



## Goa – School Quality Assessment and Accreditation Framework (G – SQAAF)

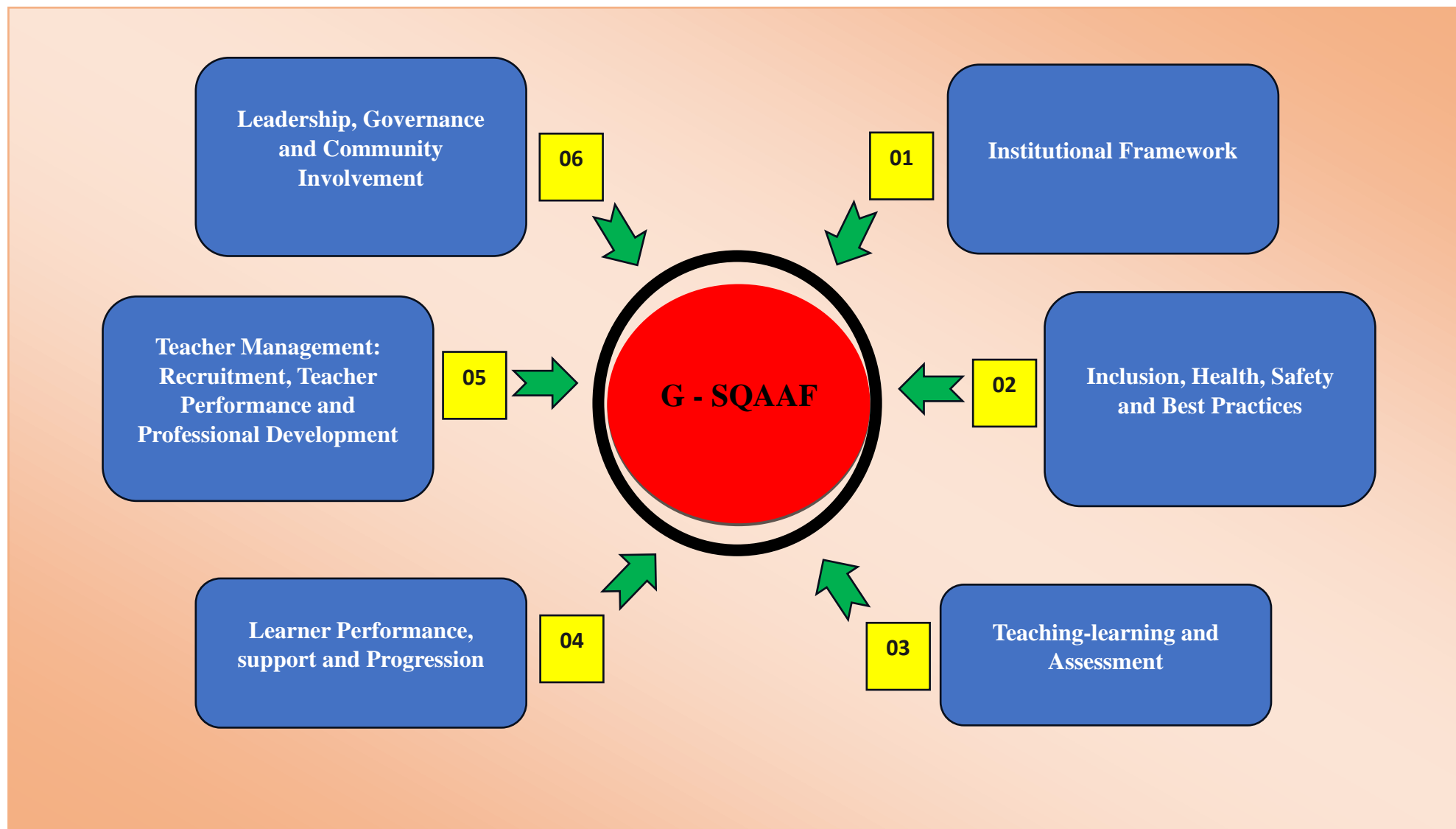
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# Goa State Quality Assessment and Accreditation Framework (G-SQAAF)

## 1. Background of G-SQAAF

### 1.1 Introduction

Assessment and accreditation of schools is a process designed to ensure that schools meet certain standards of quality and effectiveness. This process involves evaluating various aspects of a school's operations and outcomes to certify that it provides a high-quality education to its students. As schools get accredited, they assure stakeholders that accountability, fostering excellence and enhancing the school's reputation is at its heart.

The purpose of a School Quality Assessment and Accreditation Framework (SQAA Framework) is multifaceted and aims to enhance the overall effectiveness, accountability and quality of schools. Here are some key purposes:

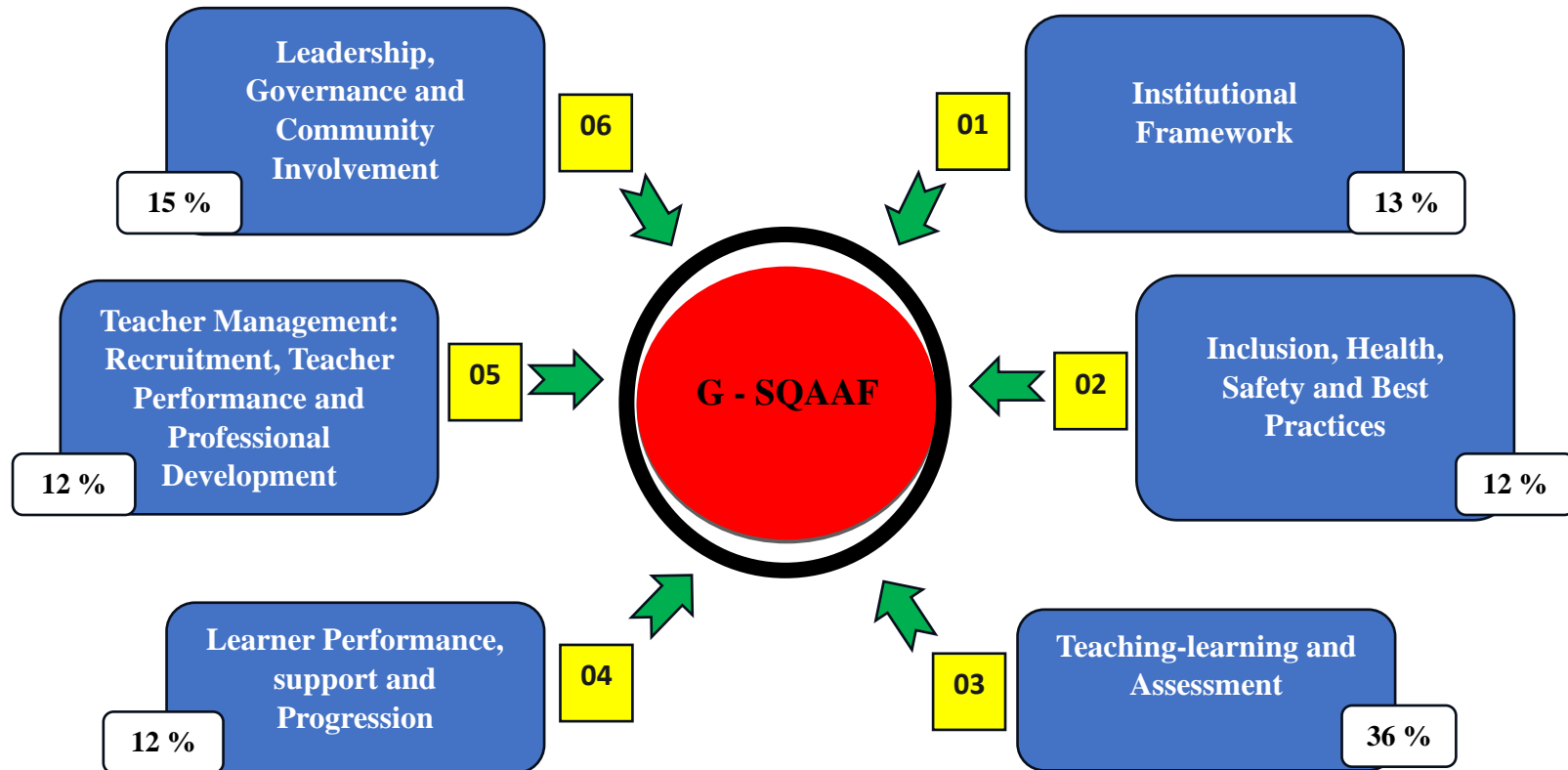
1. **Quality Assurance:** Ensures that schools meet predefined standards and benchmarks, providing a consistent quality of education across various schools.
2. **Continuous Improvement:** Encourages schools to engage in continuous self-assessment and improvement, thus fostering an environment of on-going development and excellence.
3. **Accountability:** Holds schools accountable to stakeholders, including students, parents, and governing bodies. This ensures transparency in educational practices and outcomes.
4. **Standardization:** Promotes uniformity in educational practices and policies, facilitating comparability and consistency across different schools in the State of Goa..

5. **Stakeholder Confidence:** Builds trust and confidence among parents, students, and the community in the school's ability to provide quality education.
6. **Resource Allocation:** Assists in the efficient allocation of resources by identifying areas of need and directing funding and support to where it is most required based on data driven decision making.
7. **Policy Formulation:** Informs policymakers at the State level about the effectiveness of educational programmes, practices and initiatives, thus guiding future educational reforms and policies.
8. **Professional Development:** Identifies areas where teachers and non-teaching staff may require additional training and support, promoting professional growth and enhancing teaching quality.
9. **Student Outcomes:** Focuses on improving student performance and outcomes by ensuring that the educational environment is conducive to learning and development for all kinds of learners.
10. **Innovation and Best Practices:** Encourages the adoption of innovative teaching methods and the sharing of best practices among schools, fostering a culture of excellence and creativity.

Based on the key purposes stated above, the Goa State Quality Assessment and Accreditation Framework hereinafter referred to as **G-SQAAF** is designed by the State Council of Educational Research and Training, Government of Goa. G-SQAAF is founded on **six** Cardinal Core Areas which are known as **Key Performance Areas**, abbreviated as **KPAs**. The KPAs are:

01. Institutional Framework
02. Inclusion, Health, Safety and Best Practices
03. Teaching-learning and Assessment
04. Learner Performance, Support and Progression
05. Teacher Management: Recruitment, Teacher Performance and Professional Development
06. Leadership, Governance and Community Involvement

The diagrammatic representation of Goa – School Quality Assessment and Accreditation Framework is presented in figure 01 below.



**Figure 01: Goa – School Quality Assessment and Accreditation Framework**

## 1.2 Vision, Mission and Objectives of G – SQAAF

### VISION

G - SQAAF aims to ensure that all schools operate within a robust **Institutional Framework** that supports sustainable development and continuous improvement in the six Key Performance Areas.

### MISSION

To enhance educational outcomes and foster continuous improvement in schools through comprehensive assessment and accreditation. G – SQAAF commits to:

1. To set clear, high standards for academic performance, school governance, student and staff well-being.
2. Conduct a thorough, objective assessment based on verifiable evidences across KPAs.
3. Provide constructive feedback and strategies to support schools in their steps towards quality.

4. Promote accountability in education in the State.
5. Empower schools to become self-starters as the G – SQAAP places autonomy in the hands of a school for quality and excellence.
6. Stimulate schools to embrace a culture of openness, transparency and objectivity in self-assessment and external assessment.

## OBJECTIVES

1. Inspire schools to to formulate various guidelines to lead its functioning in addition to those mandated by National and State level agencies/bodies.
2. Create academic support systems that facilitate empowered learning through active engagement in varied learning spaces.
3. Promote an inclusive culture for students and staff as well as their health by maintaining safety standards and procedures
4. Accelerate learning by embedding it in the ***India Knowledge System*** which will help students to understand the ***why*** and ***how*** of learning.
5. Integrate technology to support learning assessment as well as administration so as to support objective decision making.
6. Create mechanisms for students to thrive and excel along their academic and vocational journey.
7. Re-focus on teacher quality, teacher management, teacher upgradation through a thorough needs assessment and stringently curated materials and courses.
8. Establish professional learning communities (PLCs) that enable sharing of knowledge, skills, ideas and innovations.
9. Recognise the need for effective and efficient leadership to turn-around schools towards quality education, developing a vibrant school culture and overall student achievement.
10. Encourage the PTAs/SMCs and civil society organisation to partner with the school in its walk towards achieving the goals of Viksit Bharat 2047

### 1.3 Uniqueness of G – SQAAF

1. It contains significant Key Performance Areas (KPA) indicated as pillars in NEP 2020 in different sections of the policy document.
2. It is ambitious in design and futuristic considering its usability and validity vis-à-vis international experiences, research and processes.
3. It allows scope for schools to be self-starters, to discover their potentialities, to self-compete and own autonomy for growth of the school.
4. The framework makes use of nomenclature that is, Achievement Level – 1 (AL – 1), Achievement level – 2 (AL – 2) and Achievement level – 3 (AL -3). **Achievement** is a term that shows a *growth trajectory over time* and is *also soothing to the spirit and mind of the school*.
5. Under each Key Performance Indicator (KPI), a set of documents appropriate to the indicator are listed. So, the school can choose from that list as well as provide any other document that fits as evidence within the definition of the KPI to secure an appropriate Achievement that is; Level – 1 (AL – 1), Achievement level – 2 (AL – 2) or Achievement level – 3 (AL -3).
6. The school secures an Achievement Level from 1 to 3 based on the number of documents they submit under each KPI. So, schools know where they stand and what they need to do to achieve AL- 2 and AL - 3
7. G – SQAAF advocates the use of open-source technology and lays emphasis on the use of data management systems for capturing and analysing data which leads to objective and reliable decisions.
8. Every stakeholder becomes a significant and integral component of the school. This facilitates collective responsibility and holistic growth of the school.

### 1.4 Eligibility

All the schools affiliated to the Goa Board of Secondary and Higher Secondary Education (GBS&HSE) and recognised by the Directorate of Education, Government of Goa are eligible to undergo the process of accreditation.

However, the schools (foundational, preparatory, middle and secondary) aspiring to be assessed and accredited have to score a minimum of **50 per cent** on each of the six KPAs.

## 1.5 Overview of Goa – School Quality Assessment and Accreditation Framework (G – SQAAF)

The G - SQAAF is built around Six Key Performance Areas (KPAs), 38 Key Performance Indicators (KPIs) and 49 Benchmark Statements/Standards. Table 01 expresses the organization of the KPAs, KPIs and Benchmark Statements/Standards. Each KPA is further operationalised to have a set of Key Performance Indicators (**KPI's**) under it which clarify the KPA. Based on each KPI, a set of benchmark statements are listed which indicate the extent of achievement of the school on each KPI.

**Table 01: Summary of KPAs, KPIs and Benchmark Statements/Standards**

<b>Sl. No</b>	<b>Key performance Areas (KPA)</b>	<b>Number of Key performance Indicators (KPI)</b>	<b>Number of Benchmark Statements/Standards</b>
01	Institutional Framework	<b>09</b>	<b>09</b>
02	Inclusion, Health, Safety and Best Practices	<b>04</b>	<b>04</b>
03	Teaching-learning and Assessment	<b>13</b>	<b>18</b>
04	Learner Performance, Support and Progression	<b>03</b>	<b>07</b>
05	Teacher Management: Recruitment, Teacher Performance and Professional Development	<b>04</b>	<b>04</b>
06	Leadership, Governance and	<b>05</b>	<b>07</b>

	Community Involvement		
	<b>Total</b>	<b>38</b>	<b>49</b>

The distribution matrix of KPAs, KPIs and Benchmark Statements/Standards is presented in Table 02 below

**Table 02: Distribution Matrix of KPAs, KPIs and Benchmark Statements/Standards**

<b>KPAs</b>	<b>KPIs</b>	<b>Benchmark Statements/Standards</b>
<b>KPA - 1</b>	<b>Institutional Framework</b>	
KPI - 01	Organizational Structure	Hierarchy, roles, responsibilities and committees within the school
KPI - 02	Staffing	Staff employed in the school
KPI - 03	Guidelines and Procedures	Refers to the fundamental components of a school's governance framework that provide guidance, structure, and consistency in decision-making and operations
KPI - 04	Academic Support Systems	Variety of resources designed to assist students in achieving their academic goals (Library, Science Laboratory, Mathematics Laboratory, Learning Centres, STEAM Laboratory, Innovation Mentors etc)
KPI - 05	Physical Infrastructure	Tangible assets and structures necessary to support the functioning of the school (to be fetched from the GBS&HSE portal)
KPI - 06	Technological Infrastructure	The systems, networks, and technologies that support the operation and communication of information and data within the school.
KPI - 07	Training and Capacity Building Calendar	Enhance knowledge, skills, competencies, and effectiveness in delivering quality services in the school.
KPI - 08	Monitoring and Assessment Mechanism	Monitor progress, evaluate effectiveness and inform decision-making in various aspects of school operations and student learning

KPI - 09	Document Repository	Centralized location or system used to store, organize, manage, and access digital documents and files.
<b>KPA - 2</b>	<b>Inclusion, Health, Safety and Best Practices</b>	
KPI - 10	Inclusive culture	Fostering a supportive environment where all students, regardless of their background, abilities, or identities, feel valued and respected and wanted.
KPI - 11	Health Promotion	Overall well-being and success of students and staff.
KPI - 12	Safety Measures and Procedures	Physical, emotional, and psychological well-being of students, staff, and other stakeholders.
KPI - 13	Best Practices: Methods, Techniques or Processes that are widely recognized as Effective	Strategies and approaches that have been proven effective in promoting student learning, well-being, and overall school success
<b>KPA - 3</b>	<b>Teaching-learning and Assessment</b>	
KPI - 14	Curriculum and Pedagogy	Annual Pedagogical Plan (Yearly Plan), learning is anchored in Indian Knowledge System, school as an innovation hub,
KPI - 15	Vocational Education	Focussed efforts on skill development, entrepreneurship, art and aesthetic education and 'Lok Vidya'
KPI - 16	Setting Learning Outcomes & Competencies	Learning Outcomes refer to what students should know, understand, and be able to do by the end of a learning experience.
		Competencies refer to the combination of knowledge, skills, abilities, and behaviors that enable individuals to perform effectively in a particular role or situation
		Planning for teaching-learning
KPI - 17	Classroom Management	Teachers understanding of Students
		Positive and productive learning environment.

