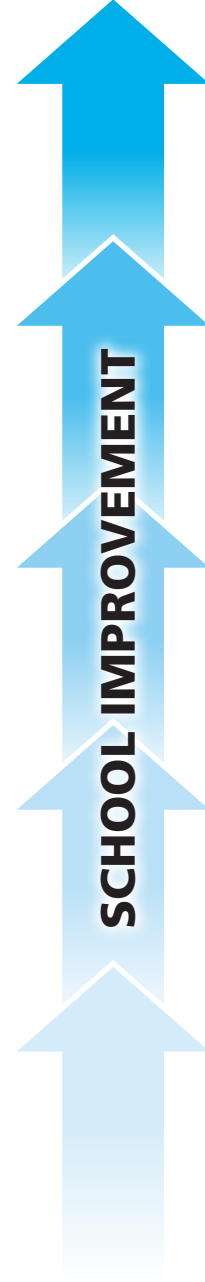


Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Learners' Attendance	Teachers take and record attendance of learners regularly; identify learners who are frequently absent or not punctual; display class-wise attendance of the learners on the school notice board; sometimes inform parents about frequently absent learners	School provides regular information about learner attendance to parents; identifies the reasons for prolonged and frequent absence; discusses with learners and parents about the implication of low attendance on learning, making home visits as and when appropriate	School analyzes attendance data of all learners; ascertains whether the high absence rates can be associated with any particular category of learners or at any period of the year; addresses the problem with the help of the SMC and parents; evolves measures to motivate learners and parents to ensure punctuality and regular attendance; acknowledges and appreciates punctuality and regularity of learners
Learners' Participation and Engagement	Learners listen quietly to teachers in the classroom without much interaction; organizes mandated school functions and co-scholastic activities; the same students usually participate in these activities	A few learners actively participate in classroom discussion and interactions; school organizes a variety of co-scholastic activities and cultural programmes; teachers motivate learners to actively participate in the same; a large number of students participate in these activities	All learners participate actively in classroom discussions and interact with teachers and peers; school identifies the talent of learners in different co-scholastic areas; provides them training and opportunities to excel in the same; all learners take interest and participate enthusiastically in various school functions and co-scholastic activities

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Learners' Progress	School documents and maintains records of learner's progress data as per mandate such as in the form of report cards, CCE register, etc.	School continuously gauges individual learner's progress against curricular expectations (scholastic and co-scholastic); creates a cumulative database across classes and for different groups of learners that is updated annually	School tracks and monitors each learner's progress across subjects and co-scholastic areas; tracks individual learner progress from the beginning and over time, keeping in mind the differential pace of learning of learners; analyzes the cumulative database to identify progress patterns and trends for classes and groups of learners; uses the findings of such analyses and incorporates the feedback in classroom practice; aspires to achieve/ exceed state/ national learner attainment levels
Learners' Personal and Social Development	School is aware of the indicators of personal and social development of learners e.g. spirit of nationalism, tolerance, secular behavior, good interpersonal relations, etc.; organizes activities like morning assembly, celebration of national days and festivals as per mandate	Teachers organize group activities in the class with a view to develop social and interpersonal skills; organize meetings with parents/ community for discussing social and personal development needs of learners	School integrates life skills development with day-to-day classroom transactions to promote creative and critical thinking, problem solving and decision making, communication and interpersonal skills; teachers create and use resources like stories, audio-video clips, etc. to create a conducive value ethos; teachers exemplify behavior as expected from learners; discuss with parents the role of both school and home in the personal and social development of the learner



Core Standard	Descriptor		
<p>Learners' Attainment</p>	Level-1	<p>Very few learners attain curricular expectations (knowledge and skills) in every grade as measured; school conducts assessment at the end of each academic year to ascertain grade exit levels of learners in all curricular areas</p>	
	Level-2	<p>Some learners attain most of the curricular expectations (knowledge and skills) in every grade while most remain marginally below grade level expectations; school arranges for remedial measures for improving attainment levels and thereby preparing learners for next grade</p>	
	Level-3	<p>Most learners' attainment is at par/ above expected grade level across the school; school continuously improves its mechanism to ascertain grade exit levels of learners</p>	



Sources of Evidence

<p>Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)</p>	<ul style="list-style-type: none"> ➤ RTE Act, 2009: Chapter-V (clause 29 at p. 9) (http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf) ➤ Teachers Manual Formative Assessment (Science), CBSE (2010) (pp. iii- viii) (http://www.cbse.nic.in/cce/cce-manual/CBSE-FA-Class-IX%20(Science)%20Final.pdf) ➤ NCF-2005: Chapter-II (pp. 12-34), & Chapter-IV (pp. 78-100) (http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf)
<p>Supportive Evidence Available in the School</p>	<ul style="list-style-type: none"> ➤ Learners' attendance registers ➤ prolonged absence and action taken ➤ measures taken to promote regular attendance and punctuality ➤ Teachers visits to the houses of frequently absent children and discussing with the parents ➤ Report cards, CCE registers assessment records, etc. ➤ List of functions, events and activities organized in the school ➤ Participation in co-scholastic activities, games, sports, cultural activities, etc. ➤ Samples of learner notebooks, answer scripts and feedback provided to learners ➤ Records of learners progress over baseline and at regular intervals ➤ List of learners who have been allocated responsibilities ➤ Coverage of Value Education & Life Skills in school curriculum/ time-table ➤ Cumulative analysis of assessment records ➤ Records of interaction with parents about the learners' performance
<p>Evidences School Needs to Create</p>	<p>The school can create evidences by the following device/ technique:</p> <ul style="list-style-type: none"> ➤ Learner's observation and interaction to know learners' participation in school activities





Innovation (s)



Learners' Progress, Attainment and Development

Core Standard	Level 1	Level 2	Level 3
Learners' Attendance			
Learners' Participation and Engagement			
Learners' Progress			
Learners' Personal and Social Development			
Learners' Attainment			

Planning for Improvement

Core Standard	Level	Area of Improvement	Prioritize Area of Improvement			Proposed Action	Timeline (Put a tick mark (✓) on appropriate year)		
			L	M	H		Y-1	Y-2	Y-3
Learners' Attendance									
Learners' Participation and Engagement									
Learners' Progress									
Learners' Personal and Social Development									
Learners' Attainment									

L-low, M- Medium, H-High, Y-1 for Year-1, Y-2 for Year-2 and Y-3 for Year-3

Key Domain IV



Managing Teacher Performance and Professional Development





KEY DOMAIN **IV**

Managing Teacher Performance and Professional Development

About the Key Domain

Teacher performance management is the mainstay of quality education. It is a continuous process of identifying teacher potential, and developing their skills, through a systematic approach to performance review and capacity building programmes. It necessitates appropriate induction of newly recruited teachers, orienting them to the school, as well as the learners' profile and context. This enables teachers to understand curricular expectations and adapt their teaching-learning practice to meet the learning needs of their students. Continuous monitoring of teacher performance is essential to raise their professional standards, foster team spirit in them and facilitate the overall development of the school.



Reflective Prompts

- Q1.** What mechanisms does the school have for the orientation of new teachers?
- Q2.** What are the processes adopted by the school to monitor and teachers' absence and manage the classes of absent teachers?
- Q3.** To what extent do teachers understand changing curricular expectations and adapt their classroom practices accordingly?
- Q4.** How does the school monitor teachers' performance, manage their continuous professional development and provide opportunities for career advancement?
- Q5.** How does the school set performance goals for teachers and assign responsibilities and duties to them?

