PARAKH

Performance Assessment, Review, and
Analysis of Knowledge for Holistic Development

SCHOOL QUALITY ASSESSMENT AND ASSURANCE FRAMEWORK

शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

सत्यमेव जयते

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

SCHOOL QUALITY
ASSESSMENT
and
ASSURANCE
FRAMEWORK

PARAKH

Performance Assessment, Review, and
Analysis of Knowledge for Holistic Development

SCHOOL QUALITY ASSESSMENT
AND ASSURANCE FRAMEWORK

SCHOOL QUALITY ASSESSMENT
ASSESSMENT
and
ASSURANCE
FRAMEWORK

Shri Sanjay Kumar
Secretary

MESSAGE

The School Quality Assessment and Assurance Framework (SQAAF) represents a transformative approach to ensuring quality and excellence in our schools. Designed to address the multifaceted needs of our education system, SQAAF offers a comprehensive framework that evaluates schools across five critical domains: Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness.

This framework is not just a tool for assessment but a guide for continuous improvement. It reflects the principles and objectives of the National Education Policy (NEP) 2020, emphasizing the importance of learner-centric education, inclusivity, and innovation. By aligning school practices with clearly defined performance indicators, SQAAF empowers institutions to identify their strengths, address challenges, and implement forward-thinking strategies that prepare students for the complexities of the modern world.

The focus on inclusiveness and equity within SQAAF ensures that every student, regardless of their socio-economic background, receives a quality education. It underscores the need for competency-based assessments, holistic progress cards, and sustainable infrastructure, while fostering an environment where all stakeholders, including parents, teachers, and the community, collaborate in the pursuit of excellence.

As we launch this framework, I call upon school leaders, educators, policymakers, and community members to adopt SQAAF as a shared mission. The responsibility of nurturing the next generation lies with all of us, and by implementing this framework, we can ensure that every school becomes a beacon of learning, innovation, and equity. Let us together redefine the standards of education and create a brighter future for our children and our nation.

Shri Anandrao V Patil
Additional Secretary

MESSAGE

The School Quality Assessment and Assurance Framework (SQAAF) is a testament to our shared vision of creating schools that are inclusive, innovative, and future-ready. At its core, SQAAF provides schools with a structured roadmap to evaluate their performance across five domains: Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness.

This framework is more than a set of benchmarks; it is a catalyst for transformation. By addressing key aspects such as leadership and governance, competency-based assessments, holistic progress cards, and sustainable infrastructure, SQAAF ensures that schools are equipped to meet the challenges of the 21st century. Its emphasis on inclusiveness aligns with our national goal of bridging educational disparities, ensuring that every child, irrespective of their circumstances, has access to opportunities that nurture their potential.

One of the most commendable aspects of SQAAF is its adaptability. It encourages schools to move beyond compliance and adopt innovative practices that resonate with local and global educational trends. From integrating technology in classrooms to promoting community engagement, this framework fosters a culture of continuous learning and improvement.

As we embark on this significant initiative, I extend my gratitude to the educators, policymakers, and stakeholders who have contributed to its development. The true success of SQAAF, however, lies in its implementation. I urge school leaders, teachers, and communities to embrace this framework with enthusiasm and commitment. Together, let us build schools that are not only centers of academic excellence but also nurturing spaces that inspire curiosity, creativity, and character in every child.

Foreword

Quality education is the foundation of a strong society, and schools play an integral role in shaping the future of our nation. The School Quality Assessment and Assurance Framework (SQAAF) serves as a powerful tool for ensuring that schools maintain the highest standards in both their academic and operational practices. By focusing on core areas like leadership, policy implementation, communication, and resource management, the framework provides schools with clear guidelines for continuous improvement.

The SQAAF's comprehensive structure encourages schools to not only meet immediate needs but also to anticipate future challenges, fostering innovation and long-term sustainability. Its focus on transparency and collaboration between schools and stakeholders ensures that the framework is not just a regulatory tool but a partnership for progress. It lays the foundation for schools to become centers of excellence, where quality education is delivered with a commitment to inclusivity and equity.

This framework is a step towards elevating the standards of education and nurturing the potential of every student. I am confident that its implementation will lead to substantial and lasting improvements in our schools, benefiting generations to come.

Prof. Dinesh Prasad Saklani
Director, NCERT

x

Preface

The School Quality Assessment and Assurance Framework (SQAAF) has been meticulously developed as a comprehensive tool to guide schools in their journey toward excellence. This framework transcends traditional assessment methods, offering a structured and dynamic approach to enhancing every aspect of school operations, from governance to pedagogy and community engagement.

SQAAF's strength lies in its holistic vision, which integrates five pivotal domains—Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness—each supported by detailed sub-domains that address critical areas of school functioning. For instance, the Administration domain emphasizes effective leadership, governance, financial management, and stakeholder engagement, ensuring schools are equipped to operate transparently and strategically. Similarly, the Curriculum domain focuses on aligning educational content with the principles of the National Education Policy (NEP) 2020, fostering interdisciplinary learning, skill development, and adaptability to future challenges.

The framework underscores the importance of innovative and equitable assessment practices, exemplified by the emphasis on competency-based evaluations, holistic progress cards (HPCs), and mechanisms for self-reflection and peer feedback. Through a three-tiered performance level system—Abhilasha (Needs Improvement), Pragati (Performing Satisfactorily), and Jagriti (Exemplary Performance)—SQAAF offers schools a clear roadmap for progression, enabling them to identify areas of growth and adopt targeted interventions.

Inclusiveness forms the cornerstone of this framework, as it evaluates schools on their ability to address the needs of diverse learners, including those from marginalized communities and students with special needs. The domain of Infrastructure highlights the importance of creating safe, accessible, and resource-rich environments that promote holistic development and well-being. Additionally, SQAAF's focus on sustainability encourages schools to integrate green practices, innovative technology, and community collaboration into their operational ethos.

SQAAF is designed not just as a benchmarking tool but as a catalyst for systemic improvement and stakeholder engagement. By integrating feedback mechanisms and fostering a culture of collaboration, the framework ensures that schools remain responsive to the evolving needs of learners and society. It enables institutions to adopt global best practices while staying rooted in the cultural and educational aspirations of the nation.

I sincerely believe that SQAAF will inspire schools, educators, and communities to redefine quality education. It is my hope that this framework will not only support schools in meeting established standards but also encourage them to set new benchmarks of excellence. By embracing SQAAF, we take a decisive step towards creating a future where every school thrives as a hub of innovation, inclusivity, and lifelong learning.

<div align="right">

Prof. Indrani Bhaduri
CEO and *Head* PARAKH, NCERT

</div>

CONTENTS

INTRODUCTION

In the 21st century, the education system must be dynamic and adaptable to the rapidly evolving needs of society. The advancements in technology, globalization, and the transition towards a knowledge-based economy have fundamentally altered the skills and competencies required for success. These advancements have augmented the requirement of a paradigm shift in the educational setup in India. School Quality Assessment and Assurance Framework (SQAAF) is indispensable in this context, as it provides a framework that aligns with these evolving demands.

The School Quality Assessment and Assurance Framework (SQAAF) represents a transformative initiative with the objective of enhancing the quality of education in India. Its vision is to establish a comprehensive and systematic approach to assessing and ensuring the quality of education across all schools within the country. SQAAF aspires to create a robust mechanism for the continuous improvement of educational standards, fostering an environment that promotes holistic development and prepares students for the multifaceted challenges of the modern world.

The SQAAF framework emphasizes the importance of holistic education, which transcends academic achievement to encompass the development of critical thinking, creativity, problem-solving, and socio-emotional skills. By focusing on continuous assessment and regular feedback, SQAAF ensures that students receive a well-rounded education that equips them to navigate the complexities of the modern world effectively.

SQAAF can be considered a transformative tool as it cultivates a culture of accountability, transparency, and continuous improvement within the education system. A pivotal component of this framework is the establishment of State School Standard Setting Authorities (SSSA), which are responsible for tailoring assessment standards to the unique needs of each state. This decentralized approach guarantees that assessments are contextually relevant and cater to the diverse cultural, linguistic, and socio-economic backgrounds of students. Moreover, SQAAF promotes the equivalence of boards, ensuring that the quality of education and assessment remains consistent and comparable across different school boards. This standardization helps mitigate disparities in educational outcomes and provides a level playing field for all students.

Furthermore, SQAAF encourages the reformation of school boards to align with the principles of competency-based education and learner-centric pedagogy, as recommended by educational experts. By shifting the focus from rote learning to holistic and continuous assessments, the framework enables students to develop essential life skills and competencies. The integration of technology-enabled assessments enhances the efficiency and accuracy of evaluations, thereby making the assessment process more transparent and reliable.

By setting high standards, promoting accountability, and emphasizing holistic development, SQAAF aims to ensure that every student receives a high-quality education that equips them for future success. This framework is crucial for harnessing India's demographic dividend and achieving sustainable economic growth and development.

SQAAF serves as both a diagnostic and developmental framework, providing schools with clear benchmarks across critical domains that collectively define educational quality.

The School Quality Assessment and Assurance Framework (SQAAF) is meticulously designed to align with the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF), ensuring a comprehensive and inclusive approach to education. At the core of SQAAF lies the promotion of a flexible, multidisciplinary curriculum that integrates arts, humanities, and sciences, fostering critical thinking and creativity. This approach is congruent with NEP 2020's vision of a holistic education system that nurtures lifelong learning and adaptability. SQAAF encourages educational institutions to develop curricula that cater to diverse learning needs and interests, thereby providing students with a well-rounded education.

Another aspect that is a fundamental tenet of both SQAAF and NEP 2020 is inclusiveness. The framework advocates for inclusive practices by ensuring equitable access to quality education for all students, regardless of their socio-economic background. This includes provisions for students with disabilities, special needs, and those from marginalized communities. Additionally, the framework underscores the importance of gender equality and the inclusion of all genders in educational activities, thereby promoting a truly inclusive educational environment.

Effective administration is pivotal for the successful implementation of NEP 2020. The SQAAF framework provides comprehensive guidelines for school management and governance, ensuring efficient and transparent operations. This includes the establishment of school safety committees, parent-teacher associations, and the integration of community-based organizations in school activities. By promoting accountability and the empowerment of school leaders, SQAAF fosters a culture of continuous improvement and excellence within educational institutions.

SQAAF advocates for a comprehensive and continuous assessment system that transcends traditional examinations. This includes project-based learning, group-based assignments and peer assessments, aligning with NEP 2020's emphasis on holistic development and real-world applications. The framework encourages the use of data-driven approaches to monitor student progress, identify areas for improvement, and tailor educational strategies to meet the needs of individual learners.

Adequate infrastructure is indispensable for providing a conducive learning environment. SQAAF provides for standards for school infrastructure, encompassing classrooms, libraries, laboratories, and health facilities. The framework ensures that educational institutions are equipped with the necessary resources to support quality education, thereby aligning with NEP 2020's goal of creating an enabling learning environment.

Transparency and accountability are further indispensable pieces of NEP 2020. The framework promotes a culture of self-assessment and reflection within educational institutions, utilizing data to inform decision-making and improve educational outcomes. This data-driven approach ensures that schools are continuously striving for excellence and are responsive to the needs of their students.

A critical element for the effective implementation of SQAAF is the School Standard Setting Authority (SSSA) at State/ Union Territory (UT) level. The State School Standard Setting Authority (SSSA) is a pivotal regulatory body established under the National Education Policy (NEP) 2020 to ensure the quality and standardization of

education across schools. The State School Standard Setting Authority (SSSA) will serve as a transparent self-disclosure body at the State Level, enabling the community to meaningfully understand the school's practices, initiatives, and developmental practices. Its role is to guide and monitor the implementation of the School Quality Assessment and Assurance Framework (SQAAF).

The main purpose of the SSSA is to ensure that all schools under its jurisdiction maintain high standards of quality. It will support self-regulation and also manage the process of accreditation.

Each State or Union Territory can set up the SSSA as a statutory body, registered society, or Section 8 Company, depending on what fits best within its administrative setup.

To bring in diverse perspectives, it is suggested that the SSSA include representatives from SCERTs, State Education Boards, and Samagra Shiksha.

In alignment with the NEP's vision, the SSSA operates in conjunction with PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development). The primary objective of the SSSA is to establish and maintain minimal standards for schools, ensuring that all educational institutions, whether public, private, or philanthropic, adhere to these benchmarks.

The SSSA collaborates with PARAKH to develop a framework for assessing and accrediting schools based on global best practices and parameters. This involves setting clear criteria for school infrastructure, curriculum, teaching methodologies, and assessment practices. By doing so, the SSSA aims to enhance the quality of education and ensure that students receive a holistic and well-rounded learning experience. The authority also emphasizes inclusiveness, ensuring that schools cater to the diverse needs of all students, including those with disabilities and from marginalized communities.

Additionally, SSSA, an independent, state-wide regulatory body would be tasked with:

1. Quality Regulation and Accreditation:

   The State School Standard Setting Authority (SSSA) plays a pivotal role in maintaining and enhancing the quality of education across India. By implementing rigorous quality regulation and accreditation processes, the SSSA ensures that educational institutions adhere to defined benchmarks of quality education. These benchmarks are meticulously developed in collaboration with PARAKH. This collaborative effort ensures that the standards are comprehensive, inclusive, and tailored to the Indian educational context.

   The accreditation process conducted by the SSSA is a critical mechanism for guaranteeing that schools meet these established benchmarks. Accreditation serves as a mark of assurance for students, parents, and stakeholders, indicating that the accredited institutions are committed to providing high-quality education. The process involves a thorough evaluation of schools, assessing their adherence to the defined standards. This evaluation is characterized by its transparency and objectivity, ensuring that only institutions that genuinely meet the criteria receive accreditation. Schools undergoing this process must demonstrate their commitment to maintaining adequate infrastructure, employing qualified teachers, and implementing effective teaching practices.

   Moreover, the SSSA places a strong emphasis on the continuous monitoring

of accredited schools. This ongoing oversight is crucial for maintaining the integrity of the accreditation system and ensuring sustained compliance with minimal standards. Regular inspections, audits, and reviews are conducted to monitor schools' adherence to the established benchmarks. Schools are required to provide evidence of their compliance, and any deviations are addressed promptly. This continuous monitoring process ensures that accredited schools consistently uphold the quality standards set by the SSSA.

Furthermore, the SSSA fosters a culture of self-assessment and continuous improvement within educational institutions. Schools are encouraged to engage in regular self-evaluation exercises, assessing their performance against the established benchmarks. This practice not only helps schools identify and address their weaknesses but also promotes a proactive approach to quality enhancement. By empowering schools to take ownership of their improvement processes, the SSSA aims to create a dynamic and evolving educational ecosystem.

2. Development of Standards:

The development of standards is another core function of the SSSA. In collaboration with the State Council of Educational Research and Training (SCERT) and other stakeholders, the SSSA develops global, evidence-based quality parameters to enhance school performance. This collaborative approach ensures that the standards are grounded in research and reflect best practices from around the world. The SSSA's standards encompass various aspects of school education, including curriculum design, teaching methodologies, assessment practices, and infrastructure requirements. SSSA would be responsible for helping schools prepare their School Quality Improvement Plans if required. By setting high standards, the SSSA aims to elevate the overall quality of education in India and ensure that students receive a well-rounded and holistic learning experience.

3. Transparent Public Disclosure:

Transparency and public disclosure are fundamental principles guiding the operations of the SSSA. The authority ensures the timely, transparent, and accurate dissemination of accreditation status and regulatory information through public platforms such as the State Vidya Samiksha Kendra portal. This public disclosure allows stakeholders to access essential information about schools' accreditation status and compliance with quality standards. Transparency in regulatory processes fosters trust and accountability within the education sector. It ensures that schools are held accountable for their performance and that stakeholders can make informed decisions based on accurate and up-to-date information.

4. Data Management and Accountability:

Data management and accountability are integral components of the SSSA's regulatory framework. The authority maintains comprehensive and up-to-date records of schools, encompassing various operational aspects such as student performance, teacher evaluations, and infrastructure maintenance. This data is crucial for informed decision-making and promotes accountability within the education ecosystem. By leveraging data

analytics, the SSSA can identify trends, assess schools' performance, and pinpoint areas that require improvement. The emphasis on data-driven decision-making ensures that regulatory processes are objective, transparent, and evidence-based.

5. Grievance Redressal Mechanism:

The grievance redressal mechanism is another critical aspect of the SSSA's operations. The authority serves as a central platform for resolving complaints and grievances of students, parents, and school staff, thereby enhancing trust and fairness within the education system. The grievance redressal mechanism is designed to be accessible, efficient, and transparent, ensuring that all stakeholders have a platform to voice their concerns and seek resolution. It will be the responsibility of SSSA to set up an accessible grievance redressal system, allowing stakeholders to raise concerns through email, RTIs, or other formal channels By addressing grievances promptly and effectively, the SSSA fosters a positive and supportive educational environment.

The SSSA's robust regulatory framework, developed in alignment with SQAAF, significantly contributes to the realization of NEP 2020's objectives. By ensuring high standards, promoting transparency, and fostering a culture of continuous improvement and inclusiveness, the SSSA plays an essential role in transforming the education landscape in India, ensuring that every student receives a quality education.

(* Note: If required, initial funding to establish the SSSA can be provided by PARAKH. PARAKH can also support the development of digital infrastructure for SQAAF, though each State is expected to build and manage its own system (not a central one by PARAKH at this point))

Comparative Model of Three Types of Institutional Frameworks for SSSA

Dimension	Model 1 Statutory Body (on lines of IITs/IIMs)	Model 2 Registered Society (on lines of National Bal Bhavan)	Model 3 Section 8 Company (under Companies Act 2013)
Legal Framework	Established via an Act of Parliament or executive order; autonomous but government-owned	Governed by the Societies Registration Act, operates semi-autonomously	Incorporated under Section 8 of the Companies Act, 2013 as a not-for-profit entity
Ownership and Control	Government owned and funded	Government initiated but allows for external advisory roles	Independent with possibility of both public and private participation
Governance Structure	Chaired by government-appointed heads, Governing body includes secretaries, academicians, and nominated experts	Governing body includes external experts, educationists, and ministry representatives	Managed by a Board of Directors, including private and public members; more corporate governance
Autonomy	High autonomy in academics, but recruitment,	Limited financial autonomy; strong influence from governing body	Private Ownership offers high operational and financial autonomy with flexible governance

Dimension	Model 1 Statutory Body (on lines of IITs/IIMs)	Model 2 Registered Society (on lines of National Bal Bhavan)	Model 3 Section 8 Company (under Companies Act 2013)
	collaborations and funding are regulated		
Funding Model	100% Government-funded (plan and non-plan) and long-term sustainability assured Limited Flexibility in raising private capital as financial operations is guided by a statute.	Primarily government grants along with some scope for donor funding. Not allowed contribution based financial model.	Diversified funding which includes CSR, grants, donor support, service-based models. Allowed. Can issue new equity shares at higher value.
Recruitment & Staffing	Faculty and staff recruited under central service rules or institutional norms	Contractual appointments, fellowships and experts can be invited as consultants	Full flexibility in market-aligned hiring, including academic collaborators and start-up mentors
Partnership Opportunities	Collaborate nationally and internationally and MoUs often routed via ministries	Limited international collaboration and mostly MoE-tied events and networks	Flexible collaboration with academia, industry, NGOs, start-ups, ed-tech firms
Innovation & IP Creation	Government retains IP and slow tech transfer processes	Limited focus on innovation or IP	Encourages IP generation, incubation, and start-up collaboration, also can license products/services
Accountability Mechanisms	Statutory audits, parliamentary reporting, performance appraisals	Annual reports to the ministry; weak outcome-based KPIs	Mandatory disclosures, impact audits, compliance reporting under Companies Act and CSR rules
Scalability	Scalable but bureaucratically slow which requires government approvals	Can open regional centres, but dependent on state coordination	Scalable nationwide and internationally; regional incubators and partnerships are feasible
Suitability for Gifted Education	Excellent for long-term national flagship institution (like NID/NISER) with strong R&D base	Suitable for experiential, enrichment-based programs focused on arts, innovation	Best suited for a blended model of education, R&D, incubation, and talent pipeline creation with public-private innovation

The framework is built upon five core domains, each addressing a vital component of the educational system:

1. Administration: Effective administration is the backbone of a well-functioning educational institution. It encompasses leadership, management, and organizational structures that ensure the smooth operation of schools. Effective administration also involves engaging with stakeholders, including teachers, parents, and the community, to support the overall development of students.

2. Assessment: Assessment is a critical component of the education system,

providing a means to evaluate student learning, progress, and achievement. It includes a variety of methods, such as standardized tests, formative assessments, summative assessments, and alternative assessments like portfolios and projects. Assessments serve multiple purposes: they inform instruction, identify areas for improvement, and provide feedback to students, teachers, and parents. A robust assessment system aligns with educational goals and standards, ensuring that it measures not just academic performance but also skills such as critical thinking, creativity, and problem-solving.

The focus of SQAAF is to design and implement robust, transparent, and equitable assessment systems that measures student outcomes holistically, including cognitive, social, and emotional growth.

3. Curriculum and Pedagogy: The curriculum is the foundation of the educational experience, outlining the knowledge, skills, and values that students are expected to acquire. It is designed to be comprehensive, inclusive, and relevant to the needs of students and society. Pedagogy refers to the structured approach to teaching that integrates evidence-based methods, learner needs, and contextual relevance. It fosters inclusive, engaging, and reflective learning environments, guiding curriculum design and assessment practices in alignment with contemporary educational goals and frameworks. A well-structured curriculum integrates various disciplines, promotes interdisciplinary learning, and incorporates life skills and values education. It is continuously reviewed and updated to reflect current trends, research, and societal demands. The curriculum also

emphasizes experiential learning, encouraging students to apply their knowledge in real-world contexts and develop a deeper understanding of the subject matter.

NEP 2020 and NCF take all these factors into consideration.

SQAAF emphasizes the importance of aligning curriculum design with national frameworks like NEP 2020 and NCF, while also promoting flexibility, innovation, skill development, and interdisciplinary learning.