KPI - 18	Development of Cognitive, Affective and Performance Domain	Holistic learning and growth(development of procedural knowledge - NCFSE)
KPI - 19	Differentiated Learning (diversity)	Addressing unique needs, interests and abilities of diverse learners
KPI - 20	Learning Resources (includes Technology integration)	Variety of resources in teaching-learning
		Integration of Technological Resources
KPI - 21	Feedback and Reflection	Teacher as a practitioner supporting students learning
KPI - 22	Parents and Community Involvement	Establishing a system to engage parents effectively in their children's education
		Engaging various stakeholders within the community to support and enhance educational efforts.
KPI - 23	Focus of Assessment	Assessing the domains independent of each other. <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Affective</li> <li>• Performance (psycho-motor</li> </ul>
		Holistic assessment (combined assessment of the three domains).
KPI - 24	Administration of Assessments	Establishing clear procedures and protocols to ensure that assessments are conducted efficiently, fairly, and in accordance with prescribed standards
KPI - 25	Data Analysis	Systematically collecting, organizing, and analysing assessment data to derive meaningful insights into student performance, progress, and areas for improvement
KPI - 26	Decision Making	Gaps, needs and support
<b>KPA - 4</b>	<b>Learner Performance, Support and Progression</b>	
KPI - 27	Learner Engagement	Defining actionable strategies and implementing measures to foster

		active participation, motivation, and involvement in the learning process.
KPI - 28	Mechanisms for Learners to thrive	Personal Development
		Social Development
		Spiritual Development ( <i>Chaitisik Vikas</i> )
		Physical Development ( <i>Sharirik Vikas</i> ) and Development of Life Skills ( <i>Pranik Vikas</i> )– NCFSE
		Annamaya kosha and Pranamaya kosha NCF-FS
		Mental Health and Emotional Development ( <i>Manasik Vikas</i> )  Manomaya kosha
KPI - 29	Advancement of Learners during their Educational Journey	A supportive and dynamic learning environment that fosters continuous growth and development
<b>KPA - 5</b>	<b>Teacher Management: Recruitment, Teacher Performance and Professional Development</b>	
KPI - 30	Qualified and capable individuals to lead Learning	Creating a systematic process to attract, select, and onboard qualified candidates for teaching positions in the school.
KPI - 31	Teacher Effectiveness	Degree to which a teacher's actions and practices positively impact student learning outcomes and academic achievement.
KPI - 32	Teacher Collaboration and Professional Learning Communities	Educational practices aimed at improving teaching quality, student learning outcomes, and overall school effectiveness. NCFSE
KPI - 33	Continuous Professional Development (CPD)	Ongoing process of acquiring new knowledge, skills, and competencies to enhance professional practice and improve job

		performance
<b>KPA - 6</b>	<b>Teacher Management: Recruitment, Teacher Performance and Professional Development</b>	
KPI - 34	Leadership by the Head of the School	Pedagogical Leadership
		Collaborative Leadership
		Administrative Leadership
KPI - 35	Teacher Leadership	Driving school improvement and growth
KPI - 36	Student Leadership	Involvement of students within the school and towards the community.
KPI - 37	School Management Committee/School Managing Committee	Overseeing all aspects of the school so that it functions smoothly and effectively in achieving its educational objectives.
KPI - 38	Parents and Community Leadership (PTA / SMC)	Supporting and enhancing the school initiatives

To understand the interrelationship between KPAs, KPIs and Benchmark Statements/Standards, a block diagram is presented as figure 02 which illustrates the relationship between KPAs, KPIs, Benchmark Statements/Standards and the Achievement Levels abbreviated as AL-1, AL-2 and AL-3. KPA – 4 is considered as an example.

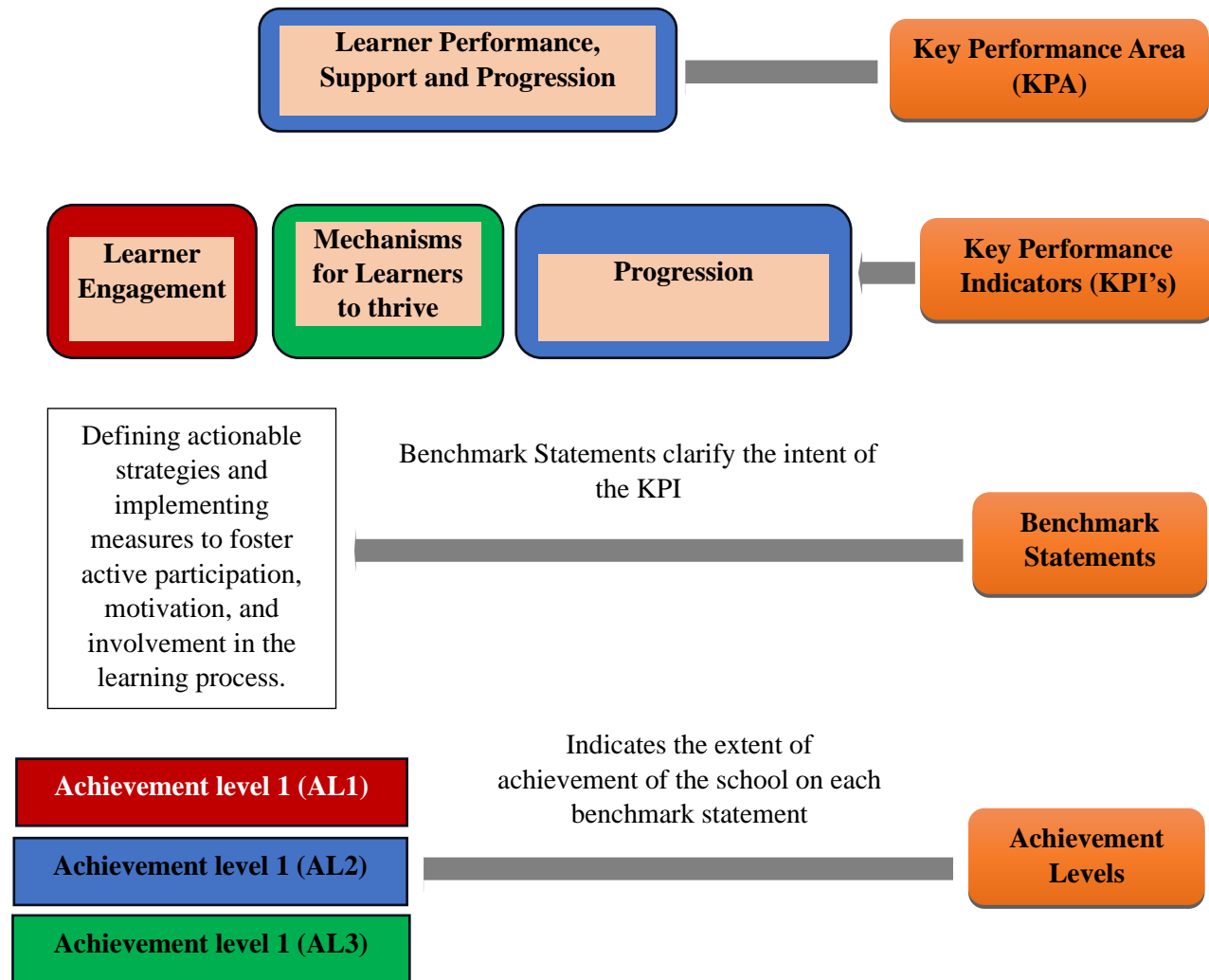


Figure 02: Illustration based on KPA – 4

## 1.6 Weightage Assigned to KPAs

Assigning weightage to key performance areas (KPAs) is crucial in a school quality assessment and accreditation framework. Different frameworks may assign different weightages based on their priorities and focus areas. Below is how weightages are assigned to KPAs in G – SQAAC considering the local context and our commitment to SDG 4.7.

Careful examination of table 03 indicates that the highest weightage of 36 % is assigned to teaching – learning and evaluation, while leadership, governance and community involvement is assigned 15 %. 13 % is assigned to institutional framework which acts as the face of the school.while the remaining three KPAs are assigned 12 % each

**Table 03: Distribution Matrix of KPAs, KPIs and Benchmark Statements/Standards**

Sl. No	Key performance Areas (KPA)	Weightage assigned to KPAs in percentage
01	Institutional Framework	13
02	Inclusion, Health, Safety and Best Practices	12
03	Teaching-learning and Assessment	36
04	Learner Performance, Support and Progression	12
05	Teacher Management: Recruitment, Teacher Performance and Professional Development	12
06	Leadership, Governance and Community Involvement	15
	<b>Total</b>	<b>100</b>

## 2.0 The G – SQA AF

Institutional Framework

01

### Key Performance Indicators (KPIs)

#### Institutional Framework

1. Organizational Structure
2. Staffing
3. Policies and Procedures
4. Academic Support Systems
5. Physical Infrastructure
6. Technological Infrastructure
7. Training and Capacity Building Calendar
8. Monitoring and assessment Mechanism
9. Document Repository

#### KPA –1 (Institutional Framework)

#### Key Performance Indicator (KPI - 01) – Organizational Structure

**Benchmark Statement:** Hierarchy, roles, responsibilities and committees within the school

a	The Vision, Mission and Goals of the school is displayed in a prominent location	Yes <b>1 Point</b> <input type="checkbox"/>	No <input type="checkbox"/>
b	The head of the school, teachers, administrative staff and students are aware of the trajectory (desired future state) of the school.	Fully <b>2 Points</b> <input type="checkbox"/> Partially <b>1 Point</b> <input type="checkbox"/>	
c	Organogram of the school (shows the position of the school	Yes <input type="checkbox"/> <b>1 Point</b>	No <input type="checkbox"/>

[illegible]

<b><i>Includes Regular, Contract, Lecture Basis Teachers and others</i></b>			
<b>a</b>	<b>Administrative Staff</b>		
	100 per cent of the staff are appointed as per sanctioned strength	<input type="checkbox"/>	<b>3 Points</b>
	80 - 90 per cent of the staff are appointed as per sanctioned strength	<input type="checkbox"/>	<b>2 Points</b>
	70 -80 per cent of the staff are appointed as per sanctioned strength	<input type="checkbox"/>	<b>1 Point</b>
<b><i>Includes Regular, Contractual, Daily wages staff and others</i></b>			
<p><b>Key Performance Indicator (KPI - 03) – Guidelines and Procedures</b></p> <p><b>Benchmark Statement:</b> Fundamental components of a school’s governance framework that provide guidance, structure, and consistency in decision-making and operations</p> <p>Select the number of guidelines the school has successfully implemented and are operational.</p>			
<b>a</b>	<b>Guidelines/Circulars</b>		
	• Human Resources Management Guidelines	<input type="checkbox"/>	Any 2 guidelines, <b>2 Points</b>
	• Internal Academic Audit Committee Guidelines	<input type="checkbox"/>	
	• Teaching – learning Guidelines	<input type="checkbox"/>	Between 3 to 5 guidelines, <b>4 Points</b>
	• Financial Guidelines	<input type="checkbox"/>	
	• Information Technology (IT) Guidelines (includes infrastructure, user and security Guidelines and net hygiene)	<input type="checkbox"/>	Between 6 to 8 guidelines, <b>6 Points</b>
	• Environmental Literacy/Green Guidelines	<input type="checkbox"/>	
	• Comprehensive Health-Nutrition Guidelines and Comprehensive Mental Health Guidelines	<input type="checkbox"/>	Beyond 8 guidelines., <b>8 points</b>
	• Guidelines for Persons with Special Needs (Includes students and staff) and CWSN	<input type="checkbox"/>	
	• The National Child Protection Guidelines (CPP) & Sexual Harrasment	<input type="checkbox"/>	
	• Diversity and Inclusivity Guidelines (prepared by the internal academic audit committee)	<input type="checkbox"/>	
	• Collaboration with NGOs and Civil Society Organizations (CSOs)	<input type="checkbox"/>	

	<p>Guideines</p> <ul style="list-style-type: none"> <li>• Sports and Games Guidelines</li> <li>• Vocational Education Guidelines</li> <li>• Anti-tobacco Guidelines</li> <li>• Pupil fund utilization</li> <li>• Safety Guidelines (fire and others)</li> <li>• Any other Guidelines? Please specify</li> </ul> <p>✓</p> <p>✓</p>	<div> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div>	
b	Capacity building/training programmes conducted by the school for students, teachers, administrative staff, parents and other stakeholders to create awareness about, and implementation of the <b><u>selected guidelines.</u></b>	<p>Any 2 training programmes/Guidelines, <b>2 Points</b></p> <p>Between 3 to 5 trainig programmes/Guidelines, <b>4 Points</b></p>	
c	How has the school implemented the guidelines it has slected? ( <b><i>Not more than 100 words for each Guideline</i></b> )		<b>Q<sub>1</sub></b>
d	Brief write-up on how the Green Guidelines have created sustainability of resources ( <i>example - Energy efficient/LED lighting/solar power; Waste Management/recycling, rainwater harvesting, water conservation/auditing, plasticfree campus, etc</i> ).		<b>Q<sub>1</sub></b>
e	What are the challenges, success stories you have in relation to the adopted guidelines? ( <b><i>write in about 300 words with documentary evidence such as; cases handles, parental and community support, photographs etc</i></b> )		<b>Q<sub>1</sub></b>

<p><b>Key Performance Indicator (KPI - 04) – Skill Enhancement Learning Centres</b></p> <p><b>Benchmark Statement:</b> Variety of resourcesdesigned to assist students in achieving their academic goals (Library, Science Laboratory, Mathematics Laboratory, Learning Centres, STEAM Laboratory, Innovation Mentors etc)</p>
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**Benchmark Statement:** Variety of resources designed to assist students in achieving their academic goals (Library, Science Laboratory, Mathematics Laboratory, Learning Centres, STEAM Laboratory, Innovation Mentors etc)

a	<b>Resources</b> <ul style="list-style-type: none"> <li>• Library</li> <li>• Science Laboratory</li> <li>• Mathematics laboratory</li> <li>• Language laboratory</li> <li>• Social Science Laboratory</li> <li>• IT/ ICT laboratory</li> <li>• STEAM laboratory/Innovation Centre</li> <li>• Vocational/entrepreneurship centre</li> <li>• Resource Room</li> <li>• Availabilty of Innovation Mentors</li> <li>• Sports room/ indoor facilities/ Playground</li> <li>• Music/Visual and Performing Art</li> <li>• Any other? Please specify</li> </ul>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; border: 1px solid black;"></div> </div>	<p>Any 2 reources, <b>2 Points</b></p> <p>Between 3 to 5 resources, <b>4 Points</b></p> <p>Between 6 to 8 resources, <b>6 Points</b></p> <p>Beyond 8 resources, <b>8 points</b></p>
b	How do the selected resources support learners in their skill enhancement/ growth ( <i>in terms of knowledge, abilities, attitudes, thought process...?not more than 100 words for each selected resource</i> )		Q <sub>1</sub>
c	<b>Evidences needed:</b> <ul style="list-style-type: none"> <li>• Library           <ul style="list-style-type: none"> <li>✓ Total number of books</li> <li>✓ Number of resoure category-wise (e.g. text books, practice workbooks, additional reference books, encyclopedia -online/offline, fiction, non-fiction, picture books and early readers, graphic novels and comics, magazines, newsletters, periodicals, preparatory books for civil services, newspapers etc)</li> <li>✓ Foot-fall register of the library (separately for students and a combined register for staff and stakeholders)</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>• Science laboratory <ul style="list-style-type: none"> <li>✓ Besides regular practicals, how is the power of the science laboratory harnessed?</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Mathematics laboratory <ul style="list-style-type: none"> <li>✓ How are the students engaged in the mathematics laboratory? The type of resources available for students to develop their mathematical thinking skills e.g. access to PISA and TIMSS resources, building instructional media, manipulatives, interactive software, reference materials etc</li> </ul> </li> <li>• Language laboratory <ul style="list-style-type: none"> <li>✓ The manner in which students are trained in the skills of listening, speaking, reading and writing (LSRW) in all languages.</li> </ul> </li> <li>• Social Science laboratory <ul style="list-style-type: none"> <li>✓ Usage of the social science laboratory for interactive learning, practical applications, cross-disciplinary integration and collaborative learning</li> </ul> </li> <li>• IT laboratory <ul style="list-style-type: none"> <li>✓ How is ICT engaged in effective and deep learning across subjects?</li> </ul> </li> <li>• STEAM laboratory/Innovation Centre <ul style="list-style-type: none"> <li>✓ How are concepts in school subjects facilitated and mediated through STEAM education?</li> </ul> </li> <li>• Vocational/entrepreneurship centre <ul style="list-style-type: none"> <li>✓ Type of vocational training programmes, hands-on learning opportunities, career guidance, business incubation ideas, industry partnerships and entrepreneurship education</li> </ul> </li> <li>• Resource Rooms <ul style="list-style-type: none"> <li>✓ Type of multi-sensory activities and skill development, assistive technology devices and software, transition and life-skills etc</li> </ul> </li> <li>• Innovation Mentors <ul style="list-style-type: none"> <li>✓ persons of repute or expertise to train students for science, mathematics, language and social science related projects/ experiments</li> </ul> </li> </ul>

Key Performance Indicator (KPI - 05) – Physical Infrastructure			
Benchmark Statement: Tangible assets and structures necessary to support the functioning of the school(to be fetched from the GBS&HSE portal) <i>Max Score 12 and a minium score of 6</i>			
Key Performance Indicator (KPI - 06) – Technological Infrastructure			
Benchmark Statement: The systems, networks, and technologies that support the operation and communication of information and data within the school.			
	Hardware	Number	Score
	Desktop computers		Three hardware resources, 3 Points
	Laptops and tablets		
	Servers		
	Printers and scanners		Four hardware resources and above 4 Points
	Interactive whiteboards, smartboards and projectors, Television		
	Audio devices		
	Reprographic facilities (Photocopier, Cyclostyling machine ...)		
	Any other		
	Software	Yes/No	If Yes, Score
	Learning Management System (e.g., Moodle, Blackboard)		1 Point

	Student Information System (e.g., OpenEMIS)		1 Point
	Productivity software (e.g., Microsoft Office, Google Workspace, Libre Office, Zoho)		Microsoft Office – <b>1 Point</b> Libre Office- <b>2 Points</b>
	Educational software and apps (e.g., educational games, digital textbooks)		1 Point
	Security software (antivirus, anti-malware) <i>*may not be required if Linux is used</i>		1 Point
	<b>Networking</b>	<b>Yes/No</b>	<b>If Yes, Score</b>
	Wired network infrastructure (Ethernet (cat, fiber-optic))		1 Point
	Wireless network infrastructure (Wi-Fi access points, routers, etc) <i>*managed, secure</i>		1 Point
	Network switches and routers <i>*managed, secure</i>		1 Point
	Network security (firewalls, intrusion detection/prevention systems, etc)		1 Point
	<b>Connectivity</b>	<b>Yes/No</b>	<b>If Yes, Score</b>
	Internet connectivity (broadband, dedicated, air-fibre, fiber-optic, etc)		1 Point
	Intranet (internal network for communication and sharing resources)		1 Point
	Virtual Private Network (VPN) for remote access		1 Point
	Web conferencing and video conferencing tools (e.g., gmeet, Zoom, Webex, Microsoft Teams)		1 Point
	<b>Infrastructure</b>	<b>Yes/No</b>	<b>If Yes, Score</b>
	Data centers (for storing and managing digital resources)		1 Point
	Backup and disaster recovery systems		1 Point
	Power backup systems (UPS, generators)		1 Point

