

Guidelines for filling School Self Evaluation Format in Sync with U-DISE

Domain 1: Enabling Resources of School: Availability, Adequacy and Usability: What is the availability and quality of infrastructure, human resources and teaching-learning resources?

1. School Premises:
 - a. Availability and Adequacy
 - Level i. Open area is insufficient with limited space for assembly; kuchcha/ semi-pucca/ tent type building is available; boundary wall/ fence doesn't exist or is discontinuous with big gaps; no garden/ trees in the compound
 - Level ii. Open and built area is just sufficient with available assembly hall/ space but inadequate to accommodate all learners comfortably; pucca building exists with boundary wall/ fence without gate; few garden/trees in the compound
 - Level iii. Ample open and built spaces available for free movement of learners with designated space for assembly; boundary wall/ fencing with plantation and gate exists; well-maintained garden and lawn
 - b. Quality and Usability:
 - Level i. Open space is used only for assembly; ground is uneven; premises appear to be unclean and lacking maintenance; major repairs are needed in floor/walls/ roof/ doors/ windows, etc.
 - Level ii. Assembly space/ hall is used for organizing other activities such as physical exercises, organizing functions, etc.; ground is even; minor repairs are needed in floor/ walls/ roof/ doors; occasional maintenance is undertaken
 - Level iii. Open space and building are clean and well-maintained; repairs are undertaken in a timely manner
2. Playground
 - a. Availability and Adequacy
 - Level i. Playground is unavailable; school occasionally uses the playground of a neighborhood school or a community Space; no or limited equipment/ material is available
 - Level ii. Playground of inadequate size is available; playground of other school used occasionally for certain games; adequate material and equipment available only for a few games
 - Level iii. Playground of adequate size is available within school premises; adequate sports equipment and material also available for a variety of games
 - b. Quality and Usability:
 - Level i. Learners sometimes play only those games for which no or minimum equipment is needed; no guidance and supervision is available
 - Level ii. Learners utilize the playground well, though for limited number of games; specific time is allocated for sports/games; playground activity is always

supervised; equipment is maintained and made available as and when required; sports events are conducted in the school playground or outside

Level iii. Learners participate in a variety of games/ sports in a planned manner; facility for training/ coaching for sports is available; school maintains inventories of all equipment and replenishes material as and when necessary; organizes inter-school sports meet every year

3. Classrooms and other rooms:

a. Availability and Adequacy

Level i. Classrooms are crowded; no other rooms are available except for School Head; furniture (mats in the case of primary classrooms) is available but not sufficient

Level ii. A few classrooms are crowded; rooms for School Head and common room for teachers are available; furniture is adequate as per requirements of the school

Level iii. All the classrooms have adequate space for learners and for group work and other activities; additional rooms to be used as office, store, craft, etc. are available; each classroom has sufficient number of benches and chairs; teachers have lockers/ cupboards

b. Quality and Usability:

Level i. Classrooms including other rooms are poorly ventilated with inadequate natural/ electric light; some classrooms have poor quality of blackboards with few displays like charts and maps; furniture is of poor quality and requires repairs or replacement

Level ii. Majority of classrooms have good ventilation, natural light and fans (where needed); most classrooms have charts and maps displayed on the walls; furniture is comfortable and caters to the needs of the learners

Level iii. Every classroom has good ventilation, light; other rooms are appropriately furnished; display of pictures are used to create an attractive environment; furniture is well-arranged and aesthetically pleasing; is age-appropriate and friendly for differently-abled learners

4. Electricity and Gadgets

a. Availability and Adequacy

Level i. No provision for electricity; battery operated gadgets like radio etc. are available

Level ii. Electric supply is irregular; no alternative arrangements for power failure/ cuts; all rooms have electric lights and fans; electronic equipment (T.V, radio, etc.) are available

Level iii. School has its own power back-up facility, such as generator or inverter to deal with power failures; all rooms have adequate electric lights and fans; public address system is in place

b. Quality and Usability:

- Level i. School borrows/ hires generator/battery and other electrical equipment for special occasions
- Level ii. Wiring and switch boards are in good condition; electrical equipment (fans, etc.) is serviced from time to time
- Level iii. Miniature Circuit Breaker switches (MCB), are in place to prevent fire due to short circuit; all electrical and electronic equipment are regularly checked, maintained and kept in working order