4. Infrastructure: Adequate infrastructure is essential for providing a conducive learning environment. It includes physical facilities such as classrooms, laboratories, libraries, and recreational spaces, as well as technological resources like computers and internet access. Quality infrastructure supports effective teaching and learning by providing a safe, comfortable, and stimulating environment for students and teachers. Additionally, it includes essential amenities such as clean drinking water, sanitation, and health facilities, ensuring the well-being of students. Investment in infrastructure is crucial for bridging the gap between urban and rural schools and providing equal opportunities for all students.

5. Inclusiveness: Inclusiveness is a fundamental principle that ensures equitable access to quality education for all students, regardless of their socio-economic background, gender, disability, or other factors. It involves creating an environment that respects and values diversity and provides support for students with diverse needs. Inclusive education practices include differentiated instruction, individualized support, and

accessible learning materials. Schools must also promote a culture of respect and acceptance, addressing biases and discrimination. Inclusiveness extends beyond the classroom, involving community engagement and partnerships to support the holistic development of students.

The comprehensive framework encompassing the five critical domains of administration, assessment, curriculum, infrastructure, and inclusiveness, as stipulated by the School Quality Assessment and Assurance Framework (SQAAF), holds the potential to profoundly transform educational institutions. By setting clear benchmarks within these domains, SQAAF enables schools to align their practices with both national and global educational standards, thereby fostering a holistic approach to school improvement. Effective administration ensures that educational institutions operate with transparency, accountability, and efficiency, creating a conducive learning environment. Robust assessment practices provide a multifaceted evaluation of student learning and development, informing instruction and identifying areas for enhancement. A well-structured curriculum, designed to be inclusive, comprehensive, and relevant, equips students with the knowledge, skills, and values necessary for their overall development. Adequate infrastructure supports the delivery of quality education by providing safe, comfortable, and resource-rich learning environments. Finally, the emphasis on inclusiveness ensures that all students, regardless of their background, have equitable access to quality education and are supported to reach their full potential. By integrating these domains within a cohesive framework, SQAAF empowers schools to continuously improve, adapt to evolving educational demands, and ultimately provide a high-quality, holistic education to all students.

The defining feature of the School Quality Assessment and Assurance Framework (SQAAF) is its comprehensive and data-driven approach to enhancing educational quality and ensuring continuous improvement. At its core, SQAAF emphasizes accountability and transparency, fostering a culture of trust and integrity within the education sector. By mandating the systematic collection and analysis of data related to various aspects of school performance, SQAAF enables evidence-based decision-making and ensures that schools' progress is objectively measured against established benchmarks. This data-driven approach not only facilitates the identification of strengths and areas needing improvement but also promotes the adoption of best practices. Furthermore, SQAAF prioritizes measurable outcomes, ensuring that educational goals are clearly defined and progress towards these goals is regularly monitored. Schools are required to set specific, quantifiable targets and track their achievement through rigorous assessment practices. Regular feedback mechanisms are integral to SQAAF, providing stakeholders, including students, parents, teachers, and administrators, with timely and constructive insights into performance. This continuous feedback loop ensures that schools remain responsive to the evolving needs of their students and community, fostering a dynamic and adaptive educational environment.

Inclusiveness is a fundamental principle of SQAAF, ensuring that every student, regardless of their background, has access to quality education. SQAAF recommends that schools adopt inclusive policies and practices that cater to the diverse needs of students, including those with disabilities, special needs, and those from marginalized communities. This includes implementing differentiated instruction, providing individualized support, and offering accessible learning materials. Schools are encouraged to create an environment

that respects and values diversity, promotes gender equality, and addresses biases and discrimination. Additionally, SQAAF emphasizes the importance of involving parents and communities in the educational process, fostering a sense of belonging and support for all students.

Effective administration is crucial for the successful implementation of SQAAF. The framework recommends that schools establish clear governance structures and policies that promote transparency, accountability, and efficiency. School leaders and administrators are encouraged to engage in continuous professional development to enhance their leadership and management skills. SQAAF also advocates for the establishment of school safety committees, parent-teacher associations, and the integration of community-based organizations in school activities. These initiatives help create a collaborative and supportive educational environment. Additionally, schools are advised to adopt data-driven decision-making processes, using comprehensive data management systems to track and analyze various aspects of school performance.

The curriculum is the foundation of the educational experience, and SQAAF emphasizes the importance of a well-structured, inclusive, and relevant curriculum. The framework recommends that schools develop curricula that integrate various disciplines, promote interdisciplinary learning, and incorporate life skills and values education. The curriculum should be flexible, allowing for the inclusion of local context and cultural heritage while adhering to national standards. SQAAF also encourages schools to adopt experiential learning approaches, where students can apply their knowledge in real-world contexts and develop a deeper understanding of the subject matter. Additionally, the framework advocates for regular review and updating of the curriculum to reflect current trends, research, and societal demands.

Adequate infrastructure is essential for providing a conducive learning environment. SQAAF sets stringent standards for school infrastructure, encompassing physical facilities such as classrooms, laboratories, libraries, and recreational spaces, as well as technological resources like computers and internet access. The framework emphasizes the importance of ensuring that schools have safe, comfortable, and resource-rich learning environments. This includes the provision of clean drinking water, sanitation, and health facilities to ensure the well-being of students. SQAAF also highlights the need for schools to be environmentally sustainable, promoting practices such as energy efficiency, waste management, and the use of green technologies. Investment in infrastructure is crucial for bridging the gap between urban and rural schools and providing equal opportunities for all students.

Assessment is a critical component of the education system, providing a means to evaluate student learning, progress, and achievement. SQAAF recommends the adoption of a comprehensive and continuous assessment system that goes beyond traditional examinations. This includes a variety of assessment methods such as standardized tests, formative assessments, summative assessments, and alternative assessments like portfolios and projects. The framework emphasizes the importance of aligning assessments with educational goals and standards, ensuring that they measure not just academic performance but also skills such as critical thinking, creativity, and problem-solving. Additionally, SQAAF advocates for the use of data-driven approaches to monitor student progress, identify areas for improvement, and tailor educational strategies to meet the needs of individual learners. Regular feedback mechanisms are integral to SQAAF, providing stakeholders, including

students, parents, teachers, and administrators, with timely and constructive insights into performance.

In the contemporary education system, SQAAF serves as an indispensable instrument, fostering a culture of continuous improvement, inclusiveness, and accountability. By setting rigorous benchmarks, SQAAF ensures that schools adhere to high standards in various domains such as curriculum design, teaching methodologies, assessment practices, and infrastructure.

For schools, SQAAF provides a guiding blueprint that enables systematic evaluation and enhancement of their operations. The framework's emphasis on data-driven decision-making allows schools to make informed choices based on empirical evidence, leading to more effective and efficient practices. The accreditation process associated with SQAAF serves as a mark of quality assurance, enhancing the reputation and credibility of accredited institutions.

Teachers benefit from SQAAF's promotion of professional development and continuous learning. The framework encourages educators to adopt innovative teaching practices and align them with global standards, catering to the diverse needs of learners. Through regular assessments and feedback mechanisms, teachers receive constructive insights into their performance, allowing them to refine their instructional strategies and better support student learning.

Learners receive a high-quality education that prepares them for future challenges, thanks to SQAAF's holistic approach. The framework emphasizes the development of critical thinking, creativity, and life skills, while promoting inclusiveness to ensure that all students have equitable access to learning opportunities. This approach nurtures a sense of belonging and self-worth among students, contributing to their overall well-being and personal growth.

For parents, policymakers, and the community, SQAAF ensures transparency and accountability through the public disclosure of regulatory information and accreditation status. This fosters trust and encourages active participation and collaboration among all stakeholders. Policymakers can leverage the data and insights provided by SQAAF to implement informed decisions and address the evolving needs of the education sector.
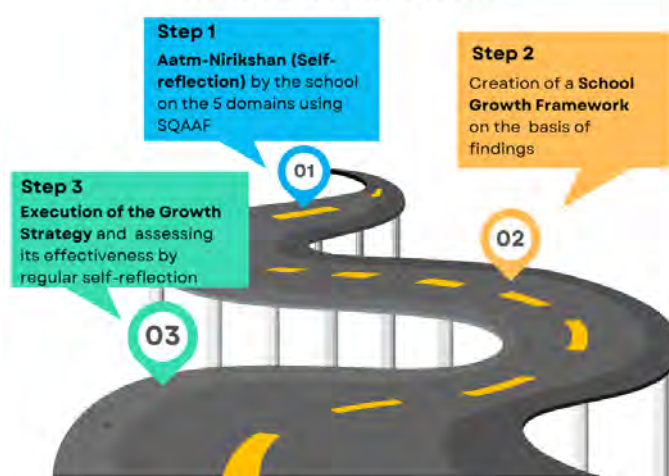
The essence of SQAAF lies in its ability to drive quality, equity, and continuous improvement across schools. By aligning practices with national and global standards, SQAAF enhances the quality of education and prepares students to thrive in a rapidly changing world, contributing to the holistic development of individuals and the progress of society as a whole.

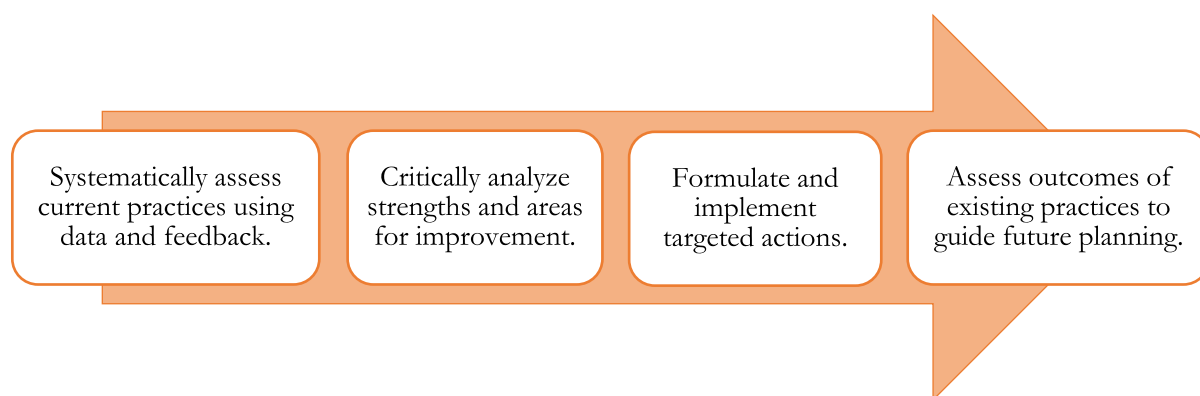# STRATEGIC APPROACH TO IMPLEMENTING SQAAF IN SCHOOLS

The true purpose of SQAAF extends beyond self-rating—it empowers schools to transform insights into meaningful improvements. For this the schools should go for a 3 steps process:'

Step 1: Schools can enhance their effectiveness by using SQAAF for self-reflection across the 5 domains- Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness. This structured approach helps identify strengths, address gaps, and foster continuous improvement for a well-rounded learning environment.

SQAAF: Schools grow by knowing themselves better!

Step 1
Aatm-Nirikshan (Self-reflection) by the school on the 5 domains using SQAAF

Step 2
Creation of a **School Growth Framework** on the basis of findings

Step 3
Execution of the Growth **Strategy** and assessing its effectiveness by regular self-reflection

01

02

03

While filling SQAAF, the schools are advised to follow the following process:

| Systematically assess current practices using data and feedback. | Critically analyze strengths and areas for improvement. | Formulate and implement targeted actions. | Assess outcomes of existing practices to guide future planning. |

Step 2: Schools can develop a **growth framework** by thoughtfully analysing SQAAF findings. By addressing key insights, they can refine strategies, enhance learning environments, and foster continuous progress, ensuring holistic development and meaningful educational outcomes for all.

Step 3: Schools can strengthen their impact by executing a well-defined growth strategy and consistently assessing effectiveness through self-assessment. Regular reflection would foster improvement, helping institutions refine approaches, address challenges, and ensure meaningful progress for students and educators.

LEVELS OF PERFORMANCE IN SQAAF

To enable a structured and transparent evaluation of schools, the School Quality Assessment and Assurance Framework (SQAAF) employs a three-tiered performance level system across its domains and sub-domains. This system provides a clear picture of how schools are performing relative to the benchmarks outlined in the framework. The three levels of performance—**Abhilasha**, **Pragati**, and **Jagriti**—help schools identify their strengths and areas for improvement, fostering a culture of continuous growth and accountability.

1. **ABHILASHA** (Needs Improvement)

The **Abhilasha** level reflects the foundational stage of performance. Schools at this level show limited alignment with SQAAF benchmarks and often face significant gaps in planning, resources, and execution.

Key Characteristics:

- Minimal or inconsistent implementation of quality practices.
- Limited adherence to national and regional educational standards.
- Lack of structured systems for planning, monitoring, and feedback.
- Inadequate resources or infrastructure to meet the required benchmarks.

2. **PRAGATI** (Performing Satisfactorily)

The **Pragati** level represents schools that meet most of the standards but have scope for improvement to achieve excellence. Schools at this level demonstrate moderate effectiveness in implementing policies and practices, but they may lack innovation or system-wide integration.

Key Characteristics:

- Partial alignment with SQAAF standards.
- Moderate engagement of stakeholders and limited use of advanced tools or strategies.
- Practices are functional but may lack consistency or scalability.
- Room for improvement in inclusiveness, infrastructure, or monitoring systems.

3. **JAGRITI** (Exemplary Performance)

The **Jagriti** level signifies excellence in performance, where schools consistently meet or exceed the benchmarks outlined in the framework. These schools are recognized as leaders in education, setting high standards for others to follow.

Key Characteristics:

- Complete alignment with national and regional standards, as well as SQAAF benchmarks.
- Implementation of innovative, learner-centered practices.
- Strong systems for monitoring, feedback, and continuous improvement.
- Focus on inclusiveness, sustainability, and holistic development.

ABHILASHA
(Needs Improvement)

PRAGATI
(Performing Satisfactorily, but there is scope of improvement)

JAGRITI
(Exemplary Performance/Model Schools)
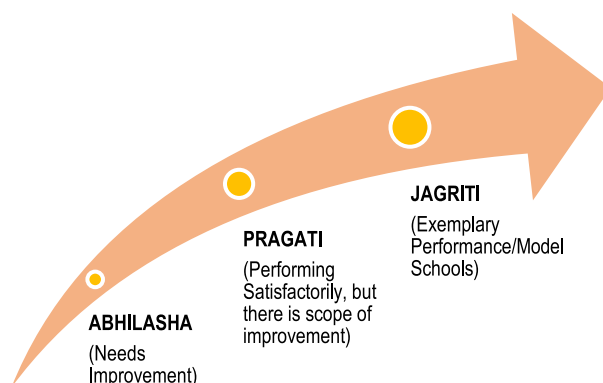
SCORING SYSTEM FOR SQAAF

The School Quality Assessment and Assurance Framework (SQAAF) uses a detailed scoring system to evaluate a school's performance across five key domains: Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness. This scoring mechanism is designed to provide a clear, measurable, and actionable overview of how schools perform in critical areas, enabling targeted improvements.

Each domain in the SQAAF framework is evaluated using a three-tiered performance level system, with each level assigned a specific score:

- **Abhilasha (Needs Improvement): Less than 60%**
- **Pragati (Performing Satisfactorily): 60%-75%**
- **Jagriti (Exemplary Performance): More than 75%**

The total score for each domain is calculated by summing the points earned across all sub-domains within that domain. Each sub-domain is assessed based on how well the school meets the benchmarks outlined in the SQAAF, with the total domain score reflecting the school's performance in that area.

Domain-wise Scoring Overview

1. Administration

The Administration domain evaluates the leadership, governance, and management practices of a school. This includes areas such as strategic planning, staff development, stakeholder engagement, and safety.

Number of Sub-Domains: 8

Sub-Domains:

1) Leadership and Governance
2) Vision and Strategic Planning
3) Financial Management
4) Professional Development and Capacity Building
5) Staff Recruitment and Retention
6) Communication with Stakeholders Engagement
7) School Safety and Security
8) Continuous Feedback

Maximum Score for the Domain: 168 points

2. Curriculum and Pedagogy

The Curriculum domain assesses how effectively the school's curriculum aligns with national standards, supports learner-centered approaches, and integrates skill-based and interdisciplinary learning.

Number of Sub-Domains: 17

Sub-Domains:

1) Curriculum Alignment
2) Curriculum Design and Flexibility
3) Subject Choices at Higher Grades
4) Career Counselling and Student Support
5) Skill-based Education
6) Student-Centered Learning Approaches

7) 21st Century Skills and Character Building
8) Digital Literacy, Artificial Intelligence, and ICT Integration
9) Multidisciplinary and Interdisciplinary Learning
10) Arts and Sports Integration
11) Support for Mental and Physical Health
12) Environmental Protection and Practices
13) Curriculum Innovation and Global Contexts
14) Indigenous Knowledge and Cultural Transmission
15) Language of Instruction and Multilingual Education
16) CAS (Creativity, Activity, Service)
17) Professional Engagement and External Expertise

Maximum Score for the Domain: 321 points

3. **Assessment**

The Assessment domain evaluates the school's assessment practices, covering both academic and non-academic evaluations. It also assesses adherence to equivalence standards and examination security protocols.

Number of Sub-Domains: 11

Sub-Domains:

1) Competency-Based Assessment Framework
2) Formative and Summative Assessments
3) Holistic Progress Cards (HPCs)
4) Reflection and Self-Assessment
5) On-Demand and Flexible Assessments
6) Credit-Based System and Credit Transfer

7) Project-Based and Experiential Assessments
8) Relating Assessment to Community Needs and Concerns
9) Integrity in Assessment, Examination Security, and Transparency
10) Moderation and Standardization of Assessments
11) Adherence with PARAKH's equivalence standards, norms, and guidelines

Maximum Score for the Domain: 180 points

4. **Infrastructure**

The infrastructure domain evaluates the quality, accessibility, and sustainability of a school's physical and technological resources.

Number of Sub-Domains: 9

Sub-Domains:

1) Basic Infrastructure (Toilets, Drinking Water, Electricity, Internet)
2) Classroom Upgrades and Smart Classrooms
3) Playgrounds and Sports Facilities
4) Health, Hygiene, and Cleanliness
5) Library Usage and Learning Resources
6) Laboratory Usage and Resource Availability
7) Green Buildings and Sustainable Practices
8) Maintenance and Upkeep of Infrastructure
9) Safety Audits and Infrastructure Audits

Maximum Score for the Domain: 153 points

5. Inclusiveness

The Inclusiveness domain assesses how well the school promotes equity, diversity, and socio-economic support for students.

Number of Sub-Domains: 8

Sub-Domains:

1) Support for Students with Disabilities
2) Cultural Sensitivity and Diversity
3) Gender Sensitivity
4) Engagement and Involvement of Tribal Populace
5) Socio-Economic Inclusivity
6) Identification of at-risk Students, Programmes for Dropout Prevention, and Reintegration
7) Strengthening School-Community Relationships
8) Talent Identification and Nurturance

Maximum Score for the Domain: 192 points

Total Scoring System

- Total Maximum Score Across All Domains: 1014 points

- Schools are assessed on each sub-domain, with scores ranging from 1 to 3 for each performance level.

- The cumulative score reflects the school's overall adherence to quality benchmarks.

Domain-wise Scoring

Each domain contributes proportionally to the total score based on its weightage and the number of sub-domains.

Interpreting Scores

Higher scores indicate strong alignment with SQAAF benchmarks and areas of exemplary performance. Lower scores highlight domains and sub-domains that need targeted improvement.

Action Planning

Schools use their scores to identify strengths and gaps, allowing them to develop targeted action plans for continuous improvement.

WEIGHTAGE ASSIGNED TO DOMAINS OF SQAAF

The School Quality Assessment and Assurance Framework (SQAAF) ensures that administration, curriculum, assessment, infrastructure, and inclusiveness are given equal weightage (20% each), recognizing that a school thrives when all aspects work together.

This is done to ensure a well-rounded assessment of school quality. It measures how effectively a school supports comprehensive education, tracks continuous improvements among educators, and assesses accessibility and equity for all learners. This balanced approach guarantees that each aspect contributes meaningfully to a school's overall effectiveness and long-term success.

WEIGHTAGE

- 20% ADMINISTARTION
- CURRICULUM 20%
- 20% ASSESSMENT
- INFRASTRUCTURE 20%
- 20% INCLUSIVENESS
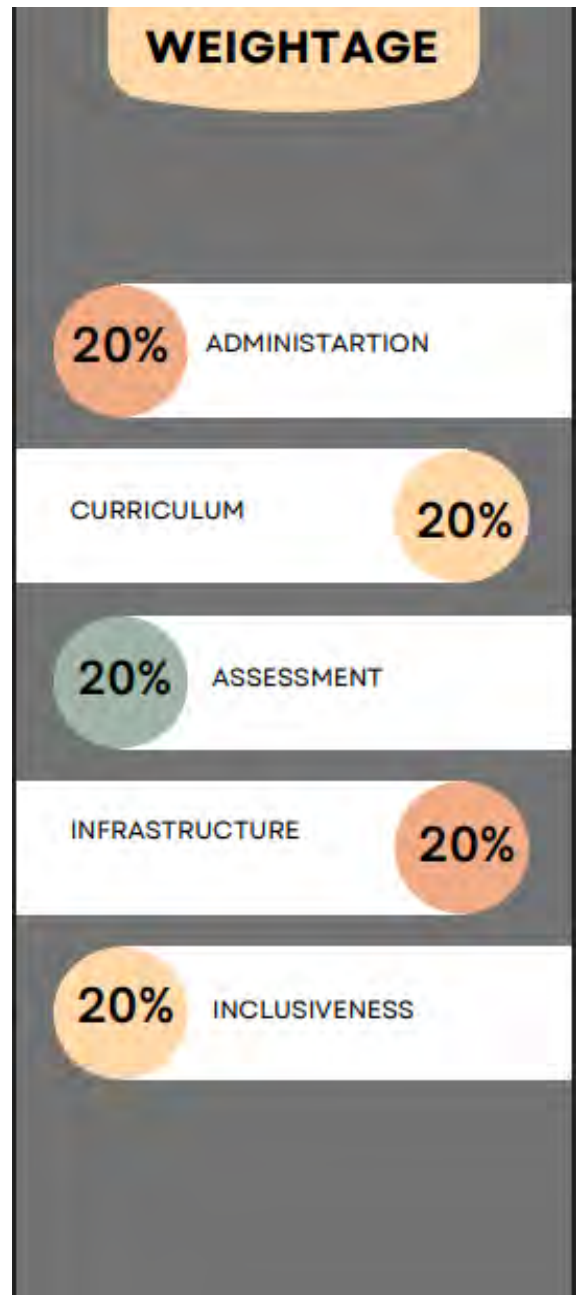
CHECKLIST FOR SQAAF

Administration

DOMAIN 1: ADMINISTRATION

The administration domain serves as the backbone of a school's operational effectiveness, ensuring seamless coordination of governance, leadership, and institutional policies. A well-structured administrative framework fosters a culture of accountability, strategic planning, and resource optimization, all of which are essential for maintaining a high standard of education.