	Physical security measures (access control, surveillance cameras)		1 Point
	<b>Support and Maintenance</b>	<b>Yes/No</b>	<b>If Yes, Score</b>
	IT helpdesk/support services		1 Point
	Routine maintenance and upgrades of hardware and software		1 Point
	Troubleshooting and technical support for users, training and professional development for staff		2 Points
<b>Key Performance Indicator (KPI - 07) – Training and Capacity Building calendar</b>			
<b>Benchmark Statement:</b> Enhance knowledge, skills, competencies, and effectiveness in delivering quality services in the school.			
	<b>Continuous professional Development and Competency-based Continuous Professional Development Programmes</b>		
	<ul style="list-style-type: none"> <li>Teachers and non-teaching staff have attended continuous professional development and Competency – based Continuous Professional Development programmes during the academic year</li> <li>The school has conducted orientation/seminar/workshop/exposure programme for students during the academic year</li> <li>The head of the school has attended capacity training workshops/seminars during the academic year</li> </ul> <div style="background-color: #f4a460; padding: 5px; text-align: center; margin-top: 10px;"><b>Annexure 1</b></div>	<p>50 per cent of the teachers have attended + <b>one</b> programme for students + <b>one</b> programme attended by head of the school – <b>2 Points</b></p> <p>75 per cent of the teachers have attended + <b>two</b> programme for students + <b>two</b> programmes attended by head of the school – <b>3 Points</b></p> <p>100 per cent of the teachers have attended + <b>three</b> programme for students + three programmes attended by head of the school – <b>4 Points</b></p>	
<b>Key Performance Indicator (KPI - 08) – Monitoring and Assessment Mechanism</b>			
<b>Benchmark Statement:</b> Monitor progress, evaluate effectiveness and inform decision-making in various aspects of school operations and student learning			
a	Availability of a Data Management System (proprietary/Open Source)	Yes <input type="checkbox"/> <b>4 Point</b>	No <b>0 Point</b> <input type="checkbox"/>

	Software)		
b	The Data Management System is amenable to create data dashboards, generate reports and visualizations	Yes <input type="checkbox"/> <b>4 Point</b>	No <b>0 Point</b> <input type="checkbox"/>
<b>Key Performance Indicator (KPI - 09) – Document Repository (digital and physical)</b>			
<b>Benchmark Statement:</b> Centralized location or system used to store, organize, manage, and access digital documents and files.			
a	<b>Type of Document</b>		
	<ul style="list-style-type: none"> <li>• Ownership and building plans (Form I &amp; XIV, Survey Plan etc)</li> <li>• Electrical and fire safety plans</li> <li>• All Guidelines (e.g. Internal Academic Audit Committee Guidelines)/circulars</li> <li>• Financial Guidelines</li> <li>• Administrative documents</li> <li>• Teaching-learning and assessment materials</li> <li>• Student records</li> <li>• Teacher performance records</li> <li>• Training and capacity development related records</li> <li>• Facilities and maintenance</li> <li>• Technology and IT documentation</li> <li>• Community partnerships and resources</li> <li>• Historical documents and archives</li> <li>• Miscellaneous</li> </ul> ✓	<p>The school maintains five documents regularly out of which at least two are in the digital form <b>2 Points</b></p> <p>The school maintains six documents regularly out of which at least three are in the digital form. <b>3 Points</b></p> <p>The school maintains seven documents regularly out of which at least four are in the digital form. <b>4 Points</b></p>	
b	Out of the selected documents, who has access to which document? Is there any authorisation procedure that is practiced in the school? If yes, spell out details.	Q <sub>1</sub>	

## Annexure 1

### A. Continuous Professional Development

Sl. No	Name of the Head of the School	Title of the Workshop	Duration		Organised by	Venue
			From	To		

Sl. No	Name of the Teacher	Title of the Workshop	Duration		Organised by	Venue
			From	To		

Sl. No	Name of the Non-teaching Staff	Title of the Workshop	Duration		Organised by	Venue
			From	To		

Sl. No	Names of the Students	Title of the Workshop	Duration		Organised by	Venue
			From	To		

### B. Competency – based Continuous Professional Development

Sl. No	Name of the Teacher	Theme	Organised by	Exposure								Total Hours
				E1	Hours	E2	Hours	E3	Hours	E4	Hours	

E1, E2 and E3 refer to Exposure Sessions (online or offline)

**Inclusion, Health,  
Safety and Best  
Practices**

**02**

**Key Performance Indicators (KPIs)**

**Inclusion**

10. Inclusive culture

**Health**

11. Health Promotion

**Safety**

12. Safety Measures and procedures

**Best Practices**

13. Methods, techniques, or processes that are widely recognized as effective

**KPA 2 – (Inclusion, Health, Safety and Best Practices)**

Key Performance Indicators (KPIs)	Benchmark Statements/Standards	Performance Levels		
		AL – 1	AL - 2	AL - 3
<b>KPI – 10 Inclusive Culture</b>	Fostering a supportive environment where all students, regardless of their background, abilities, or	The school ensures that students are treated well despite differences.	The school makes conscious efforts to address diversity. However, not all teachers are trained or are able to respond	The school promotes acceptance of diversity (includes cultural, linguistic, regional, religious, and

	<p>identities, feel valued, respected and wanted.</p>	<p>However, it lacks facilities in terms of infrastructure and technology as well as insufficient training for teachers to deal with children with special needs (CWSN). The school has built ramps and sturdy railings along with other minor infrastructure.</p> <p>There is no system to combat bullying in the school other than punishment, visits to the school head or presence of parents on campus.</p>	<p>to the needs of diverse learners.</p> <p>Teachers seat CWSN students in their regular class with the belief that these students are learning. While some others have resource rooms specially dedicated for CSWN learners.</p> <p>There is lack of tech tools and insufficient infrastructure.</p>	<p>socioeconomic diversity) in tune with the school diversity and inclusivityGuidelines.</p> <p>Learner disabilities such as; Specific Learning Disabilities and Autism Spectrum Disorder identified through the PRASHASHT App (developed by NCERT for screening disabilities)have access to Special Educators for learning.</p> <p>All teachers are trained to handle certain disabilities in their classrooms. School undertakes regular parental counselling to facilitate the Disabled learners.</p> <p>The school and tecahers actively respond to the individual needs of children with varying physical, emotional and learning</p>
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				<p>abilities by ensuring access to resources, support, and opportunities they need to succeed academically, emotionally and socially. The school has hardware and software along with other TLM's to teach children with varied needs,</p> <p>The school has made all possible provisions to cater to <b>Divyang</b> students (students who need special education and may have impairments like learning disorders, visual impairments or hearing impairments).</p> <p>For children with special needs (CWSN), the school has trained its teachers to develop Individualised Education Plans (IEP's), special education services (such as interventions, specialised instruction,</p>
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				<p>specialised resources, software etc),</p> <p>The school stands firm against discrimination by embracing collaboration and team work between teachers, parents and the community (specialised NGO's and CSO's)</p> <p>The school organises events and activities that bring togetherness and celebration of diversity.</p>
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Diversity and Inclusivity Guidelines of the school</li> <li>2. Internal Academic Audit Committee Report</li> <li>3. Guidelines for persons with special needs (includes students and staff) and CWSN</li> <li>4. Infrastructure such as; ramps, railings, blind friendly architecture (braille signages, tactile strips and tactile pavements etc).</li> <li>5. Teacher and student narratives on how the school addresses inclusiveness</li> <li>6. Scholarships and special financial schemes made available by the school to the needy learners</li> <li>7. Strategies and procedures followed to assist <b>Divyang</b> students for e.g. PRASHAST App</li> <li>8. Special support and coping systems developed or adopted or adapted by the school to scaffold learners with Specific Learning Disabilities and Autism Spectrum Disorders.</li> <li>9. Workshops/training programmes conducted exclusively on diversity and inclusivity in partnership with specialised CSO's and NGO's in creating an inclusive culture in the school.</li> <li>10. Academic scaffolding and IEP's designed by the school for special students and CWSN</li> </ol>			

	<p>11. Infrastructure: Hardware and software, special TLM's</p> <p>12. Events programmes conducted within the school and outside the school to develop togetherness and celebration of diversity.</p> <p>13. Parent and community success stories</p> <p>14. Any other <u>(but in-sync with this KPI)</u></p> <p><b>AL 1</b> – school presents <b>three</b> evidences</p> <p><b>AL 2</b> – school presents <b>five</b> evidences + the inclusive Guidelines of the school/other appropriate guideline</p> <p><b>AL 3</b> – school presents more than <b>five</b> evidences + the inclusive Guidelines of the school/ other appropriate guideline</p>			
<b>KPI - 11 Health Promotion</b>	Overall well-being and success of students and staff.	<p>The school is careful about the health of it's students and staff. Health related programmes and campaigns/camps are organised by the school.</p> <p>The school may not go deep into the nutritional value of food supplied as mid-day meal or the sale at the school canteen counter other than cleanliness.</p> <p>The school maintains the RBSKcard.</p> <p>Health and hygiene is addressed at the most basic</p>	<p>The school is conscious about quality health and its effect on learning and teaching. It makes efforts to bring in healthy eating of foods having an appropriate nutritional value, a healthy physical body and yoga/meditation for the inner spiritual dimensions.</p> <p>The school maintains the RBSK card.</p> <p>The school does offer counselling services through the school counsellor or teachers themselves act as counsellors since some of them are professionally qualified.</p>	<p>The school practices a culture of the '<b>total growth of a learner and teacher</b>'. In tune with this, the school engages in:</p> <p><b>Physical Education and Activities:</b> regular physical education which is through sports and games as it helps students to develop healthy habits, improve fitness levels, reduce the risk of obesity and related health issues. Teachers and administrative staff too are an active part of physical education and activities.</p>

		<p>level. While, psychological and emotional wellbeing is not an area of attention.</p>	<p>Cleanliness around the school is empahsised.</p> <p>Health and hygiene of students is gradually attended to while psychological and emotional wellbeing receives attention whenever difficulties arise.</p>	<p>Those <u><i>students/staff</i></u> who have physical challenges are encouraged to play games/sports that they are able to. The school attempts to make the necessary arrangements.</p> <p><b>NOTE:</b> all students/staff play atleast one game or are a part of at least one kind of sport.</p> <p><b>Nutrition Education and Healthy Eating:</b> Nutrition loaded food is the <i>talk</i> always on campus. Even the mid-day meal is monitored for quality and nutrition. The school canteen or the local supplier of food items to the school, supplies under strict guidance of the school functionaries endorsed by a dietitian from the community.</p>
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				<p><b>Mental Health and Emotional Support:</b> The school has initiated programmes to map the mental health and emotional health of students. The school has appointed a trained Counsellor or is using the services of the School Counsellor nominated by Goa Education Development Corporation (GEDC). The school through it's Counsellor makes referrals to professional agencies and NGO's outside the school. The schools has psychometric tools to assit the counsellor.</p> <p><b>Access to Health:</b> The school maintains the RBSKcard details of all students. Routine health check-ups are facilitated by the school including treatment for minor illnesses</p>
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				<p>and injuries.</p> <p>All children in the school are screened on PRASHASHT App (developed by NCERT for screening disabilities).</p> <p><b>Health and Hygiene:</b> The school promotes the well-being of students and staff by preventing the spread of illness and disease. This is done through:</p> <ul style="list-style-type: none"> <li>• Clean drinking water provision.</li> <li>• implementing sanitation protocols for shared spaces, equipment, and surfaces.</li> <li>• educating students and staff on health topics, including nutrition, personal hygiene, and disease prevention.</li> </ul> <p><b>Environmental Health:</b> Ensures that the school</p>
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				environment is clean, safe and conducive to good health.
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Comprehensive health-Nutrition Guidelines of the school</li> <li>2. Human resource management guidelines</li> <li>3. Physical education and sports activities in which students have participated.</li> <li>4. Participation of teachers and administrative staff in sports and physical education</li> <li>5. Availability of sports material.</li> <li>6. Nutrition education and display of nutritional standards and value charts for its students and staff.</li> <li>7. Availability of qualified and trained counsellor.</li> <li>8. Data on types of cases that are referred to the counsellor, the ones handled by the counsellor and those referred for professional help outside the school.</li> <li>9. Availability of drinking water (through water purifiers)</li> <li>10. Hygiene of common spaces e.g. washrooms, common rooms, infirmary, canteen, sports room etc</li> <li>11. Availability of psychometric tools</li> <li>12. RBSK records of students</li> <li>13. Screening of students for disabilities</li> <li>14. School cleanliness initiatives</li> <li>15. Awareness/exposure programmes conducted for students on emotional and mental health, nutrition education, environmental health, green initiatives and waste management.</li> <li>16. Any other <u>(but in-sync with this KPI)</u></li> </ol> <p><b>AL 1</b> – school presents <b>three</b> evidences</p> <p><b>AL 2</b> – school presents <b>four</b> evidences + the comprehensive health Guidelines of the school</p> <p><b>AL 3</b> – school presents <b>five</b> evidences + the comprehensive health Guidelines of the school</p>			
<b>KPI - 12 Safety Measures and Procedures</b>	Physical, emotional, and psychological well-being of students, staff, and other stakeholders.	The school is less prepared to handle emergencies which call for quick evacuation e.g. in case of fire.	The school is making conscious efforts in the direction of physical safety of its students through CCTV cameras. School evacuation	<p>The school engages in the following:</p> <p><b>Physical Safety and Emergency Preparedness:</b></p>

		<p><b>Psychological and Emotional Safety:</b></p> <p>There is no system which keeps a track of safety in classrooms and other spaces in the school.</p> <p>There is no system to combat bullying in the school other than punishment, visits to the school head or presence of parents on campus.</p>	<p>plan , Mock Drill, Valid Fire extinguisher in place</p> <p><b>Psychological and Emotional Safety:</b></p> <p>There is no system to combat bullying in the school other than reprimand.</p>	<ul style="list-style-type: none"> <li>• Maintains safe classrooms, hallways, playgrounds, and sports facilities.</li> <li>• Ensures proper supervision during school hours, including classrooms, cafeteria, playgrounds, staff room, library and other spaces. The surveillance is to ensure safety of children and staff and extracurricular activities.</li> <li>• Has fixed signages for electrical and fire fighting equipment and also clear markings for emergency exits, fire alarms, and evacuation routes.</li> <li>• Conducts safety inspections and maintenance checks on school buildings and equipment.</li> <li>• Fire and evacuation drills are conducted</li> </ul>
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				<ul style="list-style-type: none"> <li>• Medical emergency response plans, including first aid procedures and access to medical supplies.</li> <li>• Cyber Security</li> </ul> <p><b>Psychological and Emotional Safety:</b> The school creates an environment wherein students and staff feel safe, respected and valued. The school actively promotes:</p> <ul style="list-style-type: none"> <li>• Bullying prevention initiatives to promote positive behavior and interpersonal relationships.</li> <li>• Mental health support services, such as counseling, peer-support groups, and crisis intervention teams.</li> <li>• Cultivation a culture of respect, empathy, and inclusion that celebrates diversity and addresses</li> </ul>
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				discrimination or harassment.
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Safety Guidelines of the school (fire and others)</li> <li>2. CCTV Camera Surveillance layout across the school</li> <li>3. Financial guidelines</li> <li>4. Disaster Management Plan</li> <li>5. Fire safety devices e.g. fire hydrant system (if available), fire extinguishers (by checking the pressure gauge and the locking pin). Date of re-fill is important in the case of ABC type of fire extinguishers</li> <li>6. School building maintenance reports</li> <li>7. Availability of emergency exits particularly for those who are physically or differently abled. Conduct of evacuation and fire drills</li> <li>8. Bullying prevention posters/charts</li> <li>9. Awareness programmes for students and staff on sexual harassment and POSCO</li> <li>10. Timetable of the School Counsellor</li> <li>11. Availability of a crisis intervention team (on campus or in the immediate community)</li> <li>12. Records of safety breaches and redressal of the same</li> <li>13. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents <b>three</b> evidences</p> <p><b>AL 2</b> – school presents <b>four</b> evidences + the safety Guidelines of the school</p> <p><b>AL 3</b> – school presents <b>five</b> evidences + the safety Guidelines of the school</p>			
<b>KPI - 13</b> <b>Best Practices: Methods, techniques, or processes that are widely recognized as effective</b>	Strategies and approaches that have been proven effective in promoting student learning, well-being, and overall school success	<ul style="list-style-type: none"> <li>✓ High quality teaching-learning and assessment:</li> <li>✓ Teacher Management</li> <li>✓ Data-driven decision-making</li> <li>✓ Collaborative learning communities</li> <li>✓ Positive school climate and culture</li> <li>✓ Community partnerships and involvement</li> <li>✓ Social-emotional learning</li> </ul>		

		<ul style="list-style-type: none"> <li>✓ Student exchange</li> <li>✓ Teacher exchange</li> <li>✓ Any other <u>(but in-sync with this KPI)</u></li> </ul>
<b>Documentary Evidences:</b>	<p>1. Complete details of the best practice in terms of</p> <ul style="list-style-type: none"> <li>• Objectives/goals</li> <li>• Stakeholder involvement (which stakeholder and the names of the persons)</li> <li>• Why does the practice qualify as a best practice? (a convincing description is needed)</li> <li>• Monitoring and continuous evaluation of the practice</li> <li>• Any recognition or award for the practice within the school or in the community.</li> </ul> <p><b>AL 1</b> – school presents <i>three</i> of these or some other significant practices consistently performed over a <i>two-year horizon</i></p> <p><b>AL 2</b> – school presents <i>four</i> of these or some other significant practices consistently performed over a <b>two-year horizon</b></p> <p><b>AL 3</b> – school presents <i>five</i> of these or some other significant practices consistently performed over a <b>two-year horizon</b></p>	

## Teaching-learning and Assessment

03

### Key Performance Indicators (KPIs)

#### Teaching-learning:

14. Curriculum and Pedagogy
15. Vocational Education
16. Setting Learning Outcomes & Competencies
17. Classroom Management
18. Development of Cognitive, Affective and Performance Domain
19. Differentiated Learning (diversity)
20. Learning Resources (includes Technology integration)
21. Feedback and Reflection
22. Parents and Community involvement

#### Assessment:

23. Focus of Assessment
24. Administration of Assessments
25. Data Analysis
26. Decision Making

### KPA 3 – (Teaching-learning and Assessment)

Key Performance Indicators (KPI's)	Benchmark Statements/Standards	Performance Levels		
		AL - 1	AL - 2	AL - 3
<b>KPI - 14</b> <b>Curriculum and Pedagogy</b>	Annual Pedagogical Plan (Yearly Plan), learning is anchored in Indian Knowledge System, school as an innovation hub,	Teachers prepare a yearly pedagogical plan. However, it's basic in focus and ambition.	Teachers prepare a yearly pedagogical plan that lays emphasis on a learner centered pedagogy.	Teachers prepare a yearly pedagogical plan that is learner centered and driven by an ambitious pedagogy. (Ambitious teaching requires that teachers teach in response to what students do as they engage in problem solving, inquiry-based learning etc). The curriculum is enhanced by introducing elements of entrepreneurship and SDG - 4.7 Goals.  Pedagogy is anchored in Indian Knowledge Systems for instance; learning is rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography,