Factual Information

(School may response for more than one option in a question, if required)

1. Number of teachers in school:
 - a. sanctioned strength _____
 - b. in position _____
2. Number of teachers in position:
 - a. regular _____
 - b. contractual/ *ad-hoc* _____
 - c. part- time _____
 - d. guest teacher _____
 - e. any other _____
3. Number of:
 - a. trained teachers _____
 - b. untrained teachers _____
4. Orientation of new teachers in the school is done by:
 - a. organizing special orientation program
 - b. head/ senior teachers in face- to- face meeting
 - c. no special orientation is done and new teachers get oriented gradually on their own
 - d. any other mechanisms (please mention) _____





5. Does the school maintain a record of teachers' attendance along with reasons for absence?

Yes No

(i) If yes, list the reasons for absence (e.g. being on leave, being deputed for training or other details):

(ii) How is this information compiled to compute average attendance of teachers afterwards?

(iii) How does the school deal with unreported absence of teachers and other staff members?

6. School makes alternative arrangements for the classes of absent teachers by:

- | | | | |
|--|--------------------------|--|--------------------------|
| a. assigning substitute teachers | <input type="checkbox"/> | b. combining classes | <input type="checkbox"/> |
| c. assigning a class to the senior student | <input type="checkbox"/> | d. no alternative arrangements to manage the class | <input type="checkbox"/> |

7. Teacher performance is monitored through/ by:

- | | | | |
|--------------------------------|--------------------------|--------------------------------|--------------------------|
| a. annual Confidential Report | <input type="checkbox"/> | b. school head's observations | <input type="checkbox"/> |
| c. learners' achievement | <input type="checkbox"/> | d. feedback from Parents'/ SMC | <input type="checkbox"/> |
| e. peer/learners' feedback | <input type="checkbox"/> | | |
| f. any other, (please mention) | _____ | | |



8. Mechanisms for teachers' continuous performance improvement:

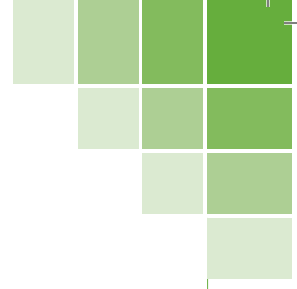
Name of programme	Duration	Names of teachers who attended
(Mandatory)		
(Any other)		

9. List the duties/ responsibilities assigned to teachers beyond classroom teaching:

Duties/ Responsibilities	Names of teachers assigned

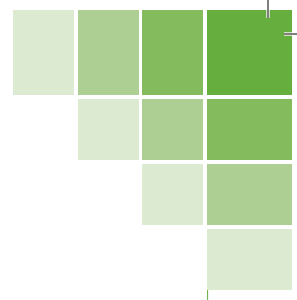
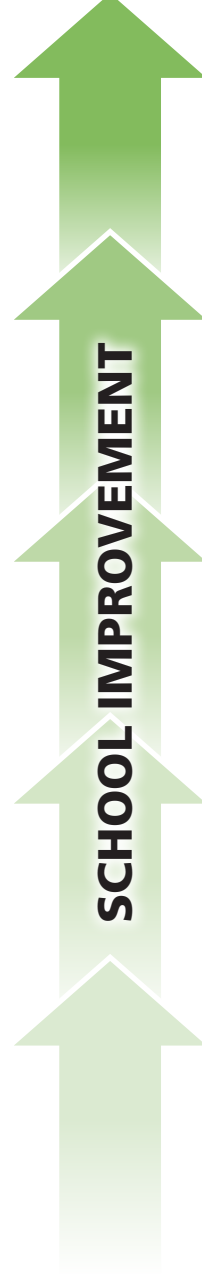


Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Orientation of New Teachers	School leaves it to the new teacher to acquire information about available facilities and observes the ongoing practices of the school	School head orients the new teacher about his/ her responsibilities and the facilities available within the school; usually involves other teachers in orienting the new teacher	Special orientation programmes are organized systematically to apprise new teacher/s about roles and responsibilities, the school context, profile of the learners, curricular expectations, role of SMC/ SDMC and various schemes/ programmes being implemented in the school
Teachers' Attendance	School maintains record of attendance along with the reasons for absence; generally no alternate arrangements are made to engage the class	School systematically maintains attendance records, monitors unreported absence and takes action, if necessary; makes arrangements to ensure the class is not left unattended	School has an appropriate system to address short, long and unreported absence of teachers; makes timely and suitable arrangements for substitutes from within or outside the school and orients them to undertake the responsibility; creates a culture of punctuality and accountability among teachers



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Assigning Responsibilities and Defining Performance Goals	School provides a pre-designed time-table and expects the teacher to complete the syllabus and perform other duties as assigned from time to time	School Head briefs the teachers about their responsibilities and performance goals, informally or at staff meetings; reviews and monitors the completion of the syllabus, assigned responsibilities and other tasks as expected	School allocates responsibilities of teachers through mutual consultation; encourages teachers to set their own performance goals and provides opportunities to innovate and experiment with new ideas; teachers themselves monitor their own progress
Teachers' Preparedness for Changing Curricular Expectations	Teachers are aware of the changes, if any, in the school curriculum and textbooks resulting from changes in policy	Teachers make efforts to understand the changing curricular expectations; adapt their teaching learning practice to suit the same	School creates opportunities for teachers to discuss and reflect upon the changing curricular expectations and its implications on their current classroom practice; provides follow-up support for teachers to adopt context-specific changes
Monitoring of Teachers' Performance	School Head takes note of teachers' performance as reflected in mandatory inspection reports; checks the presence of teachers in their classrooms and observes their teaching occasionally	School Head reviews the teachers' performance and provides them feedback; teachers review their own performance based on the classroom experiences and identify areas of improvement	School Head reviews the performance of teachers on the basis of learners' progress and attainment and discussions with teachers; discusses teacher performance with parents, learners and SMC/SDMC; teachers collectively reflect on their own performance and develop strategies for improvement

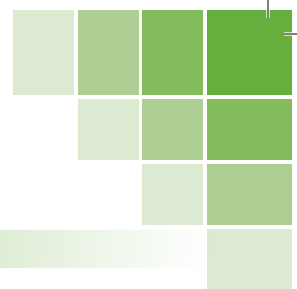
Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Teachers' Professional Development	School Head ensures the participation of all teachers in the mandatory in-service training programmes	School motivates and creates regular opportunities for teachers to participate in different programmes relevant to their professional needs; seeks support from other academic institutions/experts to address difficulties faced by teachers	School makes provision for continuous academic mentoring of teachers; supports teachers in trying out innovative ideas and practices; teachers discuss collectively on inputs received during training; reflect on the possibility of integration of the acquired knowledge and skills in classroom practice