By integrating efficient decision-making, stakeholder engagement, and regulatory compliance, the administration domain helps create a supportive and inclusive learning environment. It also facilitates continuous institutional growth through data-driven insights and systematic evaluations.

SUBDOMAINS	
1. **Leadership and Governance**	This subdomain examines how effectively school leadership fosters a collaborative, transparent, and forward-thinking environment. It thoughtfully reviews stakeholder engagement, goal communication, policy adaptation, accountability, conflict resolution, and innovation
2. **Vision and Strategic Planning**	This subdomain evaluates the school's implementation and communication of its vision. It reviews stakeholder engagement, resource allocation, outcome monitoring, and ensures plans align with evolving policies and societal needs, establishing a responsive, progressive strategic roadmap.
3. **Financial Management**	This subdomain examines school financial operations by reviewing clear budget allocations, transparent reporting, and equitable resource distribution. It emphasizes effective risk management, sustainability, and data-driven decision-making while ensuring regulatory compliance, accountability, and efficient financial stewardship.
4. **Professional Development and Capacity Building**	This subdomain evaluates the school's professional development framework by examining ongoing training for educators and leaders, external workshops, and peer-learning practices. It emphasizes feedback integration and leadership programs to ensure capacity building and skills enhancement.
5. **Staff Recruitment and Retention**	This subdomain thoroughly evaluates staff recruitment and retention by reviewing practices that attract qualified personnel, foster professional development and wellbeing, manage workloads, implement effective mentorship, and recognize contributions to sustain job satisfaction and long-term commitment.

6.	Communication with Stakeholders Engagement	This subdomain assesses the school's ability to engage stakeholders in meaningful dialogue, manage feedback, utilize communication channels, ensure transparency, and involve parents, staff, and community members in co-creating initiatives and making decisions to enhance improvements.
7.	School Safety and Security	This subdomain evaluates the school's unwavering commitment to safety through implementation of comprehensive emergency protocols, effective training, physical security measures, regular safety audits, and regulatory compliance, ensuring a secure learning environment for staff and students.
8.	Continuous Feedback	This subdomain reviews how effectively the school collects, utilizes, and communicates feedback from students, staff, and parents. It evaluates consistent feedback mechanisms integrated with technology to drive informed decisions, ensuring continuous improvement and school excellence.

Sub-Domain: Leadership and Governance

		Abhilasha	Pragati	Jagriti
1.	How effectively does the school leadership engage staff and stakeholders in decision-making processes?	Leadership is centralized, with limited engagement of staff and stakeholders in decision-making. ☐	Leadership engages staff and stakeholders occasionally, but the process lacks consistency or impact. ☐	Leadership actively engages staff and stakeholders through collaborative, transparent decision-making processes. ☐
2.	How well does the leadership communicate its vision and goals to all members of the school community?	The school leadership's vision and goals are unclear or poorly communicated. ☐	Vision and goals are communicated to staff and students, but the approach is not inspiring or consistent. ☐	Leadership clearly articulates its vision and goals, inspiring and aligning the entire school community toward common objectives. ☐
3.	How regularly does the school leadership review and update school policies to align with emerging needs and standards?	Policies are rarely reviewed or updated, leading to outdated practices. ☐	Policies are reviewed occasionally, but the updates are not comprehensive or forward-looking. ☐	Leadership regularly reviews and updates policies, ensuring alignment with emerging needs and educational standards. ☐
4.	How well does the leadership foster a culture of innovation and continuous	The school lacks a culture of innovation, with minimal focus	Some initiatives promote innovation, but they are sporadic	Leadership fosters a strong culture of innovation and continuous

		Abhilasha	Pragati	Jagriti
	improvement within the school?	on continuous improvement. ☐	and lack sustained impact. ☐	improvement through regular initiatives and staff empowerment. ☐
5.	How effectively does the leadership resolve conflicts and address challenges within the school community?	Conflicts and challenges are inappropriately managed, leading to unresolved issues. ☐	Leadership resolves conflicts and challenges, but the approach lacks consistency or thoroughness. ☐	Leadership handles conflicts and challenges effectively, fostering harmony and proactive problem-solving. ☐
6.	How effectively does the school leadership ensure accountability and transparency in its governance practices?	Accountability and transparency mechanisms are limited or inconsistently implemented. ☐	Some accountability and transparency measures are in place but are not applied systematically across the school. ☐	Leadership ensures strong accountability and transparency through clear policies, regular reporting, and open communication. ☐
7.	To what extent does the leadership promote collaboration and shared responsibility among staff members?	Collaboration and shared responsibility are minimally encouraged, leading to isolated efforts. ☐	Some efforts promote collaboration, but they are not consistently applied across the staff. ☐	Leadership actively promotes collaboration and shared responsibility, creating a cohesive and supportive school environment. ☐

Sub-Domain: Vision and Strategic Planning

		Abhilasha	Pragati	Jagriti
8.	How effectively does the school implement its vision and long-term strategic plan?	The school has an ambiguous vision or long-term strategic plan. ☐	The school has a strategic plan, but it is not consistently implemented or regularly reviewed. ☐	The school has a well-defined vision and strategic plan that is regularly updated and effectively implemented. ☐
9.	How regularly does the school leadership involve the community and staff in the strategic planning process?	The strategic planning process is largely internal, with little to no involvement from the community or staff. ☐	The community and staff are occasionally involved, but their input has limited impact on the final strategic plan. ☐	The community and staff are actively involved in strategic planning, with their input shaping long-term goals. ☐
10.	How well does the school leadership	The leadership does not regularly evaluate	Some adjustments are made, but	The leadership systematically evaluates

		Abhilasha	Pragati	Jagriti
	evaluate and adjust strategic plans based on student outcomes and feedback?	or adjust the strategic plan based on student outcomes. ☐	evaluations lack depth and regularity. ☐	and adjusts the strategic plan based on comprehensive feedback and student outcomes. ☐
11.	How effectively does the leadership communicate the strategic vision and goals to all stakeholders?	The strategic vision is not clearly communicated to stakeholders. ☐	Some communication exists, but it lacks consistency or clarity. ☐	The leadership effectively communicates the strategic vision and goals to all stakeholders, ensuring alignment and engagement. ☐
12.	How effectively does the leadership ensure that strategic plans align with evolving educational policies and societal needs?	Strategic plans are rarely updated to reflect changes in educational policies or societal needs. ☐	Strategic plans are irregularly updated to reflect changes in educational policies or societal needs. ☐	Strategic plans are regularly reviewed and updated to align with evolving educational policies and societal needs, ensuring relevance and responsiveness. ☐
13.	To what extent does the school allocate resources to support the implementation of its strategic plan?	Resource allocation for strategic plan implementation is inconsistent or inadequate. ☐	Resources are allocated to some extent, but they may not fully support strategic priorities. ☐	Resources are systematically and adequately allocated to support the effective implementation of the strategic plan. ☐
14.	How well does the school monitor and measure progress toward achieving its strategic goals?	Progress toward strategic goals is rarely monitored or measured. ☐	Progress is occasionally monitored, but the process lacks a structured approach. ☐	Progress toward strategic goals is rigorously monitored and measured using clear metrics, ensuring accountability and continuous improvement. ☐

Sub-Domain: Financial Management

		Abhilasha	Pragati	Jagriti
15.	Does the school maintain sound financial management with clear budget allocations?	Lack of financial oversight with inadequate budget planning and control. ☐	Financial management is sound, with regular audits and budgetary control. ☐	The school operates with a transparent budget, engages in long-term financial planning, and allocates resources effectively. ☐
16.	How transparent is the school's	Financial reporting is unclear or	Financial reports are available but not consistently	Financial reports are transparent, regularly shared with stakeholders,

		Abhilasha	Pragati	Jagriti
	financial reporting to stakeholders?	unavailable to stakeholders. ☐	communicated to stakeholders. ☐	and accessible to the school community. ☐
17.	How well does the school ensure equitable resource allocation across departments and programs?	Resource allocation is unequal, leading to imbalances in program funding. ☐	Resource allocation is occasionally uneven, resulting at times in disparities across program funding. ☐	Resources are allocated equitably, ensuring all programs and departments have adequate funding and support. ☐
18.	How effectively does the school leadership manage financial risks and ensure sustainability?	Financial risks are not adequately managed, leading to potential instability. ☐	Some financial risk management exists, but long-term sustainability is uncertain. ☐	Financial risks are proactively managed, ensuring long-term sustainability and financial health for the school. ☐
19.	How effectively does the school utilize financial data and analytics to inform decision-making?	Financial data is rarely used to guide decision-making processes. ☐	Financial data is occasionally used, but the approach lacks consistency and depth. ☐	Financial data and analytics are systematically used to inform decisions, ensuring accuracy and strategic planning. ☐
20.	To what extent does the school implement technology for efficient financial management?	Technology is minimally used, and financial processes are largely manual. ☐	Some financial processes are digitized, but the integration is limited. ☐	Advanced financial management tools and technologies are fully integrated, ensuring efficiency and accuracy. ☐
21.	How well does the school ensure compliance with financial regulations and audit requirements?	Compliance with financial regulations and audits is addressed inconsistently. ☐	The school meets basic regulatory and audit requirements but lacks thorough documentation. ☐	The school consistently ensures full compliance with financial regulations and audit standards, with detailed and transparent documentation. ☐

Sub-Domain: Professional Development and Capacity Building

		Abhilasha	Pragati	Jagriti
22.	Is there an ongoing professional development program that provides training for educators and school leaders?	Minimal focus on teacher training, with few opportunities for professional development. ☐	Annual teacher training is provided, with basic capacity-building programs in place. ☐	Continuous professional development programs with tailored workshops and courses are offered. ☐
23.	How well does the school support	The school provides minimal support for	Some support is provided for	The school actively supports and

		Abhilasha	Pragati	Jagriti
	teachers in attending external workshops and conferences to enhance their skills?	external professional development opportunities. ☐	attending external workshops and conferences, but not consistently. ☐	encourages staff to attend external workshops and conferences, enhancing their professional growth. ☐
24.	How effectively are professional development needs identified and addressed?	There is no formal process for identifying or addressing professional development needs. ☐	Some needs are identified, but there is no systematic approach to addressing them. ☐	Professional development needs are regularly identified through feedback and performance reviews, with tailored programs in place to address them. ☐
25.	How well does the school integrate feedback from teachers into its professional development programs?	Feedback from teachers is not consistently collected or integrated into professional development planning. ☐	Some feedback from teachers is considered, but it does not consistently influence program design. ☐	Teacher feedback is systematically collected and used to tailor professional development programs to their needs. ☐
26.	To what extent are leadership development programs offered to current and aspiring school leaders?	Leadership development programs are rarely offered to school leaders or aspiring leaders. ☐	Some leadership development programs are available, but participation is limited. ☐	Leadership development programs are regularly offered, with robust participation from current and aspiring leaders. ☐
27.	How effectively does the school measure the impact of professional development programs on teaching quality?	The impact of professional development programs on teaching quality is not systematically measured. ☐	Some impact measurement occurs, but the process is inconsistent or lacks depth. ☐	The impact of professional development programs is regularly evaluated, with findings used to enhance teaching quality. ☐
28.	How well does the school encourage peer learning and knowledge-sharing among educators?	Opportunities for peer learning and knowledge-sharing are infrequent or informal. ☐	Some peer learning initiatives exist, but they are not structured or widely practiced. ☐	Peer learning and knowledge-sharing are integral parts of the school culture, supported by structured initiatives and collaborative opportunities. ☐

Sub-Domain: Staff Recruitment and Retention

		Abhilasha	Pragati	Jagriti
29.	Are recruitment processes effective in attracting and retaining qualified staff?	High turnover and ineffective recruitment practices. ☐	Recruitment processes are standard, with moderate staff retention. ☐	The school actively recruits high-quality staff and retains them through strong support and development programs. ☐
30.	How well does the school support staff retention through professional development opportunities?	The school provides limited professional development, contributing to staff turnover. ☐	Some professional development opportunities are available, but retention remains moderate. ☐	The school offers extensive professional development programs, which significantly enhance staff retention. ☐
31.	How effectively does the school support staff well-being to improve retention?	There is little to no support for staff well-being, leading to high turnover. ☐	Some measures to support well-being exist, but they are not consistently applied. ☐	The school has robust staff well-being programs, improving retention and satisfaction. ☐
32.	How well does the school manage workload distribution to prevent staff burnout?	Workload distribution is uneven, leading to staff burnout. ☐	Some measures are taken to balance workload, but issues persist. ☐	The school effectively manages workload distribution, preventing staff burnout and promoting work-life balance. ☐
33.	How effectively does the school implement mentorship programs for newly recruited staff?	Mentorship programs are rarely offered to newly recruited staff. ☐	Some mentorship programs are available but lack structure or consistent implementation. ☐	The school provides structured mentorship programs for new staff, fostering professional growth and integration. ☐
34.	To what extent does the school recognize and reward staff contributions to enhance retention?	Staff contributions are infrequently recognized, with no formal reward system in place. ☐	Some recognition and rewards are provided, but the process is informal or inconsistent. ☐	Staff contributions are regularly recognized through formal reward systems, boosting morale and retention. ☐
35.	How effectively does the school gather and act on feedback from staff regarding job satisfaction and retention?	Feedback from staff on job satisfaction and retention is rarely collected or acted upon. ☐	Feedback is occasionally gathered, but follow-up actions are inconsistent. ☐	The school regularly collects staff feedback on job satisfaction and retention, implementing actionable improvements to address concerns. ☐

Sub-Domain: Communication and Stakeholder Engagement

		Abhilasha	Pragati	Jagriti
36.	Does the school engage stakeholders in meaningful dialogue and decision-making?	Infrequent and unclear communication with parents and community members. ☐	Regular communication with parents and stakeholders is maintained. ☐	The school engages in open, transparent, and proactive communication with all stakeholders, involving them in key decisions. ☐
37.	How effectively does the school handle stakeholder grievances and feedback?	Grievances are not handled in a timely or transparent manner. ☐	Grievances are addressed, but the process lacks consistency or transparency. ☐	Grievances and feedback are handled promptly, transparently, and consistently, leading to stakeholder satisfaction. ☐
38.	How well does the school communicate important updates and changes to parents and the community?	Communication of important updates is irregular and unclear. ☐	Updates are communicated but may lack clarity or timeliness. ☐	The school ensures clear and timely communication of all updates and changes, keeping parents and the community informed. ☐
39.	How effectively does the school solicit feedback from parents, staff, and the community to guide improvements?	Feedback from stakeholders is rarely solicited or used. ☐	Feedback is solicited occasionally but is not consistently used to guide improvements. ☐	The school actively seeks and uses feedback from stakeholders to inform continuous improvements in school functioning. ☐
40.	How effectively does the school use multiple communication channels to engage with stakeholders?	The school relies on limited communication channels, which may not reach all stakeholders effectively. ☐	Multiple communication channels are used, but their application is inconsistent or limited in scope. ☐	The school uses diverse and well-coordinated communication channels to engage with all stakeholders effectively. ☐
41.	To what extent does the school involve stakeholders in co-creating initiatives for school improvement?	Stakeholders are rarely involved in co-creating initiatives for school improvement. ☐	Stakeholders are occasionally involved in initiatives, but their participation is not fully integrated. ☐	Stakeholders are actively involved in co-creating and implementing initiatives for school improvement. ☐
42.	How well does the school ensure transparency in sharing progress reports and performance updates with stakeholders?	Progress reports and performance updates are not shared regularly or lack transparency. ☐	Reports are shared periodically, but the level of detail and transparency could be improved. ☐	The school ensures detailed and transparent sharing of progress reports and performance updates, fostering trust and collaboration. ☐

Sub-Domain: School Safety and Security

		Abhilasha	Pragati	Jagriti
43.	Does the school ensure a safe learning environment with adequate safety measures and emergency protocols?	Safety measures are inadequate, with no clear protocols for emergencies. ☐	Basic safety protocols are in place, and drills are conducted periodically. ☐	Comprehensive safety measures, including surveillance, emergency protocols, and regular safety drills, are implemented. ☐
44.	How effectively are staff and students trained in emergency preparedness and safety protocols?	Emergency preparedness training is minimal or nonexistent. ☐	Some training is provided, but it is not consistent or comprehensive. ☐	Regular, comprehensive emergency preparedness training is provided to staff and students, ensuring everyone is equipped to handle emergencies. ☐
45.	How well does the school maintain physical security (e.g., secure entry, surveillance) to ensure student and staff safety?	Physical security measures are weak or non-existent. ☐	Basic security measures are in place, but improvements are needed. ☐	The school has robust physical security, including secure entry, surveillance systems, and clear safety protocols. ☐
46.	How regularly does the school conduct safety audits and update safety protocols?	Safety audits and protocol updates are rarely conducted. ☐	Some audits and updates occur, but they are not regular or comprehensive. ☐	The school regularly conducts safety audits and updates protocols to ensure ongoing safety for all. ☐
47.	How effectively does the school involve students and staff in safety awareness programs?	Safety awareness programs are infrequent, with limited participation from students and staff. ☐	Some safety awareness programs are conducted, but they lack consistency or depth. ☐	Safety awareness programs are regularly conducted and demonstrate consistent implementation. ☐
48.	To what extent does the school provide access to first-aid facilities and trained personnel?	First-aid facilities and trained personnel are not readily available. ☐	First-aid facilities and trained personnel are occasionally available ☐	The school ensures well-equipped first-aid facilities and trained personnel are readily available to handle emergencies. ☐
49.	How well does the school ensure compliance with government safety regulations and guidelines?	Compliance with government safety regulations and guidelines is inconsistent or not monitored. ☐	The school meets basic safety regulations, but the compliance process is not thoroughly documented. ☐	The school rigorously ensures full compliance with government safety regulations and guidelines, with regular monitoring and documentation. ☐

Sub-Domain: Continuous Feedback

		Abhilasha	Pragati	Jagriti
50.	How effectively does the school collect and utilize feedback to improve school functioning?	There is no formal system for collecting feedback. ☐	Feedback is collected occasionally, but it is not consistently used to improve school functioning. ☐	Continuous feedback is actively collected and used to inform improvements in all aspects of school functioning. ☐
51.	How well does the school provide opportunities for students, staff, and parents to give feedback on key school operations?	There are no formal opportunities for stakeholders to provide feedback. ☐	Feedback opportunities exist but are not frequent or comprehensive. ☐	Regular, structured opportunities are provided for students, staff, and parents to give feedback on key school operations. ☐
52.	How consistently does the school use feedback to inform decision-making and implement changes?	Feedback is collected but rarely used to inform decisions or changes. ☐	Feedback is used occasionally, but its impact on decision-making is limited. ☐	Feedback is systematically used to inform decisions, leading to tangible improvements and positive changes in school functioning. ☐
53.	How well does the school communicate the actions taken in response to stakeholder feedback?	Actions taken in response to feedback are rarely communicated to stakeholders. ☐	Some actions are communicated, but not consistently or thoroughly. ☐	The school regularly communicates the actions taken in response to feedback, ensuring transparency and stakeholder confidence. ☐
54.	How regularly does the school review and improve its feedback mechanisms to ensure they are effective?	Feedback mechanisms are not reviewed or updated regularly. ☐	Feedback mechanisms are reviewed occasionally but lack systematic improvement. ☐	Feedback mechanisms are regularly reviewed and improved, ensuring they remain effective and accessible to all stakeholders. ☐
55.	To what extent does the school ensure anonymity and confidentiality in its feedback mechanisms?	Feedback mechanisms do not ensure anonymity or confidentiality, which may discourage honest input. ☐	Some measures for anonymity and confidentiality exist, but they are not consistently implemented. ☐	Feedback mechanisms prioritize anonymity and confidentiality, encouraging open and honest participation from all stakeholders. ☐
56.	How effectively does the school use technology to facilitate feedback collection and analysis?	Technology is not used for feedback collection, and the process is entirely manual. ☐	Some technology is used for feedback collection, but its application is limited and lacks analysis tools. ☐	Advanced technology is utilized for efficient feedback collection and analysis, ensuring data-driven improvements. ☐

Curriculum and Pedagogy

DOMAIN 2: CURRICULUM AND PEDAGOGY
The Curriculum and Pedagogy Domain plays a pivotal role, serving as the blueprint for delivering a comprehensive and adaptable educational program. It underscores the importance of aligning the curriculum with state standards, national standards and global benchmarks, thereby ensuring that the educational experience is both rigorous and relevant.   It critically examines the extent to which the curriculum is designed to be dynamic and responsive to contemporary educational challenges. It evaluates whether the curriculum encourages adaptability through curricular flexibility and a broad range of subject choices at higher grades, and whether skill-based education and student-centered learning are effectively integrated. It also considers the adequacy of career counselling, student support, and mechanisms that promote future-ready skills such as digital literacy, AI, and ICT. Additionally, the domain assesses the incorporation of multidisciplinary and interdisciplinary approaches, global innovation, indigenous knowledge, multilingual education, and initiatives that support holistic character development and overall well-being.   (*Note: In the Curriculum Alignment subdomain, the focus is on the regularity of curriculum updates, adherence to national standards, etc. Schools may engage with regulatory bodies, such as SCERTs, Boards and others which are responsible for framing curriculum in their state to ensure optimal alignment.)