5. Library:

a. Availability and Adequacy

- Level i. Books are insufficient in number; library room and/ or reading space is not available
- Level ii. Sufficient number of books, magazines and newspapers are available and updated regularly; reading space/ library room is available; no e-books or digitized material
- Level iii. A large collection of books is available; periodicals, magazines, newspapers are regularly subscribed to; a separate room for library with adequate reading space is available; e-books and digitized materials are available

b. Quality and Usability:

- Level i. Books are not properly catalogued; no specific library period in the time table; books are generally not issued for reading at home
- Level ii. Books are well-kept, catalogued and issued regularly; library period(s) is allotted in the time table; new books are added as and when resources are available
- Level iii. Books are properly catalogued, arranged systematically in shelves and regularly used by learners and teachers; library provides access to e-books and digitized materials; library resources support curricular transaction; regular addition of new books is done through an appropriate selection procedure keeping in mind the age, linguistic background , academic needs of learners and teachers

6. Laboratory

a. Availability and Adequacy

- Level i. No separate laboratory; some space is earmarked for keeping equipment and laboratory materials
- Level ii. Basic equipment for demonstration is available; composite laboratory for science and mathematics exists (applicable to upper primary and secondary school)
- Level iii. All required laboratories are available and are well-equipped with materials, instruments as per state norms and specifications; running water and electric supply is ensured

b. Quality and Usability:

- Level i. Teachers demonstrate some of the experiments in the class; learners seldom get an opportunity to perform experiments

- Level ii. Teachers give exposure to learners by demonstrating prescribed experiments as per the syllabus; learners sometimes get an opportunity to conduct experiments in the laboratory/ies; safety measures are in place
 - Level iii. Every learner is given an opportunity to conduct all prescribed experiments in the laboratory; teacher utilizes/ uses the laboratory to conducts experiments simultaneously while transacting the relevant topic in the class
7. Computer (where provisioning exists)
- a. Availability and Adequacy
 - Level i. School has no computer used for teaching learning purposes; digital learning materials not available
 - Level ii. School has a few computers accessible to both teachers and learners; some software and digital teaching learning materials available; no internet facility exists
 - Level iii. School has computer room with sufficient numbers of computers with internet access; up-to-date adequate digital teaching learning material and software available
 - b. Quality and Usability:
 - Level i. Absence of opportunity for teachers and learners to use computers
 - Level ii. Teachers use computers and digital material appropriately for different classes and subjects; learners are occasionally given the opportunity to use computers
 - Level iii. Teachers integrate the use of technology (computers and related digital material) in their teaching learning plan and implementation; also use computers in the assessment of learners; every learner gets an opportunity to use the computer
8. Ramp
- a. Availability and Adequacy
 - Level i. No ramp
 - Level ii. Ramp present but not as per specifications
 - Level iii. Ramp with hand rails, non-slippery walking surface, slope and height as per specifications
 - b. Quality and Usability:
 - Level i. No ramp facility for learners who are physically challenged
 - Level ii. Physically challenged learners need assistance while using the ramp
 - Level iii. Ramp provides effortless access to physically-challenged learners and can be used independently by them
9. Mid-Day Meal, Kitchen and Utensils (where cooking is done within school premises)
- a. Availability and Adequacy

- Level i. No proper kitchen shed or designated room for cooking food; there is only a make shift arrangement as a kitchen; cooking utensils are not adequate; no specified place for learners to have their mid-day meal
- Level ii. Kitchen shed or separate room for cooking is available through space is insufficient; utensils are adequate in size and number; sitting space for learners to eat is specified but insufficient
- Level iii. Ample space in the kitchen shed or room for storage of utensils and cooking activity; adequate space for learners to have their mid-day meal
- b. Quality and Usability:
 - Level i. No effort made to keep utensils covered while cooking and storing food; the eating place for learners is unhygienic
 - Level ii. Cooking utensils are clean for use and kept covered while cooking/ storing food; eating place for learners is hygienic
 - Level iii. Kitchen and utensils are cleaned after every use; person responsible for cooking makes special efforts to maintain personal hygiene; proper seating arrangement is made for the learners to have their meals; designated teachers regularly supervise the mid-day meal programme