Sources of Evidence

<p>Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)</p>	<ul style="list-style-type: none"> ➤ RTE Act 2009:Chapter-IV (clause 24 at p.8) (http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf) ➤ SSA Framework for implementation: Chapter-IV (pp.70-80) (http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf) ➤ Framework for implementation of RMSA: Chapter-V (pp.36 & 37) (http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf) ➤ NCFTE (National Curriculum Framework for Teacher Education), 2009: Chapter-IV (pp.63-74) ➤ ADEPTS (Advancement of Educational Performance through Teacher Support: An MHRD-Unicef Initiative): Chapter-IV (http://prayatna.typepad.com/files/adepts.pdf) ➤ PINDICS (Performance Indicators for Elementary School Teacher), NCERT (2013) (pp.1-12) (http://www.ncert.nic.in/pdf_files/PINDICS.pdf) ➤ NCF-2005: Chapter-V (pp.107-114) (http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf)
<p>Supportive Evidence Available in the School</p>	<ul style="list-style-type: none"> ➤ List of the rules/ responsibilities, learner profile, curricular expectations, context specific teaching-learning practices and role of SMC/SDMC, various schemes, projects, programs, ongoing school practices, etc. ➤ Details of induction programme for new teachers ➤ Continuous professional development/training programs attended by teacher ➤ Average teacher attendance and leave applications of teachers ➤ Alternative arrangements for the classes of absent teachers/ substitution registers ➤ Self-appraisal reports for all the teachers and staff members ➤ Teacher own performance goals as a part of annual plan exercise ➤ Information on syllabus covered at different times of the year ➤ Teacher's qualifications acquired during service ➤ Feedback and suggestions on teacher performance ➤ Teacher's development sections in School Development Plan ➤ In-service training programmes attended by teachers ➤ Pre- designed time-table ➤ Documents showing allocation of duties to the teachers
<p>Evidences School Needs to Create</p>	<p>The school can create evidences by the following device/ technique:</p> <ul style="list-style-type: none"> ➤ The schedule of the orientation programme conducted for new teachers ➤ Copy of certificates of attending course/ workshop/ seminar/ symposium





Innovation (s)



Response Matrix

Managing Teacher Performance and Development

Core Standard	Level 1	Level 2	Level 3
Orientation of New Teachers			
Teachers' Attendance			
Assigning Responsibilities and Defining Performance Goals			
Teachers' Preparedness for Changing Curricular Expectations			
Monitoring of Teachers' Performance			
Teachers' Professional Development			

Core Standard	Level	Area of Improvement	Prioritize Area of Improvement			Proposed Action	Timeline (Put a tick mark (✓) on appropriate year)		
			L	M	H		Y-1	Y-2	Y-3
Monitoring of Teachers' Performance									
Teachers' Professional Development									

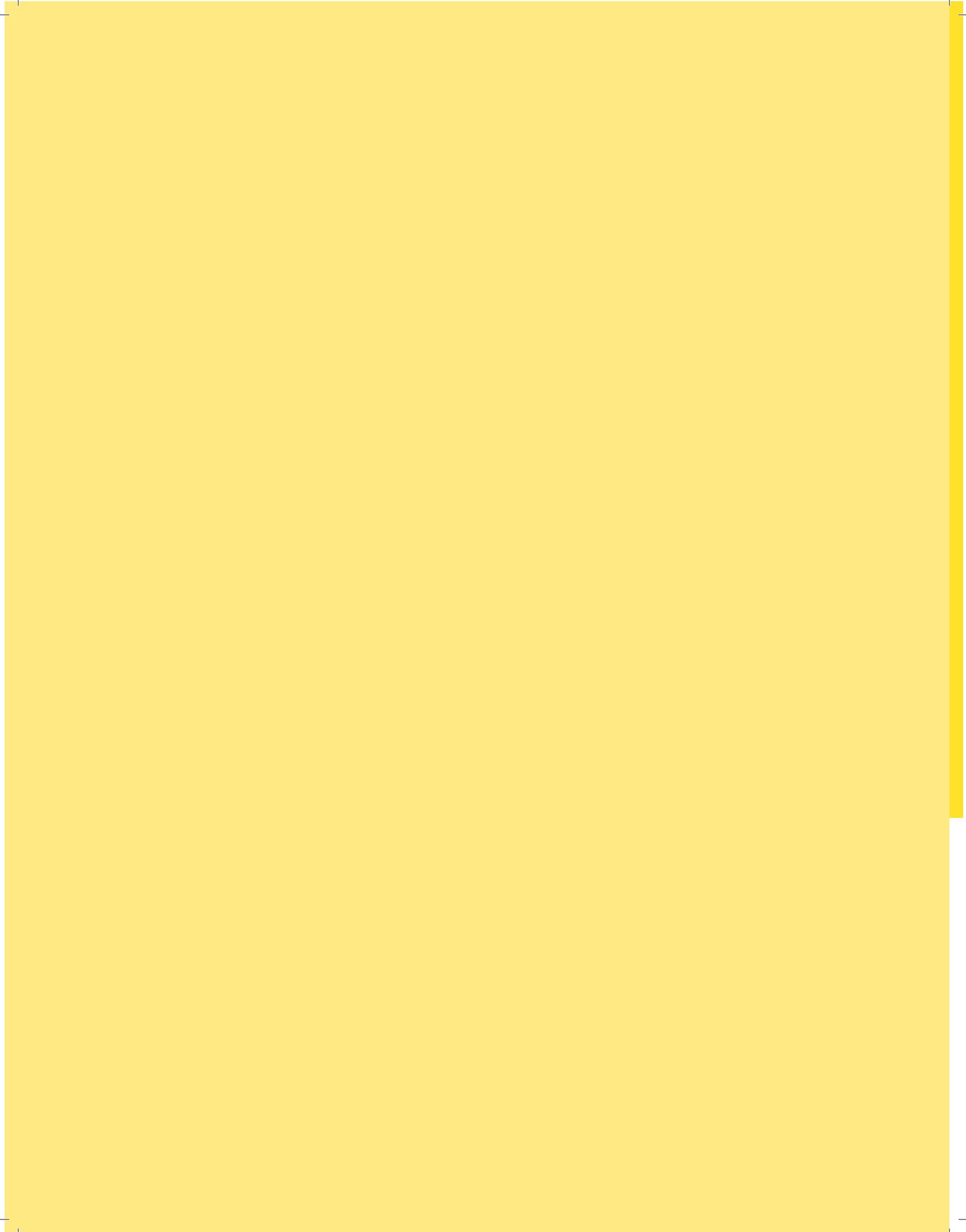
L-low, M- Medium, H-High, Y-1 for Year-1, Y-2 for Year-2 and Y-3 for Year-3

Key Domain V



School Leadership and Management





KEY DOMAIN **V**

School Leadership and Management

About the Key Domain

Effective school leadership and management play a significant role in providing quality education. School leadership goes beyond administrative and managerial responsibilities to include proactive practices for school transformation. It includes developing a vision for a school and aligning all planning to it so as to improve the performance of the learners. It also involves maintaining a harmonious relationship with all stakeholders and including them in planning, decision making and general administration. School leadership aims at increased participation/ ownership in/ of school activities by the community. It strives at continuous improvement in the area of teaching and learning through continuous pedagogical innovation. A school needs a strong and focused leader who is committed to channelizing teachers, learners, community members and resources for achieving quality in all spheres.



Reflective Prompts

- Q1.** Does the school have a clear vision/ mission statement and development plan that is shared and understood by all?
- Q2.** How well does the School Head manage the day-to-day functioning of the school?
- Q3.** Does the School Head promote and participate in teaching-learning process?
- Q4.** How well does the School Head identify the developmental needs of the school and manage changes for continuous improvement?
- Q5.** How effectively does the School Head manage, and utilize the available financial, human and material resources?
- Q6.** How well does the School Head lead improvement in teaching-learning process and ensure enhanced teacher performance?
- Q7.** How does the School Head maintain a healthy relationship with staff members for school improvement?

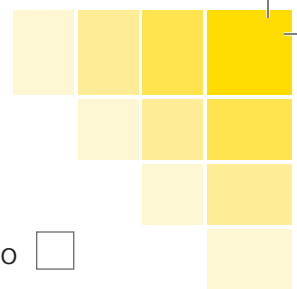
Factual Information

(School may response for more than one option in a question, if required)

1. Does the school have a vision/ mission statement? Yes No

If yes, what are the main points in it for future development of school?