SUBDOMAINS	
1. **Curriculum Alignment**	This subdomain evaluates the frequency and effectiveness of curriculum updates, alignment with national policies and global trends, teacher and stakeholder involvement, holistic multidisciplinary integration, and the impact of changes on student performance.
2. **Curriculum Design and Flexibility**	This subdomain evaluates curriculum design and flexibility in adapting effectively to diverse learner needs and future challenges. It examines customization for special education and gifted learners, integration of technology, and balancing academic with extracurricular elements.
3. **Subject Choices at Higher Grades**	This subdomain examines the flexibility offered to students in selecting subjects at higher grades. It evaluates non-traditional combinations, teacher availability, interdisciplinary support, online/hybrid learning models, demand responsiveness, and comprehensive partnerships to expand tailored offerings.
4. **Career Counselling and Student Support**	This subdomain systematically evaluates the comprehensive integration of career counselling and student support encompassing robust career awareness, digital exploration, parental involvement, equitable access, alternative career guidance, alumni tracking, and enhanced life skills with personality development.
5. **Skill-based Education**	This subdomain examines the provision and integration of skill-based education from lower to higher grades, evaluating pre-vocational skills introduction, academic alignment, industry collaborations, resource availability, and systematic tracking and evaluation of program effectiveness.

6.	**Student-Centered Learning Approaches**	This subdomain evaluates how effectively schools implement student-centered learning practices promoting inquiry-based and experiential learning, fostering agency through participation and research. It examines integration of peer learning, reflective practices, and opportunities to set academic goals.
7.	**21st Century Skills and Character Building**	This subdomain evaluates how effectively the curriculum integrates future-ready skills, including problem-solving, critical thinking, collaboration, creativity, leadership, and teamwork. It assesses character building through social-emotional learning and community service initiatives to foster holistic student development.
8.	**Digital Literacy, Artificial Intelligence, and ICT Integration**	This subdomain reviews the extent to which digital literacy, AI, and ICT integration are implemented in the curriculum. It examines teacher training, equitable access, safe usage practices, computational thinking, data-driven personalization, and collaborative technological engagement.
9.	**Multidisciplinary and Interdisciplinary Learning**	This subdomain comprehensively evaluates teaching approaches transitioning from disciplinary to integrated models, assessing multidisciplinary instruction, interdisciplinary project-based activities, real-world applications, global and intercultural integrations, and TOK inclusion for effectively fostering critical thinking and holistic understanding.
10.	**Arts and Sports Integration**	This subdomain examines the integration of arts and sports education into teaching and learning. It reviews resource adequacy, facility provision, celebration of student achievements, and effectiveness in linking traditional arts with sports, including external collaborations.
11.	**Support for Mental and Physical Health**	This subdomain evaluates the school's effectiveness in promoting mental health and physical well-being through integrated wellness programs, regular health screenings, stress management techniques, robust physical education, and comprehensive nutrition and fitness initiatives within the curriculum.
12.	**Environmental Protection and Practices**	This subdomain comprehensively reviews the incorporation of traditional and advanced environmental conservation practices across all educational stages. It examines curriculum integration, practical sustainability initiatives, and external collaboration to engage students in proactive environmental protection strategies.
13.	**Curriculum Innovation and Global Contexts**	This subdomain evaluates how the curriculum effectively employs project-based, experiential learning; integrates global and intercultural perspectives; fosters international collaboration; and prepares students to tackle emerging global challenges through creative, proactive interdisciplinary approaches.
14.	**Indigenous Knowledge and Cultural Transmission**	This subdomain evaluates how indigenous knowledge is integrated into the curriculum and transmitted to students. It assesses the use of local context-based projects and the engagement of community elders in preserving and promoting cultural heritage.

15.	Language of Instruction and Multilingual Education	This subdomain evaluates the effectiveness of early instruction in the home language, integration of multilingual education, and promotion of regional, foreign, and national languages. It also examines pedagogical practices that enhance linguistic proficiency and inclusivity.
16.	CAS (Creativity, Activity, Service)	This subdomain evaluates how effectively the CAS program is integrated into the broader curriculum to promote holistic development by fostering creativity, physical activity, and service-oriented skills, while monitoring and assessing student progress in these endeavors.
17.	Professional Engagement and External Expertise	This subdomain comprehensively evaluates the school's engagement of external professionals via lectures, workshops, and mentorship programs supporting student career aspirations. It examines the frequency, structure, and systematic integration of expert interactions into the educational process.

Sub-Domain: Curriculum Review and Implementation

		Abhilasha	Pragati	Jagriti
1.	How often is the curriculum reviewed to ensure continued alignment with national policies?	Curriculum reviews are rare, and updates are seldom made. ☐	Curriculum is reviewed periodically but not consistently. ☐	The curriculum is reviewed regularly, with updates made to ensure it remains aligned with future-ready skills and competencies. ☐
2.	How well are the guidelines from national education policy documents incorporated into subject-specific curriculum design?	Subject-specific guidelines from national policy documents are not reflected in the curriculum. ☐	Guidelines are incorporated into some subjects, but the approach is not consistent. ☐	National policy guidelines are systematically integrated into the design of all subjects. ☐
3.	How effectively does the school involve teachers in the curriculum review process?	Teachers are rarely involved in the curriculum review process. ☐	Teachers are occasionally involved, but their input is not consistently integrated into the review process. ☐	Teachers are actively involved in the curriculum review process, with their feedback shaping revisions and updates. ☐
4.	To what extent does the school align its curriculum with emerging global trends in education?	The curriculum does not reflect emerging global trends in education. ☐	Some global trends are incorporated into the curriculum, but the approach lacks depth or consistency. ☐	The curriculum is thoroughly aligned with emerging global trends, ensuring students are prepared for a rapidly changing world. ☐

#				
5.	How well does the school incorporate stakeholder feedback during curriculum review?	Stakeholder feedback is rarely sought during curriculum reviews. ☐	Feedback is collected from stakeholders but is not consistently utilized. ☐	Stakeholder feedback is systematically collected and integrated into curriculum review and revisions. ☐
6.	How effectively does the curriculum and pedagogy incorporate holistic and multidisciplinary education?	Holistic and multidisciplinary approaches are inadequately reflected in the curriculum and pedagogy. ☐	Some aspects of holistic education are incorporated, but the approach is fragmented. ☐	The curriculum and pedagogy fully embraces holistic and multidisciplinary approaches. ☐
7.	How well does the school evaluate the outcomes of curriculum changes on student performance?	The impact of curriculum changes on student performance is rarely evaluated. ☐	Evaluations are conducted occasionally but are not systematic. ☐	The school regularly evaluates the impact of curriculum changes on student outcomes, using data to inform future revisions. ☐

Sub-Domain: Curriculum Design and Flexibility

		Abhilasha	Pragati	Jagriti
8.	Is the curriculum flexible enough to adapt to the varying needs of students?	The curriculum is rigid and outdated, with limited relevance to students' needs. ☐	The curriculum meets national standards but lacks flexibility. ☐	The curriculum is dynamic, regularly updated, and offers flexibility to meet diverse student needs. ☐
9.	How effectively does the curriculum prepare students for future challenges?	The curriculum is outdated and does not address future challenges. ☐	Some aspects of the curriculum address future challenges but lack depth. ☐	The curriculum is forward-looking, equipping students with skills and knowledge for future challenges. ☐
10.	How effectively is the curriculum tailored to meet the specific needs of different student groups (e.g., special education, gifted learners)?	The curriculum does not cater to diverse student groups. ☐	The curriculum offers some adaptations for diverse learners, but they are limited. ☐	The curriculum is highly adaptable, providing tailored learning pathways for different student groups. ☐
11.	How effectively does the school incorporate flexible learning paths for students to pursue their interests and strengths?	Flexible learning paths are not available. ☐	Some flexibility is provided for students, but options are limited. ☐	The curriculum allows students to pursue diverse learning paths based on their interests and strengths. ☐

		Abhilasha	Pragati	Jagriti
12.	How effectively does the school utilize technology to support flexible and personalized learning within the curriculum?	Technology is not effectively used to support flexible or personalized learning. ☐	Technology is sometimes used to support flexible or personalized learning, though its integration remains limited. ☐	The school integrates advanced technology to enable flexible, personalized learning paths for students. ☐
13.	How well does the curriculum address the balance between academic and extracurricular learning to provide flexibility?	The curriculum places minimal emphasis on balancing academic and extracurricular learning. ☐	The curriculum provides some balance, but extracurricular integration is not well-developed. ☐	The curriculum strikes a strong balance between academic and extracurricular learning, providing flexibility for diverse student interests. ☐

Sub-Domain: Subject Choices at Higher Grades

		Abhilasha	Pragati	Jagriti
14.	How much flexibility does the school offer students in choosing subjects at higher grades?	Students have very limited options and are restricted to rigid subject groupings. ☐	Some flexibility is provided, but choices are still limited. ☐	Full flexibility is offered, allowing students to choose from a wide range of subjects across different disciplines. ☐
15.	How well does the school accommodate students' requests for non-traditional subject combinations (e.g., arts and sciences) at higher grades?	Students cannot choose non-traditional subject combinations. ☐	Students are sometimes provided the choice to choose non-traditional subject combinations. ☐	The school offers full flexibility, allowing students to pursue non-traditional subject combinations based on their interests and career aspirations. ☐
16.	How effectively does the school ensure the availability of qualified teachers to support a wide range of subject choices at higher grades?	The school struggles to provide qualified teachers for various subject choices, limiting opportunities for students. ☐	Qualified teachers are available for some subjects, but there are gaps in covering the full range of options. ☐	The school ensures that highly qualified teachers are available for all subject choices, enabling students to pursue their interests. ☐
17.	To what extent does the school support teachers' professional development to teach diverse subjects and interdisciplinary courses?	Teachers are rarely provided with professional development opportunities to expand their subject expertise. ☐	Teachers are occasionally provided with professional development opportunities to expand their subject expertise. ☐	The school ensures that teachers receive extensive professional development to support diverse subject offerings, including interdisciplinary courses. ☐
18.	To what extent does the school leverage	Online learning platforms are rarely	Some online learning resources	The school effectively integrates online learning

		Abhilasha	Pragati	Jagriti
	online learning platforms to offer diverse subject options at higher grades?	used, limiting access to additional subject options. ☐	are available, but their use is inconsistent across subjects. ☐	platforms to provide students with access to a broad range of subjects. ☐
19.	How effectively does the school provide access to virtual or hybrid learning models to support subject choices that may not be available in-house?	Virtual or hybrid learning models are not utilized to supplement subject offerings. ☐	Some virtual or hybrid learning opportunities are provided, but their integration into the curriculum is limited. ☐	The school effectively uses virtual and hybrid learning models to ensure students have access to all desired subjects. ☐
20.	How well does the school assess and address the demand for specific subjects to tailor offerings at higher grades?	The school does not assess student demand for specific subjects, leading to limited offerings. ☐	Student demand is assessed occasionally, but it does not significantly impact subject availability. ☐	The school regularly assesses student demand and adjusts subject offerings to align with their interests and career aspirations. ☐
21.	How well does the school utilize partnerships with school clusters or neighbourhood schools to expand subject choices for students?	The school does not engage in collaborations with other schools to expand subject choices. ☐	Some collaboration exists with school clusters or neighbouring schools, but it is limited in scope. ☐	The school actively collaborates with school clusters and neighbourhood schools to offer a wider range of subject options to students. ☐

Sub-Domain: Career Counselling and Student Support

		Abhilasha	Pragati	Jagriti
22.	How effectively does the school integrate career awareness activities (e.g., career fairs, guest lectures, workshops) into its curriculum?	Career awareness activities are not integrated into the curriculum. ☐	Some career awareness activities are conducted, but they are infrequent or lack structure. ☐	The school regularly organizes structured career awareness activities, including fairs, guest lectures, and workshops, to guide students. ☐
23.	How well does the school provide access to digital tools and platforms for career exploration and guidance?	Students have little to no access to digital tools for career exploration. ☐	Some digital tools are available, but their usage is inconsistent. ☐	The school provides comprehensive access to digital tools and platforms for career exploration, supporting personalized guidance. ☐
24.	To what extent does the school involve parents in career	Parents are not involved in career counselling or	Parents are occasionally involved, but their	The school actively involves parents in career counselling and support programs, fostering

		Abhilasha	Pragati	Jagriti
	counselling and student support programs?	student support programs. ☐	role is limited or informal. ☐	collaboration to guide students effectively. ☐
25.	How effectively does the school address the needs of students interested in non-traditional career paths (e.g., arts, sports, entrepreneurship)?	Non-traditional career paths are not addressed in the school's counselling services. ☐	Some support is available for non-traditional career paths, but it is limited in scope. ☐	The school provides targeted counselling and resources to support students interested in non-traditional career paths. ☐
26.	How well does the school ensure that counselling services are accessible to all students, including those from marginalized or disadvantaged backgrounds?	Counselling services are not accessible to all students, particularly those from marginalized groups. ☐	Some efforts are made to ensure accessibility, but gaps remain for certain groups. ☐	Counselling services are fully accessible to all students, with targeted programs for marginalized and disadvantaged groups. ☐
27.	How systematically does the school track the career paths and achievements of alumni to inform current counselling practices?	Alumni career tracking is not conducted. ☐	Some alumni career paths are tracked, but the information is not systematically used for counselling. ☐	The school systematically tracks alumni achievements and uses the insights to strengthen current counselling practices. ☐
28.	How effectively does the school integrate life skills and personality development programs into career counselling efforts?	Life skills and personality development are not integrated into career counselling efforts. ☐	Some life skills and personality development programs are offered, but their integration into career counselling is inconsistent. ☐	Life skills and personality development are seamlessly integrated into career counselling, preparing students for professional and personal success. ☐

Sub-Domain: Skill-based Education

		Abhilasha	Pragati	Jagriti
29.	Does the school provide opportunities for students to engage in skill-based education?	Little or no focus on skill-based education. ☐	Skill-based education is offered, but not a core focus. ☐	Skill-based education is integral to the curriculum, preparing students for future careers. ☐
30.	How effectively are pre-vocational skills introduced in the lower grades?	Pre-vocational skills are not introduced in lower grades. ☐	Some pre-vocational skills are taught, but they are not consistently integrated. ☐	Pre-vocational skills are fully integrated into the lower grades, preparing students for future learning and work. ☐

		Abhilasha	Pragati	Jagriti
31.	How well does the school integrate skill-based education with academic subjects in higher grades?	Skill-based is not integrated with academic subjects. ☐	Some integration exists, but skill-based is secondary to academic streams. ☐	Skill-based is fully integrated with academic subjects, offering students diverse learning opportunities. ☐
32.	How effectively does the school promote skill-based courses alongside academic courses?	Skill-based courses are not promoted or recognized equally with academic courses. ☐	Skill-based courses are promoted to some extent, but they are not on par with academic streams. ☐	Skill-based courses are fully promoted and recognized as equal to academic streams, providing students with diverse career opportunities. ☐
33.	How well does the school collaborate with industries or organizations to enhance skill-based education?	There is no collaboration with external organizations for skill-based education. ☐	Some partnerships exist, but they are limited in scope and impact. ☐	The school actively collaborates with industries and organizations to enhance skill-based education, offering internships, mentorships, and real-world projects. ☐
34.	To what extent does the school provide facilities and resources for skill-based learning (e.g., labs, tools, equipment)?	Facilities and resources for skill-based learning are inadequate or unavailable. ☐	Some facilities and resources are available, but they are not comprehensive or fully functional. ☐	The school provides well-equipped facilities and resources for skill-based learning, supporting effective skill development. ☐
35.	How systematically does the school track and evaluate the effectiveness of its skill-based education programs?	The effectiveness of skill-based education programs is not tracked or evaluated. ☐	Some tracking and evaluation occur, but the process is inconsistent or lacks depth. ☐	The school systematically tracks and evaluates the effectiveness of its skill-based education programs, using data to inform improvements. ☐

Sub-Domain: Student-Centered Learning Approaches

		Abhilasha	Pragati	Jagriti
36.	Does the school employ student-centered teaching practices to enhance engagement and learning?	Teaching is mostly teacher-centered with little focus on student engagement. ☐	A mix of teacher-centered and student-centered approaches are employed. ☐	The school fosters a student-centered environment, encouraging active learning, collaboration, and critical thinking. ☐
37.	How effectively does the school implement inquiry-based learning where students engage	Inquiry-based learning is not a part of the school's curriculum. ☐	Some opportunities for inquiry-based learning are provided, but they	Inquiry-based learning is fully integrated, with students regularly engaging in research and

		Abhilasha	Pragati	Jagriti
	in independent research and investigation?		are limited in scope. ☐	critical thinking activities. ☐
38.	Inquiry-based learning is fully integrated, with students regularly engaging in research and critical thinking activities.	Collaborative learning is rarely practiced. ☐	Some collaborative learning practices exist, but they are not fully embedded across subjects. ☐	Collaborative learning is a core part of the teaching approach, with students regularly working together on projects and problem-solving tasks. ☐
39.	To what extent do students have agency over their learning, taking ownership and being active participants in their educational journey?	Students have little control over their learning and follow a teacher-directed approach. ☐	Students are occasionally given opportunities to make decisions about their learning, but agency is limited. ☐	Student agency is central to the learning process, with students regularly setting goals, reflecting on their progress, and taking ownership of their learning journey. ☐
40.	How regularly does the school offer opportunities for students to engage in experiential learning (e.g., field trips, hands-on projects)?	Experiential learning opportunities are rare or nonexistent. ☐	Some experiential learning opportunities are offered, but they are not consistently applied. ☐	Experiential learning is a key component of the curriculum, with regular opportunities for students to engage in hands-on, real-world projects. ☐
41.	How effectively does the school incorporate peer-to-peer learning opportunities in its teaching practices?	Peer-to-peer learning is rarely incorporated into teaching practices. ☐	Some peer-to-peer learning opportunities exist, but they are limited in frequency and scope. ☐	Peer-to-peer learning is actively incorporated, with students regularly collaborating and learning from one another. ☐
42.	To what extent does the school encourage students to reflect on their learning and set personal academic goals?	Reflection on learning and goal-setting are not encouraged. ☐	Students are occasionally encouraged to reflect and set goals, but the process is not systematic. ☐	Students regularly reflect on their learning and set personal academic goals, supported by structured guidance from teachers. ☐

Sub-Domain: Future-ready Skills and Character Building

		Abhilasha	Pragati	Jagriti
43.	To what extent does the school integrate character building and future-ready skills (e.g.,	Character building and future-ready skills are not	Some programs exist to develop character and future-ready skills,	Character building and future-ready skills are core components of the curriculum, with regular

		Abhilasha	Pragati	Jagriti
	problem-solving, collaboration, creativity) into the curriculum?	integrated into the curriculum. ☐	but they are not fully integrated. ☐	activities and assessments. ☐
44.	How effectively does the school promote problem-solving and critical thinking skills across subjects?	Problem-solving and critical thinking skills are rarely promoted in lessons. ☐	Some lessons encourage problem-solving and critical thinking, but the approach is inconsistent. ☐	Problem-solving and critical thinking are integral to the curriculum, with students regularly challenged to apply these skills across all subjects. ☐
45.	How well does the school foster creativity and innovation among students through curricular activities?	Creativity and innovation are not emphasized in the curriculum. ☐	Some creative activities are offered, but innovation is not consistently promoted. ☐	Creativity and innovation are fully embedded in the curriculum, with students encouraged to think outside the box and engage in innovative projects. ☐
46.	To what extent does the school integrate social and emotional learning (SEL) into its character-building curriculum?	Social and emotional learning (SEL) is not part of the curriculum. ☐	Some SEL programs exist, but they are not fully integrated across the curriculum. ☐	SEL is a core part of the character-building curriculum, with structured programs that support students' emotional development. ☐
47.	How effectively does the school incorporate leadership and teamwork skills into its curriculum?	Leadership and teamwork skills are not included in the curriculum. ☐	Some opportunities for developing leadership and teamwork skills exist but are limited in scope. ☐	Leadership and teamwork skills are actively promoted through structured activities and group projects. ☐
48.	To what extent does the school engage students in community service or civic engagement projects to build social responsibility?	Community service and civic engagement projects are not part of the school's curriculum. ☐	Some opportunities for community service exist but are not consistently integrated into the curriculum. ☐	Community service and civic engagement projects are a key component of the curriculum, fostering social responsibility and active citizenship. ☐

Sub-Domain: Digital Literacy, Artificial Intelligence, and ICT Integration

		Abhilasha	Pragati	Jagriti
49.	How effectively does the school integrate digital literacy into the	Digital literacy is not part of the curriculum and	Digital literacy is included, but its integration into	Digital literacy is seamlessly integrated into the curriculum and

		Abhilasha	Pragati	Jagriti
	curriculum and pedagogical practice to equip students with essential digital skills?	pedagogical practice or is minimally addressed. ☐	the curriculum and pedagogical practice is inconsistent. ☐	pedagogical practice, with structured programs fostering essential digital skills for all students. ☐
50.	How effectively does the school use ICT tools in teaching and learning across subjects?	ICT tools are rarely used, and their application is inconsistent across subjects. ☐	ICT tools are used in some subjects, but their application lacks depth and consistency. ☐	ICT tools are effectively utilized across all subjects, enhancing teaching and learning through interactive and engaging methods. ☐
51.	How well does the school provide training to teachers in integrating AI tools and emerging technologies into the curriculum and pedagogy ?	Teachers receive minimal or no training in AI tools or emerging technologies. ☐	Basic training in AI tools and technologies is provided, but it is irregular or optional. ☐	Regular training programs are conducted to equip teachers with advanced skills to integrate AI tools and emerging technologies effectively. ☐
52.	How well does the school ensure equitable access to ICT resources and tools for all students, including those from disadvantaged backgrounds?	ICT resources and tools are limited, with unequal access for students from disadvantaged backgrounds. ☐	ICT resources are available but not consistently accessible to all students. ☐	ICT resources are abundant and equitably distributed, ensuring that all students, including those from disadvantaged backgrounds, have full access. ☐
53.	How effectively does the school integrate AI-based learning modules and coding activities to foster computational thinking and problem-solving?	AI-based learning modules and coding activities are absent from the curriculum. ☐	AI and coding are included in some grades, but their implementation lacks consistency. ☐	AI-based learning modules and coding activities are fully integrated across grades, fostering computational thinking and advanced problem-solving skills. ☐
54.	How effectively does the school promote safe and responsible use of digital technologies among students and staff?	No policies or programs are in place to promote digital safety and responsible technology use. ☐	Basic guidelines exist, but digital safety practices are not consistently enforced or emphasized. ☐	The school has comprehensive policies and training programs that actively promote safe and responsible use of digital technologies among students and staff. ☐
55.	How well does the school integrate data analysis tools and techniques into teaching to improve student outcomes and personalized learning?	Data analysis tools and techniques are not used to improve teaching or student outcomes. ☐	Some data analysis tools are used, but their application in personalized learning is limited. ☐	The school effectively uses data analysis tools to monitor student performance, offering personalized learning strategies to enhance outcomes. ☐