10. Drinking Water

- a. Availability and Adequacy
 - Level i. Drinking water facility is available but supply is insufficient
 - Level ii. Sufficient and regular supply of drinking water; if underground water, then facility for purification is available
 - Level iii. There is continuous supply of safe drinking water; retrofitting of drinking water facilities is done, if required, for maintenance and purification
- b. Quality and Usability:
 - Level i. Drinking water is used as supplied from the source/s without any quality check
 - Level ii. Drinking water is purified, if required; water storage facility is cleaned regularly
 - Level iii. School ensures regular supply of purified drinking water; cleanliness is maintained around drinking water facilities

11. Hand Wash Facilities

- a. Availability and Adequacy
 - Level i. Insufficient supply of water and inadequate number of hand-wash outlets/ stations; no provision for soap
 - Level ii. Sufficient supply of water but inadequate hand-wash outlets/ stations; inadequate supply for soap is made
 - Level iii. Regular and sufficient supply of water; adequate number of hand-wash outlets/ stations available; adequate and regular supply of soap
- b. Quality and Usability

- Level i. Hand-wash stations/ water containers are seldom cleaned and maintained; teachers rarely communicate to learners the importance of hand-washing; learners seldom wash hands or wash them without soap
- Level ii. Hand-wash stations/ water containers are cleaned and maintained on a regular basis; teachers communicate the importance of hand-washing during school assembly; the monitoring of hand-washing is undertaken occasionally
- Level iii. Hand-wash stations are cleaned daily; school organizes hand-washing and hygiene drives through posters, slogans, songs, skits, etc.; regular sessions at various forums are held to develop a habit and stress the importance of hand-washing; School Head monitor learners' personal hygiene regularly

12. Toilets

a. Availability and Adequacy

- Level i. None or insufficient number of toilets are available; no separate toilets for boys, girls and CWSN
- Level ii. Separate toilets for boys and girls are available; number of seats and urinals not sufficient (as per norms)
- Level iii. Separate toilet seats and urinals for boys and girls are available in sufficient number; CWSN friendly toilet available

b. Quality and Usability

- Level i. Toilets are in poor condition and cleaned irregularly; sufficient water is not available for flushing and cleaning toilets
- Level ii. Toilets are functional and cleaned at least once a day; water is available for flushing and cleaning for a limited time; maintenance of toilets is undertaken occasionally
- Level iii. All the toilets are functional and maintained at all times; cleaning of toilets is undertaken regularly; continuous supply of water is available for flushing and cleaning; school maintains sanitation and cleanliness of toilets

Domain 2: Teaching-learning and Assessment:
How effective is the teaching-learning and assessment?

Teachers' Understanding of Learners

- Level 1. Teachers are aware of the socio-cultural and economic background of the community from where learners come; have a general idea of the home background and learning levels of the learners
- Level 2. Teachers understand the socio-cultural and economic background of the community and the learning needs of the learner; develop an understanding of the learning needs of learners through classroom experiences and personal interaction with other teachers, parents/ guardians and community
- Level 3. Teachers seek feedback from learners and parents regarding learners' performance in a systematic manner; address individual needs, learning style and strengths of learners

Subject and Pedagogical Knowledge of Teachers

- Level 1. Teachers often experience difficulty in teaching certain concepts due to lack of understanding of the same; make limited efforts to improve their content knowledge and pedagogical skills
- Level 2. Teachers sometimes face difficulty in explaining difficult concepts in their subjects; lack appropriate pedagogical skills; make efforts to upgrade their content knowledge and pedagogical skills with the available support and resources e.g. subject forums, training programmes
- Level 3. Teachers have mastery over content and pedagogical skills and hence rarely face difficulty in classroom transaction; take their own initiative and the support of their fellow teachers if needed for updating their knowledge and pedagogical skills; school also extends support in updating the same