2. Is the School Development Plan (SDP) of previous year available? Yes No

If yes, what are the main recommendations for the current year in the plan?

3. Was the SDP for the previous year implemented? Yes No

If yes, to what extent were its goals for that year achieved and what were the reasons for shortfall, if any?

4. (i) What are the areas in which the School Head has received training?

a. Financial Management b. ICT

c. School Leadership

d. Any other (please mention)

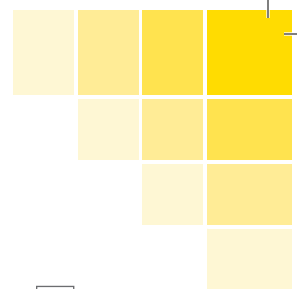


(ii) When and where did she/ he receive training?

5. How does the School Head usually take routine management decisions?
- a. On his/ her own
 - b. In consultation with a few teachers
 - c. With involvement of all teachers
 - d. With involvement of teachers, parents and SMC
6. The directions/ decisions communicated to teachers are clearly understood by:
- a. all teachers
 - b. most teachers
 - c. a few teachers only
 - d. no teacher
7. How often does the School Head review implementation of the plan and assess the progress made, particularly in the prioritized areas?
- a. Regularly
 - b. Occasionally
 - c. Rarely
 - b. Does not review
8. Has the School Head constituted teams for different tasks and made them accountable? Yes No

If yes, which are these teams/ committees and what tasks are assigned to them?





9. How does the School Head monitor teachers' performance?

- a. By discussing progress individually with teachers
- b. By reviewing the performance of their learners in tests from time to time
- c. By observing the classrooms occasionally to check how teaching is done
- d. Any other (please mention)

10. How does the School Head monitor learners' progress in learning?

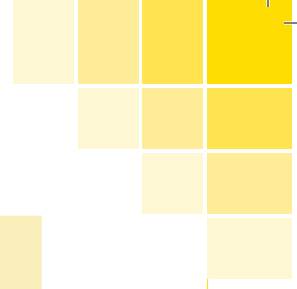
- a. By reviewing record of CCE of learners of every class
- b. By discussing the performance of learners with teachers
- c. By checking the results of all learners in tests and taking note of the change/ improvement in results over a time
- d. Progress is not reviewed by the School Head
- e. Teachers monitor their progress at their level



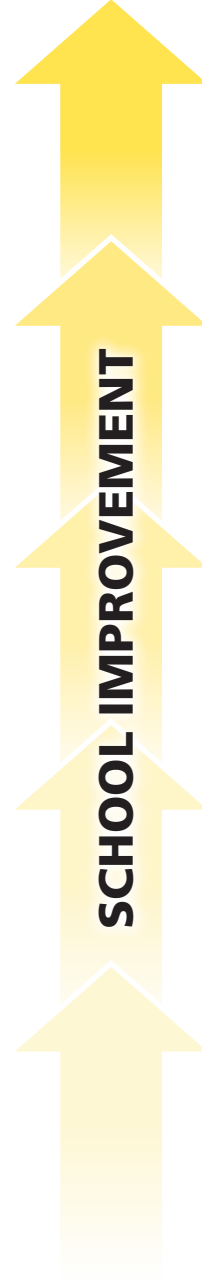


Core Standard	Descriptor		
Building Vision and Setting Direction	Level-1	Level-2	Level-3
	School Head develops a School Development Plan (SDP) as per the given mandate; the other stakeholders do not find an opportunity to participate in the planning process	School Head develops a vision/ mission statement; teachers are involved in the creation of the SDP, prioritization of tasks; School Head allocates responsibilities to majority of teachers for SDP implementation; provides direction for its implementation	School Head engages all stakeholders in developing vision/ mission taking into account current practices, policies and programs which are subsequently documented; SDP is co-created by all the stakeholders and is aligned to the vision/ mission statement; appropriate prioritization is done for necessary action; all teachers understand their defined roles and responsibilities and act accordingly to make desired progress; periodic review of vision and SDP is undertaken regularly

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Leading Change and Improvement	School Head is broadly aware of areas that need attention; acts on issues in response to official mandate and immediate needs; the required change is rarely discussed and reflected upon	School Head, in consultation with teachers, identifies the strengths of the school, and areas that need improvement; reflects upon the required changes; identifies action points and appropriately acts upon them; logically assesses the progress and refines actions, where required; takes note of the changes that are being reflected in the teaching-learning and other school practices	School Head communicates clearly the need for change to all the stakeholders and enhances their understanding of the same; identifies clear targets and formulates predictable improvement strategies on the basis of analysis of evidence and other sources collectively with stakeholders; leads change and monitors incremental improvement regularly; distributes leadership roles and individual responsibilities for implementing change; encourages teachers to engage in evidence-based improvement and change in school practices
Leading Teaching-learning	School Head ensures that all classes are taken regularly, makes alternative arrangements for classes when teachers are absent; ensures effective classroom teaching by taking rounds; is aware of learners' performance in different classes and subjects	School Head regularly observes the teaching-learning process in different classes and provides written/ verbal feedback to teachers individually; analyses and reviews the learners' performance in different classes and subjects and discusses the same with concerned teachers/ subject teachers	School Head and teachers collectively reflect on current teaching-learning practices and learners' progress and attainment; discuss required improvement in the light of learning indicators, learner-centred pedagogy, innovative approaches to teaching, etc.; discuss performance of learners with parents



Core Standard	Descriptor		
Leading Management of School	Level-1	School Head manages routine activities and school resources (staff, material and financial); allocates responsibilities to a few; takes decisions; acts on the orders and instructions received from the authorities for compliance; communicates decisions; shares the orders and instructions received	
	Level-2	School Head and staff plans and manage routine activities and school resources (staff, material and financial); involve staff in decision-making; School Head communicates details of the SDP and provides clear directions to staff members and takes the lead for its effective implementation	
	Level-3	School Head and staff members collectively develop a shared vision and a strategic plan in consultation with parents and learners; distribute the responsibilities among the staff members on the basis of mutual consensus and areas of expertise; take action with mutual support, monitor and evaluate the progress collectively	



Sources of Evidence

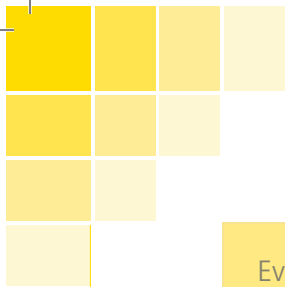
Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- SSA Framework for Implementation: Chapter-IV (pp.77-79) Chapter-VII (pp.112-115)
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf)
- Framework for Implementation of RMSA: Chapter-V (pp.36-37)
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- NCF-2005: Chapter-V (pp.104-105)
(<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)
- RTE Act-2009: Chapter-IV (clause 21& 22 at p.7) and VII (clause 35 & 38 at pp.10-11)
(<http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf>)
- School Leadership Development: National Programme Design and Curriculum Framework
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SLDP_Framework_NCSSL_NUEPA.pdf)

Supportive Evidence Available in the School

- Documented/ written/ displayed school vision/ mission statement
- Record of members involved in the development and revision of the vision/ mission statement
- Copy of the SDP
- Record of members involved in the preparation of the SDP, the prioritisation areas identified, action plans created, timelines and allocation of responsibilities for achieving the same
- Record showing regular tracking of implementation of the development plans
- Minutes of the SMC meetings held
- Circulars sent out to all stakeholders seeking their suggestions on improving the current practices and processes in the school
- Record showing the appraisal process of teachers in the school, including self-assessment by teachers, peer assessment, School Head/ in- charge assessment, discussions held and feedback of improvements agreed upon thereafter
- Availability of curricular standards and expected outcomes for every subject with every teacher (as recorded in lesson plans)
- Reports on learners' progress in various areas on a monthly basis
- Records by teachers of all the parent-teacher meetings held, teachers' comments about each learner's performance and the points that emerged during discussions with the parents