		Abhilasha	Pragati	Jagriti
56.	How effectively does the school use ICT tools to enable collaboration among students, teachers, and external stakeholders?	ICT tools for collaboration are rarely used or ineffective. ☐	Some ICT tools are used to facilitate collaboration, but they are limited in scope. ☐	ICT tools are fully integrated, fostering collaboration among students, teachers, and external stakeholders through shared projects, virtual discussions, and joint activities. ☐
57.	Are there regular reviews to assess the effectiveness of AI tools in achieving educational goals?	There is currently no process in place for regular assessment of AI tool effectiveness. ☐	Reviews are conducted occasionally or informally, without a structured approach. ☐	The school systematically conducts reviews with defined metrics and stakeholder feedback ☐

Sub-Domain: Multidisciplinary and Interdisciplinary Learning

		Abhilasha	Pragati	Jagriti
58.	What approach does the school use in teaching subjects like sciences and social sciences: disciplinary or integrated?	Subjects are taught in isolation with no interdisciplinary connections. ☐	Some interdisciplinary approaches are used in specific subjects but not consistently. ☐	A fully integrated approach is used across subjects, linking disciplines to enhance comprehensive learning. ☐
59.	How effectively does the school implement a multidisciplinary approach in teaching and learning?	Teaching is strictly subject-based with no interdisciplinary connections. ☐	Some lessons link multiple subjects, but this is not consistent across the curriculum. ☐	A comprehensive multidisciplinary approach is used across subjects, encouraging students to make connections between different fields. ☐
60.	To what extent does the school promote interdisciplinary learning opportunities through projects and activities?	Interdisciplinary learning opportunities are rare. ☐	Some interdisciplinary projects exist, but they are not consistently applied across subjects. ☐	The school fosters interdisciplinary learning through regular projects, activities, and collaborative assignments that connect multiple subjects. ☐
61.	How well does the curriculum incorporate real-world applications and connections between disciplines?	Real-world applications and connections between disciplines are not emphasized. ☐	Some connections are made between disciplines, but these are not consistently applied. ☐	Real-world applications and interdisciplinary connections are central to the curriculum, with students regularly exploring practical examples. ☐
62.	How effectively are global contexts and intercultural awareness	Global contexts and intercultural awareness are rarely	Some lessons incorporate global perspectives, but	Global contexts and intercultural awareness are deeply integrated into

		Abhilasha	Pragati	Jagriti
	integrated into learning across subjects?	integrated into lessons. ☐	this is inconsistent. ☐	the curriculum, encouraging students to explore diverse perspectives. ☐
63.	How well is the Theory of Knowledge (TOK) integrated into the school's curriculum to promote critical thinking and epistemological understanding?	TOK is not integrated into the curriculum, or its role is minimal. ☐	TOK is included, but its integration is limited and not consistently applied. ☐	TOK is fully embedded across the curriculum, with regular opportunities for students to explore and reflect on the nature of knowledge. ☐
64.	How well does the school provide opportunities for students to engage in TOK-related discussions and debates?	There are no opportunities for students to engage in TOK discussions or debates. ☐	Some opportunities exist, but they are not structured or consistent. ☐	Regular, structured TOK discussions and debates are an integral part of the curriculum, helping students explore diverse perspectives. ☐

Sub-Domain: Arts and Sports Integration

		Abhilasha	Pragati	Jagriti
65.	How effectively is arts education integrated into the teaching-learning process?	Arts education is treated as separate from academic subjects, with little integration into learning. ☐	Arts are integrated into some lessons, but not consistently part of experiential learning. ☐	Arts education is fully integrated into the teaching-learning process, enhancing experiential learning in different subjects. ☐
66.	How well does the school provide facilities and resources for arts education?	Facilities and resources for arts education are inadequate. ☐	Arts education is partly supported through existing facilities and resources. ☐	The school provides high-quality, well-maintained facilities and resources that actively support arts education. ☐
67.	How effectively does the school promote traditional or regional arts as part of its curriculum and activities?	Traditional or regional arts are not promoted or included. ☐	Some traditional arts are included, but promotion is inconsistent. ☐	Traditional or regional arts are actively promoted, fostering cultural appreciation among students. ☐
68.	To what extent does the school recognize and celebrate student achievements in arts?	Achievements in arts are rarely recognized or celebrated. ☐	Achievements in arts are occasionally recognized but lack structured acknowledgment. ☐	Achievements in arts are consistently recognized and celebrated through exhibitions, awards, and cultural events. ☐
69.	How effectively is sports education integrated with general education?	Sports education is not integrated with general education. ☐	Sports education is integrated to some extent, but its role is limited. ☐	Sports education is fully integrated with general education, enhancing physical development alongside academics. ☐

70.	How well does the school provide sports facilities and resources to support physical education?	Sports facilities and resources are insufficient or poorly maintained. ☐	Basic sports facilities are available but require further enhancement or upkeep. ☐	The school offers well-maintained and diverse sports facilities, supporting a wide range of physical activities. ☐
71.	How effectively does the school encourage participation in extracurricular sports programs and competitions?	Participation in extracurricular sports programs is minimal or unsupported. ☐	Some programs and competitions exist, but participation is inconsistent or limited. ☐	The school actively encourages participation in sports programs and competitions, fostering student engagement and talent. ☐
72.	To what extent does the school collaborate with external coaches or organizations to enhance sports education?	Collaboration with external coaches or organizations is minimal or nonexistent. ☐	Some collaborations exist, but they are infrequent or limited in scope. ☐	The school regularly collaborates with external coaches and organizations to provide advanced training and exposure for students. ☐

Sub-Domain: Support for Mental and Physical Health

		Abhilasha	Pragati	Jagriti
73.	How effectively are mental health programs or schemes promoted in your school?	There are no programs or schemes promoting mental health. ☐	Some programs exist, but they are not consistently promoted or well-structured. ☐	Comprehensive programs promoting mental health are in place, with regular activities and support for students. ☐
74.	How well does the school support mental health awareness among students and staff through workshops, seminars, or wellness programs?	There are no workshops or seminars promoting mental health awareness. ☐	There are some workshops or seminars promoting mental health awareness, though not regular. ☐	Regular workshops, seminars, and wellness programs are in place to promote mental health awareness among students and staff. ☐
75.	How effectively does the school promote good health habits, including nutrition and physical activity, among students?	Initiatives to promote nutrition and physical activity are minimal or inconsistent. ☐	Some programs exist to promote good health habits, but they require further development and regularity. ☐	Structured programs focus on nutrition, physical activity, and overall health, fostering lifelong healthy habits. ☐
76.	How well does the school provide support for students' physical well-being, including regular physical education classes and fitness programs?	Physical education and fitness programs are irregular or lack depth. ☐	Basic physical education classes are conducted, but fitness programs require greater consistency and variety. ☐	Comprehensive physical education and fitness programs are integrated into the curriculum, supporting students' physical well-being. ☐

77.	How effectively does the school integrate health and wellness education into the curriculum?	Health and wellness topics are not part of the curriculum or are addressed superficially. ☐	Some topics on health and wellness are included but lack depth or practical application. ☐	Health and wellness education is seamlessly integrated into the curriculum, fostering student awareness and proactive care. ☐
78.	How regularly does the school conduct health check-ups or screenings for students and staff?	Health check-ups or screenings are rare or conducted only when necessary. ☐	Health screenings are conducted periodically but lack comprehensive follow-ups. ☐	Regular health check-ups and screenings are scheduled, with actionable follow-ups and communication to students and parents. ☐
79.	How well does the school promote stress management techniques for students and staff?	Stress management initiatives are rarely addressed or available. ☐	Some programs or sessions address stress management but lack consistency or reach. ☐	The school actively promotes stress management techniques through workshops, mindfulness activities, and wellness programs, benefiting both students and staff. ☐

Sub-Domain: Environmental Protection and Practices

		Abhilasha	Pragati	Jagriti
80.	To what extent are traditional practices for environmental protection, such as preservation of forests, animals, and water conservation, incorporated into the curriculum?	Traditional environmental practices are not integrated into the curriculum. ☐	Some traditional practices are included, but their integration is limited. ☐	Traditional practices for environmental conservation are fully integrated into the curriculum and actively taught. ☐
81.	What strategies should be used to engage students in activities that promote environmental sustainability during "bagless" days?	No "bagless" days or environmental activities are planned for students. ☐	Some "bagless" days are observed, but environmental activities are limited or inconsistent. ☐	"Bagless" days are regularly implemented with well-planned activities that promote environmental sustainability. ☐
82.	How effectively are environmental conservation protocols introduced and practiced at the foundational stage?	Environmental protocols are not introduced or practiced at the foundational stage. ☐	Basic environmental concepts are introduced, but protocols are not consistently practiced. ☐	Age-appropriate environmental conservation protocols are actively introduced and practiced through experiential learning

		Abhilasha	Pragati	Jagriti
				activities at the foundational stage. ☐
83.	To what extent are environmental sustainability topics and practices integrated into the curriculum at the preparatory stage?	Environmental sustainability is rarely addressed or integrated into the curriculum at the preparatory stage. ☐	Some topics on environmental sustainability are included, but practical application is limited. ☐	Environmental sustainability is systematically integrated into the preparatory stage curriculum, with students engaging in hands-on activities like water conservation and recycling. ☐
84.	How well are environmental protection strategies reinforced and expanded upon at the middle stage?	Environmental protection strategies are not reinforced or expanded upon at the middle stage. ☐	Some reinforcement of environmental topics occurs, but the approach lacks depth or practical engagement. ☐	Environmental protection strategies are thoroughly reinforced and expanded at the middle stage through projects, field trips, and collaborations with external organizations. ☐
85.	To what extent does the school integrate advanced environmental protocols, like climate change mitigation and sustainable practices, at the secondary stage?	Advanced environmental topics and protocols are minimally addressed at the secondary stage. ☐	Some advanced topics are included, but they lack consistent integration or depth. ☐	Advanced environmental protocols, including climate change mitigation and sustainable practices, are fully integrated at the secondary stage, preparing students for global challenges through research, projects, and community initiatives. ☐
86.	How effectively does the school collaborate with external organizations to promote environmental awareness and conservation practices among students?	The school does not collaborate with external organizations for environmental awareness. ☐	The school occasionally collaborate with external organizations for environmental awareness. ☐	The school actively collaborates with external organizations, promoting environmental awareness and engaging students in conservation projects. ☐

Sub-Domain: Curriculum Innovation and Global Contexts

		Abhilasha	Pragati	Jagriti
87.	To what extent does the curriculum integrate innovative practices such as	Innovative practices are not	Some innovative practices are incorporated, but their	Innovative practices are fully integrated, promoting real-world

		Abhilasha	Pragati	Jagriti
	project-based learning and real-world problem-solving activities?	integrated into the curriculum. ☐	implementation is limited. ☐	problem-solving and creative thinking. ☐
88.	How effectively does the curriculum prepare students to understand and address global challenges such as climate change, technological advancements, and social inequalities?	Global challenges are not addressed in the curriculum. ☐	Some aspects of global challenges are covered, but they lack depth or regularity. ☐	The curriculum comprehensively covers global challenges, equipping students with knowledge and skills to address them. ☐
89.	How well does the school incorporate global contexts and intercultural perspectives into its curriculum to enhance global awareness?	Global contexts and intercultural perspectives are rarely included. ☐	Some global contexts are included, but intercultural perspectives are inconsistently addressed. ☐	Global contexts and intercultural perspectives are systematically integrated across all subjects. ☐
90.	To what extent does the curriculum encourage students to participate in international collaborations, exchanges, or virtual projects?	No opportunities for international collaborations or projects are available. ☐	Limited opportunities for collaboration with international counterparts exist. ☐	Regular opportunities for international collaborations and projects are embedded in the curriculum. ☐
91.	How effectively does the curriculum foster creative thinking through interdisciplinary and experiential learning opportunities?	Creative thinking is not emphasized in the curriculum. ☐	Creative thinking is encouraged in some subjects, but the approach is not comprehensive. ☐	Creative thinking is deeply embedded through interdisciplinary and experiential learning. ☐
92.	How well does the school provide opportunities for students to explore global citizenship and its responsibilities?	Global citizenship is not part of the curriculum. ☐	Some activities focus on global citizenship, but they are not structured or consistent. ☐	The curriculum actively promotes global citizenship through structured activities and discussions. ☐
93.	How effectively are emerging global issues (e.g., pandemics, migration, sustainability) addressed within the curriculum?	Emerging global issues are not included in the curriculum. ☐	Some issues are addressed, but their integration is limited. ☐	Emerging global issues are comprehensively addressed, preparing students for real-world challenges. ☐
94.	Emerging global issues are comprehensively	Global educational	Some global resources are used,	A wide range of global resources is effectively

		Abhilasha	Pragati	Jagriti
	addressed, preparing students for real-world challenges.	resources are not used in teaching. ☐	but their application is inconsistent. ☐	integrated to enhance learning and broaden perspectives. ☐

Sub-Domain: Indigenous Knowledge and Cultural Transmission

		Abhilasha	Pragati	Jagriti
95.	To what extent is indigenous knowledge integrated into the curriculum, and how is it transmitted to students?	Indigenous knowledge is not included in the curriculum, and no methods for its transmission are in place. ☐	Indigenous knowledge is partially integrated into the curriculum with some informal methods of transmission. ☐	Indigenous knowledge is fully integrated into the curriculum at appropriate stages, with formal methods ensuring its transmission. ☐
96.	How well does the school promote the use of indigenous knowledge in local context-based projects?	Indigenous knowledge is not promoted in student projects. ☐	Some indigenous knowledge is included, but projects rarely reflect local contexts. ☐	Indigenous knowledge is a key component of student projects, with local contexts actively explored and promoted. ☐
97.	How effectively does the school collaborate with community elders or indigenous experts to transmit cultural knowledge?	The school does not collaborate with community elders or indigenous experts. ☐	Some collaboration exists, but it is limited in scope. ☐	The school actively collaborates with community elders and indigenous experts, integrating their knowledge into the curriculum and ensuring students are exposed to rich cultural traditions. ☐

Sub-Domain: Language of Instruction and Multilingual Education

		Abhilasha	Pragati	Jagriti
98.	How well does the school implement instruction in the home or local language, particularly up to Grade 5?	The school does not use the home or local language as a medium of instruction in the early grades. ☐	Some subjects are taught in the home or local language, but it is not consistently applied. ☐	The home or local language is consistently used as the medium of instruction up to Grade 5, as recommended by policy. ☐
99.	How effectively does the school integrate multilingual education, enabling students to	Multilingual education is not emphasized in the curriculum. ☐	Some efforts are made to teach multiple languages, but they are limited in scope. ☐	Multilingual education is fully integrated, with students proficient in multiple languages and

	learn multiple languages?			able to navigate diverse linguistic contexts. ☐
100.	How well does the school promote the learning of regional and foreign languages alongside the national language?	Regional and foreign languages are rarely promoted in the curriculum. ☐	Some regional and foreign language instruction is offered, but it is not consistent. ☐	The school actively promotes regional and foreign language learning, with structured programs that support language proficiency. ☐

Sub-Domain: CAS (Creativity, Activity, Service)

		Abhilasha	Pragati	Jagriti
101.	How effectively does the school implement the CAS (Creativity, Activity, Service) program to promote holistic development?	The CAS program is not implemented or is very limited in scope. ☐	CAS is implemented, but participation is inconsistent or lacks depth. ☐	The CAS program is fully integrated, with students regularly engaging in creative, physical, and service-oriented activities. ☐
102.	How well does the CAS (Creativity, Activity, Service) program integrate with the broader curriculum to foster creativity and service-oriented skills?	The CAS program is treated separately from the broader curriculum, with little integration. ☐	CAS is partially integrated into the curriculum but lacks depth in alignment with academic goals. ☐	CAS is fully integrated into the curriculum, enhancing both academic and personal growth through creative and service-based activities. ☐
103.	How effectively are students monitored and assessed in their CAS activities?	CAS activities are not monitored, and there are no formal assessments. ☐	Some monitoring exists, but assessments of CAS activities are informal. ☐	Students are regularly monitored, with structured assessments of their CAS activities based on creativity, activity, and service contributions. ☐

Sub-Domain: Professional Engagement and External Expertise

		Abhilasha	Pragati	Jagriti
104.	How often does the school invite professionals excelling in their fields (e.g., scientists, artists, entrepreneurs) to interact with students?	The school rarely invites professionals for student interaction. ☐	Some professionals are invited occasionally, but such events are not frequent. ☐	The school regularly invites professionals from various fields to engage with students, fostering real-world learning and inspiration. ☐
105.	Does the school have structured programs to bring in guest speakers or professionals for lectures,	There are no structured programs to bring in guest speakers	Some guest lectures and workshops are conducted, but there is no regular	Some guest lectures and workshops are conducted, but there is no

	workshops, or mentoring?	or professionals. ☐	schedule or structured program. ☐	regular schedule or structured program. ☐
106.	How effectively does the school leverage the expertise of professionals in various fields to support students' career aspirations?	The school does not utilize professionals to support students' career aspirations. ☐	Some professionals are involved, but their participation is limited and irregular. ☐	The school actively engages professionals from different fields to guide students in their career aspirations through regular interactions and mentorship. ☐
107.	How frequently are students given opportunities to participate in professional mentorship programs facilitated by the school?	The school does not offer professional mentorship programs for students. ☐	Some mentorship opportunities are available, but they are not consistent or widespread. ☐	The school offers regular professional mentorship programs, giving students the chance to learn directly from experts in their chosen fields. ☐

Assessment

DOMAIN 3: ASSESSMENT
The assessment domain evaluates competency-based, flexible, and transparent strategies that effectively benchmark holistic student development and standardized academic outcomes. It critically examines the extent to which the assessment domain is structured to be dynamic and responsive to modern educational practices. It evaluates whether a competency-based framework effectively integrates formative and summative assessments, holistic progress cards, and reflective self-assessment. It further considers the deployment of on-demand, flexible evaluation mechanisms, alongside credit-based systems and project-based assessments, to capture diverse learning outcomes. Additionally, the domain scrutinizes the robustness of examination integrity, transparent practices, and systematic moderation, ensuring adherence to PARAKH's equivalence standards, norms, and guidelines for a standardized, fair, and comprehensive evaluation of student achievement and development.

SUBDOMAINS	
1. **Competency-Based Assessment Framework**	This subdomain evaluates the alignment of the competency-based assessment framework with NCF standards, including NCF-FS and NCF-SE, ensuring regular review updates and its capacity to effectively support differentiated learning.
2. **Formative and Summative Assessments**	This subdomain examines the balance between formative and summative assessments
3. **Holistic Progress Cards (HPCs)**	This subdomain thoroughly reviews HPC usage in assessing comprehensive student development across academic, emotional, and social dimensions; examining how effectively HPCs identify individual needs and facilitate tailored interventions to ensure a robust, holistic, integrated assessment approach., and how effectively they are being used by schools

4.	**Reflection and Self-Assessment**	This subdomain critically assesses the integration of reflective practices and self-assessment into learning; evaluating student metacognitive development, goal-setting, and feedback utilization. Peer assessment's role in reinforcing self-improvement and fostering continuous academic and personal growth is examined.
5.	**On-Demand and Flexible Assessments**	This subdomain examines on-demand and flexible assessment practices. It evaluates the use of alternative methods, flexible timelines, and accommodations for students with special needs, ensuring assessments cater to diverse learning styles and individual student requirements.
6.	**Credit-Based System and Credit Transfer**	This subdomain evaluates the credit-based system's implementation—including credit accumulation, transfer, and integration of skill-based courses—and its communication. It examines flexibility in academic entry, exit, and credit transfer across grades and institutions, ensuring diverse learning pathways.
7.	**Project-Based and Experiential Assessments**	This subdomain evaluates project-based and experiential assessments, measuring application of knowledge in real-world contexts, and assessing collaborative, critical thinking, and problem-solving skills aligned with curriculum outcomes. It examines projects that foster exploration of personal interests.
8.	**Relating Assessment to Community Needs and Concerns**	This subdomain evaluates alignment of assessments with community issues by examining stakeholder engagement, cultural and socioeconomic inclusivity, local skills integration, and environmental sustainability objectives, using community feedback to drive student contributions and address local challenges.
9.	**Integrity in Assessment, Examination Security, and Transparency**	This subdomain examines the school's enforcement of integrity policies including secure storage, rigorous invigilation, and effective use of technology, combined with transparent grading methods, ethical staff training, and grievance redressal mechanisms to uphold assessment integrity.
10.	**Moderation and Standardization of Assessments**	This subdomain examines the extent to which standardized moderation processes are implemented to ensure fairness, consistency, and transparency across grading schemes, subjects, and grade levels, with regular reviews to maintain effective, unified assessment standards consistently.
11.	**Adherence with PARAKH's equivalence standards, norms, and guidelines**	This subdomain evaluates adherence to PARAKH's standards by examining alignment with NEP 2020 and NCF-SE 2023, blueprint-mapped assessments, credit-based systems, vocational and international practices, HPC integration, and data dissemination for continuous improvement in assessment quality.