				<p>ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning, etc.</p> <p>School ensures that classroom transactions and interaction includes knowledge of heritage, civilizational ethos and culture of India, citizenship skills, constitutional values and knowledge of India, 21<sup>st</sup> century skills and the world and encourages students to be conscious of duties towards society, living beings and the ecology.</p> <p>The school encourages and facilitates,Exposure visits within and outside state,Expert speaker sessions,exchange visits of teachers to other schools to assimilate new ideas and practices which are then</p>
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				<p>rolled-out in their own school.</p> <p>The school adequately conducts/transacts inter-disciplinary education.</p>
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Internal academic audit committee report</li> <li>2. Annual Pedagogical Plans (yearly plans of all teachers)</li> <li>3. Daily/weekly lesson plans</li> <li>4. Plans of teachers which show integration of elements of a robust learner centred methodology</li> <li>5. Plans of teachers which show inclusion of elements of entrepreneurship</li> <li>6. Plans of teachers which show rootedness in the Indian and local context</li> <li>7. Plans of teachers having a slant towards SDG – 4.7 Education 2030. The focus of SDG 4.7 is on the following: <ul style="list-style-type: none"> <li>• quality education,</li> <li>• health and well-being,</li> <li>• gender equality,</li> <li>• decent work and economic growth,</li> <li>• responsible consumption and production, and</li> <li>• climate change mitigation</li> </ul> </li> <li>8. Yearly plans of teachers which show inclusion of elements of entrepreneurship</li> <li>9. Learning/Expert speaker sessions/ Exposure visits within and outside state /exchange visits of teachers to other schools</li> <li>10. Strategies for conducting inter-disciplinary education and the challenges faced if any.</li> <li>11. Any other <b><u>(but in-sync with this KPI)</u></b></li> </ol> <p><b>AL 1</b> – school presents only the Annual Pedagogical Plans (yearly plans of all teachers)</p> <p><b>AL 2</b> – school presents Annual Pedagogical Plans + integration of elements of a robust learner centred methodology</p> <p><b>AL 3</b> – school presents Annual Pedagogical Plans + integration of elements of a robust learner centred methodology + elements of entrepreneurship + SDG 4.7</p>			

<p><b>KPI – 15</b> <b>Vocational Education</b></p>	<p>Focussed efforts on skill development, entrepreneurship, art and aesthetic education and ‘Lok Vidya’</p>	<p>The school follows the practice of bagless days with hardly any inclination towards development of vocational interest and spirit of entrepreneurship. School lacks technological tools as well as trained/adequately qualified teachers.</p> <p>Students are exposed to art forms using resources within and outside the school. However, the efforts aren’t concerted.</p>	<p>The school follows the practice of bagless days with strong emphasis on exposing students to vocational education as well as entrepreneurship.</p> <p>School make use of their available tech resources to develop skills, knowledge and attitude towards technologies. They may be futuristic or not.</p> <p>The learners can hone skills in a specific art or a combination of areas, such as; art and painting, dance, music, literature and poetry, theatre, graphic designing, animation, astronomy etc. with the help of teachers/local artists/parents/joint topic</p>	<p>The school is aware of the importance of bagless days as it draws attention and interest of students towards vocational education, entrepreneurship and opportunities to connect with local industry through internships.</p> <p>School provides opportunities to acquire skills, knowledge and attitude towards futuristic technologies such as- IT, Tinkering labs, Artificial Intelligence, Machine Learning, 3-D printing, IOT technology, Data Analytics, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics , Innovation Hub etc.</p> <p>Students are encouraged and empowered towards art</p>
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				<p>education. The learners can hone skills in a specific art or a combination of areas, such as; art and painting, dance, music, Financial literacy and media literacy literature and poetry, theatre, graphic designing, animation, etc. with the help of teachers/local artists/parents/joint topic circles ( like Science circle, Maths circle etc ) or clubs with neighbourhood schools/online classes, etc.</p> <p>School promotes local “Lok Vidya” by exposing learners to its practical as well as theoretical aspects.</p>
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Vocational Education guidelines</li> <li>2. Teacher Competence self-evaluation reports(futuristic technologies, art education, entrepreneurship, Lok Vidya)</li> <li>3. Availability of adequately qualified staff to nurture and foster art and aesthetic education, vocational education and technology driven initiatives</li> <li>4. Tasks students are engaged in <ol style="list-style-type: none"> <li>a. project- work,</li> <li>b. problem solving/ critical Thinking</li> </ol> </li> </ol>			

	<p>c. Hackathon participation,  d. futuristic technologies such as- IT, Artificial Intelligence, Machine Learning, 3-D printing, Internet of Things (IOT), technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc.</p> <p>5. School-industry connect for internship  6. School-industry connect to foster entrepreneurship  7. MoU with industry  8. Community expertise used by the school to support technological and art education  9. Any other <b><u>(but in-sync with this KPI)</u></b></p> <p><b>AL 1</b> – school presents the vocational education guidelines + any two evidences  <b>AL 2</b> – school presents the vocational education guidelines + any three evidences  <b>AL 3</b> – school presents the vocational education guidelines + any three evidences which must include ‘tasks students are engaged in’ (point number 4)</p>			
<b>KPI - 16</b> <b>Setting Learning Outcomes and Competencies to be achieved</b>	<p>Learning Outcomes refer to what students should know, understand, and be able to do by the end of a learning experience.</p> <p>Competencies refer to the combination of knowledge, skills, abilities, and behaviors that enable individuals to perform effectively in a particular role or situation</p>	<p>Teachers lack knowledge/ competence or have poor knowledge with respect to; educational goals, competencies and course objectives of the courses they teach, aligning content to learning outcomes, constructing SMART outcomes, sequencing learning outcomes etc.</p> <p>Teachers fail to communicate expectations at the start of a unit or</p>	<p>Teachers display an amount of competence with respect to the following:</p> <ul style="list-style-type: none"> <li>Teachers do have sufficient knowledge of learning outcomes. They write fairly good learning outcomes that describe what students would be able to do as a result of their learning experiences.</li> <li>Sequencing learning outcomes though not logically.</li> </ul>	<p>The teachers ensure that transaction of the prescribed syllabus connects with the understanding of current affairs and knowledge of critical issues facing local communities, the State of Goa, the country, and the world.</p> <p>Teachers are competent with respect to the following:</p> <ul style="list-style-type: none"> <li>Are familiar with the competencies that</li> </ul>

		<p>chapter or topic or a skill-set.</p> <p>Teachers do not have a clear understanding of learning outcomes and competencies</p>	<ul style="list-style-type: none"> <li>• Assessment is aligned with learning outcomes, however, the assessment tests lower order learning</li> <li>• Teachers sometimes communicate learning outcomes to students at the beginning of the learning experience. This helps students to know what they are learning.</li> <li>• Teachers do not have a clear understanding of competencies</li> </ul>	<p>students must develop in each subject.</p> <ul style="list-style-type: none"> <li>• Teachers write learning outcomes that describe what students are expected to know, understand, or be able to do as a result of their learning experiences.</li> <li>• Learning outcomes are sequenced in a logical progression that builds upon prior knowledge and skills</li> <li>• Assessment is aligned with learning outcomes to ensure that they accurately measure student progress and achievement</li> <li>• Learning outcomes are inclined towards developing competencies needed for the world of work such as; communication, digital skills, problem solving,</li> </ul>
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				<p>information literacy etc</p> <ul style="list-style-type: none"> <li>• It is mandatory that teachers communicate learning outcomes to students at the beginning of the learning experience. Thus, helping students understand what they are expected to learn and achieve.</li> <li>• Teachers have a clear understanding of the related concepts i.e. learning outcomes and competencies. Teachers identify competencies and are able to set up levels of proficiency from basic to advanced through creation of learner academic profiles.</li> </ul>
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**Documentary Evidences:**

1. School teaching-learning Guidelines
2. Internal academic audit committee
3. Review of lesson plans (to understand chunking of content, sequencing and spelling-out learning outcomes)

4. Analysis of lesson plans (to understand integration of experiential, integrated, inquiry-driven, discovery-oriented, discussion-based, project-based, arts-based, sports-based, and activity-based)
5. Learning outcomes lean towards higher order cognition
6. Learning outcomes indicate competencies needed for the world of work such as; communication, digital skills, problem solving, creativity, critical thinking, information literacy etc
7. Interconnectedness between competencies and learning outcomes is justified through lesson plans, projects and other activities
8. Report on Observation of Lessons by head of the school/peer observation of lessons along with feedback and feedforward
9. Minutes of Teacher Academic Support Meetings
10. Competency based profiling of students
11. Capacity Development Programmes attended by teachers in relation to writing learning outcomes
12. Any other **(but in-sync with this KPI)**

**AL 1** – school presents **three** evidences

**AL 2** – school presents **four** evidences + teaching-learning Guidelines of the school

**AL 3** – school presents **five** evidences + teaching-learning Guidelines of the school

	Planning for teaching-learning	<p>Emphasis is on completion of syllabus and hence lesson plans are text-book driven.</p> <p>Teachers are unsure about:</p> <ol style="list-style-type: none"> <li>1. Aligning content with learning outcomes</li> <li>2. What learners know and their entry competencies?</li> <li>3. Sequencing instruction</li> <li>4. Integrating appropriate teaching-learning methodologies.</li> </ol>	<p>Teachers emphasise on completion of syllabus. However, activities and illustrations are novel and go beyond the textbook.</p> <p>Teachers make efforts to:</p> <ol style="list-style-type: none"> <li>1. Align content with learning outcomes</li> <li>2. Check on what learners know and their entry competencies</li> <li>3. Sequence instruction</li> <li>4. Integrate appropriate</li> </ol>	<p>Teachers emphasise on completion of syllabus. However; learning is <b>real-world</b> which shows students relevance and applicability of content beyond the classroom such that; it fosters deep learning, critical thinking and other 21<sup>st</sup> century skills.</p> <p>Teachers display efficiency and effectiveness in:</p>
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		<ol style="list-style-type: none"> <li>5. Incorporating strategies for differentiation and personalization.</li> <li>6. Locating and using diverse and appropriate learning resources</li> <li>7. Designing learning activities</li> <li>8. Consistency and continuity (one plan to the next)</li> </ol>	<p>teaching-learning methodologies.</p> <ol style="list-style-type: none"> <li>5. Incorporate strategies for differentiation and personalization.</li> <li>6. Locate and use diverse and appropriate learning resources</li> <li>7. Design engaging learning activities</li> <li>8. Maintain consistency and continuity (one plan to the next)</li> <li>9. Develop criteria and rubrics which communicate expectations for quality work and how their work will be evaluated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Aligning content with learning outcomes</li> <li>2. Brings in interdisciplinarity and multi-disciplinarity</li> <li>3. Connecting what learners know to new knowledge applicable to the world outside the classroom</li> <li>4. Sequencing instruction</li> <li>5. Integrating appropriate teaching-learning methodologies.</li> <li>6. Incorporating strategies for differentiation and personalization.</li> <li>7. Locating and using diverse and appropriate learning resources</li> <li>8. Designing engaging learning activities</li> <li>9. Consistency and continuity (one plan to the next)</li> <li>10. Develop criteria and rubrics which communicate</li> </ol>
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				<p>expectations for quality work and how their work will be evaluated</p> <p>11. Learning experiences connect to career skills,vocational skills and the world of work.</p> <p>12. Learning experiences hone the creative, artistic and aesthetic sensibilities in learners.</p>
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Teaching-learning Guidelines of the school</li> <li>2. Review of two plans per teacher per grade that he/she is teaching (plans should be from discontinuous units)</li> <li>3. Lesson observation Report (by Peer or Head of the School)</li> <li>4. Lesson Observation (external audit team)</li> <li>5. Report by Internal School academic Audit Team</li> <li>6. Teacher narratives</li> <li>7. Student survey</li> <li>8. Parent narratives</li> <li>9. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents <b>three</b> evidences</p> <p><b>AL 2</b> – school presents <b>four</b> evidences + the teaching-learning Guidelines of the school</p> <p><b>AL 3</b> – school presents <b>five</b> evidences + the teaching-learning Guidelines of the school</p>			
<b>KPI - 17 Classroom Management</b>	Teachers understanding of Students	School/Teachers address students by name but aren't aware of their needs and	School/Teachers make an effort to collaborate with students, build effective	School/Teachers make regularly collaborate with students, build effective

		<p>differences, their social and emotional development, their interests and motivation, learning styles and preferences etc</p>	<p>teacher-pupil bridges, get to know them, support their initiatives both in academic and non-academic domains etc</p>	<p>teacher-pupil bridges, get to know them, support their initiatives both in academic and non-academic domains etc</p> <p>School/counsellor/teachers make use of psychometric tools/tests that provide valuable insights into students' cognitive abilities, personality traits, learning styles, and other psychological characteristics. While these tests can offer useful information, it's important for teachers to use them thoughtfully and ethically.</p> <p>The school counsellor steps in when teachers need support to understand learners.</p>
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Teaching-learning Guidelines of the school</li> <li>2. IT Guidelines (availability of applications for data analysis and generation of visualizations and reports)</li> </ol>			

	<ol style="list-style-type: none"> <li>3. Teacher and pupil narratives</li> <li>4. Counsellor narratives</li> <li>5. Case studies</li> <li>6. Holistic report cards</li> <li>7. Availability of testing tools (interests, abilities, personality ...)</li> <li>8. Availability of a competent school counsellor (detailed report on case referred and addressed)</li> <li>9. Psychometric data (analysed and interpreted)</li> <li>10. Samples of psychometric test administration and interpretation.</li> <li>11. Any other <u><b>(but in-sync with this KPI)</b></u></li> </ol> <p><b>AL 1</b> – school presents <b>three</b> evidences</p> <p><b>AL 2</b> – school presents <b>four</b> evidences + the teaching-learning Guidelines of the school</p> <p><b>AL 3</b> – school presents <b>five</b> evidences + the teaching-learning Guidelines of the school</p>			
	Positive and productive learning environment.	Teachers practice traditional classroom management procedures such as; rigid classroom rules and routines, providing rewards and consequences, use of a behaviour charts, teacher-directed discipline, classroom seating arrangement, complaints to parents, referrals to head of the institution etc	Teachers use a mix of traditional and scientific strategies that promote a positive and healthy learning environment. Teachers strive to <ul style="list-style-type: none"> <li>• Promote positive relationships</li> <li>• Set clear expectations for behaviour</li> <li>• Promote a growth mindset (importance of effort, perseverance and resilience)</li> <li>• Timely support</li> </ul>	Teachers make use of scientific strategies to build positive and vibrant learning spaces through: <ul style="list-style-type: none"> <li>• Building positive relationships</li> <li>• Promoting a growth mindset</li> <li>• Fostering inclusivity and diversity (classroom that accepts and celebrates diversity)</li> <li>• Active engagement in</li> </ul>

				learning <ul style="list-style-type: none"> <li>• Timely support and constructive feedback</li> <li>• Choice making and autonomy</li> <li>• Teachers modelling positive behaviour and attitude</li> </ul>
Documentary Evidences:	<p>A. Guidelines</p> <ul style="list-style-type: none"> <li>• Teaching-learning Guidelines of the school,</li> <li>• Guidelines for Children With Special needs (CWSN),</li> <li>• Inclusive Guidelines</li> </ul> <p>B.</p> <ol style="list-style-type: none"> <li>1. Lesson plans - activities/learning experiences that indicate             <ul style="list-style-type: none"> <li>• Active learner involvement</li> <li>• Diversity planning (opportunities for students of different abilities and diversity to work in pairs or small groups)</li> <li>• Feedback loop (teacher to students and students to teacher)</li> <li>• Leadership roles that students take-on</li> </ul> </li> <li>2. Feedback and feedforward written by peer teachers/head of the school</li> <li>3. Student surveys</li> <li>4. Teacher and student narratives</li> <li>5. Feedback from parents</li> <li>6. Any other <u>(but in-sync with this KPI)</u></li> </ol> <p><b>AL 1</b> – school presents <b>one</b> Guideline under ‘A’ as evidence and how it is used + two evidence under ‘B’</p> <p><b>AL 2</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + three evidences under ‘B’</p> <p><b>AL 3</b> – school presents <b>three</b> Guideline under ‘A’ as evidences and how it is used + four evidences under ‘B’</p>			

<p><b>KPI - 18</b> <b>Development of cognitive, affective and performance domain</b></p>	<p>Holistic learning and growth(development of procedural knowledge - NCFSE)</p>	<p>Teachers do have a basic understanding of Holistic learning and growth.</p> <p><b>Cognitive</b> The emphasis is on basic cognitive processes such as; recall and recognition of factual information.</p> <p><b>Affective</b> Teachers as role models emphasise on values, social skills and to some extent emotional skills.</p> <p><b>Performance (Psycho-motor)</b> The performance skills are operationalised through play-way, games, extracurricular activities, play, dance etc</p>	<p>Teachers are gradually switching to a holistic and integrated growth of students considering the three dimensions namely; cognitive, affective and performance.</p> <p><b>Cognitive</b> Teachers make efforts to introduce skills such as collaboration, creativity, critical mindedness, higher order thinking (thinking-out-of-the-box) skills such as analysis, evaluation creation, as well as metacognition (self-assessment).</p> <p><b>Affective</b> Teachers attempt to foster the development of emotional intelligence, provide support and strategies for students to learn to self-regulate, enhance social skills and positive relationships as well as discussion on and practice of</p>	<p>Teachers are completely focussed on an integrated growth of students considering the three dimensions namely; cognitive, affective and performance.</p> <p><b>Cognitive</b> Teachers constantly focus on learner skills such as; collaboration, creativity, critical mindedness, higher order thinking (thinking-out-of-the-box) skills such as analysis, evaluation creation, as well as metacognition (self-assessment) in all learning spaces.</p> <p><b>Affective</b> Teachers promote and foster the development of emotional intelligence, provide support and strategies for students to</p>
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			<p>ethics and values (<i>in particular the Indian values of Dharma, Ahimsa, Satya, Seva along with unity in diversity</i>).</p> <p><b>Performance (Psycho-motor)</b> Teachers emphasize on skill acquisition through activities such as; sports, dance, fine motor activities, crafts, and hands-on projects. Attempts are made by teachers to simplify complex skills.</p> <p>The pedagogy of experiential learning is stressed upon as it enables learners apply their motor and cognitive and affective skills in real-world contexts.</p>	<p>learn to self-regulate, enhance social skills and positive relationships as well as discussion on and practice of ethics and values (<i>in particular the Indian values of Dharma, Ahimsa, Satya, Seva along with unity in diversity</i>).</p> <p><b>Performance (Psycho-motor)</b></p> <p>Teachers emphasize on skill acquisition through activities such as sports, dance, fine motor activities, crafts, and hands-on projects.</p> <p>They Scaffold the learning process by breaking down complex motor skills into smaller, sequential steps. Guide students through demonstrations, modelling, and guided practice at each stage.</p>
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				<p>Channels for feedback, correction and feedforward are created by teachers for their students.</p> <p>The pedagogy of experiential learning is stressed upon as it enables learners apply their motor and cognitive and affective skills in real-world contexts.</p> <p>Students work on variety of projects across subjects. Projects such as; creative writing projects, art projects, technology-based projects, innovative projects and AI projects besides the regular others are a part of learning.</p>
<b>Documentary Evidences:</b>	<p>A. Guidelines</p> <ul style="list-style-type: none"> <li>• Teaching -learning Guidelines</li> <li>• Guidelines for CWSN</li> <li>• Inclusive Guidelines</li> </ul> <p>B.</p> <ol style="list-style-type: none"> <li>1. Holistic Report cards of Students</li> <li>2. Nature and type of learning tasks in the different domains of learning (individual or group, complexity, based on duration of task etc)</li> <li>3. Decisions made on the basis of data analysis and visualisations</li> </ol>			