Evidences
School
Needs to
Create

The school can create evidences using following devices/ techniques:

- Records of classroom and school observation by the School Head in relation to school resources, teaching-learning process, classroom management
- Records of feedback given to the teachers on their performance

Innovation (s)



Response Matrix

School Leadership and Management

Core Standard	Level 1	Level 2	Level 3
Building Vision and Setting Direction			
Leading Change and Improvement			
Leading Teaching-learning			
Leading Management of School			

Planning for Improvement

Core Standard	Level	Area of Improvement	Prioritize Area of Improvement			Proposed Action	Timeline (Put a tick mark (✓) on appropriate year)		
			L	M	H		Y-1	Y-2	Y-3
Building Vision and Setting Direction									
Leading Change and Improvement									
Leading Teaching-learning									
Leading Management of School									

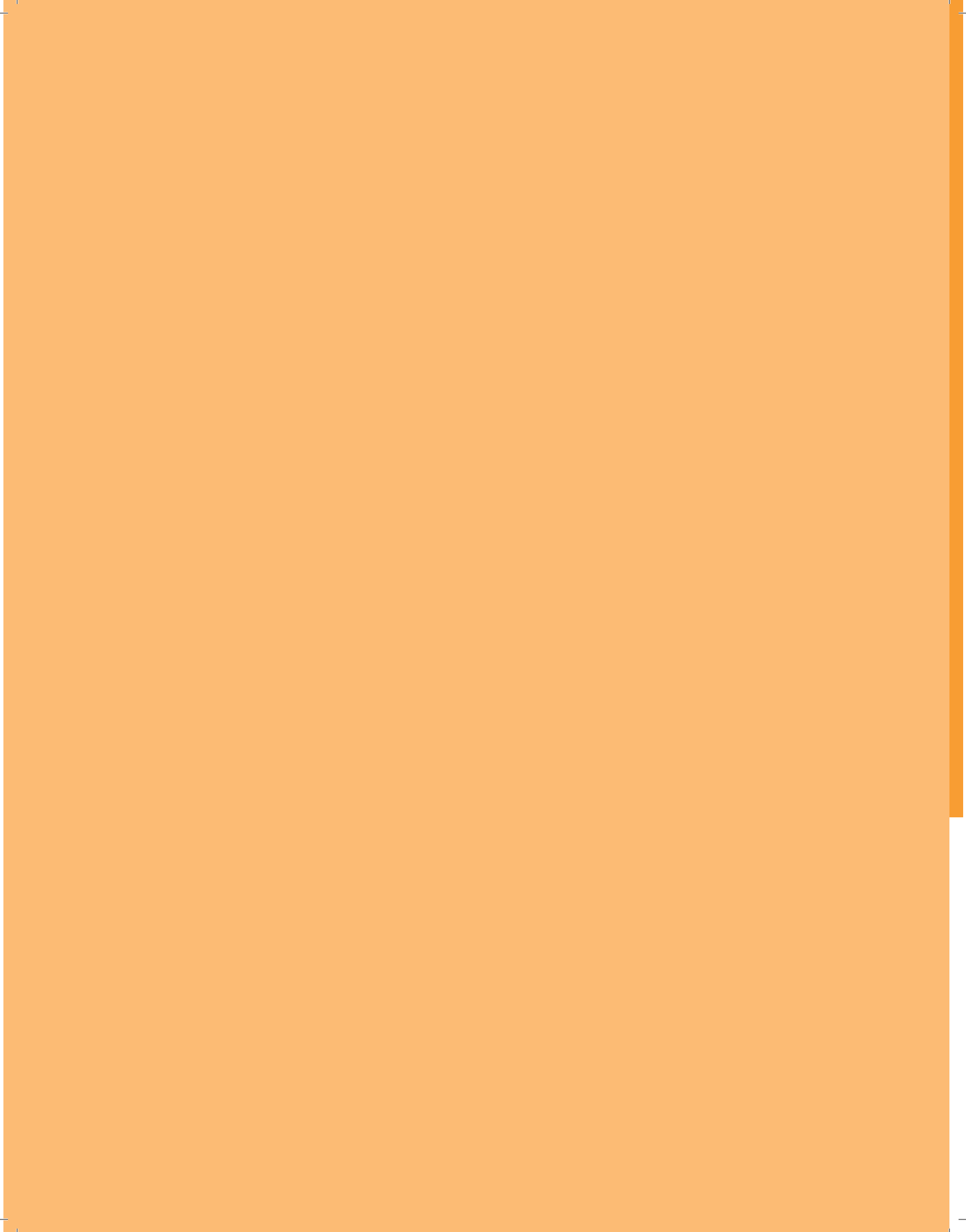
L-low, M- Medium, H-High, Y-1 for Year-1, Y-2 for Year-2 and Y-3 for Year-3

Key Domain VI



**Inclusion, Health
and Safety**





KEY DOMAIN VI

Inclusion, Health and Safety

About the Key Domain

The idea that 'all children can learn' forms the underlying basis for 'universalization' of education. The RTE Act further lends credibility to this notion that all children can learn irrespective of their gender, caste, socio-economic background, etc. This necessitates inclusion of children with diverse backgrounds into the ambit of schooling. Inclusion not only means 'including all', but also providing equal opportunity to every child, thereby following the principles of equity. Furthermore, including all children in equitable ways demands the creation of a safe and healthy environment that ensures the physical and emotional well-being of all learners. This domain therefore highlights the Core Standards related to health, hygiene, physical and psychological safety in the school. It also looks at an all pervading inclusive environment for each stakeholder- teacher, parent and the larger community.



Reflective Prompts

- Q1.** What does the school understand by the term inclusion?
- Q2.** How does the school build an environment of physical and emotional safety for all?
- Q3.** What are the steps taken by the school to ensure good health and hygiene?
- Q4.** What does the school do to prepare itself for disaster management?
- Q5.** How does the school ensure safety of its students outside the school premises?
- Q6.** What does the school do to prepare itself for disaster management?

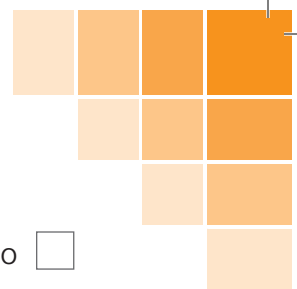
Factual Information

(School may response for more than one option in a question, if required)

1. Number of learners:
 - a. boys _____
 - b. girls _____
 - c. other _____
2. Number of learners of different categories enrolled in the school:
 - a. SC _____
 - b. ST _____
 - c. OBC _____
 - d. BPL/ EWS _____
 - e. GEN _____
 - f. CWSN _____
3. a) Number of CWSN in different categories enrolled in the school:

b) Number of CWSN in different categories getting aids and appliances:
4. Number of learners given scholarships in the following categories:
 - a. CWSN _____
 - b. BPL/ EWS _____
 - c. SC _____
 - d. OBC _____
 - e. Girls _____
 - f. ST _____