Sub-Domain: Competency-Based Assessment Framework

		Abhilasha	Pragati	Jagriti
1.	Does the assessment framework focus on competency-based assessments, aligned with NCF?	Assessments are based on rote learning and not competency-based. ☐	Competency-based assessments are used, but not consistently. ☐	A comprehensive competency-based assessment framework is implemented across all subjects. ☐
2.	How well are assessments aligned with the competencies given in NCF-FS and NCF-SE?	Assessments are not well-aligned with the competencies. ☐	Some alignment exists, but it is inconsistent across subjects. ☐	Assessments are closely aligned with the competencies given in NCF-FS and NCF-SE. ☐
3.	Are competency-based assessments regularly reviewed and updated?	Competency-based assessments are rarely reviewed or updated. ☐	Assessments are periodically reviewed but not comprehensively updated. ☐	Assessments are regularly reviewed and updated to reflect evolving competencies and curriculum changes. ☐
4.	How well does the competency-based assessment framework support differentiated learning?	The framework does not support differentiated learning. ☐	Some differentiation is present, but the framework lacks flexibility. ☐	The framework fully supports differentiated learning, accommodating diverse student needs and learning styles. ☐

Sub-Domain: Formative and Summative Assessments

		Abhilasha	Pragati	Jagriti
5.	How well does the school balance formative and summative assessments to provide continuous feedback and track student progress?	The school primarily relies on summative assessments like final exams, with little or no formative assessments. ☐	Both formative and summative assessments are used, but formative assessments are not integrated into regular teaching practices. ☐	Formative assessments are embedded in daily teaching, while summative assessments are used strategically to evaluate overall learning. Feedback from both types of assessments is timely and constructive. ☐
6.	How frequently are formative assessments used to	Formative assessments are rarely	Formative assessments are used occasionally but are	Formative assessments are regularly used to

		Abhilasha	Pragati	Jagriti
	adjust instruction and provide feedback?	used to adjust instruction. ☐	not consistently integrated into teaching. ☐	adjust instruction and provide timely feedback to enhance student learning. ☐
7.	How well are students prepared for summative assessments?	Students receive minimal preparation for summative assessments. ☐	Students are prepared, but the process lacks consistency across subjects. ☐	Students are thoroughly prepared for summative assessments through regular review sessions, practice tests, and feedback. ☐

Sub-Domain: Holistic Progress Cards (HPCs)

		Abhilasha	Pragati	Jagriti
8.	Are holistic progress cards (HPCs) used to assess both academic and non-academic aspects of student development?	The school does not use holistic progress cards, relying solely on academic results for student assessment. ☐	Holistic progress cards are used for a few students, but non-academic attributes like creativity, emotional growth, and social skills are not consistently assessed. ☐	Holistic progress cards are used for all students, providing a 360-degree view of academic and non-academic growth, including creativity, emotional intelligence, and social skills. ☐
9.	How well do holistic progress cards incorporate emotional and social skills into student assessment?	Emotional and social skills are not included in progress cards. ☐	Some emotional and social skills are assessed, but not consistently across students. ☐	Emotional and social skills are integral to holistic progress cards, with regular feedback provided on these areas. ☐
10.	How effectively does the school use holistic progress cards to identify and address individual student needs?	Holistic progress cards are not used to address individual student needs. ☐	Progress cards are used to some extent, but the identification and support of student needs are inconsistent. ☐	Holistic progress cards are actively used to identify individual student needs, and targeted support is provided to promote overall growth. ☐

Sub-Domain: Reflection and Self-Assessment

		Abhilasha	Pragati	Jagriti
11.	To what extent do students engage in reflective practices and self-assessment as part of their learning process?	Students rarely engage in self-assessment or reflection. ☐	Reflection and self-assessment are sometimes encouraged, but not consistently across subjects. ☐	Reflective practices and self-assessment are integral to the learning process, helping students evaluate their progress and set goals. ☐
12.	How effectively does the school support students in developing metacognitive skills through reflection and self-assessment?	The school does not provide support for developing metacognitive skills. ☐	Some support is provided, but it is not consistently integrated into the curriculum. ☐	The school actively supports the development of metacognitive skills, with structured reflection and self-assessment activities embedded in the curriculum. ☐
13.	How often do students set personal learning goals based on self-assessment?	Students do not regularly set personal learning goals. ☐	Some students set goals, but this is not consistently encouraged. ☐	Students are regularly encouraged to set personal learning goals based on their self-assessment and reflection. ☐
14.	How well does the school integrate peer-assessment alongside self-assessment?	Peer-assessment is not integrated into the assessment process. ☐	Peer-assessment is occasionally used, but not consistently across subjects. ☐	Peer-assessment is regularly integrated, with students evaluating each other's work to enhance reflective and collaborative learning. ☐
15.	How effectively do students use feedback from self-assessment to improve their performance?	Students do not use feedback from self-assessment to improve performance. ☐	Some students act on self-assessment feedback, but the process is not consistent. ☐	Students consistently use feedback from self-assessment to set goals and improve their learning and performance. ☐

Sub-Domain: On-Demand and Flexible Assessments

		Abhilasha	Pragati	Jagriti
16.	Does the school offer flexible and on-demand assessment opportunities to accommodate different student needs?	Assessments are rigid, with no provision for on-demand or flexible testing. ☐	The school provides some flexibility in assessments, such as offering alternative test dates for students with valid reasons. ☐	The school offers on-demand assessments and flexible testing schedules, allowing students to demonstrate learning at their own pace. ☐
17.	How well does the school accommodate students with special needs or learning differences in its assessment process?	The school does not provide accommodations for students with special needs. ☐	Some accommodations are provided, but they are not consistently applied across assessments. ☐	The school provides comprehensive accommodations for students with special needs, ensuring equitable assessment opportunities. ☐
18.	How effectively are alternative assessment methods (e.g., oral exams, projects) used to cater to different learning styles?	Alternative assessment methods are rarely used. ☐	Some alternative assessments are used, but they are not widely implemented across subjects. ☐	The school effectively uses diverse assessment methods, such as oral exams and projects, to cater to various learning styles. ☐
19.	How well does the school implement flexible timelines for students to complete assessments?	The school does not offer flexible timelines for assessments. ☐	Flexible timelines are offered for specific cases, but not consistently. ☐	The school fully implements flexible timelines, allowing students to complete assessments based on individual needs. ☐

Sub-Domain: Credit-Based System and Credit Transfer

		Abhilasha	Pragati	Jagriti
20.	How well does the school implement a credit-based system that allows students to accumulate and transfer credits across grades or institutions?	The school does not have a credit-based system for students. ☐	A basic credit-based system exists, but it is not flexible enough for students to transfer credits across institutions or grades. ☐	The school has a fully functional credit-based system that allows students to accumulate and transfer credits, facilitating seamless transitions between grades and institutions. ☐
21.	How effectively does the school communicate the details and benefits of	Information about the credit-based system is not communicated to	Some information is provided, but it lacks clarity and depth. ☐	The school provides clear and detailed information about the credit-based system

		Abhilasha	Pragati	Jagriti
	the credit-based system to students and parents?	students or parents. ☐		to students and parents, ensuring they understand how it works and its benefits. ☐
22.	How well does the school facilitate the transfer of credits between different academic institutions?	The school does not have a process in place for transferring credits between institutions. ☐	The school facilitates credit transfers, but the process is slow and not standardized. ☐	The school has a streamlined and standardized process for transferring credits between institutions, making transitions seamless for students. ☐
23.	To what extent does the school allow for flexible entry and exit points in a student's academic journey through the credit-based system?	The school does not allow for flexible entry or exit points in the academic journey. ☐	Some flexibility exists, but it is limited in scope. ☐	The school fully supports flexible entry and exit points through the credit-based system, enabling students to pause and resume their studies as needed without losing progress. ☐
24.	How well does the school integrate skill-based courses or online learning into the credit-based system to allow for diverse learning pathways?	The school does not integrate skill-based or online learning into the credit-based system. ☐	Some skill-based or online learning credits are accepted, but the system is not fully developed. ☐	The school fully integrates skill-based and online learning into the credit-based system, allowing students to pursue diverse learning pathways while earning transferable credits. ☐

Sub-Domain: Project-Based and Experiential Assessments

		Abhilasha	Pragati	Jagriti
25.	Are project-based and experiential learning assessments used to assess students' application of knowledge in real-world scenarios?	Assessments are based solely on written exams, with no focus on project-based or experiential learning. ☐	Some project-based assessments are used, but they are not a significant part of the evaluation process. ☐	The school integrates project-based and experiential learning assessments across subjects, encouraging students to apply knowledge in real-world contexts. ☐
26.	How effectively does the school use project-based assessments to assess students' collaborative	Project-based assessments are rarely used, and collaboration and	Some project-based assessments are used, but they do not consistently focus	The school regularly uses project-based assessments to evaluate collaboration, critical

		Abhilasha	Pragati	Jagriti
	and critical thinking skills?	critical thinking are not evaluated. ☐	on collaborative or critical thinking skills. ☐	thinking, and problem-solving skills. ☐
27.	The school regularly uses project-based assessments to evaluate collaboration, critical thinking, and problem-solving skills.	Experiential learning opportunities are not included in student assessments. ☐	Some experiential learning is incorporated, but it is not consistently assessed. ☐	The school integrates experiential learning opportunities across the curriculum, with regular assessments of students' real-world applications of knowledge. ☐
28.	How well does the school ensure that project-based assessments align with curriculum goals and learning outcomes?	Project-based assessments are poorly aligned with curriculum goals and learning outcomes. ☐	Some alignment exists, but it is inconsistent across subjects. ☐	Project-based assessments are closely aligned with curriculum goals, ensuring that they effectively evaluate key learning outcomes. ☐
29.	To what extent do students engage in self-directed projects that allow them to explore topics of personal interest?	Students have limited opportunities for self-directed projects. ☐	Some opportunities for self-directed projects are provided, but they are not widespread. ☐	The school encourages and supports self-directed projects, allowing students to explore topics of personal interest and demonstrate independent learning. ☐

Sub-Domain: Relating Assessment to Community Needs and Concerns

		Abhilasha	Pragati	Jagriti
30.	How effectively does the school design assessments to reflect local and community-specific issues?	Assessments rarely incorporate local or community-specific issues. ☐	Some assessments reflect local or community-specific issues, but the approach is inconsistent. ☐	Assessments are designed to consistently integrate local and community-specific issues, fostering contextual understanding. ☐
31.	To what extent does the school engage community stakeholders in designing assessment activities?	Community stakeholders are not involved in the assessment design process. ☐	Some engagement with stakeholders exists, but it is limited and informal. ☐	Community stakeholders are actively involved in the assessment design process, ensuring relevance to community needs. ☐
32.	How well do assessments address the cultural and socio-	Assessments fail to consider cultural and	Assessments address diversity to some extent, but the	Assessments are carefully designed to address the cultural and socio-

		Abhilasha	Pragati	Jagriti
	economic diversity of the student population?	socio-economic diversity. ☐	approach is not systematic. ☐	economic diversity of the student population. ☐
33.	How effectively does the school align assessments with community-driven skill requirements (e.g., local trades, professions)?	Assessments do not align with community-driven skill requirements. ☐	Some alignment with community-driven skills exists, but it is limited. ☐	Assessments are strategically aligned with community-driven skill requirements, promoting employability and practical skills. ☐
34.	To what extent does the school use assessments to encourage students to contribute to community development?	Assessments rarely emphasize community development or social responsibility. ☐	Some assessments encourage community contributions, but the approach is inconsistent. ☐	Assessments are purposefully designed to encourage students to engage in community development and social responsibility. ☐
35.	How effectively are assessments used to identify and address specific challenges faced by the local community?	Assessments do not address local community challenges. ☐	Some assessments address community challenges, but the approach is informal. ☐	Assessments are consistently used to identify and address specific challenges faced by the local community. ☐
36.	How well does the school use community feedback to improve assessment relevance?	Community feedback is not used to improve assessment relevance. ☐	Some community feedback is considered, but its impact on assessments is limited. ☐	Community feedback is systematically collected and used to enhance the relevance of assessments. ☐
37.	How effectively does the school align assessments with local environmental and sustainability goals?	Assessments do not consider local environmental or sustainability goals. ☐	Some assessments reflect environmental or sustainability goals, but they are not consistently applied. ☐	Assessments are designed to align with and promote local environmental and sustainability goals. ☐

Sub-Domain: Integrity in Assessment, Examination Security, and Transparency

		Abhilasha	Pragati	Jagriti
38.	How effectively does the school implement policies to maintain the integrity of assessments and prevent malpractice?	The school lacks clear policies to maintain the integrity of assessments. ☐	Basic policies exist, but they are inconsistently enforced. ☐	Comprehensive policies are in place and strictly enforced to maintain assessment integrity and prevent malpractice. ☐
39.	How well does the school ensure secure storage and handling of examination materials?	Examination materials are not securely stored or handled, increasing the risk of breaches. ☐	Basic security measures for examination materials are in place but need improvement. ☐	Examination materials are stored and handled with advanced security protocols, ensuring full confidentiality. ☐

		Abhilasha	Pragati	Jagriti
40.	How effectively are examination invigilation processes implemented to prevent cheating or malpractice?	Examination invigilation processes are poorly organized, leading to frequent malpractice. ☐	Invigilation processes are in place, but occasional lapses occur. ☐	Examination invigilation is robust, with trained invigilators and effective monitoring to ensure fairness. ☐
41.	How well does the school implement measures to detect and address irregularities in assessments?	Measures to detect irregularities in assessments are inadequate or non-existent. ☐	Basic measures are in place but are not consistently applied. ☐	Comprehensive measures are implemented to detect and address assessment irregularities effectively. ☐
42.	How transparent is the assessment and grading process to students, parents, and stakeholders?	The assessment and grading process lacks transparency, causing confusion among stakeholders. ☐	The process is somewhat transparent, but stakeholders lack a full understanding. ☐	The assessment and grading process is fully transparent, with clear guidelines shared with students, parents, and stakeholders. ☐
43.	How effectively does the school use technology to enhance examination security and monitoring?	Technology is not used to enhance examination security or monitoring. ☐	Basic technological tools are used, but their application is limited. ☐	Advanced technological solutions (e.g., CCTV monitoring, digital invigilation) are used effectively to enhance examination security. ☐
44.	How well does the school train staff on ethical practices and security protocols for assessments?	Staff are not trained on ethical practices or security protocols for assessments. ☐	Some training is provided, but it is irregular and insufficient. ☐	Regular, comprehensive training is provided to staff on ethical practices and security protocols for assessments. ☐
45.	How effectively does the school implement grievance redressal mechanisms related to assessment disputes?	Grievance redressal mechanisms for assessment disputes are absent or ineffective. ☐	Basic grievance redressal mechanisms exist, but they are not consistently implemented. ☐	A robust grievance redressal system is in place, ensuring timely and fair resolution of assessment disputes. ☐

Sub-Domain: Moderation and Standardization of Assessments

		Abhilasha	Pragati	Jagriti
46.	Does the school employ a standard moderation process to ensure consistency	Assessments are not moderated or standardized, leading	Assessments are moderated, but the process is not entirely	The school uses a scientific moderation process to ensure standardized, fair, and

	and fairness in assessments?	to inconsistencies in grading. ☐	standardized across all subjects. ☐	reliable assessments across all subjects. ☐
47.	How effectively are grading and marking schemes standardized across different teachers and subjects?	Grading schemes are not standardized, resulting in discrepancies. ☐	Some standardization exists, but it is not consistent across teachers and subjects. ☐	Grading schemes are fully standardized, ensuring consistency and fairness across all subjects and teachers. ☐
48.	How well does the school ensure that moderation practices are transparent and accessible to staff and students?	Moderation practices are not transparent or well-understood by staff and students. ☐	Some transparency exists, but the process is not fully accessible to all stakeholders. ☐	The moderation process is fully transparent, with clear guidelines accessible to staff and students, ensuring understanding and consistency. ☐
49.	How regularly are moderation practices reviewed to ensure they remain effective and fair?	Moderation practices are not regularly reviewed. ☐	Moderation practices are reviewed periodically, but the process lacks consistency. ☐	Moderation practices are reviewed regularly, with improvements made to ensure continued fairness and effectiveness. ☐
50.	How well does the school ensure consistency in assessment standards across different grade levels?	There is no consistency in assessment standards across grade levels. ☐	Some consistency exists, but standards vary between grade levels. ☐	Assessment standards are highly consistent across all grade levels, ensuring a coherent and reliable assessment process. ☐

Sub-Domain: Adherence with the PARAKH's equivalence standards, norms, and guidelines

		Abhilasha	Pragati	Jagriti
51.	How effectively does the school align its assessment framework with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023?	The assessment framework is not aligned with NEP 2020 and NCF-SE 2023. ☐	Some elements of the framework align with NEP 2020 and NCF-SE 2023, but inconsistencies exist. ☐	The framework is fully aligned with NEP 2020 and NCF-SE 2023, ensuring comprehensive adherence to national standards. ☐
52.	To what extent does the school ensure that	Question papers are not designed using	Some question papers use blueprints and	Question papers are consistently designed

		Abhilasha	Pragati	Jagriti
	question papers are designed with blueprints and mapped to clearly defined competencies?	blueprints or competency mapping. ☐	competency mapping, but this is inconsistent. ☐	with blueprints and mapped to clearly defined competencies. ☐
53.	How well does the school integrate credit-based weightage for assessment units, as recommended by PARAKH?	Assessments do not assign credit-based weightage to content units. ☐	Credit-based weightage is assigned to some content units, but it is not comprehensive. ☐	All content units are assigned credit-based weightage in line with PARAKH's recommendations. ☐
54.	How effectively does the school develop alternative assessment strategies to reduce the high-stakes nature of exams?	Alternative assessment strategies are not developed to reduce high-stakes exam pressure. ☐	Some alternative strategies exist, but they are not widely implemented. ☐	Comprehensive alternative assessment strategies effectively reduce the high-stakes nature of exams. ☐
55.	To what extent does the school implement a credit-based system for inter-board mobility and multiple entry/exit points?	A credit-based system for inter-board mobility and multiple entry/exit points is not implemented. ☐	Some elements of a credit-based system are implemented, but they are incomplete. ☐	A robust credit-based system supports inter-board mobility and multiple entry/exit points as per PARAKH's norms. ☐
56.	How effectively does the school integrate an Academic Bank of Credits (ABC) to facilitate credit accumulation and transfer?	The school does not use an Academic Bank of Credits. ☐	The Academic Bank of Credits is used in some cases, but its implementation is limited. ☐	The Academic Bank of Credits is fully integrated, facilitating seamless credit accumulation and transfer. ☐
57.	How effectively does the school integrate vocational assessment schemes in collaboration with National Council for Vocational Education and Training (NCVET)?	Vocational assessment schemes are not integrated with NCVET standards. ☐	Some vocational assessments adhere to NCVET norms, but the approach is inconsistent. ☐	Vocational assessment schemes are fully integrated with NCVET standards, ensuring equivalence and industry alignment. ☐
58.	How effectively does the school adopt international assessment practices to benchmark against global standards?	International assessment practices are not adopted. ☐	Some elements of international practices are incorporated, but they are limited. ☐	International assessment practices are fully adopted, ensuring evaluation standards meet global benchmarks. ☐
59.	How effectively does the school implement	Holistic Progress Cards are not	Holistic Progress Cards are	Holistic Progress Cards are fully

		Abhilasha	Pragati	Jagriti
	and utilize Holistic Progress Cards (HPCs) to provide a 360-degree view of learner development?	implemented or utilized in the school. ☐	implemented but lack comprehensiveness or regular updates. ☐	implemented and utilized to assess academic, emotional, and social growth, offering a 360-degree view of learner development. ☐
60.	How effectively does the school analyze and disseminate assessment performance data for continuous improvement?	Performance data is not analyzed or disseminated. ☐	Some analysis and dissemination occur, but they are limited in scope. ☐	Comprehensive data analysis and dissemination support continuous improvement in assessments. ☐

Infrastructure

DOMAIN 4: INFRASTRUCTURE
The infrastructure domain is crucial for a school as it establishes a safe, modern, and engaging environment that supports academic excellence, promotes health and well-being, and fosters holistic development through quality facilities, technology, and sustainable practices The infrastructure domain evaluates the physical, technological, and sustainable resources supporting a responsive learning environment. It critically examines basic infrastructure (toilets, drinking water, electricity, internet), classroom upgrades (including smart classrooms), playgrounds and sports facilities, and health, hygiene, and cleanliness standards. It also assesses library usage and learning resources, laboratory resource availability, green building initiatives, effective maintenance, and rigorous safety and infrastructure audits. This evaluation ensures a safe, accessible, and engaging learning environment that fosters academic excellence and holistic development.

SUBDOMAINS	
1. **Basic Infrastructure (Toilets, Drinking Water, Electricity, Internet)**	This subdomain evaluates the school's basic infrastructure, covering accessible toilets, safe drinking water, reliable electricity with minimal outages, and robust internet connectivity, comprehensively reviewing overall resource adequacy, regular maintenance, and inclusive accessibility for all students.
2. **Classroom Upgrades and Smart Classrooms**	This subdomain critically examines classroom modernization via interactive technology by assessing upgrade frequency, digital tool integration, teacher training adequacy, and technical support availability, ensuring effective and accessible smart classroom practices that enhance teaching and learning.
3. **Playgrounds and Sports Facilities**	This subdomain evaluates the range, maintenance, and accessibility of sports facilities, alongside inter-school events frequency. It assesses effective promotion of physical education and extracurricular athletic development for all students, ensuring inclusive, high-quality activity spaces overall.
4. **Health, Hygiene, and Cleanliness**	This subdomain critically evaluates health, hygiene, and cleanliness in the school environment by reviewing sanitation service frequency, facility maintenance, personal hygiene promotion, and regular health programs for students and staff, thereby ensuring safe wellness practices.
5. **Library Usage and Learning Resources**	This subdomain evaluates the effectiveness of library services in meeting diverse student needs, updating resources across disciplines, integrating with classroom, project-based learning, promoting research, and effectively supporting digital access, literacy, and professional development for staff.
6. **Laboratory Usage and Resource Availability**	This subdomain examines laboratory usage and resource availability across subjects—science, mathematics, computer studies, language, social science, and vocational skills. It evaluates hands-on support, curriculum integration, updates, accessibility, and maintenance to ensure safe, effective experiential education.