Planning for Teaching

- Level 1. Teachers teach the lesson as per the textbook, with a focus on completion of syllabus; are aware of the topic to be taught and teaching-learning material to be used in their teaching
- Level 2. Teachers prepare and maintain a diary with detailed plan including teaching and assessment strategies and TLM to be used; prepare additional teaching-learning material using local resources

- Level 3. School has a culture where every teacher designs lessons as per the varying learning needs of learners and makes the teaching learner-centric; uses TLMs appropriately; connects teaching-learning with immediate context and environment; plans appropriate strategies such as observation, exploration, discovery, analysis, critical reflection, problem-solving and drawing inferences to make learning effective

Enabling Learning Environment

- Level 1. Teachers address learners by name; make basic resources available for teaching-learning
- Level 2. Teachers make all learners comfortable and involve them in class activities; plan and organize group work/activities and display learners' work and charts, etc. on the wall; TLMs are accessible to all
- Level 3. Teachers create a conducive and interactive environment in the classroom; encourage peer learning/interaction; provide opportunity for expression; appreciate the views of all learners; encourage questioning/sharing of ideas

Teaching-learning Process

- Level 1. Teachers use only the textbooks and blackboard to teach in class; sometimes make learners copy from the blackboard; class work and home work is given to learners occasionally
- Level 2. Teachers use a variety of support materials to involve learners in discussions; conduct experiments in the classroom to explain concepts; make special efforts to explain concepts to learners who need additional help; teachers check homework and provide appropriate feedback
- Level 3. Teachers provide opportunity to learners for self-learning through inquiry, exploration, discovery, experimentation and collaborative learning; ensure participation of each learner in the classroom discussion; get teaching-learning materials prepared by learners as required

Class Management

- Level 1. Teachers manage the class, making learners sit in rows facing the blackboard; instruct the class from a fixed position and learners listen passively; ensure discipline by maintaining silence in the class
- Level 2. Teachers manage space for organizing different activities in the classroom and outside giving attention to CWSN; encourage punctuality and regularity among learners; learners follow class management rules set by teachers

- Level 3. Teachers and learners collectively decide on classroom management rules; seating arrangement is flexible and learners sit as per the needs of the activity they are engaged in; learners observe self –discipline and adhere to the rules developed collectively

Learners' Assessment

- Level 1. Teachers assess learners as per applicable policy; generally tests that are given to assess rote learning and factual knowledge obtained from the content and exercises in the textbooks; learners' performance is communicated to the parents only through report cards
- Level 2. Teachers use a variety of activities/ tasks to assess all the curricular areas including art, health and physical education on set criteria; provide descriptive feedback highlighting areas of improvement in the progress report card; regularly interact with parents to share learners' progress
- Level 3. Teachers consider assessment as an integral part of the teaching-learning process; analyze the learners' past assessment records and link it with the current achievement levels; make continuous assessment and provide feedback on progress and attainment; assess other curricular areas, including personal and social qualities systematically with follow-up measures for improvement; use feedback from assessment to improve teaching-learning

Utilization of Teaching-learning Resources

- Level 1. Teachers mainly use textbooks for teaching in the class; use other TLM, which may be sporadic and not planned for
- Level 2. Teachers use other resources in addition to textbooks such as reference materials, charts, maps, models, digital learning kits, local resources; use science, mathematics and language kits/ laboratories, as and when appropriate; school maintains a catalogue of resources and makes it available to the teachers as and when required
- Level 3. Teachers integrate the use of TLM, local community resources, ICT support material, laboratories, library, etc. with the lessons appropriately; school facilitates networking with other schools for sharing resources

Teachers' Reflection on their own Teaching-learning Practice

- Level 1. Teachers occasionally reflect on their teaching-learning practice and learners' progress

- Level 2. Teachers regularly reflect on their teaching-learning practice and record the same; revisit their plans, teaching-learning practice and make efforts for necessary improvement
- Level 3. Teachers reflect individually and collectively on the planned and actual teaching-learning process in the light of its outcomes; identify the gaps between the two and plan for improvement; design alternative learning experiences based on the reflection

**Domain 3: Learners' Progress, Attainment and Development:
How is the learners learning progress, attainment of learning outcomes and
personal and social development?**