	<p>4. Interaction with students  5. Interaction with teachers  6. Interaction with parents and community members  7. Any other <u>(but in-sync with this KPI)</u></p> <p><b>AL 1</b> – school presents <b>one</b> Guideline under ‘A’ as evidence and how it is used + two evidence under ‘B’  <b>AL 2</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + three evidences under ‘B’  <b>AL 3</b> – school presents <b>three</b> Guidelines under ‘A’ as evidences and how it is used + four evidences under ‘B’</p>			
<b>KPI - 19</b> <b>Differentiated Learning</b> <b>(diversity)</b>	Addressing unique needs, interests and abilities of diverse learners	Teachers are involved in teaching but not necessarily in addressing student diversity.	<p>Teachers make conscious efforts to recognise student diversity in terms of: cultural, social, economic and linguistic backgrounds, learning styles, abilities and interests.</p> <p>Teachers try to address diversity through differentiated instruction, application of the Universal Design for Learning (UDL), developing individualised learning plans and scaffolding</p>	<p>Teachers consistently engage in recognising student diversity in terms of: academic, cultural, social, economic and linguistic background, learning styles, abilities and interests.</p> <p>Teachers address diversity through differentiated instruction, application of the Universal Design for Learning (UDL), developing individualised learning plans, scaffolding (remedial/learning enhancement programmes (LEP) and through peer- to-</p>

				peer learning.
<b>Documentary Evidences:</b>	<p>A. Guidelines</p> <ul style="list-style-type: none"> <li>• Teaching -learning Guidelines /Planning</li> <li>• Guidelines for CWSN</li> <li>• Inclusive Guidelines</li> </ul> <p>B.</p> <ol style="list-style-type: none"> <li>1. Students data from the student/learner management system</li> <li>2. Lesson plans of teachers to understand integration of Universal Design for Learning (UDL)</li> <li>3. Narratives on lesson observation by head of the school/peer teacher</li> <li>4. Type of remedial/scaffolding initiatives taken by the teacher and how these initiatives have helped students. For example, Individualised Lesson Plans (designed by the teacher for specific learners)</li> <li>5. Learning Enhancement Programmes (LEP's) conducted by the teachers</li> <li>6. Any other <u><b>(but in-sync with this KPI)</b></u></li> </ol> <p><b>AL 1</b> – school presents <b>one</b> Guideline under ‘A’ as evidence and how it is used + one evidence under ‘B’</p> <p><b>AL 2</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + two evidences under ‘B’</p> <p><b>AL 3</b> – school presents <b>three</b> Guidelines under ‘A’ as evidences and how it is used + three evidences under ‘B’</p>			
<b>KPI - 20</b> <b>Learning Resources</b> <b>(Includes Technology Integration)</b>	Variety of resources in teaching-learning	Teachers make use of teaching-learning materials that are within their immediate reach irrespective of its relevance (interrelationship with content, outcomes and student needs), clarity and accuracy, interactivity, variety of formats to accommodate different learning preferences and	Teachers make efforts in locating, sourcing and selecting teaching-learning materials that align with learning outcomes and are effective in supporting learning.  Resources selected aid in deep and engaged learning, is flexible, supports differentiation (students of	Teachers ensure that all learning materials are aligned with learning outcomes such that learning is engaging and effective.  Resources selected aid in deep and engaged learning, is flexible, supports differentiation (students of different interests, abilities

		styles (print materials, digital resources, simulations, Online Labs, hands-on-learning materials, manipulatives such as toys etc)	different interests, abilities and learning styles) making connections with the content and the real-world.	and learning styles) making connections with the content and the real-world.
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. TLM's used subject-wise e.g. worksheets, storybooks, playclay, board games, video, flash cards, infographics etc</li> <li>2. Innovative TLM's designed by the teacher and students.</li> <li>3. Samples and specimens (for instance; samples of coal, coke, charcoal, haematite, magnetite etc)</li> <li>4. Samples of Resources that address multiple senses for different kinds of learners</li> <li>5. Manipulatives</li> <li>6. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents <b>three</b> evidences  <b>AL 2</b> – school presents <b>four</b> evidences  <b>AL 3</b> – school presents <b>five</b> evidences</p>			
	Integration of Technological Resources	<p>Teachers primarily make use of YouTube and PowerPoint.</p> <p>Teachers share digital resources among themselves to be used in different learning spaces.</p>	<p>Teachers make use of resources such as; PowerPoint, YouTube and OER's in the teaching-learning process.</p> <p>Teachers make a conscious effort to at least do the following:</p> <p><b>They</b> determine the type of technological resources that would support teaching and learning in the given context.</p>	<p>The digital infrastructure is functional and accessible to teachers and students.</p> <p>Teachers make use of resources such as; PARAKH, EMBIBE, PM e-Vidhya, SWAYAM, Khan Academy, OER's, Olabs, simulations, subject specific educational tools and apps and other digital manipulatives judiciously</p>

			<p>The tech resources enable the learner to understand concepts though the resource may not be engaging and interactive.</p>	<p>and when best suited.</p> <p>Teachers make an attempt in integrating STEAM in the learning encounter.</p> <p>Teachers have made the following a regular feature of their practice:</p> <p>Conduct a needs assessment to determine the types of technological resources that would best support teaching and learning in the given context. Based on this, the most appropriate tech tools are employed. It is ensured that the tech tools not only clarify concepts, but also keep the learner engaged and interactive.</p>
<b>Documentary Evidences:</b>	<p>A. Guidelines</p> <ul style="list-style-type: none"> <li>Information Technology (IT) Guidelines</li> <li>Teaching-learning Guidelines</li> </ul> <p>B.</p> <ol style="list-style-type: none"> <li>Lesson plans which show use of various tech tools integrated in it e.g. Google Earth, Games, Simulation, Padlets etc</li> <li>Review of lesson plans by the head of the school and the audit team</li> </ol>			

	<ol style="list-style-type: none"> <li>3. Observation of lessons</li> <li>4. Teacher academic meetings on use of learning resources</li> <li>5. Concepts and the corresponding learning resources that are engaged (few samples for each subject class-wise)</li> <li>6. Student survey</li> <li>7. Any other <u>(but in-sync with this KPI)</u></li> </ol> <p><b>AL 1</b> – school presents <b>one</b> Guideline under ‘A’ as evidence and how it is used + one evidence under ‘B’</p> <p><b>AL 2</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + two evidences under ‘B’</p> <p><b>AL 3</b> – school presents <b>three</b> Guidelines under ‘A’ as evidences and how it is used + three evidences under ‘B’</p>			
<b>KPI - 21</b> <b>Feedback and Reflection</b>	Teacher as a practitioner supporting students learning	<p>Teacher is the only source of feedback based on class tests which are formative in spirit.</p> <p>Teachers collect feedback on their teaching practice informally from students.</p>	<p>Teachers engage students in self-assessment, encourages them to set their own goals and create opportunities to share their insights and feelings.</p> <p>Teachers make use of student surveys to know about their instructional practice.</p>	<p>Teachers engage students in self-assessment and peer feedback. Teachers’ step-in to provide timely and specific feedback and feedforward when required.</p> <p>Teachers create opportunities for students to share their insights and feelings through collaboration.</p> <p>Teachers assist students in goal-setting and smart learning.</p>
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Samples of students self-assessment (could be a reflective essay on one’s learning, portfolio, illustrative art, charts or even a theatrical act)</li> <li>2. Availability fo applications for data analysis, visualization and report generation</li> <li>3. Case studies (how the case was identified, intervention done and progress)</li> <li>4. Student data from the student/learner management system</li> <li>5. Student surveys</li> </ol>			

	6. Teacher narratives 7. Teacher and parent involvement success stories 8. Any other <u><i>(but in-sync with this KPI)</i></u>  <b>AL 1</b> – school presents <b>three</b> evidences <b>AL 2</b> – school presents <b>four</b> evidences <b>AL 3</b> – school presents <b>five</b> evidences			
<b>KPI - 22</b> <b>Parents and community involvement</b>	Establishing a system to engage parents effectively in their children's education	School and teachers are actively involved in convening parent-teacher meetings. Deliberations that occur during such meetings translate into actions for learning and growth.	School makes efforts to do the following:  <b>Regular Communication Channels:</b> Establishes communication channels through newsletters, emails, or messaging apps to share updates, announcements, and important information about teaching and learning activities.  Provide a schedule of upcoming events, curriculum highlights, and classroom activities to keep parents informed about what is happening in the school.	School has made the following a regular feature.  <b>Regular Communication Channels:</b> Establish a regular communication channel through newsletters, emails, or messaging apps to share updates, announcements, and important information about teaching and learning activities.  Provide a schedule of upcoming events, curriculum highlights, and classroom activities to keep

			<p><b>Parent-Teacher Conferences/ Meetings:</b>Conduct parent-teacher conferences / meetingsto discuss students' progress, academic performance, and areas for growth.</p> <p>School creates opportunities for parents to meet with teachers individually to address specific concerns or questions about their child's learning.</p>	<p>parents informed about what is happening in the school.</p> <p><b>Parent-Teacher Conferences/Meetings:</b> Conduct regular parent-teacher conferences/ meetings to discuss students' progress, academic performance, and areas for growth. School creates opportunities for parents to meet with teachers individually to address specific concerns or questions about their child's learning.</p> <p><b>Parent Workshops and Seminars:</b></p> <p>School conducts workshops, seminars, or parent education sessions on topics relevant to teaching and learning, such as homework help, study skills, literacy development, behaviour</p>
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				<p>modification or technology integration.</p> <p>Parents are provided with resources such as; handouts, and practical tips for parents to support their child's learning at home.</p> <p><b>Parent Advisory Committees/ Association:</b> Parent advisory committees or councils/Association are created to provide a forum for parents to collaborate with school leaders, teachers, and administrators on matters related to teaching and learning.</p> <p>The school seeks parent inputs on curriculum decisions, instructional strategies, and school policies to ensure alignment with parent priorities and values.</p>
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<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Communication channels between school and parents (newsletters, emails, or messaging apps to share updates, announcements)</li> <li>2. Minutes of PTA/SMC Meetings and Action Taken Report</li> <li>3. Involvement of community organizations and other stakeholders with the students and teachers</li> <li>4. Details of Parent-teacher conferences/ workshop</li> <li>5. Capacity development programmes for parents</li> <li>6. Parent Advisory Committee Reports</li> <li>7. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents <b>three</b> evidences</p> <p><b>AL 2</b> – school presents <b>four</b> evidences</p> <p><b>AL 3</b> – school presents <b>five</b> evidences</p>			
	Engaging various stakeholders within the community to support and enhance educational efforts.	The school continues with the traditional practice of inviting persons from the community to conduct sessions/talks for teachers, parents and students.	<p>The school makes an effort to:</p> <p>Identify community resources, expertise and assets available to support teaching and learning initiatives.</p> <p>Establishes partnerships with potential partners, such as local businesses (CSR initiatives), non-profit organizations, cultural institutions, government agencies, and community leaders, who can contribute to educational programmes and activities</p>	<p>School harnesses the collective resources, expertise, and support of the community to enrich educational experiences, promote student success, and strengthen the fabric of the local community.</p> <p>Identifies community resources, expertise and assets available to support teaching and learning initiatives.</p> <p>Establishes partnerships with potential partners, such</p>

			Organizes community-based learning experiences such as field trips, internships for e.g. NSQF.	<p>as local businesses (CSR initiatives), non-profit organizations, cultural institutions, government agencies, and community leaders, who can contribute to educational programmes and activities</p> <p>Organizes community-based learning experiences such as field trips, exposure visits, internships for e.g. NSQF, job shadowing, and apprenticeships that provide students with hands-on opportunities to apply classroom learning in real-world settings.</p>
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Partnership MoU's or mutually agreed upon initiatives with community organisations</li> <li>2. CSR funding to the school</li> <li>3. Field trips, Exposure visits, and visits, job shadowing, apprenticeship</li> <li>4. Internship details</li> <li>5. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents <b>three</b> evidence</p> <p><b>AL 2</b> –school presents <b>four</b> evidences</p> <p><b>AL 3</b> –school presents <b>five</b> evidences</p>			

<p><b>KPI - 23</b> <b>Focus of Assessment</b></p>	<p>Assessing the domains independent of each other.</p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Affective</li> <li>• Performance (psycho-motor)</li> </ul>	<p>The lower order cognitive processes namely remember and understand are assessed.</p> <p>In addition, achievement in the performance (psycho-motor) dimension is measured through science practical /Projectwork, sports and games, expressive and artistic activities.</p> <p>Affective assessment is not done.</p> <p>Teachers do have a basic idea of designing assessment tasks but prefer the usual and regular routine tasks.</p>	<p>The lower order cognitive processes namely remember, understand and apply are assessed.</p> <p>Assessment formats (MCQ's, short answer, essay questions, structured response items, observations, self-assessment, peer-assessment etc) are made use of by teachers.</p> <p>Achievement in the performance (psycho-motor) dimension is measured through science practical / Projectwork, sports and games, expressive and artistic activities, field-work etc</p> <p>Achievement in the affective domain is addressed on a case-to-case basis. It is not a feature that is addressed uniformly across the student body.</p> <p>Teachers to an extent have</p>	<p>The school emphasises on conceptual understanding rather than content retention.</p> <p>Emphasis is balanced on lower order as well as higher order cognitive processes. The entire cognitive processes spelt out in the Revised Bloom's taxonomy are addressed along with the knowledge dimension of the taxonomy.</p> <p>Assessment formats such as; MCQ's, short answer, essay questions, structured response items, performance tasks, portfolios, observations, self-assessment, peer-assessment etc are made use of by teachers. Assessment formats are grade and content appropriate</p> <p>Achievement in the</p>
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			<p>expertise to design assessment tasks or activities that require students to apply their knowledge, skills, and understanding in meaningful ways.</p>	<p>performance (psycho-motor) dimension is measured through tasks/activities/processes such as; science practical / projectwork, sports and games, expressive and artistic activities, manipulative skills, field-work etc.</p> <p>The affective dimension is assessed through  <b>Self-Assessment:</b> Asking students to reflect on their attitudes, values, beliefs, and emotions related to the learning experience.</p> <p><b>Surveys or Questionnaires:</b> Gather information about students' attitudes, interests, and motivation towards the subject matter or learning process.</p> <p><b>Journals or Reflection Papers:</b> Provide students</p>
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				<p>with opportunities to express their thoughts, feelings, and reflections on their learning experiences.</p> <p><b>Observations:</b> Assess students' behaviours, interactions, and engagement during learning activities.</p> <p><b>Interviews or Oral Presentations:</b> Allow students to verbally articulate their attitudes, perspectives, and feelings on a given topic or issue.</p>
<b>Documentary Evidences:</b>	<p>A. Teaching-learning Guidelines</p> <p>B.</p> <ol style="list-style-type: none"> <li>1. Test papers subject-wise and class-wise</li> <li>2. Question banks</li> <li>3. Open book assessment</li> <li>4. Assessment conducted through performance tasks, portfolios, self-assessment and peer-assessment.</li> <li>5. Teachers self-analysis on the test papers</li> <li>6. Details on consultative meetings with school counsellor to seek assistance on measuring the affective dimension (if any)</li> <li>7. Capacity building worksho</li> </ol>			

	<p>8. ps that teachers have attended</p> <p>9. Internal Academic Audit Committee Report</p> <p>10. School based Assessment Committee Report</p> <p>11. Any other <u>(but in-sync with this KPI)</u></p> <p><b>AL 1</b> –schoolpresents <b>three</b> evidences under ‘B’</p> <p><b>AL 2</b> –schoolpresents <b>four</b> evidences under ‘B’ + the teaching learning Guidelines</p> <p><b>AL 3</b> –schoolpresents <b>five</b>evidences under ‘B’+ the teaching learning Guidelines</p>			
	Holistic assessment (combined assessment of the three domains).	Not a practice in the school	<p>Teachers through seminars/workshops are enlightened about a comprehensive approach that integrates multiple assessment methods and strategies for combined assessment of the three domains.</p> <p>A few teachers do employ rudimentary problem-based learning or even portfolio assessment in capturing student progress.</p>	<p>Teachers are convinced about combined assessment procedures and engage in using the following methods.</p> <p><b>Integrated Performance Tasks:</b> Design performance-based tasks or projects that require students to demonstrate their cognitive, affective, and psycho-motor skills simultaneously.</p> <p><b>Problem-based learning:</b> Engage students in authentic, real-world problems or scenarios that</p>

				<p>require them to apply cognitive, affective, and psycho-motor skills to find solutions.</p> <p><b>Portfolio assessment:</b> Use portfolio assessment to collect evidence of students' cognitive, affective, and psycho-motor development over time.</p> <p>A variety of artifacts, such as written work, projects, reflections, and videos of performances, to showcase students' achievements across multiple domains.</p> <p><b>Observations and feedback:</b> Observe students' behaviour, interactions, and performance during learning activities, and provide feedback that addresses cognitive, affective, and psycho-motor aspects of</p>
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				their performance.
<b>Documentary Evidences:</b>	<p>A. Teaching-learning Guidelines</p> <p>B.</p> <ol style="list-style-type: none"> <li>1. Capacity building of teachers in relation to Holistic assessment (combined assessment of Cognitive, Affective and Performance Dimensions)</li> <li>2. Tasks designed by the teachers across subjects, the manner in which they were administered and the output (a few samples)</li> <li>3. Teacher interviews</li> <li>4. Student interviews</li> <li>5. Interaction with parents</li> <li>6. Report of the School Based Assessment Committee</li> <li>7. Performance of a learner or learners seen through data visualization</li> <li>8. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents <b>two</b> evidences under ‘B’</p> <p><b>AL 2</b> – school presents <b>three</b> evidences under ‘B’ + the teaching learning Guidelines</p> <p><b>AL 3</b> – school presents <b>four</b> evidences under ‘B’ + the teaching learning Guidelines</p>			
<b>KPI - 24</b> <b>Administration of Assessments</b>	Establishing clear procedures and protocols to ensure that assessments are conducted efficiently, fairly, and in accordance with prescribed standards	No systematic and organised process is followed in conducting assessments other than the conventional process of announcing an assessment (examination), administration of the assessment, scoring and informing learners about	The school has its own practice (other than public examinations such as S.S.C and H.S.S.C) to conduct assessments. Teachers prepare the assessment materials (question papers, be it for written, oral or practical work), schedule assessments, set-up	<p>The school adopts a scientific approach to assessments. The following steps are followed.</p> <p><b>Step 1</b></p> <p>Develop assessment procedures in terms of; type of assessment, learning</p>

