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| 1 | School Leadership and Management Team | |
| 1.1 | School Leader creates a Vision and Development Plan for the school. | |
| | The vision and School Development Plan is prepared with inputs from all stakeholders. | The School Development Plan is comprehensive (covering all aspects of academics, non-academics and school operations) and has clearly defined responsibilities and targets. It is reviewed quarterly and modified annually. |
| 1.2 | School invests in building capacity of the leadership team. | |
| | The leadership team undergoes a minimum of 10 days/60 hours of capacity building sessions annually. | |
| 1.3 | School Leader ensures training, development and performance management for every teacher. | |
| | Teachers undergo a minimum 6 days/40 hours of capacity building workshops annually, aimed at improving their subject knowledge and pedagogy. | Trainings are provided based on Training Need Assessment of the teachers. |
| | Each teacher is observed and given feedback on his/her teaching practices (frequency determined by Principal or at least once a quarter). Feedback for each teacher is taken from students and parents periodically. | |
| | Performance Appraisal structure is shared with the entire staff at the commencement of the academic year. | Performance based monetary and/or non-monetary incentives are provided. |
| 1.4 | School Leadership and management are committed towards ensuring sustainability and transparency. | |
| | Financial statements are annually audited and shared with relevant stakeholders. | Financial performance and sustainability indicators are periodically monitored. |
| 2 | Teaching and Learning Practices | |
| 2.1 | School follows a holistic curriculum to guide teaching and learning. | |
| | School follows a standardised academic curriculum (CBSE/ICSE/State Board etc.) | School undertakes a minimum of 1hr per day of varied co-curricular activities (example playtime, art, music etc) for each class. |
| | School follows a curriculum (integrated or otherwise) to provide computer & digital education, develop 21st century skills and inculcate values in students. | |
| 2.2 | Pupil-Teacher ratio (PTR) in classrooms should enable effective teaching-learning. | |
| | School has a PTR of - (variation of +5 is acceptable in 50% of classes) Pre-primary=25:1, Primary (G1-5)=30:1, Middle and Secondary (G6-12)=40:1 | All teachers get 1 free period per day. |
| 2.3 | Teachers employ effective teaching practices in classrooms. | |
| | Teachers practise daily and long-term lesson planning, with scope to make appropriate changes in the lesson plan based on assessment of the students' understanding. | Learning aids, experiential activities, group activities and other techniques are used to enhance learning. |
| | Teachers encourage classroom discussions and questions to improve understanding. Teachers continuously ask questions to assess the understanding of the students and improve engagement. | Teachers ensure that all students are attentive and participate in the activities and discussions with greater attention to slow learners and students with disabilities. |
| 3 | Students' attainment and development | |
| 3.1 | Academic Outcomes | |
| | 70% of students in Class 5, Class 8, Class 10 and Class 12 achieve a mastery of >80% in grade level learning outcomes as prescribed by the National Curriculum Framework. | |

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| 3.2 | Co-curricular Outcomes | |
| | School emphasises, measures and recognises display of values and desirable personal traits and achievement of 21st century skills. | Session on various career paths is held annually to develop awareness about different career options. |
| 4 | School Infrastructure | |
| 4.1 | Safety and Emotional well-being of the child | |
| | School has developed a policy which prohibits a child being subjected to physical punishment or mental harassment and allows for action to be taken in case of non-compliance. | |
| | School provides counselling facilities to help children cope up with physical and mental harassment issues. | Entry, exit points and school premises are under surveillance. |
| | Walls and staircases are built properly. Access to under-construction or dangerous areas within the school is restricted. | There is prominent signage immediately outside the school and the school is not located near activities unsuitable for children. |
| 4.2 | Hygiene and Health | |
| | Common areas and toilets are cleaned twice every day. Classrooms are cleaned once a day. | There are clean, usable and separate toilets for boys, girls and staff with continuous water supply. There should be at least one toilet for every 80 students. |
| | Handwash facilities with water and soap are available and accessible to students and teachers. | Clean drinking water is available and accessible to students and teachers. |
| 4.3 | General | |
| | School provides a child-friendly, attractive and enabling physical environment for students that encourage learning. | Classrooms have space for teachers and students (at least 6 sqft per child) to move around without discomfort. |
| | Classrooms have good ventilation and light. Furnitures for students and teachers should be appropriate for seating for long hours. | School makes age-appropriate reading materials available to students, either through well-maintained library or otherwise. |
| | School has a play area (indoor/outdoor) for children. | Awareness building exercises are undertaken to orient students & staff on personal safety, health, hygiene and disaster management. |
| 5 | Parent Engagement | |
| 5.1 | Parent Teacher Meetings | |
| | School conducts a minimum of 3 PTMs (Parent Teacher Meeting) in a year. | |
| | Teachers discuss student's performance data and overall wellbeing of the child with parents. Teachers also discuss ways in which parents can support their child's education. | School has an active QDC (Quality Development Committee) which has representation from parents of enrolled students. The QDC could have independent members like social workers from NGOs. |
| 5.2 | Awareness sessions for parents | |
| | School conducts a minimum of 2 awareness sessions (on topics like nutrition, hygiene, child wellbeing etc) for parents every year and invites them for school events and functions. | |
| 5.3 | Grievance Redressal Mechanism | |
| | In addition to routine communication modes, school has installed Complaints box and set up a Committee (QDC) for grievance redressal. | Parents are aware of various channels (contact number of school, Principal, Class Teacher, visit to school, student diary, complaints box, QDC) available to them. |