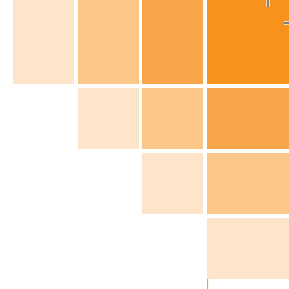
5. i. Are resource persons available for CWSN? Yes No
- ii. Areas in which programs have been organized for learners:
- a. first-aid
 - b. adolescent/ sex education
 - c. substance abuse
 - d. safety mock drills
 - e. road safety/ traffic regulation programme
6. Do you have evacuation plans in the event of fire, earthquake, flood, landscaping, etc.? Yes No
7. List the committees, if any, dealing with sexual harassment or abuse:
- _____
8. Has the school arranged for any counselling session for students? Yes No
9. a. Number of learners who have undergone medical/ health check-up last year
- _____
- b. List the items covered in health checkups:
- _____
- c. Number of camps arranged by the school last year:
- i. medical/ health _____
 - ii. HB check-up camp _____
 - iii. road safety awareness programme _____
 - iv. health, hygiene & sanitation awareness camp _____
- d. i. Number of times health practitioner invited for medical/ health camp _____
- ii. Give the details of the practitioner(s) _____
- _____





Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Inclusive Culture	School ensures that no child is denied admission on the basis of caste, gender, language, economic status, disability, etc.; convinces parents of diverse backgrounds to send their children regularly to the school	Teachers maintain equity among children, parents, peers and other staff on the basis of caste, gender, socio-economic background, etc. during classroom tasks, activities, seating arrangement, etc.; give special attention to girls and disadvantaged groups to promote equity	School responds to the needs of all children with varying abilities and backgrounds; values and ensures participation of all children, irrespective of their different physical, emotional and learning abilities; encourages parents from diverse backgrounds to actively participate in SMC/SDMC meetings and other school activities
Inclusion of Children With Special Needs (CWSN)	Teachers are aware of children with visible disabilities; school maintains records of the same; extends support for activities for which funds and resources are provisioned and documents the same	School is aware of Persons with Disabilities Act; leverages the support of available resource person to identify and support CWSN; teachers attempt to attend to their needs with special aids and curricular material; follow curriculum for CWSN with minor adaptations like making small changes in learning content, using appropriate learning approach and assessment methods; ensure CWSN are learning as per the targets mutually agreed upon with the parents	School involves the community and local NGOs in the identification and subsequent support needed for CWSN; monitors and documents the progress of CWSN regularly; includes CWSN in general classrooms with the rest of the class; builds teacher capacity for the same through training; teachers share inspirational stories of accomplishments of people with special needs

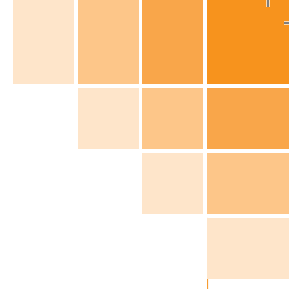
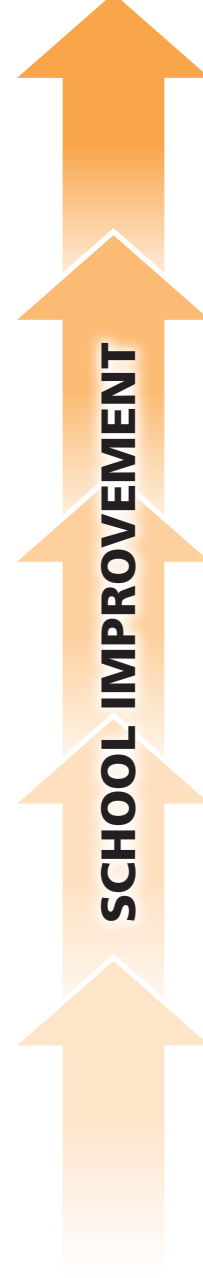
Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Physical Safety	<p>School checks its status of compliance against existing laws on school safety, including road safety norms and safety status of school building; takes measures to ensure safety in the existing school building and additional construction, if any; ensures that the building and its surroundings have necessary safety provisions e.g. displays providing information on safety equipments, emergency exits, emergency contact numbers, first-aid kits, fire-extinguishers, etc.</p>	<p>School ensures safe storage and usage of potentially hazardous materials with special attention to kitchen & laboratories; monitors entry and exit of visitors; undertakes safety drills as mandated; ties up with local agencies for handling emergency situations; makes arrangements for keeping the building safe from rodents, reptiles, stray dogs etc.; allocates responsibility for all safety related activities; identifies accident prone areas and ensures signboards are placed by relevant agencies in the vicinity of the school to prevent accidents; ensures the presence of personnel to regulate traffic during peak hours and in accident prone areas as and where needed</p>	<p>School undertakes awareness-building exercises on disaster management for all stakeholders; has a structured emergency response plan, including communication modes and mechanisms like maintenance contract (for keeping building free from rodents, animals, etc.); reviews such plans and mechanisms regularly; conducts training/seminar/ workshops periodically to sensitize learners on safety measures and precautions ; integrates awareness programmes and safety drills with teaching-learning; checks that transport arrangement is safe for learners; participates in traffic regulation awareness programmes</p>





Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Psychological Safety	School is aware of the policy on child abuse and exploitation; does not allow corporal punishment or verbal abuse	School staff is trained to recognize signs of sexual/ physical/ substance abuse; school creates awareness among children to differentiate between 'good touch' and 'bad touch'; screens all digital/ non-digital learning material for objectionable content; ensures no child is left alone in isolated/ dark places; also ensures that there is no adverse psychological impact on children due to work overload by spacing out assignments, assessments, etc.; has a mechanism to address complaints and grievances of children and parents; undertakes background checks of all adults working in the school	School adopts a structured approach to ensure emotional safety of all children which includes awareness building through dialogue and discussion, programs on child abuse, sex and adolescent education, regular one-on-one counseling sessions, dialogue to resolve complaints and grievances; checks the implementation of the policy on emotional safety and reviews the same on a regular basis; conducts counseling sessions for children and parents to ease out child anxieties related to curricular overload and pressure of performance, thereby helping children develop coping mechanisms; regular career counseling sessions are also held for appropriate age groups

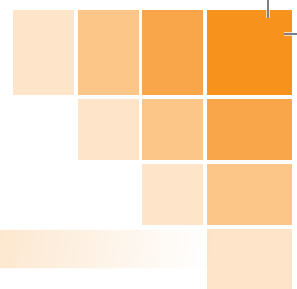
Core Standard	Descriptor		
Health and Hygiene	Level-1 School occasionally checks cleanliness and sanitation of its premises and the personal hygiene of children; provides dustbin for waste; records height and weight measurements of all children	Level-2 School has a policy on health, hygiene and sanitation; continuously ensures cleanliness and sanitation of all its facilities, the quality of the Mid Day Meal and the personal hygiene of children through regular checks and drives; undertakes appropriate measures for waste disposal; initiates awareness building programs; creates growth charts of children to check status of their health; facilitates regular primary health checks (including dental and eye checkup)	Level-3 School and SMC together monitor cleanliness, sanitation in the school and the personal hygiene of children; conduct orientation programs/ workshops on health, hygiene and sanitation for parents/ guardians; invite health practitioners for such events; advise parents/ guardians about health related problems noticed in the school; arrange for professional medical advice for children engaged in substance abuse