		<p>their performance on the assessment.</p>	<p>the testing environment (places where students will answer), administer assessments, collect assessment materials/booklets, score and report performance as pass/fail.</p>	<p>outcomes on which the assessment is going to be based, scoring criteria rubrics or grading scales, providing training on how to prepare assessment materials particularly for the new teacher-appointees or teachers who lack expertise in construction of various assessment formats.</p> <p><b>Step 2</b> Preparation of assessment materials</p> <p><b>Step 3</b> <b>Conduct of the assessment</b> (includes scheduling, testing environment, administration of testing materials and collecting of the testing material)</p> <p><b>Step 4</b> Declaration of performance reports alongwith areas for improvement.</p>
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<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Hand-holding support to new teachers or for those who need assistance to create assessment materials</li> <li>2. Achievement tests/assessment tasks prepared by teachers subject-wise and class-wise</li> <li>3. Scoring criteria/grading scales/rubrics</li> <li>4. Item Analysis Reports (test frequency distribution, Item Difficulty &amp; Discrimination)</li> <li>5. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents a <b>single</b> evidence</p> <p><b>AL 2</b> – school presents <b>two</b> evidences</p> <p><b>AL 3</b> – school presents <b>three</b> evidences</p>			
<b>KPI - 25</b> <b>Data analysis</b>	Systematically collecting, organizing, and analysing assessment data to derive meaningful insights into student performance, progress, and areas for improvement	The school has no such Guidelines/practice of data analysis	Teachers do have a basic idea of data analysis which is limited to frequencies, percentages, measures of central tendency such as the mean.	<p><b>Data Analytics:</b> Assessment data is analysed to identify trends, patterns, and areas for improvement in student performance. These tools enable the school/teachers to monitor learning progress, measure the effectiveness of teaching strategies and implement targeted interventions.</p> <p>School/Teachers progress with data analysis in a systematic manner. This includes</p> <p><b>Categorising data:</b> on the basis of tools that were used in the assessment for</p>

				<p>example</p> <ul style="list-style-type: none"> <li>✓ Paper-based tests</li> <li>✓ Online assessment</li> <li>✓ Laboratory based assessment</li> <li>✓ Observation in different learning spaces</li> <li>✓ Performance-based tasks</li> </ul> <p><b>Organizing data:</b> in a structured form using spreadsheets and student information systems</p> <p><b>Applying statistical procedures:</b> such as descriptive statistics, correlation, summarize assessment data using charts, graphs, tables, or visualizations to identify trends, patterns, and insights into student performance over time.</p> <p><b>Feedback and Reporting:</b></p>
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				Feedback is provided to students on their performance, including individual scores, strengths, areas for improvement, and recommendations for future learning.
<b>Documentary Evidences</b>	<ol style="list-style-type: none"> <li>1. School has a data management system for data analytics (analysis, visualization, report generation and decision making)</li> <li>2. Students achievement on different kinds of assessment (paper based test, laboratory-based assessment etc)is categorised</li> <li>3. Data is treated statistically to compute indices such as frequency, mean/median, standard deviation/quartile deviation, correlation etc</li> <li>4. Data analysis reports indicating learner achievement and learning gaps</li> <li>5. Holistic report cards of students</li> <li>6. Detailed Feedback and reporting to students and parents other than the Holistic report card</li> <li>7. Any other <u><b>(but in-sync with this KPI)</b></u></li> </ol> <p><b>AL 1</b> – school conducts the process of data analysis manually in the absence of a data management system</p> <p><b>AL 2</b> –school has a data management system that computes different statistical indices</p> <p><b>AL 3</b> –school has a data management sytem that computes different statistical indices, generates visualisations and reports which are then shared with students and parents</p>			
<b>KPI - 26 Decision Making</b>	Gaps, needs and support	Hardly any decision making is done	The school or teachers engage in academic scaffolding to help-out the weaker students. The school also has a Guidelines of segregation of	The school along with teachers and even parents work on the learning gaps and the specific areas of difficulty by providing

			students based on their performance into divisions with usually the last division being the <b>dullest</b> and the first the <b>brightest</b> .	support to the students and the teachers to modify the teaching practice or introduce specific interventions.  Monitor progress and growth over time by tracking performance.
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Minutes of consultative meetings with teachers, parents and other stakeholders to reduce the identified gaps</li> <li>2. Action plans and deliverables (interventions)</li> <li>3. Capacity building support in the identified areas.</li> <li>4. Tracker system</li> <li>5. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents a <b>single</b> evidence  <b>AL 2</b> – school presents <b>two</b> evidences  <b>AL 3</b> – school presents <b>three</b> evidences</p>			

**Learner Performance,  
support and  
Progression**

**04**

### Key Performance Indicators (KPIs)

#### Learner Performance

27. Learner engagement

**Support (Personal, social, emotional,  
spiritual and physical development of  
students)**

28. Mechanisms for learners to thrive

#### Progression

29. Advancement of learners during their  
educational journey

### KPA 4 – (Learner Performance, Support and Progression)

Key Performance Indicators (KPI's)	Benchmark Statements/Standards	Performance Levels		
		AL - 1	AL - 2	AL - 3
<b>KPI - 27 Learner Engagement</b>	Defining actionable strategies and implementing measures to foster active participation, motivation, and involvement in the learning process.	Teachers are aware and are exploring to understand a few of the below mentioned actionables  Teachers to some extent	Teachers are actually using some of these actionables a part of their routine.  Teachers know what learner engagement means within a	Teachers make use of these actionables regularly:  Teachers have a thorough understanding of learner engagement and key

		<p>know what learner engagement means within a learning context and can name indicators that signal learner engagement such as; active participation in class discussions, enthusiasm for learning, persistence in completing tasks, attendance rates, participation levels, completion rates of assignments/tasks/projects, interaction with instructional materials, and contributions to group activities.</p> <p>Teachers design learning experiences which may/may not be interactive, and engaging to learners. Instructional methods revolve around teacher centeredness.</p> <p>Learners are dependent on teachers and have no say or make choices with respect to</p>	<p>learning context and can identify key indicators that signal learner engagement such as; active participation in class discussions, enthusiasm for learning, persistence in completing tasks, the willingness to explore and apply new knowledge, attendance rates, participation levels, completion rates of assignments/tasks/projects, interaction with instructional materials, and contributions to group activities.</p> <p>Teachers design learning experiences that are interactive, relevant, and meaningful to learners. Learners are provided opportunities to make choices and decisions about their learning journey say for example in terms of: choosing assignments, projects, and learning pathways so as to accommodate diverse interests,</p>	<p>indicators that signal learner engagement such as; active participation rate in class discussions, enthusiasm for learning, persistence in completing tasks, the willingness to explore and apply new knowledge, attendance rates, participation levels, completion rates of assignments/tasks/projects, interaction with instructional materials, and contributions to group activities.</p> <p>Teachers design and deliver learning experiences that are interactive, relevant, and meaningful to learners as global citizens. Incorporates a variety of instructional methods such as; experiential learning, active learning strategies, group discussions, problem-solving activities, virtual labs and Simulations,</p>
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		<p>choosing assignments, projects, and learning pathways.</p> <p>Teachers try to provide support in learning spaces wherein learners feel valued.</p>	<p>learning styles, and preferences.</p> <p>Teachers occasionally provide support in learning spaces wherein learners feel valued, respected and encouraged to participate.</p>	<p>multimedia resources, and real-world applications.</p> <p>Teachers guide students to acquire critical thinking, creativity, problem-solving skills along with design thinking skills. Students are challenged to come out with solutions for various socio-economic, technological-sectoral challenges as well as other problems they encounter in their local surroundings.</p> <p>Learners exercise choice and make decisions about their learning journey say for example in terms of: choosing assignments, projects, and learning pathways so as to accommodate diverse interests, learning styles, and preferences.</p> <p>Teachers regularly provide</p>
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				<p>support in learning spaces wherein learners feel valued, respected and encouraged to participate.</p> <p>The school encourages and facilitates student exchange visits whereby they interact with students, teachers, resources of the school and are also able to share their ideas and good practices functioning in their own school.</p>
<b>Documentary Evidences:</b>	<p>A. Guidelines</p> <ul style="list-style-type: none"> <li>• Inclusive Guidelines</li> <li>• Teaching-learning Guidelines</li> </ul> <p>B.</p> <ol style="list-style-type: none"> <li>1. Review of lesson plans</li> <li>2. Lesson Observation by Head of the School.Peers</li> <li>3. Teacher observation records of students (few samples)</li> <li>4. Internal academic audit committee report</li> <li>5. Students self-assessment and reflection (few samples). This can be in the written form, poster, comic strip or even a song or a theatrical performance.</li> <li>6. Support systems made available by teachers to support the weaker or dis-engaged learners</li> <li>7. Student survey data</li> <li>8. Observational and behavioural analysis (qualitative data emerging from neatly crafted observational tools). Examples: monitoring attentiveness, participation in discussions, collaboration with peers, enthusiasm for learning tasks etc.</li> <li>9. Student Performance (data from learner management system)</li> </ol>			

	10. Problem solving and decision-making 11. Any other <i><u>(but in-sync with this KPI)</u></i>  <b>AL 1</b> – school presents <b>one</b> Guideline under ‘A’ as evidence and how it is used + three evidence under ‘B’ <b>AL 2</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + four evidences under ‘B’ <b>AL 3</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + five evidences under ‘B’			
<b>KPI – 28</b> <b>Mechanisms for Learners to Thrive</b>	Personal Development	Teachers do not have data in relation to the needs, interests, values, aspiration and self-awareness of their learners. There is little or hardly any scope for personal development.	Teachers to some extent maintain data in relation to the skills, interests, values, and self-awareness,socio-economic background of their students. Students are provided opportunities for self-development which helps them to achieve. This is done through activities that promote self-discovery, creativity, and personal growth.	Teachers maintain data in relation to the skills, interests, values, and self-awareness,socio- economic background of their students (Holistic reports).  Students are provided opportunities for self-reflection, goal-setting so as to build on their strengths and fulfil their aspirations. This is done through activities that promote self-discovery, creativity, and personal growth.
<b>Documentary Evidences:</b>	A. Guidelines <ul style="list-style-type: none"> <li>• Human Resource Management Guidelines</li> <li>• Inclusive Guidelines</li> </ul> B.			

	<ol style="list-style-type: none"> <li>1. Self-assessment tools(if at all reliable psychometric tools are available)</li> <li>2. Reflection and Journaling by students</li> <li>3. Behavioural Observation by teachers (observation tools)</li> <li>4. Progress tracking of the learner using the learner data management system</li> <li>5. Extracurricular activities and opportunities for student leadership</li> <li>6. Activities within and outside the school in which students willingly participate and those who need the extra push</li> <li>7. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents <b>one</b> Guidelines under ‘A’ as evidence and how it is used + two evidence under ‘B’</p> <p><b>AL 2</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + three evidences under ‘B’</p> <p><b>AL 3</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + four evidences under ‘B’</p>			
	Social Development	<p>The school and its teachers are aware that a supportive environment is needed for a child’s development. Hence, efforts though not concerted are made in this direction.</p>	<p>The school and teachers create a supportive and inclusive learning environment where students feel safe, respected, and connected.</p> <p>Teachers strive to ensure positive relationships and communication skills among students</p> <p>The school belives in empathy and displays efforts in its practice.</p>	<p>The school and teachers create a supportive and inclusive learning environment where students feel safe, respected, and connected. Students overcome difficulties through conflict resolution, co-operation and teamwork skills.</p> <p>Teachers foster positive relationships and communication skills through collaborative learning activities, group</p>

				<p>projects, and peer interactions.</p> <p>The school as a whole promotes empathy, perspective-taking, and social responsibility through service-learning initiatives and community engagement.</p>
<b>Documentary Evidences:</b>	<p>A. Guidelines</p> <ul style="list-style-type: none"> <li>Human Resource Guidelines</li> <li>Inclusive Guidelines</li> </ul> <p>B.</p> <ol style="list-style-type: none"> <li>Teacher Observation (students working in groups during group projects, while playing etc)</li> <li>Social skills assessment (using rating scales, surveys, or structured observations) to find out abilities of students to collaborate, communicate, listen, empathize, resolve conflicts effectively, assertiveness, perspective-taking etc).</li> <li>Community engagement partnerships and programmes to develop social skills in students</li> <li>Examples of deviant cases and the resolving mechanism.</li> <li>Extracurricular activities and opportunities for student leadership</li> <li>Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school presents <b>one</b> Guideline under ‘A’ as evidence and how it is used + two evidence under ‘B’</p> <p><b>AL 2</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + three evidences under ‘B’</p> <p><b>AL 3</b> – school presents <b>two</b> Guidelines under ‘A’ as evidences and how it is used + four evidences under ‘B’</p>			
	Spiritual Development ( <i>Chaitvik Vikas</i> )	The school per se respects and honors its own belief	The school is gradually moving towards openness and	The school per se respects and honors the diverse

		<p>system. Attempts are made to accommodate diversity.</p> <p>Teachers do engage students in meditation to nurture their inner spiritual dimensions.</p>	<p>acceptance of diversity through recognition of the cultural traditions within the learning community.</p> <p>Opportunities are created for students to reflect and meditate so as to develop the inner spiritual dimensions of the learner</p>	<p>spiritual beliefs, values, and cultural traditions within the learning community.</p> <p>Opportunities are created for students to reflect, meditate, and contemplate to nurture students' inner spiritual dimensions</p>
	<p>Physical Development (<i>Sharirik Vikas</i>) and Development of Life Skills (<i>Pranik Vikas</i>)– NCFSE</p> <p>Annamaya kosha and Pranamaya kosha NCF-FS</p>	<p>The school promotes physical activity and healthy lifestyle habits</p> <p>The school may or may not have infrastructure such as; a playground or open spaces for physical activities, clean drinking water facility etc</p>	<p>The school makes efforts to promote physical and healthy lifestyle habits through physical education classes, sports programmes, and extracurricular activities.</p> <p>Provide access to nutritious meals (mid-day meal).</p> <p>The school endeavors to create a safe environment that accommodates diverse physical abilities and encourages active participation in physical activities.</p>	<p>The school promotes regular physical activity and healthy lifestyle habits through physical education classes, sports programmes, and extracurricular activities. These activities result in the development of motor skills, physical fitness, discipline and self-control, leadership, team-ship and resilience etc</p> <p>Provide access to nutritious meals (mid-day meal and canteen services), hydration, and adequate rest to support students' physical well-being.</p>

				The school creates a safe and accessible environment that accommodates diverse physical abilities and encourages active participation in physical activities.
<b>Documentary Evidences:</b>	<p>Different practices that the school conducts to foster the ideals of humanity and Indianness</p> <p><b>AL 1</b> – the school conducts <b>one</b> activity</p> <p><b>AL 2</b> – the school conducts <b>two</b> activities</p> <p><b>AL 3</b> – the school conducts <b>three</b> activities</p>			
	<p>Mental Heath and Emotional Development (<i>Manasik Vikas</i>)</p> <p>Manomaya kosha</p>	<p>The school has not yet realised the importance of mental health and emotional wellbeing as a precursor to effective learning.</p> <p>Sprinkler efforts are visible which need to be strengthened. The school does conduct a few sessions on mental health for students.</p>	<p>The school does not have any policies as such. However, the school ensures that the learners are treated well with an emphasis on assistance when needed.</p> <p>The school has established some partnerships with community organizations to support and create awareness about mental health and emotional wellbeing for students and their parents.</p>	<p>The school has:</p> <p><b><i>Comprehensive Mental Health Guidelines</i></b></p> <p>that outlines the school's commitment to promoting mental health and emotional well-being.</p> <p>It is ensured that the Guidelines addresses prevention, early intervention and support for students experiencing</p>

				<p>mental health challenges besides laying a strong emphasis on resilience and coping skills.</p> <p>The school has its teachers and school counsellor trained to collaborate with mental health professionals, and partnerships with community resources.</p> <p><b><i>Integrated Curriculum and instruction</i></b></p> <p>integrates components of mental health and emotional development into the curriculum across different subjects and grade levels. The school incorporate social-emotional learning (SEL) programmes that teach students essential skills such as; self-awareness, self-management, social awareness, relationship</p>
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				<p>skills, and responsible decision-making.</p> <p><b><i>School, Parent and Community Involvement</i></b></p> <p>The school has established partnerships with community organizations, mental health agencies, and other stakeholders to enhance support networks and access to resources for students and families. Regular mental health workshops and transformational sessions are conducted for students, teachers and parents.</p>
<b>Documentary Evidences:</b>	<p>A. Guidelines</p> <ol style="list-style-type: none"> <li>1. Comprehensive mental health Guidelines</li> <li>2. Activities conducted by the school that promote mental health and emotional well-being</li> <li>3. Evidences of how teachers integrate mental health and emotional development in the teaching of their subjects</li> <li>4. Community engagement and service-learning initiatives undertaken by the school to promote empathy, perspective-taking and social responsibility . School-community involvement (meetings, workshops, support initiatives, psychometric testing)</li> <li>5. Social-emotional learning programmes conducted or organised in the school</li> <li>6. Any other <b><u>(but in-sync with this KPI)</u></b></li> </ol> <p><b>AL 1</b> – school conducts <b>two</b> activities</p>			

	<b>AL 2</b> – school conducts <b>three</b> activities <b>AL 3</b> – school conducts <b>four</b> activities			
<b>KPI – 29 Progression</b>	A supportive and dynamic learning environment that fosters continuous growth and development	<p>The school has no scientific evidence to show the growth trajectory of a learner from one grade to the next nor within a particular grade.</p> <p>Progress monitoring by teachers is just in terms of marks scored by students on class-tests/formative tests and summative tests.</p>	There is no hard-established system to track learner progression over time across areas such as; academic growth, life skills etc	<p>School has an established system for monitoring and tracking students' progress through the <b>data management system</b> (physical, personal, social, spiritual, emotional and mental health). Regular updates on progress is made available to learners as well as their parents based on which the school engages in decision making.</p> <p>The school makes use of an <b>Adaptive Learning Platform</b> that assesses individual strengths and weaknesses of students and dynamically adjusts content and strategies to meet the unique/special need of the learner</p>
<b>Documentary Evidences:</b>	1. Learner tracker system that monitors student progression (physical, personal, social, spiritual, emotional and mental			

	<p>health) year-wise and longitudinally.</p> <ol style="list-style-type: none"> <li>2. Case studies of students addressed by the school</li> <li>3. Progress records of students (a few samples)</li> <li>4. Records of meetings with parents and other stakeholders</li> <li>5. Referrals to professional agencies in the community for redressal of student issues and difficulties</li> <li>6. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school conducts <b>two</b> activities  <b>AL 2</b> – school conducts <b>three</b> activities  <b>AL 3</b> – school conducts <b>four</b> activities</p>
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**Teacher Management:  
Recruitment, Teacher  
Performance and  
Professional**

05

**Key Performance Indicators (KPIs)**

**Recruitment**

30. Qualified and capable individuals to lead learning

**Teacher Performance**

31. Teacher Effectiveness  
32. Teacher Collaboration and Professional Learning Communities

**Professional Development**

33. Continuous Professional Development (CPD)

**KPA –5 (Teacher management: Recruitment, Teacher Performance and Professional Development)**

Key Performance Indicators (KPI's)	Benchmark Statements/Standards	Performance Levels		
		AL - 1	AL - 2	AL - 3
<b>KPI – 30</b> <b>Qualifiesd and capable individuals to lead learning</b>	Creating a systematic processe to attract, select, and onboard qualified candidates for teaching positions in the school.	The school follows a traditional system of recruitment that focuses solely on appointing a teacher.	The school adopts a relatively well functioning recruitment system wherein applications are invited, screning is done to match suitability, candidates	School has the following procedures in place to recruit teachers.  <b>Application and Screening</b>

