

<b>1</b>	<b>School Leadership and Management Team</b>	
<b>1.1</b>	<b>School Leader creates a Vision and Development Plan for the school.</b>	
	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.
<b>1.2</b>	<b>School invests in building capacity of the leadership team.</b>	
	The leadership team undergoes a minimum of 10 days/60 hours of capacity building sessions annually.	
<b>1.3</b>	<b>School Leader ensures training, development and performance management for every teacher.</b>	
	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.
<b>1.4</b>	<b>School Leadership and management are committed towards ensuring sustainability and transparency.</b>	
	Financial statements are audited annually.	Financial performance and sustainability indicators are periodically monitored.
<b>2</b>	<b>Teaching and Learning Practices</b>	
<b>2.1</b>	<b>School follows a holistic curriculum to guide teaching and learning.</b>	
	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.	
<b>2.2</b>	<b>Pupil-Teacher ratio (PTR) in classrooms should enable effective teaching-learning.</b>	
	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.
<b>2.3</b>	<b>Teachers employ effective teaching practices in classrooms.</b>	
	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.
<b>3</b>	<b>Students' attainment and development</b>	
<b>3.1</b>	<b>Academic Outcomes</b>	
	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.	

<b>3.2</b>	<b>Co-curricular Outcomes</b>	
	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.
<b>4</b>	<b>School Infrastructure</b>	
<b>4.1</b>	<b>Safety and Emotional well-being of the child</b>	
	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.
<b>4.2</b>	<b>Hygiene and Health</b>	
	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.
<b>4.3</b>	<b>General</b>	
	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.
<b>5</b>	<b>Parent Engagement</b>	
<b>5.1</b>	<b>Parent Teacher Meetings</b>	
	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.
<b>5.2</b>	<b>Awareness sessions for parents</b>	
	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.	
<b>5.3</b>	<b>Grievance Redressal Mechanism</b>	
	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.