7.	Green Buildings and Sustainable Practices	This subdomain evaluates incorporation of green building practices, energy efficiency, water conservation, and renewable energy use. It reviews environmental sustainability across infrastructure, waste management systems, and student engagement in conservation projects, ensuring minimal environmental impact.
8.	Maintenance and Upkeep of Infrastructure	This subdomain evaluates the effectiveness, frequency, and responsiveness of maintenance practices, safety checks, renovations, and budget allocation for infrastructure, ensuring facilities remain well-kept and consistently support the evolving needs of students and staff in schools.
9.	Safety Audits and Infrastructure Audits	This subdomain rigorously assesses school emergency preparedness and safety protocols through regular drills, thorough audits, and systematic policy reviews. It evaluates efficient hazard reporting systems, response effectiveness, and timely corrective action implementation for regulatory compliance.

Sub-Domain: Basic Infrastructure (Toilets, Drinking Water, Electricity, Internet)

		Abhilasha	Pragati	Jagriti
1.	Does the school provide adequate and well-maintained basic infrastructure, including toilets, clean water, electricity, and internet access?	The school lacks basic infrastructure such as clean toilets, safe drinking water, and consistent electricity supply. ☐	Basic infrastructure is available but needs improvement in maintenance and accessibility. ☐	The school provides clean, well-maintained toilets, safe drinking water, reliable electricity, and internet access, ensuring a conducive learning environment. ☐
2.	How reliable is the school's electricity supply, and how frequently are power outages a problem?	Power outages are frequent, and electricity supply is unreliable. ☐	Electricity supply is generally reliable, but occasional outages affect school activities. ☐	Electricity supply is stable, with no disruptions, ensuring continuous operations and teaching. ☐
3.	Does the school provide adequate internet access for students and staff?	Internet access is not available or is highly limited. ☐	Internet access is available but may not be reliable or accessible to all students and staff. ☐	The school provides high-speed internet access, available throughout the campus, supporting both teaching and administrative activities. ☐
4.	Are toilets accessible and well-maintained for all students, including students with disabilities?	Toilets are not well-maintained, with poor access for students, including those with disabilities. ☐	Toilets are generally maintained but may not be fully accessible to students with disabilities. ☐	Toilets are clean, well-maintained, and fully accessible for all students, including those with disabilities. ☐

		Abhilasha	Pragati	Jagriti
5.	How frequently are school facilities for clean drinking water maintained and tested for quality?	Clean drinking water is not consistently available or tested. ☐	Drinking water is available, but maintenance and quality testing are infrequent. ☐	Drinking water facilities are regularly maintained and tested to ensure safe and clean water is available at all times. ☐

Sub-Domain: Classroom Upgrades and Smart Classrooms

		Abhilasha	Pragati	Jagriti
6.	Are the school's classrooms equipped with modern technology to enhance teaching and learning, such as interactive whiteboards and projectors?	Classrooms are outdated, with minimal use of technology in teaching and learning. ☐	Some classrooms are equipped with basic technology, but the infrastructure is not fully optimized for digital learning. ☐	Classrooms are upgraded to smart classrooms with interactive whiteboards, projectors, and internet access, fostering an engaging and interactive learning environment. ☐
7.	How frequently are classroom technologies updated to meet the latest educational standards?	Classroom technology is outdated and rarely updated. ☐	Classroom technology is updated periodically, but some resources remain outdated. ☐	Classroom technology is regularly updated, with the latest tools and software to enhance teaching and learning experiences. ☐
8.	How well does the school integrate digital learning tools and resources into everyday teaching practices?	Digital learning tools are not integrated into everyday teaching. ☐	Some digital tools are used, but they are not consistently integrated across subjects. ☐	Digital learning tools are fully integrated into everyday teaching, with teachers regularly using technology to enhance student engagement. ☐
9.	Are there adequate training opportunities for teachers to effectively use smart classroom technology?	Teachers do not receive adequate training to use smart classroom technology. ☐	Some training is provided, but it is not consistent or comprehensive. ☐	Regular, comprehensive training is provided for teachers to effectively use smart classroom technologies. ☐
10.	How well does the school provide technical support for maintaining classroom technology?	Technical support is limited, and issues with technology are not resolved promptly.	Basic technical support is available, but it may not be sufficient for all needs. ☐	The school has a robust technical support system that promptly addresses and resolves issues with classroom technology. ☐

Sub-Domain: Playgrounds and Sports Facilities

		Abhilasha	Pragati	Jagriti
11.	Does the school offer a range of sports and physical activity facilities for students?	Inadequate or no sports facilities available for students. ☐	Basic sports facilities are available, but may be limited in variety. ☐	Comprehensive sports facilities support a wide range of physical activities and competitions. ☐
12.	Are sports facilities regularly maintained and updated?	Sports facilities are poorly maintained and in need of updates. ☐	Sports facilities are maintained, but updates and improvements are infrequent. ☐	Sports facilities are regularly maintained, and new equipment and updates are consistently provided to enhance student experiences. ☐
13.	Does the school provide equal access to sports facilities for all students, including those with disabilities?	Sports facilities are not accessible to all students, especially those with disabilities. ☐	Some sports facilities are accessible, but access is limited for students with disabilities. ☐	Sports facilities are fully accessible, with inclusive opportunities for all students, including those with disabilities. ☐
14.	How well does the school promote physical education and sports activities?	Physical education and sports activities are rarely promoted or emphasized. ☐	Physical education is part of the curriculum, but sports activities are limited. ☐	The school actively promotes physical education and provides a wide range of sports activities, encouraging student participation. ☐
15.	How frequently are inter-school sports events or competitions organized to foster athletic development?	Inter-school sports events or competitions are rarely organized. ☐	Some inter-school competitions are held, but they are infrequent. ☐	Regular inter-school sports events and competitions are organized, fostering athletic development and teamwork among students. ☐

Sub-Domain: Health, Hygiene, and Cleanliness

		Abhilasha	Pragati	Jagriti
16.	Does the school ensure high standards of health and hygiene, including regular health check-ups for students?	Inadequate or no sports facilities available for students. ☐	Basic hygiene and cleanliness are maintained, with regular health check-ups. ☐	High standards of health, hygiene, and cleanliness are maintained, with regular health awareness programs. ☐

		Abhilasha	Pragati	Jagriti
17.	How frequently are cleaning and sanitation services performed to maintain hygiene?	Cleaning and sanitation services are infrequent, leading to poor hygiene conditions. ☐	Cleaning services are provided, but not consistently or thoroughly. ☐	Regular, thorough cleaning and sanitation services are performed to maintain high standards of hygiene throughout the school. ☐
18.	How well does the school promote personal hygiene among students (e.g., handwashing campaigns, hygiene education)?	Personal hygiene is not promoted or encouraged by the school. ☐	Some hygiene education is provided, but campaigns and activities are limited. ☐	The school actively promotes personal hygiene through handwashing campaigns, hygiene education, and regular awareness programs. ☐
19.	How effectively are sanitation facilities maintained to ensure cleanliness and prevent disease?	Sanitation facilities are poorly maintained, increasing the risk of disease. ☐	Sanitation facilities are maintained, but some areas need improvement. ☐	Sanitation facilities are well-maintained and regularly cleaned, minimizing health risks and ensuring a healthy environment. ☐
20.	Does the school conduct regular health awareness and wellness programs for students and staff?	The school does not conduct any health awareness or wellness programs. ☐	Some health and wellness programs are conducted, but they are infrequent. ☐	Regular health awareness and wellness programs are conducted for both students and staff, promoting a healthy lifestyle. ☐

Sub-Domain: Library Usage and Learning Resources

		Abhilasha	Pragati	Jagriti
21.	How effectively does the school library cater to the diverse learning needs of students across grades?	The library has limited resources that do not cater to diverse learning needs. ☐	The library caters to some diverse learning needs, but certain groups or interests are underserved. ☐	The library is well-resourced and caters comprehensively to the diverse learning needs of all students across grades. ☐
22.	How regularly are library resources updated to include current and relevant content across various disciplines?	Library resources are rarely updated, with outdated content across disciplines. ☐	Library resources are updated periodically, but gaps in relevance or currency remain. ☐	Library resources are regularly updated to ensure current and relevant content across all disciplines. ☐

		Abhilasha	Pragati	Jagriti
23.	How well does the school integrate library usage into classroom learning and project-based activities?	Library usage is not integrated into classroom learning or project-based activities. ☐	Some integration exists, but it is inconsistent or limited to specific subjects. ☐	Library usage is deeply integrated into classroom learning and project-based activities across subjects. ☐
24.	How effectively does the library promote independent research and self-learning among students?	The library does not promote independent research or self-learning. ☐	The library provides some opportunities for independent research and self-learning, but they are limited. ☐	The library actively promotes independent research and self-learning through resources, guidance, and structured programs. ☐
25.	How accessible are digital library resources and e-learning platforms for students and staff?	Digital library resources and e-learning platforms are not accessible. ☐	Some digital resources are available, but accessibility is inconsistent or limited. ☐	Digital library resources and e-learning platforms are easily accessible, supporting seamless learning for students and staff. ☐
26.	How well does the library support skill development, including literacy, research, and critical thinking?	The library does not support skill development in areas like literacy, research, or critical thinking. ☐	Some support is provided for skill development, but it is limited or inconsistent. ☐	The library actively supports skill development through structured programs and resources, fostering literacy, research, and critical thinking. ☐
27.	How effectively does the library engage students in extracurricular activities like reading clubs, book fairs, or author interactions?	Extracurricular activities like reading clubs or book fairs are not organized. ☐	Some extracurricular activities are organized, but they are limited in scope or frequency. ☐	The library regularly organizes engaging extracurricular activities like reading clubs, book fairs, and author interactions. ☐
28.	How effectively does the library cater to the professional development needs of teachers and staff?	The library does not provide resources or support for the professional development of teachers and staff. ☐	Some resources for professional development are available, but they are limited. ☐	The library actively supports the professional development of teachers and staff with dedicated resources and structured programs. ☐

Sub-Domain: Laboratory Usage and Resource Availability (Language, Mathematics, Social Science, Science, Computer, Skill-based Education)

		Abhilasha	Pragati	Jagriti
29.	How well-equipped are the school's laboratories to support hands-on learning in subjects like Science, Mathematics, and Computer Studies?	Laboratories lack essential equipment, making hands-on learning difficult. ☐	Laboratories are equipped with basic resources, but some subjects are under-resourced. ☐	Laboratories are fully equipped with modern resources, supporting hands-on learning in all subjects. ☐
30.	How effectively are language laboratories used to enhance students' linguistic skills, including listening, speaking, reading, and writing?	Language laboratories are either unavailable or underutilized. ☐	Language laboratories are used occasionally, but their integration into learning is limited. ☐	Language laboratories are effectively used to enhance linguistic skills, with regular, structured activities. ☐
31.	How regularly are laboratory resources updated to keep pace with advancements in technology and pedagogy?	Laboratory resources are outdated and not aligned with current advancements. ☐	Some updates to laboratory resources are made, but not consistently across all subjects. ☐	Laboratory resources are regularly updated to align with advancements in technology and pedagogy. ☐
32.	How well does the school integrate laboratory activities into the curriculum to enhance experiential learning across subjects?	Laboratory activities are rarely integrated into the curriculum. ☐	Laboratory activities are occasionally integrated, but their application is inconsistent. ☐	Laboratory activities are fully integrated into the curriculum, enhancing experiential learning across all subjects. ☐
33.	How effectively does the school use social science laboratories to foster practical understanding of concepts like history, geography, and civics?	Social science laboratories are not available or used. ☐	Some practical activities are conducted, but their scope is limited. ☐	Social science laboratories are effectively used to provide hands-on understanding of concepts in history, geography, and civics. ☐
34.	How accessible are computer laboratories for all students to develop digital literacy and computational thinking skills?	Computer laboratories are either unavailable or have limited access. ☐	Computer laboratories are accessible to some students, but usage is inconsistent. ☐	Computer laboratories are fully accessible, supporting all students in developing digital literacy and computational thinking skills. ☐

		Abhilasha	Pragati	Jagriti
35.	How effectively does the school use skill-based education laboratories (e.g., vocational training labs) to support career readiness?	Skill-based education laboratories are not available or used. ☐	Some skill-based activities are conducted, but they are limited in scope or irregular. ☐	Skill-based education laboratories are effectively used to provide hands-on training, supporting career readiness. ☐
36.	How well does the school monitor and maintain its laboratory equipment and resources to ensure their usability and safety?	Laboratory equipment is poorly maintained, leading to usability and safety issues. ☐	Basic maintenance of laboratory equipment is performed, but issues persist. ☐	Laboratory equipment is regularly monitored and well-maintained to ensure usability and safety. ☐

Sub-Domain: Green Buildings and Sustainable Practices

		Abhilasha	Pragati	Jagriti
37.	To what extent does the school incorporate green building practices such as energy efficiency and water conservation?	The school infrastructure does not include any green or sustainable practices. ☐	Some environmentally friendly practices are in place, but sustainability is not a core focus of the school's infrastructure. ☐	The school adopts green building standards, with energy-efficient systems, rainwater harvesting, and sustainable waste management, promoting environmental stewardship among students. ☐
38.	How well does the school promote environmental sustainability through its infrastructure and practices?	The school does not promote environmental sustainability through its infrastructure or practices. ☐	Some sustainability practices are promoted, but they are not fully integrated into school operations. ☐	The school actively promotes environmental sustainability, with green infrastructure and programs that teach students about sustainable living. ☐
39.	Are there recycling and waste management systems in place to minimize the school's environmental impact?	The school does not have any recycling or waste management systems. ☐	Recycling and waste management systems are partly established in school. ☐	Comprehensive recycling and waste management systems are in place, with active student participation in reducing the school's environmental footprint. ☐

40.	Does the school use renewable energy sources, such as solar power, to reduce its reliance on non-renewable energy?	The school does not use any renewable energy sources. ☐	Some renewable energy sources, like solar panels, are used, but on a limited scale. ☐	The school extensively uses renewable energy sources, such as solar power, to reduce its carbon footprint and promote sustainability. ☐
41.	How effectively does the school engage students in environmental conservation projects and activities?	The school does not engage students in environmental conservation projects. ☐	Some environmental conservation activities are organized, but student participation is limited. ☐	The school actively engages students in regular environmental conservation projects, such as tree planting, recycling drives, and awareness campaigns. ☐

Sub-Domain: Maintenance and Upkeep of Infrastructure

		Abhilasha	Pragati	Jagriti
42.	Are the school's buildings and facilities well-maintained, with regular upkeep and necessary renovations?	School buildings and facilities are poorly maintained, with visible signs of neglect. ☐	The school performs basic maintenance of its buildings and facilities, but upkeep could be more frequent and thorough. ☐	The school regularly maintains its infrastructure, ensuring that all buildings and facilities are in excellent condition, with periodic renovations as needed. ☐
43.	How frequently does the school conduct maintenance checks to ensure infrastructure safety and quality?	Maintenance checks are infrequent or rarely conducted. ☐	Maintenance checks are performed periodically, but some issues may persist between checks. ☐	Regular, thorough maintenance checks are conducted to ensure infrastructure safety, quality, and compliance with regulations. ☐
44.	How well does the school prioritize repairs and renovations based on the needs of students and staff?	Repairs and renovations are not prioritized, leading to prolonged issues. ☐	Some repairs and renovations are prioritized, but not all critical needs are addressed. ☐	Repairs and renovations are promptly addressed based on priority and necessity, ensuring the comfort and safety of students and staff. ☐
45.	Does the school have a dedicated budget for infrastructure maintenance and upgrades?	The school does not allocate a dedicated budget for infrastructure maintenance and upgrades. ☐	A budget exists for maintenance, but it is insufficient to cover all necessary repairs and upgrades. ☐	The school has a dedicated and sufficient budget for infrastructure maintenance and upgrades, ensuring consistent upkeep and improvements. ☐

46.	How well does the school respond to infrastructure issues raised by students and staff?	Infrastructure issues raised by students and staff are not addressed in a timely manner. ☐	Some issues are addressed, but responses are not consistent or timely. ☐	The school responds promptly and effectively to infrastructure concerns raised by students and staff, ensuring a safe and functional learning environment. ☐

Sub-Domain: Safety Audits and Infrastructure Audits

		Abhilasha	Pragati	Jagriti
47.	Does the school conduct regular safety and infrastructure audits to ensure compliance with safety standards and regulations?	No regular safety or infrastructure audits are conducted. ☐	Safety and infrastructure audits are conducted occasionally but may not cover all aspects comprehensively. ☐	The school conducts regular, comprehensive safety and infrastructure audits, ensuring that all facilities meet high safety standards and comply with regulations. ☐
48.	How well does the school address the findings from safety and infrastructure audits?	Findings from safety audits are not addressed, leaving issues unresolved. ☐	Some findings are addressed, but not all recommendations are implemented. ☐	All findings from safety and infrastructure audits are promptly addressed, with necessary actions taken to ensure safety and compliance. ☐
49.	Are there systems in place for reporting and responding to potential safety hazards in school infrastructure?	There are no formal systems for reporting or responding to safety hazards. ☐	Some systems exist for reporting safety hazards, but responses are inconsistent. ☐	The school has a well-defined system for reporting and addressing safety hazards, ensuring quick responses and risk mitigation. ☐
50.	How regularly does the school review its infrastructure safety policies and practices?	Infrastructure safety policies are rarely reviewed or updated. ☐	Safety policies are reviewed occasionally, but not regularly enough to address new risks. ☐	Safety policies and practices are reviewed regularly, ensuring they are up to date and effective in addressing potential risks. ☐
51.	How effective is the school in conducting emergency drills (e.g., fire, earthquake) to ensure infrastructure readiness?	Emergency drills are infrequent or poorly executed, leaving infrastructure readiness uncertain. ☐	Emergency drills are conducted, but not regularly or thoroughly enough to ensure full preparedness. ☐	Regular, well-coordinated emergency drills are conducted to ensure both infrastructure and staff readiness for emergencies. ☐

Inclusiveness

DOMAIN 5: INCLUSIVENESS
The inclusiveness domain ensures schools embrace diversity, empower disadvantaged and at-risk students, and foster a supportive, equitable environment. It cultivates empathy, respect, and holistic development for every learner, enhancing overall educational quality. The inclusiveness domain evaluates strategies and practices that foster a dynamic, equitable, and responsive learning environment. It critically examines whether policies support students with disabilities, and effectively integrate cultural, gender, and socio-economic sensitivities. It further evaluates active engagement with tribal populations, along with proactive identification of at-risk students through dropout prevention and reintegration initiatives. Additionally, the domain assesses the effectiveness of school-community relationship strengthening and talent identification and nurturance efforts. Together, these measures ensure that inclusiveness is embedded in every facet of the educational experience, promoting holistic development and equal opportunity for all students.

SUBDOMAINS	
1. **Support for Students with Disabilities**	This subdomain evaluates the support for students with disabilities by reviewing accessible infrastructure, assistive technology, and personalized support. It examines comprehensive staff training, facility adjustments, and close collaboration with specialists, ensuring effective, inclusive learning environments.
2. **Cultural Sensitivity and Diversity**	This subdomain evaluates the school's commitment to cultural sensitivity by assessing integration of diversity in curricula, classroom discussions, and celebrations. It examines anti-discrimination policies and initiatives fostering intercultural exchange and understanding, ultimately ensuring robust inclusion.
3. **Gender Sensitivity**	This subdomain thoroughly evaluates how effectively schools promote gender sensitivity through robust policies, inclusive teaching, and awareness programs. It examines responses to harassment, ensures transgender student inclusion, and nurtures a culture of respect and equality.
4. **Engagement and Involvement of Tribal Populace**	This subdomain evaluates how schools engage tribal communities by integrating cultural practices into curricula, involving tribal leaders, offering tailored resources, celebrating heritage, and training staff to address the unique challenges of tribal students.
5. **Socio-Economic Inclusivity**	This subdomain critically evaluates how effectively schools provide educational resources and address the needs of disadvantaged students from rural or deprived backgrounds by offering scholarships, support programs, parental engagement, and mentorship to foster academic success.
6. **Identification of at-risk Students, Programmes for**	This subdomain critically examines how effectively schools identify at-risk students by academic, social, and personal

		factors, implement personalized support plans, engage parents and community, and monitor reintegration, thereby fostering a safe environment that minimizes dropouts.
	Dropout Prevention, and Reintegration	
7.	**Strengthening School-Community Relationships**	This subdomain evaluates how effectively schools engage with local communities to enhance educational outcomes. It reviews robust partnerships with local professionals, utilization of community resources, and comprehensive strategies addressing student challenges and improving learning experience.
8.	**Talent Identification and Nurturance**	This subdomain assesses the school's capacity to identify and nurture exceptional talents in academic, creative, and extracurricular areas. It reviews targeted programs, external collaborations, support, performance platforms, progress tracking, and parental involvement for balanced growth.