			<p>appear before the interview panel, get shortlisted, present a short demonstration lesson and the most deserving is appointed.</p>	<p><b>Process:</b> An established efficient and user-friendly application process for candidates to submit their credentials and a screening criteria to evaluate applicants based on their qualifications, experience, and suitability for the position.</p> <p><b>Selection and shortlisting Process:</b> the school follows a structured selection process that includes multiple stages, such as; initial screening, administration of psychometric tests to measure attitude towards the profession of teaching, interviews, teaching demonstrations, and reference checks. Ensure that the selection process is fair, transparent, and consistent for all candidates. Final list of shortlisted</p>
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				<p>candidates is prepared</p> <p><b>Interviewing and Evaluation:</b> the school equips interviewers to conduct a thorough and insightful interview that assesses candidates' teaching abilities, subject matter expertise and interpersonal skills all in alignment with the institution's values and mission.</p> <p>The process is made objective through use of rubrics or robust evaluation criteria to objectively assess candidate performance.</p> <p><b>Onboarding (Induction programme) and Orientation:</b> The school has a comprehensive onboarding programme to welcome and integrate new teachers into the institution. Provide orientation sessions to</p>
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				familiarize new teachers with policies, procedures, curriculum, technology, facilities, and support services in the school.  <b><i>Performance Appraisal of teachers:</i></b> continuous
<b>Documentary Evidences:</b>	A. Human Resource Management Guidelines B. Internal academic audit committee Guidelines C. IT Guidelines <ol style="list-style-type: none"> <li>1. Application and Screening process adopted in the school</li> <li>2. Selection and Shortlisting Process</li> <li>3. Interviewing and Evaluation Process</li> <li>4. On-boarding and Orientation sessions to new appointees</li> <li>5. StakeholderSupport</li> <li>6. Performance Appraisal Mechanism (formats and Review of Appraisals)</li> <li>7. Any other <b><u>(but in-sync with this KPI)</u></b></li> </ol> <b>AL 1</b> – The school conducts <b>two</b> activities <b>AL 2</b> – The school conducts <b>three</b> activities + the Human Resource Management Guidelines <b>AL 3</b> – The school conducts <b>four</b> activities + the Human Resource Management Guidelines			
<b>KPI – 31 Teacher Effectiveness</b>	Degree to which a teacher's actions and practices positively impact student learning outcomes and academic achievement.	The school does not have a systematized mechanism to measure teacher effectiveness.	The school does have a system to measure a few attributes of teacher effectiveness. But, it lacks a holistic feature.	The school has clearly defined teacher effectiveness practices and includes the following:

				<p><b>Teacher Effectiveness:</b> Clearly defines what constitutes teacher effectiveness for example, factors like, subject matter expertise, pedagogical skills, technological skills, innovative and engaging pedagogical skills, learning spaces management abilities, interpersonal skills, cultural competence and commitment to ongoing professional development</p> <p>Innovative projects are undertaken in the school by teachers in new disciplines/topics, etc. in the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education</p> <p><b>Data Collection and Measurement</b></p>
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				<p>Data comes from classroom observations, student achievement data, feedback from students and parents, and self-assessment tools. The school has the data collection tools in place for each of the identified factors under teacher quality. A combination of quantitative and qualitative data is gathered to provide a comprehensive assessment of teacher effectiveness.</p> <p><b>Performance Evaluation:</b> The school conducts at least half-yearly performance assessment to assess teachers' adherence to standards and identify areas for improvement.</p>
<b>Documentary Evidences:</b>	<p>A. Teaching-learning Guidelines B. Diversity and inclusivity Guidelines C. Guidelines for children with special needs and CWSN</p> <p>1. Teacher self-assessment reports 2. Teacher Performance Review by the head of school/peers and the internal academic audit committee</p>			

	<ol style="list-style-type: none"> <li>3. Critical Review of lesson plans by self and peers</li> <li>4. Peer Reviews and feed forward</li> <li>5. Student feedback</li> <li>6. Innovative methodological practices, creation or design of TLM's and other learning media</li> <li>7. Student surveys</li> <li>8. Quantitative and qualitative data on teacher effectiveness (e.g. content competency,</li> <li>9. Reports on Learning planned, executed and evaluated in different skill enhancement learning centres (e.g. library, vocational/entrepreneurship centre, IT lab ...)</li> <li>10. Student Performance: Learner progress mapped on the learner management portal</li> <li>11. Longitudinal analysis report of teachers</li> <li>12. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school conducts <b>three</b> activities</p> <p><b>AL 2</b> – school conducts <b>four</b> activities + the Human Resource Management Guidelines</p> <p><b>AL 3</b> – school conducts <b>five</b> activities + the Human Resource Management Guidelines</p>			
<b>KPI – 32</b> <b>Teacher Collaboration and Professional Learning Communities (PLC's)</b>	Educational practices aimed at improving teaching quality, student learning outcomes, and overall school effectiveness. NCFSE	School hasn't made any effort in the direction of being a part of any Professional Learning Community.	Teachers do informally collaborate but there is no formal creation of collaborative learning groups like a PLC.	<p>The school has encouraged its teachers to be a part of professional learning Communities (PLC's). If there isn't one, the school has spearheaded the creation of its own PLC.</p> <p>Thus teachers, as part of PLC's collaborate regularly to engage in shared inquiry, reflection, and learning with the goal of improving teaching practices and</p>

				<p>student learning outcomes analyse student data, share resources and nurturing and development of 21<sup>st</sup> century skills..</p> <p>The school</p>
<p><b>Documentary Evidences:</b></p>	<ol style="list-style-type: none"> <li>1. The school has initiated its own PLC</li> <li>2. Teachers are a part of other PLC's. Then provide details of the teachers and PLC's</li> <li>3. Kinds of activities initiated/conducted by the teachers in the PLC's</li> <li>4. Teachers teaching the same subject collaborate with each other. Efforts transcend subject-boundaries (interdisciplinarity and multidisciplinary)</li> <li>5. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>AL 1</b> – school has no PLC nor are its teachers a part of any PLC</p> <p><b>AL 2</b> – school has no PLC but its teachers are a part of a PLC</p> <p><b>AL 3</b> – school has initiated its own PLC and its teachers are also a part of an external PLC/PLCs</p>			
<p><b>KPI – 33</b> <b>Continuous Professional Development</b>(regular CPD and competency-based CPD)</p>	<p>Ongoing process of acquiring new knowledge, skills, and competencies to enhance professional practice and improve job performance</p>	<p>The school leader is interested in continuous professional development and teachers to attend workshops and other capacity development programmes. Quite often any teacher is deputed irrespective of the nature of the training programme.</p>	<p>The school leader actively engages in CPD and also deputed teachers to attend workshops and other capacity development programmes. Teachers do make an effort to implement the new learning in their practice.</p>	<p>The school promotes teacher autonomy to respond to classroom realities so as to make learning authentic and engaging.</p> <p>To achieve this, the school facilitates the ongoing process of acquiring new knowledge, skills, and</p>

				<p>competencies to enhance the professional practice of teachers.</p> <p>Teachers attend workshops, seminars, conferences, webinars, online courses, peer coaching, research, and self-directed learning (aka self-learning). The areas in which they develop competency/ies is aligned to their interests, needs, and career goals. Teachers attend regular CPD as well as competence-based CPD programmes.</p> <p>The school administration monitors the effective implementation of what teachers have learnt in their day-to-day practice.</p>
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Nature of training programmes that teachers attend (regular CPD or competence-based CPD)</li> <li>2. Monitoring mechanism (there is regular monitoring of implementation of innovative pedagogies by teachers)</li> <li>3. Report of the Internal Academic Audit Committee</li> <li>4. Student Surveys</li> <li>5. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol>			

	<p><b>AL 1</b> – The head of the school and teachers attend only regular CPD + Report of the Internal Academic Audit Committee</p> <p><b>AL 2</b> – The head of the school and teachers attend regular as well as competency based CPD + Monitoring System + Report of the Internal Academic Audit Committee</p> <p><b>AL 3</b> – The head of the school and teachers attend regular as well as competency based CPD + Monitoring System + Student Surveys + Report of the Internal Academic Audit Committee</p>
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## Leadership and Governance

06

### Key Performance Indicators (KPIs)

#### Leadership

- 34. Leadership by the Head of the School
- 35. Teacher Leadership
- 36. Student Leadership

#### Governance

- 37. School Management

#### Community Involvement

- 38. Parents and Community Leadership (PTA/SMC)

### KPA – 6 (Leadership and Governance)

Key Performance Indicators (KPI's)	Benchmark Statements/Standards	Performance Levels		
		AL - 1	AL - 2	AL - 3
<b>KPI – 34</b> <b>Leadership by the Head of the School</b>	Pedagogical Leadership	The head of school supports teachers in their academic and professional pursuits by deputing them to attend workshops and seminars.	The head of school supports the teachers by encouraging participation in capacity development workshops/seminars.	The head of school does the following:  <i><b>Focuses on Teaching and Learning:</b></i> promotes high-quality teaching and

			<p>Teachers do receive guidance from the head of school with respect to methodologies and classroom practice that supports effective learning.</p> <p>The head makes attempts to lead by example but the teachers may not be convinced or the head of school may not be convinced about his/her own leadership.</p> <p>Decisions taken aren't based on any hard-data evidences.</p>	<p>learning practices throughout the school. For instance, an engaging lesson with suitable instructional media, interactive and differentiated instruction, connecting learning to the real-world that keep learners enthusiastic and motivated, a classroom culture where all-learn and all-help with adequate room for mistakes and learning through them.</p> <p><b><i>Support for professional growth:</i></b> on-going support and professional development opportunities to teachers, helping them enhance their instructional strategies, incorporate innovative teaching methods, and address student learning challenges.</p> <p><b><i>Data-Informed Decision-Making:</i></b> conducts data analysis to assess student</p>
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				<p>performance, identify trends and patterns in learning outcomes, and make informed decisions about instructional priorities and interventions. Appraises teachers on their performance based on data. Encourages parent and community participation in bolstering the school's initiatives.</p> <p><b><i>Modeling Best Practices:</i></b> The head leads by example, demonstrating effective teaching, effective communication, building a culture of collaboration with stakeholders which can be re-modelled by teachers in the school. Fostering a culture of constant change etc.</p>
	<p><b>Documentary Evidences</b></p> <ol style="list-style-type: none"> <li>1. Focus on Teaching and Learning</li> <li>2. Support for Professional Growth</li> <li>3. Data-Informed Decision-Making</li> </ol>			

	<p>4. Modeling Best Practices</p> <p>5. Any other (<b>but in-sync with this KPI</b>)</p> <p><b>(data is captured through review of minutes of staff meetings, teacher surveys, student surveys, parent and community surveys)</b></p> <p><b>AL 1</b> – the school measures the pedagogical leadership of the head of the school (<b>provide one evidence</b>)</p> <p><b>AL2</b> – the school measures the pedagogical leadership of the head of the school (<b>provide two evidences</b>)</p> <p><b>AL 3</b> – the school measures the pedagogical leadership of the head of the school (<b>provide three evidences</b>)</p>			
	Collaborative leadership	The head of the school attempts to involve teachers, parents and SMC members in the educational pursuits of the school when needed.	The head of the school builds working partnerships with teachers and other stakeholders to support the initiatives of the school.	<p>The head of the school endeavours to:</p> <p><b><i>Build Partnerships:</i></b> Partnering and fostering relationships among all stakeholders, including teachers, administrative staff, students, parents, administrators, and community members.</p> <p><b><i>Shared Decision-Making:</i></b> Involves all stakeholders in decision-making processes related to school policies, curriculum transaction, resource mobilisation and other key areas, promoting a</p>

				<p>sense of ownership and collective responsibility for the school's success.</p> <p><b><i>Teamwork and Communication:</i></b> Facilitates open communication and teamwork among teaching and administrative staff members, encourages collaboration, sharing of ideas, and collective problem-solving to address challenges and achieve common goals.</p> <p><b><i>Building Professional Learning Communities (PLCs):</i></b> facilitates teachers to collaborate, engage in professional dialogue, share best practices, and participate in ongoing professional development activities within PLCs.</p> <p><b>School Complex/Super school complex:</b> school</p>
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				<p>actively participates</p> <p>In addition, opportunities are created especially for administrative staff to hone their productive skills (communication, presentation, writing, thinking, networking, innovation, resilience etc)</p>
<b>Documentary Evidences</b>	<ol style="list-style-type: none"> <li>1. Partnerships</li> <li>2. Shared Decision Making</li> <li>3. Teamwork and Communication</li> <li>4. Building Professional Learning Communities (PLCs)</li> <li>5. Participation in school complex and super school complex activities</li> <li>6. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p><b>(data is captured through review of minutes of staff meetings, teacher surveys, student surveys, parent and community surveys)</b></p> <p><b>AL 1</b> – the school measures the collaborative leadership of the head of the school (<b>provide one evidence</b>)</p> <p><b>AL 2</b> – the school measures the collaborative leadership of the head of the school (<b>provide two evidences</b>)</p> <p><b>AL 3</b> – the school measures the collaborative leadership of the head of the school (<b>provide three evidences</b>)</p>			
	Administrative Leadership	Administrative leadership is traditional in which the routine practice is completely visible.	Administrative leadership is inclined towards creating plans which may or may not be achieved.	As an administrative leader the head of the school ensures the overall success of the school i.e human as well as resources. The head

			<p>Resource management is addressed through efficient use of the school office staff.</p> <p>No clear policies on addressing conflicts nor on crisis management. There is no mechanism to measure the effectiveness of programmes, policies. However, the presence of some system to measure teacher effectiveness is practiced.</p>	<p>is completely involved in</p> <p><b><i>Strategic Planning:</i></b> Design strategic plans that align with the institution's mission and vision. They identify priorities, set objectives, and allocate resources to support the school.</p> <p><b><i>Resource Management:</i></b> manages the financial, human resources and physical facilities. Budget allocation and expenditure is balanced.</p> <p><b><i>Guidelines for Development and Implementation:</i></b> Develops clear policies that comply with regulatory requirements and promote a safe, inclusive, and supportive environment for students and staff.</p> <p><b><i>Communication and</i></b></p>
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				<p><b><i>Stakeholder Engagement:</i></b> Liaisons/ communicates regularly with stakeholders, including parents, students, staff, and community members.</p> <p><b><i>Problem-Solving, Conflict Resolution and Crisis Management:</i></b> The head assists in identifying the cause, arrive at solutions, and facilitate resolution of the conflict through effective communication, collaboration and conflict management strategies. They develop emergency plans, coordinate response efforts, and communicate with stakeholders to ensure the safety and well-being of students and staff.</p> <p><b><i>Evaluation and Accountability:</i></b> Employs performance metrics and</p>
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				<p>other evaluation processes to assess the effectiveness of programmes, policies, and staff performance.</p> <p><b><i>Supports the Administrative Staff:</i></b> provides opportunities to the Administrative Staff to express their opinion, views and suggestions regarding the guidelines and other areas of the school. The administrative staff members are a part of some of the school committees.</p> <p><b><i>Implementation of various Government Schemes:</i></b></p> <p><b><i>School Development Plan:</i></b></p>
<b>Documentary Evidences</b>	<ol style="list-style-type: none"> <li>1. Strategic Planning initiatives</li> <li>2. Resource management initiatives and strategies</li> <li>3. Guidelines Development and Implementation</li> <li>4. Communication and Stakeholder Engagement</li> <li>5. Problem-Solving, Conflict Resolution and Crisis Management Mechanisms</li> <li>6. List of beneficiaries who have availed government schemes</li> <li>7. Evaluation and Accountability</li> <li>8. Data-Informed Decision-Making</li> </ol>			

	<p>9. Mechanism designed by the school to involve the administrative staff in the working of the school.</p> <p>10. Any other <u>(but in-sync with this KPI)</u></p> <p><b>(data is captured through review of minutes of staff meetings, teacher surveys, student surveys, parent and community surveys)</b></p> <p><b>AL 1</b> – the school measures the administrative leadership of the head of the school <b>(provide one evidence)</b></p> <p><b>AL 2</b> – the school measures the administrative leadership of the head of the school <b>(provide two evidences)</b></p> <p><b>AL 3</b> – the school measures the administrative leadership of the head of the school <b>(provide three evidences)</b></p>			
<b>KPI – 35</b> <b>Teacher Leadership</b>	Driving school improvement and growth	Teachers are completely involved in their set routines. They are mere followers and not leaders.	<p>Teachers to an extent are empowered to voice their concerns in relation to the teaching-learning processes, sharing their expertise at workshops and seminars etc.</p> <p>The extent of involvement is restricted.</p>	<p>Teachers take-on leadership roles and responsibilities within the school to:</p> <p><b><i>Lead Teaching-learning:</i></b> They serve as instructional coaches and mentors in supporting colleagues in improving their teaching methods, designing effective lessons, and implementing best practices in the classroom.</p> <p>They also share their professional expertise outside the school through workshops, presentations and in collaborative learning</p>

				<p>communities.</p> <p><b><i>Strong advocates of Change:</i></b> They ensure that guidelines and practices developed and implemented in the school benefit students, teachers, administrative staff, parents and the community.</p> <p><b><i>Support school administrative needs:</i></b> teachers are well-versed with the administrative matters of the school and support the head of the school and the school management.</p> <p><b><i>Teacher-Led Innovation:</i></b> Teachers lead a culture of innovation and creativity through experimentation with new ideas/approaches and risk-taking. continuous improvement.</p>
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				<b>Teachers Satisfaction:</b> The school creates a congenial and non-threatening environment for the teachers to voice their concerns, offer feedback as well as feed-forward.
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>Report of the Internal Academic Audit Committee on how teachers <ul style="list-style-type: none"> <li>Lead teaching-learning</li> <li>Act as agents of change</li> <li>Lead innovations (e.g. science and mathematics based projects, dramatic and theatrical performances, community involvement/community campaigns etc)</li> <li>Theme -based community projects such as; revival of dying occupations and trades such as pottery, weaving, conventional farming and fishing...)</li> </ul> </li> <li>Administrative responsibilities led by teachers</li> <li>Teacher Satisfaction (Success Stories by way of narratives, teacher satisfaction survey, Focus Group Discussion ...)</li> <li>Teacher self-reflection</li> <li>Survey for parents and other strategic stakeholders</li> <li>Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p>(data is captured through review of minutes of staff meetings, teacher surveys, student surveys, parent and community surveys)</p> <p><b>AL 1</b> – the school measures the teacher leadership in the school (<b>provide one evidence</b>)</p> <p><b>AL 2</b> – the school measures the teacher leadership in the school (<b>provide two evidences</b>)</p> <p><b>AL 3</b> – the school measures the teacher leadership in the school (<b>provide three evidences</b>)</p>			
<b>KPI – 36</b> <b>Student Leadership</b>	Involvement of students within the school and	School has a system of class monitors who maintain	The students are given substantial autonomy through a	Student are involved in the position of authority,