Learners' Attendance

- Level 1. Teachers take and record attendance of learners regularly; identify learners who are frequently absent or not punctual; display class-wise attendance of the learners on the school notice board; sometimes inform parents about frequently absent learners
- Level 2. School provides regular information about learner attendance to parents; identifies the reasons for prolonged and frequent absence; discusses with learners and parents about the implication of low attendance on learning, making home visits as and when appropriate
- Level 3. School analyzes attendance data of all learners; ascertains whether the high absence rates can be associated with any particular category of learners or at any period of the year; addresses the problem with the help of the SMC and parents; evolves measures to motivate learners and parents to ensure punctuality and regular attendance; acknowledges and appreciates punctuality and regularity of learners

Learners' Participation and Engagement

- Level 1. Learners listen quietly to teachers in the classroom without much interaction; organizes mandated school functions and co-scholastic activities; the same students usually participate in these activities
- Level 2. A few learners actively participate in classroom discussion and interactions; school organizes a variety of co-scholastic activities and cultural programmes; teachers motivate learners to actively participate in the same; a large number of students participate in these activities
- Level 3. All learners participate actively in classroom discussions and interact with teachers and peers; school identifies the talent of learners in different co-scholastic areas; provides them training and opportunities to excel in the same; all learners take interest and participate enthusiastically in various school functions and co-scholastic activities

Learners' Progress

- Level 1. School documents and maintains records of learner's progress data as per mandate such as in the form of report cards, CCE register, etc.

- Level 2. School continuously gauges individual learner's progress against curricular expectations (scholastic and co-scholastic); creates a cumulative database across classes and for different groups of learners that is updated annually
- Level 3. School tracks and monitors each learner's progress across subjects and co-scholastic areas; tracks individual learner progress from the beginning and over time, keeping in mind the differential pace of learning of learners; analyzes the cumulative database to identify progress patterns and trends for classes and groups of learners; uses the findings of such analyses and incorporates the feedback in classroom practice; aspires to achieve/ exceed state/ national learner attainment levels

Learners' Personal and Social Development

- Level 1. School is aware of the indicators of personal and social development of learners e.g. spirit of nationalism, tolerance, secular behavior, good interpersonal relations, etc.; organizes activities like morning assembly, celebration of national days and festivals as per mandate
- Level 2. Teachers organize group activities in the class with a view to develop social and interpersonal skills; organize meetings with parents/ community for discussing social and personal development needs of learners
- Level 3. School integrates life skills development with day-to-day classroom transactions to promote creative and critical thinking, problem solving and decision making, communication and interpersonal skills; teachers create and use resources like stories, audio-video clips, etc. to create a conducive value ethos; teachers exemplify behavior as expected from learners; discuss with parents the role of both school and home in the personal and social development of the learner

Learners' Attainment

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

Domain 4: Managing Teacher Performance and Professional Development: How is the teacher performance managed and developed?

Orientation of New Teachers

- Level 1. School leaves it to the new teacher to acquire information about available facilities and observes the ongoing practices of the school
- Level 2. School head orients the new teacher about his/ her responsibilities and the facilities available within the school; usually involves other teachers in orienting the new teacher
- Level 3. Special orientation programmes are organized systematically to apprise new teacher/s about roles and responsibilities, the school context, profile of the learners, curricular expectations, role of SMC/ SDMC and various schemes/ programmes being implemented in the school

Teachers' Attendance

- Level 1. School maintains record of attendance along with the reasons for absence; generally no alternate arrangements are made to engage the class
- Level 2. School systematically maintains attendance records, monitors unreported absence and takes action, if necessary; makes arrangements to ensure the class is not left unattended
- Level 3. School has an appropriate system to address short, long and unreported absence of teachers; makes timely and suitable arrangements for substitutes from within or outside the school and orients them to undertake the responsibility; creates a culture of punctuality and accountability among teachers

Assigning Responsibilities and Defining Performance Goals

- Level 1. School provides a pre-designed time-table and expects the teacher to complete the syllabus and perform other duties as assigned from time to time
- Level 2. School Head briefs the teachers about their responsibilities and performance goals, informally or at staff meetings; reviews and monitors the completion of the syllabus, assigned responsibilities and other tasks as expected
- Level 3. School allocates responsibilities of teachers through mutual consultation; encourages teachers to set their own performance goals and provides opportunities to innovate and experiment with new ideas; teachers themselves monitor their own progress