Sources of Evidence

<p>Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)</p>	<ul style="list-style-type: none"> ➤ RMSA Framework: Chapter-IV (pp.22-28), VI (pp.42- 47) (http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf) ➤ SSA Framework: Chapter-III (pp.23- 53) (http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf) ➤ NCF-2005: Chapter-IV (pp.78-100) (http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf) ➤ RTE Act-2009: Chapter-II (clause 3 at p.3), IV (clause 17 at p.6), VI (clause 31 at p.9) (http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf) ➤ Swachh Bharat Swachh Vidyalaya, 2014 (pp.1- 45) (http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Eng_Swachch-Bharat-Swachch-Vidhalaya.pdf) ➤ School Safety, National Disaster Management Division (http://www.ndmindia.nic.in/School%20Safety%20Draft_Series1.0.pdf)
<p>Supportive Evidence Available in the School</p>	<ul style="list-style-type: none"> ➤ Records of admission of children with details of their background ➤ List of projects related to health, hygiene and inclusion ➤ List of the requirements of CWSN as identified by the teachers ➤ Record of curricular material, aids and appliances available and required for CWSN ➤ List of tasks, activities and programs in which parents were involved in the school ➤ Samples school displays on sensitive, health and safety issues like child abuse, 'good touch', 'bad touch', etc. ➤ Response plans for emergency in the school ➤ Mechanism for receiving the complaints and grievance of learners and parents; availability of complaint box in the school ➤ Records of one to one counselling sessions for learner ➤ Records of health checkups of children ➤ Records of measures undertaken for building safety ➤ Records of cleanliness checks ➤ Records of programmes building awareness on safety, health and hygiene
<p>Evidences School Needs to Create</p>	<p>The school can create evidences using following devices/ techniques:</p> <ul style="list-style-type: none"> ➤ Observation of school in relation to health, hygiene and inclusion ➤ Interaction with parents, learners, community to cater the needs of all children





Innovation (s)



Response Matrix

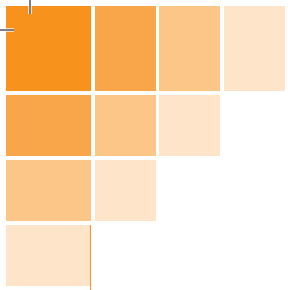
Inclusion, Health and Safety

Core Standard	Level 1	Level 2	Level 3
Inclusive Culture			
Inclusion of Children With Special Needs (CWSN)			
Physical Safety			
Psychological Safety			
Health and Hygiene			

Planning for Improvement

Core Standard	Level	Area of Improvement	Prioritize Area of Improvement			Proposed Action	Timeline (Put a tick mark (✓) on appropriate year)		
			L	M	H		Y-1	Y-2	Y-3
Inclusive Culture									
Inclusion of Children With Special Needs (CWSN)									
Physical Safety									
Psychological Safety									
Health and Hygiene									

L-low, M- Medium, H-High, Y-1 for Year-1, Y-2 for Year-2 and Y-3 for Year-3

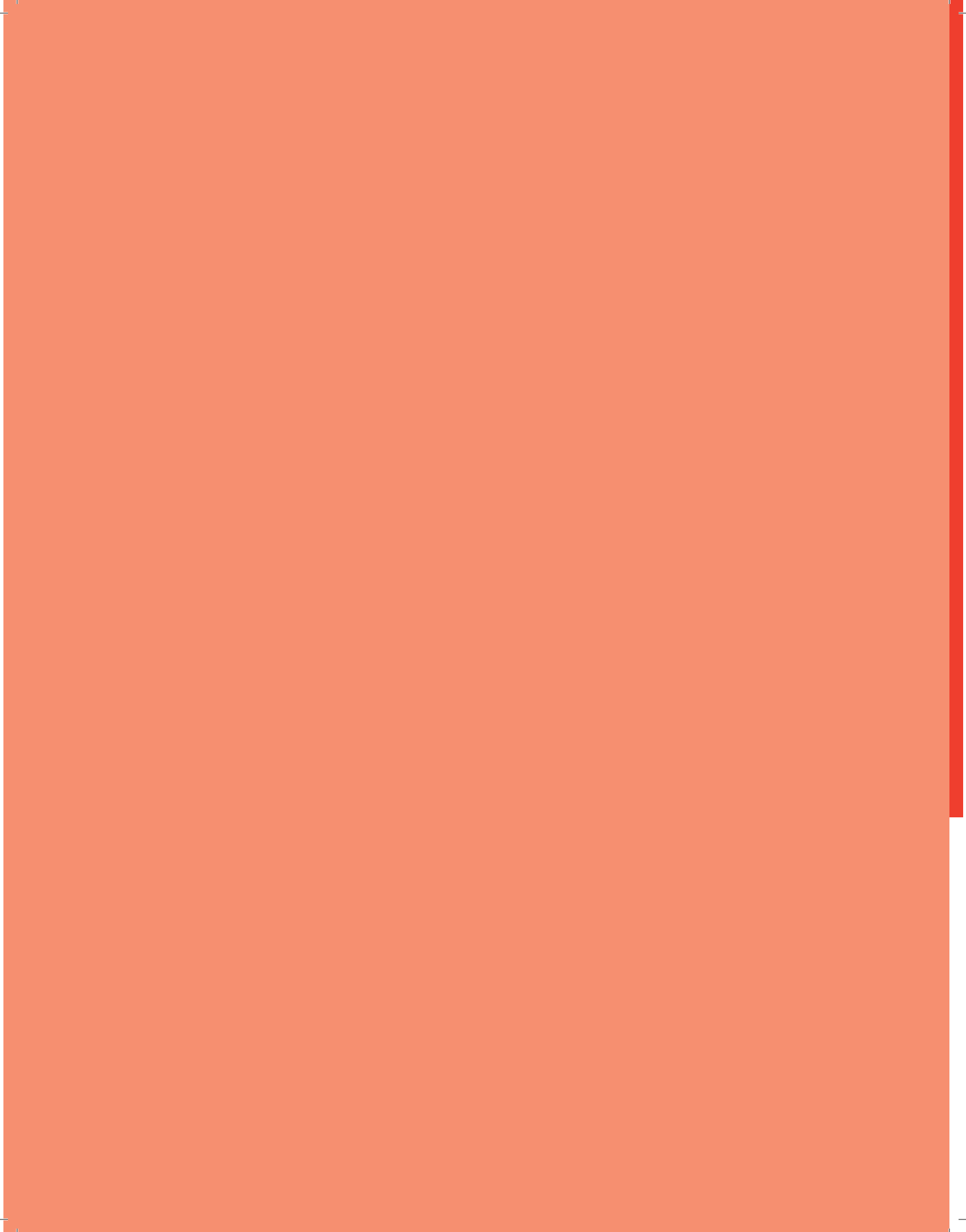


Key Domain VII



Productive Community Participation





KEY DOMAIN **VII**

Productive Community Participation

About the Key Domain

The term 'community' refers to members of the school management committee, teachers, learners, parents/ guardians, local residents, associated cultural organizations and NGOs. Working together with community members is critical to school development. The school needs the support of the community for achieving its objectives and providing quality education to its learners. The active engagement of the school with the community ensures optimal utilization of the school resources, holistic development of learners and better management of the school. The school, therefore, needs to establish a meaningful relationship with the community which could benefit both the school and the community. The SMC/ SDMC have been constituted in every school to participate in school management in the areas of planning, implementation, resource mobilization and monitoring. It also plays a major role in improving enrolment, retention, teaching-learning and learning outcomes.



Reflective Prompts

- Q1.** How does the community/ SMC/ SDMC contribute to school planning and management?
- Q2.** What role does the community/ SMC/ SDMC play in improving teaching-learning processes and learning outcomes in the school?
- Q3.** What linkages has the school established with the community?
- Q4.** In what ways does the school mobilize community resources for its development?
- Q5.** In what manner does the community mobilize resources for school development?