	<p>towards the community.</p>	<p>discipline and calm in class in the absence of a teacher or when self-work is assigned to students.</p> <p>Students are trained by school teachers for competitions and extracurricular activities.</p> <p>Academic scaffolding (remedial education) is done by teachers. there is no peer-peer learning.</p>	<p>school parliament or council to express thinking and feeling of the student body they represent.</p> <p>The school to some extent engages in peer-peer supports in learning and other tasks. Learners engage in self initiatives to support fellow-students.</p> <p>Students participate in community service initiatives.</p>	<p>responsibility, decision making within the school.</p> <p>Some key aspects of student leadership seen in school are:</p> <p><b><i>Student Government/ Parliament/ Council:</i></b> Students are elected to represent the interests of their peers and work collaboratively with school principal, teachers and administrative staff to address issues, plan events, and advocate for student needs.</p> <p>Student are involved in the position of authority, responsibility, decision making within the school.</p> <p><b><i>Leadership Activities:</i></b> Students effectively lead extracurricular clubs, interest groups such as; sports teams, academic</p>
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				<p>clubs, cultural clubs, event planning, coordinate logistics, and mobilize volunteers to ensure the success of these events etc.</p> <p><b><i>Peer Mentoring and Tutoring:</i></b> Academically bright students serve as peer mentors or tutors, providing academic support, guidance, and encouragement to their fellow students (study sessions or short academic workshops, develop valuable skills such as communication skills, presentation skills etc).</p> <p><b><i>Community Service and Volunteerism:</i></b> Students participate in community service projects and volunteer activities.</p> <p><b><i>Student Satisfaction:</i></b> The school allows students</p>
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				to express their opinions, views and suggestions on school guidelines and other school matters. Students are involved in participatory decision-making by the school.
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. Student led activities such as; <ul style="list-style-type: none"> <li>• Student Government/ Parliament/ Council</li> <li>• Leadership Activities</li> <li>• Peer Mentoring and Tutoring</li> <li>• Community Service and Volunteerism</li> </ul> </li> <li>2. Student Satisfaction (Success Stories by way of narratives, student satisfaction survey, Focus Group Discussion ...)</li> <li>3. Success stories/narratives by the school</li> <li>4. Minutes of staff meetings which are connected to student leadership</li> <li>5. Success stories/narratives from the PTA and other stakeholders</li> <li>6. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p>AL 1 – the school measures student leadership (<b>provide one evidence</b>)</p> <p>AL 2 – the school measures student leadership (<b>provides two evidences</b>)</p> <p>AL 3 – the school measures student leadership (<b>provides three evidences</b>)</p>			
<b>KPI – 37</b> <b>School Management Committee/School Managing Committee</b>	Overseeing all aspects of the school so that it functions smoothly and effectively in achieving its educational objectives.	The school has its vision, mission and goals in place. However, vision and mission has remained static	The school management is conscious of its engagement in the school's functioning and thus makes concerted efforts to assess the overall health and	<b><i>Leadership and Vision Setting:</i></b> the school management provides visionary leadership by establishing a clear mission,

		<p>The school management involves itself in the functioning of the school. However, the school remains relatively conventional (neither growing nor de-growing).</p>	<p>culture of the school. It associates itself with routines such as recruitment, financial health etc. However, crucial elements such as Guidelinesdevelopment, performance expectations, evidence -based decision making is not clearly seen.</p>	<p>vision, and set of values for the school.</p> <p><b><i>Administrative Oversight (monitoring and managing):</i></b> the school management oversees the administrative functioning of the school, budgeting, financial management, resource allocation and mobilisation, facilities management, compliance with legal and regulatory requirements all in collaboration with the head of the school and teachers in the loop. Wherever needed, parents and community members become a part of decision making.</p> <p><b><i>Human Resource Management:</i></b> School management is responsible for recruiting, hiring, training, and supervising staff members, including</p>
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				<p>teachers, administrative staff, and support staff. The school management establishes performance expectations for teachers and administrative staff in consultation with the school principal, teachers, parents and community members.</p> <p>The management at all times strives to create a supportive work environment to foster staff morale, collaboration, and growth.</p> <p><b><i>Community Engagement and Partnerships:</i></b> The school management fosters positive relationships with parents, students, alumni, community organizations, and other stakeholders. They engage the community in school activities, seek input and feedback to enhance educational opportunities and resources for students.</p>
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				<b><i>Guidelines Development and Compliance:</i></b> The school management collaboratively develops policies in consultation with its stakeholders, implements policies and evaluates their relevance when needed.
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. The School Management facilitates <ul style="list-style-type: none"> <li>• Leadership and Vision Setting (vision, mission and goals)</li> <li>• Administrative Oversight (monitoring and managing)</li> <li>• Human Resource Management</li> <li>• Community Engagement and Partnerships</li> <li>• Guidelines Development and Compliance</li> </ul> </li> <li>2. Student and Teacher Success Stories</li> <li>3. Success stories/narratives of the school by the Head of School</li> <li>4. Success stories/narratives from the PTA and other stakeholders</li> <li>5. Minutes of Joint-meeting of school management, teachers, parents and students</li> <li>6. Any other <b><i>(but in-sync with this KPI)</i></b></li> </ol> <p>AL 1 – school presents <b>three</b> evidences  AL 2 – school presents <b>four</b> evidences  AL 3 – school presents <b>five</b> evidences</p>			
<b>KPI – 38</b> <b>Parents and Community</b>	Supporting and enhancing the school initiatives	The school has a functional PTA/SMC. Capacity	Defined Roles and Tasks of PTA/SMC.	Parent-Teacher Association (PTA):

<p><b>Leadership (PTA / SMC)</b></p>		<p>building programmes are conducted by social and civil society organisations. The school has a SMC but far from a functional entity.</p>	<p>The School makes efforts to formulate the roles and tasks of PTA association/SMC.</p> <p>The school has a strong presence with parents and community. The PTA/SMC supports initiatives of the school. There is no formal school advisory committee or an established school-community partnership. The PTA/SMC bolsters the efforts of the school but not in all domains.</p>	<p>The school has a defined and structured roles and tasks for the PTA.</p> <p>They organize fundraisers, plan events, and advocate for resources and programmes that benefit students and the school per se.</p> <p><b>School Advisory Committee (SAC):</b> Parents and community members serve on the committee to provide input on school policies, specific teacher or learner - support interventions, resource mobilisation etc.</p> <p><b>School - Community Partnership:</b> Parents and community members along with the school administration build partnerships with local businesses (CSR funding),</p>
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				<p>organizations, and community leaders to enhance educational opportunities for students. They mobilise resources, sponsorships, or donations to support school programmes, projects, and initiatives.</p> <p><b>SMC's</b> bolster the school towards growth and quality. It coordinates with parents to encourage students to answer the weekly practice on PARAKH</p>
<b>Documentary Evidences:</b>	<ol style="list-style-type: none"> <li>1. The school has a functional PTA/SMC (details of meetings, Action taken Reports etc)</li> <li>2. Activities/Initiatives taken by the SAC</li> <li>3. Community partnerships</li> <li>4. Submission of records to VSK</li> <li>5. Awareness of Government Schemes (Dept. of Social Welfare, Tribal Welfare and Directorate of Education etc)</li> <li>6. Any other <u><i>(but in-sync with this KPI)</i></u></li> </ol> <p>AL 1 – school has a functional PTA /SMC + any two significant activities</p> <p>AL 2 – school has a functional PTA / SMC + any three significant activities</p> <p>AL 3 – school has a functional PTA / SMC + any four significant activities</p>			

### 3.0 Assessment Methodology:

Assessment of schools at the four levels namely; foundational, preparatory, middle and secondary level is double-pronged so as to gain a comprehensive understanding of how schools strive towards quality, maintain quality and integrate new initiatives to achieve the goals of NEP 2020 and Viksit Bharat 2047.

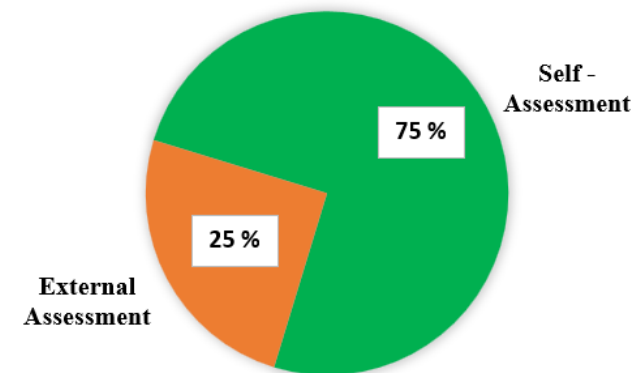
The two prongs are:

01. Self-assessment, and;

02. External assessment

Self-assessment will be executed by individual schools based on G – SQAAP. They will also assign weightages to the different KPIs as prescribed in the framework. While, external assessment will be conducted by *Expert Validation Teams (EVTs)* which will visit schools to validate self-assessment based on a set of parameters in consistence with the framework.

Self-assessment carries a total weightage of 75 per cent, while external assessment carries a weightage of 25 per cent.



Letter grades such as **A**, **A<sup>+</sup>**, **B**, **B<sup>+</sup>**, **C** and **D** will be assigned to schools based on the combined score of self-assessment + external assessment.

### 3.1 Scoring Protocol

#### Part I

**A. Self-Assessment** – Carries a weightage of 75 per cent.

Table 04 shows that each KPI has a minimum and maximum score. For instance, KPI – 06 (technological infrastructure) has a minimum score of 3 and a maximum score of 26. The sum of all individual KPI scores under a specific KPA cumulatively yields the score for a KPA. Every KPA is also assigned a weightage in terms of percentage. The summary of table 04 is presented in table 05.

**Table 04: Scoring Matrix for Self - Assessment**

Key Performance Areas - KPAs and Key Performance Indicators - KPIs		Min Score	Max Score	Total Score	Weightage Assigned (%)
<b>KPA - 1</b>	<b>Institutional Framework</b>				
KPI - 01	Organizational Structure	2	8	8	
KPI - 02	Staffing	2	6	6	
KPI - 03	Policies and Procedures	4	12	12	
KPI - 04	Academic Support Systems	2	8	8	
KPI - 05	Physical Infrastructure	6	12	12	
KPI - 06	Technological Infrastructure	3	26	26	
KPI - 07	Training and Capacity Building Calendar	2	4	4	
KPI - 08	Monitoring and Assessment Mechanism	0	8	8	

KPI - 09	Document Repository	2	4	4	
		<b>23</b>	<b>86</b>	<b>86</b>	<b>13</b>
<b>KPA - 2</b>	<b>Inclusion, Health, Safety and Best Practices</b>				
KPI - 10	Inclusive culture	1	3	3	
KPI - 11	Health Promotion	1	3	3	
KPI - 12	Safety Measures and Procedures	1	3	3	
KPI - 13	Best Practices: Methods, Techniques or Processes that are widely recognized as Effective	1	3	3	
		<b>4</b>	<b>12</b>	<b>12</b>	<b>12</b>
<b>KPA - 3</b>	<b>Teaching-learning and Assessment</b>				
KPI - 14	Curriculum and Pedagogy	1	3	3	
KPI - 15	Vocational Education	1	3	3	
KPI - 16	Setting Learning Outcomes & Competencies	1	3	3	
KPI - 17	Classroom Management	1	3	3	
KPI - 18	Development of Cognitive, Affective and Performance Domain	1	3	3	
KPI - 19	Differentiated Learning (diversity)	1	3	3	
KPI - 20	Learning Resources (includes Technology integration)	1	3	3	
KPI - 21	Feedback and Reflection	1	3	3	

KPI - 22	Parents and Community Involvement	1	3	3	
KPI - 23	Focus of Assessment	1	3	3	
KPI - 24	Administration of Assessments	1	3	3	
KPI - 25	Data Analysis	1	3	3	
KPI - 26	Decision Making	1	3	3	
		<b>13</b>	<b>39</b>	<b>39</b>	<b>36</b>
<b>KPA - 4</b>	<b>Learner Performance, Support and Progression</b>				
KPI - 27	Learner Engagement	1	3	3	
KPI - 28	Mechanisms for Learners to thrive	1	3	3	
KPI - 29	Advancement of Learners during their Educational Journey	1	3	3	
		<b>3</b>	<b>9</b>	<b>9</b>	<b>12</b>
<b>KPA - 5</b>	<b>Teacher Management: Recruitment, Teacher Performance and Professional Development</b>				
KPI - 30	Qualified and capable individuals to lead Learning	1	3	3	
KPI - 31	Teacher Effectiveness	1	3	3	
KPI - 32	Teacher Collaboration and Professional Learning Communities	1	3	3	
KPI - 33	Continuous Professional Development (CPD)	1	3	3	
		<b>4</b>	<b>12</b>	<b>12</b>	<b>12</b>
<b>KPA - 6</b>	<b>Teacher Management: Recruitment, Teacher Performance and Professional Development</b>				

KPI - 34	Leadership by the Head of the School	1	3	3	
KPI - 35	Teacher Leadership	1	3	3	
KPI - 36	Student Leadership	1	3	3	
KPI - 37	School Management	1	3	3	
KPI - 38	Parents and Community Leadership (SMC)	1	3	3	
		<b>5</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>Total</b>		<b>52</b>	<b>173</b>	<b>173</b>	<b>100</b>

**Table 05: Minimum and Maximum Scores (Total Score) for each KPA,  
Wightage Assigned and Weighted Score obtained on KPA**

<b>Sl. No</b>	<b>Key performance Areas (KPA)</b>	<b>Minimum Score</b>	<b>Maximum Score (Total Score)</b>	<b>Wightage Assigned (%)</b>	<b>Weighted Score obtained on KPA</b>
01	Institutional Framework	<b>23</b>	<b>86</b>	<b>13</b>	
02	Inclusion, Health, Safety and Best Practices	<b>04</b>	<b>12</b>	<b>12</b>	
03	Teaching-learning and Assessment	<b>13</b>	<b>39</b>	<b>36</b>	
04	Learner Performance, Support and Progression	<b>03</b>	<b>09</b>	<b>12</b>	
05	Teacher Management: Recruitment, Teacher Performance and Professional Development	<b>04</b>	<b>12</b>	<b>12</b>	
06	Leadership, Governance and Community Involvement	<b>05</b>	<b>15</b>	<b>15</b>	
	<b>Total</b>	<b>52</b>	<b>173</b>	<b>100</b>	

Let us consider a hypothetical example as shown in table 06 for a *school ABC* to understand the process of computing a weighted score for a KPA. The sum of all scores assigned to KPIs under a specific KPA yields a single score known as the **Score Obtained**. The formula is presented below to compute the **Weighted Score obtained on KPA**.

**Table 06: Hypothetical Example to Illustrate the Scoring Procedure**

Sl. No	Key performance Areas (KPA)	Score obtained	Maximum Score (Total Score)	Wightage Assigned (%)	Weighted Score obtained on KPA	Weighted Score (%)
01	Institutional Framework	50	86	13	0.075	Weighted score obtained x 100 (%)
02	Inclusion, Health, Safety and Best Practices	07	12	12	0.07	
03	Teaching-learning and Assessment	25	39	36	0.23	
04	Learner Performance, Support and Progression	07	09	12	0.09	
05	Teacher Management: Recruitment, Teacher Performance and Professional Development	08	12	12	0.08	
06	Leadership, Governance and Community Involvement	08	15	15	0.08	Weighted score obtained x 100 (%)
	<b>Total</b>	<b>105</b>	<b>173</b>	<b>100</b>	<b>0.606</b>	<b>60.6</b>
	<b>Weighted Score (%)</b>	<b>60.6</b>				
	<b>Scaled down to 75 %, Weighted Score (%)</b>	<b>45.45</b>				

$$KPA = \frac{\text{obtained score on a KPA}}{\text{Total score of KPA}} \times \text{Assigned weightage to KPA} \times \frac{1}{100}$$

As an illustration, let us consider KPA -1. To compute the weighted score, let us insert the values in the formula

$$KPA - 1 = \frac{50}{86} \times 13 \times \frac{1}{100}$$

$$\text{Weighted Score Obtained on KPA} - 1 = 0.075$$

## Part II

**B. External Assessment** – Carries a weightage of 25 per cent.

### **a. Composition of the Expert Validation Team (EVT)**

External assessment will be conducted by a **three member Expert Validation Team (EVT)**. The composition of the EVT will be decided by the State School Standards Authority (SSSA).

**b. A 5-point Likert Scale** comprising *25 statements (maximum score is 125 and minimum score is 25)* across the six KPAs will be deployed to measure performance. The *averaged score* of the three raters will be termed as the ‘**Averaged External Assessment Score**’ (AEAS).

The computation of the **External Assessment Score** and the scaling-down procedure to 25 % is as follows (*this is just an illustration and the pattern of computation is to be used based on actual data*):-

**Step 1:** scores assigned by each rater for a school is as follows

Rater 01 – 100

Rater 02 – 85

Rater 03 - 110

**Step 2:** add the three scores and divide by 3. This gives us  $295/3 = 98$  (*98 is known as the Averaged External Assessment Score and abbreviated as AEAS*)

**Step 3:** since the external assessment takes a weightage of 25 per cent, the **AEAS** of 98 will be scaled down (*out of 25 per cent*). The score thus obtained will be known as the **External Assessment Score**

$$\text{External Assessment Score} = \frac{98}{125} \times 25 \times \frac{1}{100}$$

$$\text{External Assessment Score} = \frac{98}{125} \times 25 \times \frac{1}{100}$$

$$\text{External Assessment Score} = 0.196$$

**Weighted Score (%) = 19.6**

**Scaled down to 25 %, Weighted Score (%) = 14.7**

**Combined Weighted Score of Self - assessment + External Assessment = 45.45 + 14.7 = 60.15** **Grade B**

### **Part III**

The school will be awarded a letter grade based on the combined weighted score of self – assessment + external assessment. The grading table is presented in table 07 based on which a school is awarded the grade.

**Table 07: Grading Table for G - SQA AF**

<b>Grade</b>	<b>Percentage Range</b>	<b>Description</b>
<b>A+</b>	<b>90-100%</b>	<b>Outstanding</b>
<b>A</b>	<b>80-89%</b>	<b>Excellent</b>
<b>B+</b>	<b>70-79%</b>	<b>Very Good</b>
<b>B</b>	<b>60-69%</b>	<b>Good</b>
<b>C</b>	<b>50-59%</b>	<b>Satisfactory</b>
	<b>Below 50 %</b>	<b>Not Satisfactory</b>

For our hypothetical example of School ABC, the letter grade awarded to the school is **B**

**The grading procedure may be modified by the SSSA**

## References

1. European Council of International Schools (ECIS)
2. International Schools Quality Mark (ISQM)
3. National Programme on School Standards and Evaluation (NPSSE) also known as Shaala Siddhi
4. Organisation for Economic Co-operation and Development (OECD) Guidelines
5. PM SHRI Framework
6. UNESCO Education 2030 Framework for Action,