Teachers' Preparedness for Changing Curricular Expectations

- Level 1. Teachers are aware of the changes, if any, in the school curriculum and textbooks resulting from changes in policy
- Level 2. Teachers make efforts to understand the changing curricular expectations; adapt their teaching learning practice to suit the same
- Level 3. School creates opportunities for teachers to discuss and reflect upon the changing curricular expectations and its implications on their current classroom practice; provides follow-up support for teachers to adopt context-specific changes

Monitoring of Teachers' Performance

- Level 1. School Head takes note of teachers' performance as reflected in mandatory inspection reports; checks the presence of teachers in their classrooms and observes their teaching occasionally
- Level 2. School Head reviews the teachers' performance and provides them feedback; teachers review their own performance based on the classroom experiences and identify areas of improvement
- Level 3. School Head reviews the performance of teachers on the basis of learners' progress and attainment and discussions with teachers; discusses teacher performance with parents, learners and SMC/ SDMC; teachers collectively reflect on their own performance and develop strategies for improvement

Teachers' Professional Development

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

Domain 5: School Leadership and Management

How are the leadership and management of the school?

Building Vision and Setting Direction

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

Leading Change and Improvement

- Level 1. School Head is broadly aware of areas that need attention; acts on issues in response to official mandate and immediate needs; the required change is rarely discussed and reflected upon
- Level 2. School Head, in consultation with teachers, identifies the strengths of the school, and areas that need improvement; reflects upon the required changes; identifies action points and appropriately acts upon them; logically assesses the progress and refines actions, where required; takes note of the changes that are being reflected in the teaching-learning and other school practices
- Level 3. School Head communicates clearly the need for change to all the stakeholders and enhances their understanding of the same; identifies clear targets and formulates predictable improvement strategies on the basis of analysis of evidence and other sources collectively with stakeholders; leads change and monitors incremental improvement regularly; distributes leadership roles and individual responsibilities for implementing change; encourages teachers to engage in evidence- based improvement and change in school practices

Leading Teaching-learning

- Level 1. School Head ensures that all classes are taken regularly, makes alternative arrangements for classes when teachers are absent; ensures effective classroom teaching by taking rounds; is aware of learners' performance in different classes and subjects
- Level 2. School Head regularly observes the teaching-learning process in different classes and provides written/ verbal feedback to teachers individually; analyses and reviews the learners' performance in different classes and subjects and discusses the same with concerned teachers/ subject teachers
- Level 3. School Head and teachers collectively reflect on current teaching-learning practices and learners' progress and attainment; discuss required improvement in the light of learning indicators, learner-centered pedagogy, innovative approaches to teaching, etc.; discuss performance of learners with parents

Leading Management of School

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

Domain 6: Inclusion, Health and Safety

How inclusive and safe is the school?

Inclusive Culture

- Level 1. School ensures that no child is denied admission on the basis of caste, gender, language, economic status, disability, etc.; convinces parents of diverse backgrounds to send their children regularly to the school
- Level 2. Teachers maintain equity among children, parents, peers and other staff on the basis of caste, gender, socio-economic background, etc. during classroom tasks, activities, seating arrangement, etc.; give special attention to girls and disadvantaged groups to promote equity
- Level 3. School responds to the needs of all children with varying abilities and backgrounds; values and ensures participation of all children, irrespective of their different physical, emotional and learning abilities; encourages parents from diverse backgrounds to actively participate in SMC/ SDMC meetings and other school activities

Inclusion of Children with Special Needs (CWSN)

- Level 1. Teachers are aware of children with visible disabilities; school maintains records of the same; extends support for activities for which funds and resources are provisioned and documents the same
- Level 2. School is aware of Persons with Disabilities Act; leverages the support of available resource person to identify and support CWSN; teachers attempt to attend to their needs with special aids and curricular material; follow curriculum for CWSN with minor adaptations like making small changes in learning content, using appropriate learning approach and assessment methods; ensure CWSN are learning as per the targets mutually agreed upon with the parents
- Level 3. School involves the community and local NGOs in the identification and subsequent support needed for CWSN; monitors and documents the progress of CWSN regularly; includes CWSN in general classrooms with the rest of the class; builds teacher capacity for the same through training; teachers share inspirational stories of accomplishments of people with special needs

Physical Safety

- Level 1. School checks its status of compliance against existing laws on school safety, including road safety norms and safety status of school building; takes measures to ensure safety in the existing school building and additional construction, if any; ensures that the building and its surroundings have necessary safety provisions

e.g. displays providing information on safety equipments, emergency exits, emergency contact numbers, first-aid kits, fire-extinguishers, etc.