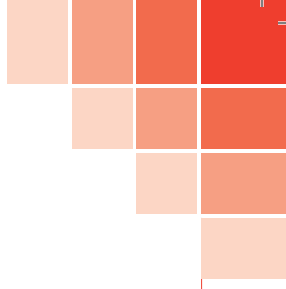
Factual Information

(School may response for more than one option in a question, if required)

1. Number of members of SMC/ SDMC: _____
2. Composition of SMC/ SDMC:
(Provide number of representatives for each category in given box)
a. parents _____ b. teachers _____ c. women _____
d. minorities _____ e. local authorities _____ f. SC/ ST _____
3. Number of meetings organized during the last academic year: _____
4. Average attendance in the meetings organized during the last academic year: _____
5. Number of SMC/ SDMC members who have received training: _____
6. Activities/ areas in which SMC/ SDMC provided support to school last year:

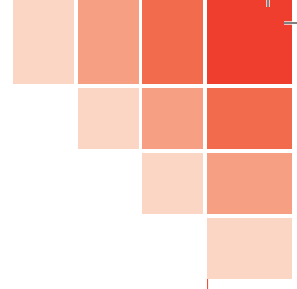
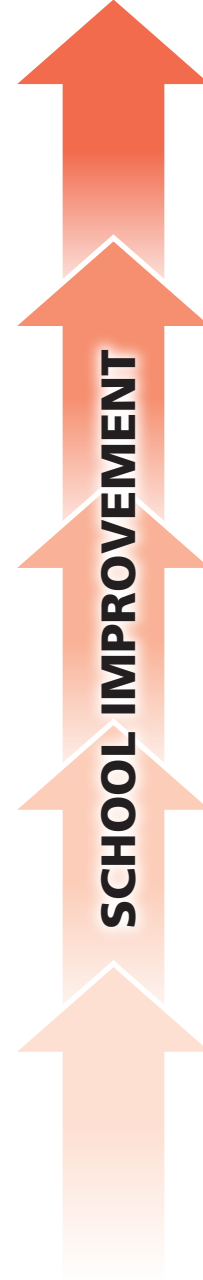


Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Organization and Management of SMC/ SDMC	Meetings are organized without a pre-determined agenda; only a few members attend the meetings; SMC/ SDMC takes decisions largely in the areas of finance and infrastructure	Meetings are organized as per the mandate with prior notice and fixed agenda; most members attend the meetings and participate in the discussions; SMC/ SDMC also take decisions on issues other than finance and infrastructure	The SMC/ SDMC meetings are organized regularly and additionally when the need arises; identified issues and plans to resolve the same are discussed; the SMC/ SDMC also facilitates, monitors and reviews the implementation of the decisions
Role in School Improvement	SMC/ SDMC is aware of the provisions of the RTE Act-2009 as well as SSA/ RMSA provisions relating to school; School Development Plan(SDP) is shared at the SMC/ SDMC meetings	SMC/ SDMC facilitates implementation and ensures compliance with RTE Act-2009 as well as SSA/ RMSA provisions; suggests activities that require immediate attention in the SDP; shares information related to RTE Act-2009 as well as SSA/ RMSA with the community	SMC/ SDMC participates in the school evaluation process; helps identify and prioritize development needs; jointly prepares the SDP with the teachers and monitors its implementation for holistic development



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
School - Community Linkages	Parents and community members are invited to school functions; school informs parents about the facilities available in the school and challenges currently faced	School interacts with the community and discusses the issues relating to the socio-economic background, enrolment, attendance, etc. of learners; SMC mobilizes resources for maintenance of the school and for improving its facilities; school and community jointly organize functions within the school and in the community	School and community jointly assess the needs of the school; identify available resources, plan and optimally use them for the development of the school; school and community reach out to other sources such as NGOs, corporate bodies, alumni, etc. to mobilize resources
Community as Learning Resource	School uses available help from the community to organise visits to institutions/ places of interest in the vicinity of the school	School takes initiatives to develop understanding among learners about the culture, oral history and traditional knowledge (folk songs, art and craft, agricultural practices, etc.) of the community; displays the photographs and pictures of renowned people and important places and features of the community; invites local artisans and craftsmen to interact with learners	School integrates local community knowledge and skills in the teaching-learning of different subjects and classes in a planned and organised manner; uses community/ village as a learning environment for learner to develop specific vocational skills

Core Standard	Descriptor			
Empowering Community	Level-1	SMC identifies additional resources required for the implementation of SDP and potential sources for procuring the same	Level-2	SMC mobilizes resources for maintenance of the school and for improving its facilities; school and community jointly organize functions within the school and in the community
	Level-3	School and community reach out to other sources such as NGOs, corporate bodies, alumni, etc. to mobilise resources; school organizes/ undertakes activities for the benefit of the community like cleanliness drive, literacy campaigns, awareness against gender and social discriminations, etc.; actively initiates online platforms for sharing of good practices relating to community participation in schools		



Sources of Evidence

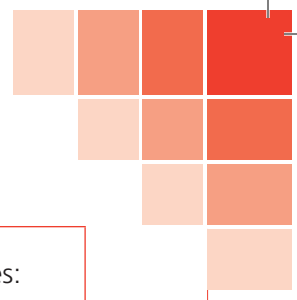
Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- SSA Framework for Implementation: Chapter-V (pp.83-91), Chapter-IX (p.137-139)
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf)
- Framework for Implementation of RMSA: Chapter-II (p.7), Chapter-IV (p.65, p.79), Chapter-VI (pp.43-45) & Chapter-VII (pp.53-57)
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- NCF-2005: Chapter-II (pp.30-34) Chapter-IV (pp.88-89)
(NCF-2005: <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)
- RTE Act-2009: Chapter-III (clause 10 at p.5), Chapter-IV (clause 21, 22 at p.7) & Chapter-VII (clause 35, 38 at pp.10-11)
(<http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf>)

Supportive Evidence Available in the School

- SMC/ SDMC Register/s containing the following components:
 - Formation of SMC/ SDMC with the list of members
 - Agenda and minutes of meetings
 - Member attendance
 - Follow-up decisions taken and review of work done since last meeting
 - Discussions for creating SDP
 - SMC/ SDMC participation in school evaluation, monitoring and implementation of plans
- Mode of communication to the SMC/ SDMC members for attending the meeting i.e. prior notice
- Teaching-learning plans indicating community participation
- Community support in improving school facilities i.e. levelling the play ground, compound wall, drinking water, ICT facilities, library, school garden, etc.
- Sharing community stories, local arts, folk songs, music, art, craft, agriculture practices, local histories by the village elders on specified days at the time of teachers on leave
- Visits organised to the places, community institutions i.e. *Gram Panchayat*, Post Office and agriculture fields as learning resources and individuals





Evidences
School
needs to
create

The school can create evidences using following devices / techniques:

- Surveys conducted on enrolment at the beginning of the academic year
- Programmes in which schools and community participated
- Incorporated suggestions received from the community
- Support in terms of donations/ contributions in kind/ help received from the community, Panchayat office, etc.

Innovation (s)



Response Matrix

Productive Community Participation

Core Standard	Level 1	Level 2	Level 3
Organization and Management of SMC/ SDMC			
Role in School Improvement			
School-Community Linkages			
Community as Learning Resource			
Empowering Community			

Planning for Improvement

Core Standard	Level	Area of Improvement	Prioritize Area of Improvement			Proposed Action	Timeline (Put a tick mark (✓) on appropriate year)		
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Role in School Improvement									
School-Community Linkages									
Community as Learning Resource									
Empowering Community									

L-low, M- Medium, H-High, Y-1 for Year-1, Y-2 for Year-2 and Y-3 for Year-3