- Level 2. School ensures safe storage and usage of potentially hazardous materials with special attention to kitchen & laboratories; monitors entry and exit of visitors; undertakes safety drills as mandated; ties up with local agencies for handling emergency situations; makes arrangements for keeping the building safe from rodents, reptiles, stray dogs etc.; allocates responsibility for all safety related activities; identifies accident prone areas and ensures signboards are placed by relevant agencies in the vicinity of the school to prevent accidents; ensures the presence of personnel to regulate traffic during peak hours and in accident prone areas as and where needed
- Level 3. School undertakes awareness-building exercises on disaster management for all stakeholders; has a structured emergency response plan, including communication modes and mechanisms like maintenance contract (for keeping building free from rodents, animals, etc.); reviews such plans and mechanisms regularly; conducts training/seminar/ workshops periodically to sensitize learners on safety measures and precautions ; integrates awareness programmes and safety drills with teaching-learning; checks that transport arrangement is safe for learners; participates in traffic regulation awareness programmes

Psychological Safety

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

Health and Hygiene

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

Domain 7: Productive Community Participation

How productive are the community linkages for the school?

Organization and Management of SMC/ SDMC

- Level 1. Meetings are organized without a pre-determined agenda; only a few members attend the meetings; SMC/ SDMC takes decisions largely in the areas of finance and infrastructure
- Level 2. Meetings are organized as per the mandate with prior notice and fixed agenda; most members attend the meetings and participate in the discussions; SMC/ SDMC also take decisions on issues other than finance and infrastructure
- Level 3. The SMC/ SDMC meetings are organized regularly and additionally when the need arises; identified issues and plans to resolve the same are discussed; the SMC/ SDMC also facilitates, monitors and reviews the implementation of the decisions

Role in School Improvement

- Level 1. SMC/ SDMC is aware of the provisions of the RTE Act-2009 as well as SSA/ RMSA provisions relating to school; School Development Plan(SDP) is shared at the SMC/ SDMC meetings
- Level 2. SMC/ SDMC facilitates implementation and ensures compliance with RTE Act-2009 as well as SSA/ RMSA provisions; suggests activities that require immediate attention in the SDP; shares information related to RTE Act-2009 as well as SSA/ RMSA with the community
- Level 3. SMC/ SDMC participates in the school evaluation process; helps identify and prioritize development needs; jointly prepares the SDP with the teachers and monitors its implementation for holistic development

School - Community Linkages

- Level 1. Parents and community members are invited to school functions; school informs parents about the facilities available in the school and challenges currently faced
- Level 2. School interacts with the community and discusses the issues relating to the socio-economic background, enrolment, attendance, etc. of learners; SMC mobilizes resources for maintenance of the school and for improving its facilities; school and community jointly organize functions within the school and in the community

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- Level 3. School and community jointly assess the needs of the school; identify available resources, plan and optimally use them for the development of the school; school and community reach out to other sources such as NGOs, corporate bodies, alumni, etc. to mobilize resources

Community as Learning Resource

- Level 1. School uses available help from the community to organise visits to institutions/ places of interest in the vicinity of the school
- Level 2. School takes initiatives to develop understanding among learners about the culture, oral history and traditional knowledge (folk songs, art and craft, agricultural practices, etc.) of the community; displays the photographs and pictures of renowned people and important places and features of the community; invites local artisans and craftsmen to interact with learners
- Level 3. School integrates local community knowledge and skills in the teaching-learning of different subjects and classes in a planned and organised manner; uses community/ village as a learning environment for learner to develop specific vocational skills

Empowering Community

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