Sub-Domain: Support for Students with Disabilities

		Abhilasha	Pragati	Jagriti
1.	Does the school provide adequate support for students with disabilities, including accessible infrastructure and personalized support?	Little or no support for students with disabilities. ☐	Basic support systems, such as ramps, are available for students with disabilities. ☐	Comprehensive support, including specialized staff and individualized learning plans, is provided for students with disabilities. ☐
2.	How well does the school provide access to assistive technologies and resources for students with disabilities?	No assistive technologies or resources are provided. ☐	Some assistive technologies are available, but access is limited. ☐	Some assistive technologies are available, but access is limited. ☐
3.	Are teaching staff trained to support students with disabilities in their learning and development?	Teaching staff are not trained to support students with disabilities. ☐	Some staff have basic training, but it is not consistent across the school. ☐	All teaching staff are fully trained to support students with disabilities, with ongoing professional development. ☐
4.	How accessible are the school's facilities for students with physical disabilities (e.g., ramps, elevators, accessible toilets)?	School facilities are not accessible for students with physical disabilities. ☐	Some accessible facilities are in place, but they are not comprehensive. ☐	The school provides fully accessible facilities for students with physical disabilities, ensuring equitable access. ☐
5.	How effectively does the school collaborate with specialists (e.g., therapists,	The school does not collaborate with specialists to support	Some collaboration with specialists exists,	The school works closely with specialists to provide comprehensive

	counsellors) to support students with disabilities?	students with disabilities. ☐	but it is not consistent or widespread. ☐	support for students with disabilities, ensuring their academic and personal development. ☐
6.	Does the school provide training for teachers to use Indian Sign Language (ISL)?	ISL training has not been introduced yet ☐	Training is limited or occasional in nature ☐	Regular ISL training sessions are provided to teachers ☐
7.	Are students with hearing impairments supported with ISL-based resources in the classroom?	ISL-based resources are not provided ☐	ISL resources are available but inconsistent ☐	A range of ISL resources is available ☐
8.	Does the school curriculum include awareness about Indian Sign Language?	ISL awareness is not part of the curriculum ☐	ISL awareness is included in specific activities ☐	ISL awareness is integrated into the curriculum ☐
9.	Are teachers trained to differentiate between Specific Learning Disabilities (SLDs) and other learning challenges?	No, teachers are not trained to differentiate SLDs ☐	Sometimes, training is provided but not consistently ☐	Yes, teachers are regularly trained to differentiate SLDs ☐
10.	Are teachers trained to identify early signs of SLDs in students?	No, teachers are not trained to identify early SLD signs ☐	Sometimes, training is provided but not comprehensive ☐	Yes, teachers are trained to identify early SLD signs ☐
11.	Does the school assess the effectiveness of teacher training on SLDs?	No, training effectiveness is not assessed ☐	Sometimes, assessments are conducted but not consistently ☐	Yes, regular assessments of training effectiveness are conducted ☐
12.	Are teachers trained to create Individualized Education Plans (IEPs) for students with SLDs?	No, teachers are not trained to create IEPs ☐	Sometimes, training is provided but not comprehensive ☐	Yes, teachers are trained to create effective IEPs ☐
13.	Does the school library have ICT-enabled resources for Children With Special Needs (CWSN)?	No, ICT resources are not available ☐	Sometimes, ICT resources are available but limited ☐	Yes, the library has a variety of ICT resources ☐

14.	Are library staff trained to assist CWSN in using ICT resources	No, staff are not trained to assist CWSN ☐	Sometimes, staff are trained but not comprehensively ☐	Yes, staff are trained to assist CWSN with ICT resources ☐
15.	Does the library have a dedicated space for CWSN to use ICT resources?	No, a dedicated space is not available ☐	Sometimes, a space is available but not consistently ☐	Yes, a dedicated space is available for CWSN ☐
16.	Does the library provide multilingual ICT resources for CWSN?	No, multilingual ICT resources are not available ☐	Sometimes, multilingual resources are available but limited ☐	Yes, multilingual ICT resources are readily available ☐
17.	Does the school provide screen readers/adaptive keyboards/magnificat ion software/sip-and-puff systems for CWSN?	No, assistive technologies are not provided ☐	Sometimes, assistive technologies are available but limited ☐	Yes, a variety of assistive technologies are provided ☐

Sub-Domain: Cultural Sensitivity and Diversity

		Abhilasha	Pragati	Jagriti
18.	Does the school promote cultural sensitivity and celebrate diversity through its programs and curriculum?	Little emphasis on cultural sensitivity or celebrating diversity. ☐	Basic cultural programs promote diversity and inclusion. ☐	The school actively promotes cultural sensitivity through regular programs, events, and curriculum integration. ☐
19.	How well does the school integrate cultural diversity into classroom activities and discussions?	Cultural diversity is rarely addressed in classroom activities. ☐	Some classroom activities address cultural diversity, but it is not fully integrated. ☐	Cultural diversity is a core component of classroom activities and discussions, fostering an inclusive learning environment. ☐
20.	How effectively does the school celebrate festivals and events from different cultures to promote inclusivity?	Cultural festivals and events are not celebrated in the school. ☐	Some festivals and events from different cultures are celebrated, but not consistently. ☐	The school regularly celebrates a wide range of cultural festivals and events, promoting inclusivity and understanding among students. ☐

21.	Does the school have policies in place to prevent discrimination based on race, ethnicity, or religion?	The school has no formal policies to prevent discrimination. ☐	Some policies are in place, but they are not consistently enforced. ☐	The school has comprehensive anti-discrimination policies, which are consistently enforced to create a safe and inclusive environment. ☐
22.	How well does the school promote intercultural exchange and understanding among students?	Intercultural exchange programs are not promoted by the school. ☐	Some intercultural exchange activities exist, but they are limited in scope. ☐	The school actively promotes intercultural exchange programs, fostering understanding and collaboration among students from diverse backgrounds. ☐

Sub-Domain: Gender Sensitivity

		Abhilasha	Pragati	Jagriti
23.	Is gender sensitivity actively promoted through the school's policies, practices, and culture?	Gender sensitivity is not considered in the school's policies or practices. ☐	Gender sensitivity is addressed, but not integrated fully into the school culture. ☐	Gender sensitivity is embedded in all aspects of school life, with ongoing initiatives to promote gender equality. ☐
24.	How effectively does the school address gender-based harassment or discrimination?	The school does not have systems in place to address gender-based harassment. ☐	Some systems exist, but they are not consistently enforced. ☐	The school has clear policies and practices to address gender-based harassment, with proactive measures to ensure safety and equality. ☐
25.	How well does the school ensure gender-sensitive teaching and learning practices in the classroom?	Gender-sensitive teaching practices are not considered in classroom instruction. ☐	Some gender-sensitive practices are used, but they are not consistent across subjects. ☐	The school promotes gender-sensitive teaching practices in all classrooms, ensuring that learning materials and methods are inclusive. ☐
26.	Are there programs in place to raise awareness about gender equality among students and staff?	No awareness programs on gender equality are offered. ☐	Some awareness programs are available, but they are not consistently implemented. ☐	The school offers regular gender equality awareness programs for both students and staff, promoting a culture

				of respect and understanding. ☐
27.	How well does the school address the concerns of transgender students in terms of policies and practices?	Transgender issues are not addressed in the school's policies or practices. ☐	Some initiatives address transgender concerns, but they are not fully integrated. ☐	Transgender concerns are fully embedded in school policies and practices, ensuring equal rights and support for transgender students. ☐

Sub-Domain: Engagement and Involvement of Tribal Populace

		Abhilasha	Pragati	Jagriti
28.	How effectively does the school collaborate with tribal communities to incorporate their cultural practices into the school environment?	No collaboration exists with tribal communities to incorporate their cultural practices. ☐	Some collaboration occurs, but it is limited to occasional events or activities. ☐	Strong, ongoing collaboration with tribal communities ensures their cultural practices are integrated into the school environment meaningfully. ☐
29.	How well does the school engage tribal leaders and elders in fostering inclusivity and understanding among students?	Tribal leaders and elders are not involved in the school's activities. ☐	Tribal leaders and elders are occasionally invited for specific events. ☐	Tribal leaders and elders are regularly engaged to promote inclusivity and understanding, contributing to student learning experiences. ☐
30.	To what extent does the school include tribal knowledge and languages in its teaching-learning processes?	Tribal knowledge and languages are not included in teaching-learning processes. ☐	Some aspects of tribal knowledge and languages are incorporated, but their integration is limited. ☐	Tribal knowledge and languages are fully integrated into the curriculum and teaching methods, enhancing cultural representation and learning. ☐
31.	How well does the school provide access to resources and opportunities specifically designed for tribal students?	The school provides no resources or opportunities tailored to tribal students. ☐	Some resources and opportunities are provided, but they are not comprehensive. ☐	Comprehensive resources and opportunities are available for tribal students, including scholarships, extracurricular activities, and mentorship programs. ☐
32.	How effectively does the school organize programs or events to celebrate tribal	Programs to celebrate tribal heritage are not organized. ☐	Some events celebrating tribal heritage are organized, but they	The school regularly organizes meaningful programs celebrating tribal heritage,

		Abhilasha	Pragati	Jagriti
	heritage and promote cultural exchange?		are infrequent or lack depth. ☐	fostering cultural exchange and awareness. ☐
33.	How well does the school train its staff to address the specific needs and challenges of tribal students?	Staff are not trained to address the specific needs and challenges of tribal students. ☐	Some training is provided to staff, but it is irregular or superficial. ☐	Comprehensive training programs equip staff to effectively address the needs and challenges of tribal students. ☐
34.	How accessible is the school's infrastructure and resources for students from tribal communities?	Infrastructure and resources are not accessible to students from tribal communities. ☐	Infrastructure and resources are accessible to some extent, but barriers remain. ☐	Infrastructure and resources are fully accessible, ensuring equal opportunities for students from tribal communities. ☐
35.	How effectively does the school address the unique educational challenges faced by students from tribal backgrounds?	The school does not address the unique educational challenges faced by tribal students. ☐	Some efforts are made to address these challenges, but they are limited in scope. ☐	Comprehensive measures are in place to address the unique educational challenges faced by tribal students, ensuring their academic and personal growth. ☐

Sub-Domain: Socio-Economic Inclusivity

		Abhilasha	Pragati	Jagriti
36.	Does the school provide support for economically disadvantaged students, including scholarships and other resources?	Limited or no support for students from economically disadvantaged backgrounds. ☐	Some support, such as scholarships, is provided for disadvantaged students. ☐	Comprehensive support, including financial aid and additional resources, is provided to ensure equal opportunities for all students. ☐
37.	How effectively does the school address the diverse learning needs of students from rural, deprived, or disadvantaged backgrounds?	Little to no support is provided to students from rural, deprived, or disadvantaged backgrounds. ☐	Some support is provided, but it is limited and not consistently implemented. ☐	Comprehensive programs and resources ensure full inclusivity for students from all backgrounds. ☐
38.	How well does the school provide free or low-cost access to educational resources for economically	Educational resources are not provided for economically disadvantaged students. ☐	Some resources are available, but access is limited or inconsistent. ☐	Comprehensive access to free or low-cost educational resources is provided, ensuring that economically

		Abhilasha	Pragati	Jagriti
	disadvantaged students?			disadvantaged students have equal learning opportunities. ☐
39.	Does the school offer mentorship or support programs to help economically disadvantaged students succeed academically?	No mentorship or support programs are available for economically disadvantaged students. ☐	Some support programs exist, but they are not well-structured or widely accessible. ☐	The school provides comprehensive mentorship and support programs to help economically disadvantaged students thrive academically and personally. ☐
40.	How effectively does the school engage parents and families of economically disadvantaged students in the learning process?	The school does not engage with parents or families of economically disadvantaged students. ☐	Some efforts are made to engage these families, but they are not consistent or robust. ☐	The school actively involves the parents and families of economically disadvantaged students, providing resources and support to enhance their children's learning experience. ☐
41.	Are parents from Socio-Economically Disadvantaged Groups (SEDGs) represented in the School Management Committee (SMC)?	No, SEDG parents are not represented in the SMC ☐	Sometimes, SEDG parents are represented but inconsistently ☐	Yes, SEDG parents are actively represented in the SMC ☐
42.	Does the school address barriers that prevent SEDG parents from participating in the SMC?	No, barriers are not addressed ☐	Sometimes, barriers are addressed but not comprehensively ☐	Yes, barriers are actively identified and addressed ☐
43.	Does the school provide language or translation support for SEDG parents in SMC meetings?	No, language support is not provided ☐	Sometimes, language support is provided but inconsistently ☐	Yes, language support is regularly provided in meetings ☐

Sub-Domain: Identification of at-risk Students, Programmes for Dropout Prevention, and Reintegration

		Abhilasha	Pragati	Jagriti
44.	How effectively does the school identify students at risk of dropping out based on academic, social, and personal factors?	The school does not have a system to identify at-risk students. ☐	Basic measures are in place to identify at-risk students, but the approach lacks consistency. ☐	A systematic, data-driven process is used to identify at-risk students, considering academic, social, and personal factors. ☐
45.	How well does the school provide personalized support plans for at-risk students to prevent dropouts?	The school does not provide personalized support plans for at-risk students. ☐	Some personalized support is offered, but it is inconsistent or limited in scope. ☐	Comprehensive, individualized support plans are in place for at-risk students, addressing their academic, emotional, and social needs. ☐
46.	How effectively does the school involve parents and guardians in addressing the needs of at-risk students?	Parents and guardians are not involved in addressing the needs of at-risk students. ☐	Parents and guardians are occasionally involved, but the approach lacks depth or regularity. ☐	Parents and guardians are actively engaged as partners in supporting at-risk students, through regular meetings and collaborative action plans. ☐
47.	How well does the school implement programs and initiatives to prevent dropouts and retain students?	The school does not have programs or initiatives to prevent dropouts. ☐	Basic dropout prevention programs exist, but they are not consistently implemented. ☐	The school has robust, evidence-based programs to prevent dropouts, focusing on retention and student engagement. ☐
48.	How effectively does the school collaborate with community organizations and government programs to support at-risk students?	The school does not collaborate with community organizations or government programs. ☐	Some collaboration exists, but it is limited or inconsistent. ☐	The school actively collaborates with community organizations and government programs to provide holistic support for at-risk students. ☐
49.	How effectively does the school implement reintegration programs for students who have dropped out?	The school does not implement reintegration programs for dropouts. ☐	Basic reintegration programs are available, but their impact is limited. ☐	Comprehensive reintegration programs actively bring dropouts back to school, supporting their academic and personal growth. ☐
50.	How well does the school monitor and track the progress of at-risk students and dropouts who have been reintegrated?	The school does not monitor or track the progress of at-risk or reintegrated students. ☐	Some monitoring occurs, but it is irregular or incomplete. ☐	The school systematically monitors and tracks the progress of at-risk and reintegrated students, ensuring their sustained success. ☐

		Abhilasha	Pragati	Jagriti
51.	How well does the school create a safe and supportive environment to reduce the risk of student dropouts?	The school does not prioritize creating a supportive environment to reduce dropouts. ☐	Some efforts are made to create a supportive environment, but they are inconsistent. ☐	The school fosters a safe, inclusive, and supportive environment that actively reduces the risk of student dropouts. ☐
52.	Are training being undertaken to sensitise stakeholders towards underrepresented students?	Training has not yet been initiated ☐	Training had been initiated but only limited groups are currently included ☐	Regular training sessions for all key stakeholders ☐

Sub-Domain: Strengthening School-Community Relationships

		Abhilasha	Pragati	Jagriti
53.	How effectively does the school engage with the local community to enhance educational outcomes?	The school has minimal engagement with the community. ☐	There is occasional engagement with the community, but it lacks depth and regularity. ☐	The school has strong, ongoing partnerships with the community that actively contribute to the learning environment. ☐
54.	Does the school engage local professionals and organizations to provide mentorship and support for students?	There is no engagement with local professionals or organizations to mentor or support students. ☐	Some mentorship opportunities exist, but they are limited in scope and participation. ☐	The school regularly engages local professionals and organizations to provide mentorship and support, fostering real-world learning and career guidance for students. ☐
55.	How well does the school collaborate with community stakeholders to address challenges faced by students?	Collaboration with community stakeholders to address student challenges is minimal or nonexistent. ☐	Some collaboration exists, but it is not comprehensive or strategic. ☐	The school works closely with community stakeholders to address academic, emotional, and social challenges faced by students, creating a supportive learning environment. ☐
56.	How effectively does the school utilize local community resources to enhance the overall educational experience?	The school does not utilize local community resources to support educational goals. ☐	Some community resources are used, but opportunities are limited. ☐	The school actively utilizes local community resources, such as libraries, museums, and cultural organizations, to enrich the educational experience for students. ☐

Sub-Domain: Talent Identification and Nurturance

		Abhilasha	Pragati	Jagriti
57.	How effectively does the school identify students with exceptional talents in academic, creative, or extracurricular domains?	The school lacks a formal process to identify talented students. ☐	Some talented students are identified, but the process is informal or inconsistent. ☐	A structured, data-driven process is in place to identify talented students across academic, creative, and extracurricular domains. ☐
58.	How well does the school provide opportunities for students to develop their identified talents through specialized programs?	Opportunities to develop identified talents are not provided. ☐	Some opportunities exist, but they are limited or irregular. ☐	Comprehensive, specialized programs are offered to nurture students' talents in academics, arts, or athletics. ☐
59.	How effectively does the school collaborate with external experts and organizations to enhance talent development?	No collaborations with external experts or organizations are established. ☐	Some collaborations exist, but they are limited in scope or impact. ☐	The school actively collaborates with external experts and organizations to provide mentorship, workshops, and advanced learning opportunities for talented students. ☐
60.	How well does the school provide emotional and social support to talented students to help them balance their pursuits and well-being?	Emotional and social support for talented students is not provided. ☐	Some support exists, but it is irregular or insufficient. ☐	Comprehensive emotional and social support is provided to help talented students balance their pursuits and maintain well-being. ☐
61.	How effectively does the school provide platforms for showcasing students' talents (e.g., exhibitions, performances, competitions)?	Platforms for showcasing talents are not available or organized. ☐	Some platforms are provided, but opportunities are limited. ☐	Regular and diverse platforms are provided to showcase students' talents, including exhibitions, performances, and competitions. ☐
62.	How well does the school monitor and track the progress of students in talent development programs?	Progress in talent development programs is not monitored or tracked. ☐	Some monitoring occurs, but it is inconsistent or lacks structure. ☐	A systematic process is in place to monitor and track the progress of students in talent development programs, ensuring consistent growth. ☐

		Abhilasha	Pragati	Jagriti
63.	How effectively does the school involve parents in supporting and nurturing their child's talents?	Parents are not involved in supporting their child's talents. ☐	Some involvement exists, but it is irregular or informal. ☐	Parents are actively involved as partners in nurturing their child's talents, through workshops, regular updates, and collaborative planning. ☐
64.	How well does the school provide financial support or scholarships to students excelling in specific talent areas?	Financial support or scholarships for talented students are not provided. ☐	Some financial support is available, but it is limited to a few students or areas. ☐	Comprehensive financial support or scholarships are provided to students excelling in specific talent areas, ensuring equal opportunities. ☐

*Note: The questions can be customised to cater to the diversity.

Where needed, the framework can be adjusted to include areas such as Special Education Zones—specific geographic areas identified for focused support and targeted educational efforts. It can also cover initiatives linked to the Gender Inclusion Fund, which works toward providing fair and quality education for girls and transgender students. The framework may also include support services like speech therapy, occupational therapy, or other specialised resources that promote inclusion. Questions related to a spectrum of sexual orientations and gender identities may also be added according to the requirement

 Provisions may be added based on regional needs and priorities.

KEY EVIDENCES SUPPORTING SQAAF RATING

Schools are encouraged to share detailed evidence to support their SQAAF ratings. Providing clear and thorough documentation helps highlight strengths, identify areas for growth, and improve the overall quality of education. A well-supported assessment builds trust, ensures accuracy, and helps schools create a better learning environment for students and teachers.

Suggested list of evidences

The following suggested documents can help substantiate their assessment and ensure a well-rounded assessment:

1. Annual Professional Development Plan for teachers
2. Parental Involvement Calendar
3. Environmental Management Policy
4. School Improvement Plan
5. Conflict Resolution Policy
6. Staff Recruitment & Training Records
7. Budget & Financial Reports
8. Annual Reports & Audit Records
9. Student Enrolment & Demographic Reports
10. Special Education & Support Services Records
11. Infrastructure Accessibility Audit
12. Parent & Community Engagement Reports
13. Orientation Programmes on NCF/NEP
14. Collaborations with Local Experts & Communities
15. Student Learning Outcomes Reports
16. Lesson Plans & Teaching Materials
17. Infrastructure Audit Reports
18. Green & Sustainable Campus Initiatives
19. Safety & Accessibility Compliance Records
20. Library & Resource Center Inventory
21. Flexible Learning Spaces Documentation

(*Note: This list is intended as a general reference and is not exhaustive. Schools are encouraged to submit comprehensive documentation to substantiate their claims and provide a well-rounded assessment.)

POST SQAAF OUTCOMES ASSESSMENT AND STRATEGIC ENHANCEMENT

The schools should employ an evaluative framework for continuous outcome analysis and strategic development. This comprehensive system rigorously measures student performance, identifies potential growth areas, and systematically implements targeted enhancements to promote long-term, sustainable academic excellence.

		Prarambh	Agragati	Samridhi
1.	Does the school have an internal audit process that regularly checks if it meets established standards?	The school lacks an internal audit process for standard compliance. ☐	The school audits on occasion, but the process is inconsistent. ☐	The school has a robust internal audit process regularly ensuring compliance. ☐
2.	Does the school combine performance reviews with benchmarking processes to continuously enhance its educational and administrative practices?	The school does not merge performance reviews with benchmarking. ☐	The school occasionally combines them, but the process lacks consistency. ☐	The school consistently integrates performance reviews with benchmarking to drive improvements. ☐
3.	Does the school regularly compare its performance with established benchmarks or peer institutions to gauge effectiveness?	The school does not compare its performance against established benchmarks or peer institutions. ☐	The school occasionally makes such comparisons, but the process is not systematic. ☐	The school regularly benchmarks its performance against established standards and peer institutions to gauge its effectiveness. ☐
4.	Is there a system in place that uses benchmarking data to drive innovative practices and strategic improvements?	There is no system that uses benchmarking data for improvements. ☐	The school sometimes uses benchmarking data, but not consistently. ☐	The school has a system that regularly uses benchmarking data for innovation and improvements. ☐
5.	Dose school effectively use the insights from SQAAF assessments to	School acknowledges SQAAF insights but struggle to apply	School acts on SQAAF findings, but	School systematically integrates SQAAF insights into strategic

		Prarambh	Agragati	Samridhi
	drive long-term strategic improvement?	them effectively for long-term improvement. ☐	implementation is inconsistent or partial. ☐	planning for sustained growth. ☐
6.	Dose school foster a culture of data-driven decision-making to enhance its growth and quality improvement?	School collects data but struggles to integrate it into meaningful decision-making processes. ☐	School uses data selectively, but decisions often rely on traditional methods. ☐	School prioritizes data analysis, using insights to refine policies and drive improvement. ☐
7.	Is there a mechanism in place to structure teacher professional development to address the findings of SQAAF assessments?	School lacks a formal mechanism to integrate SQAAF-driven improvements into teacher development. ☐	School offers training, but it's not consistently linked to SQAAF findings. ☐	School has a structured framework to align teacher training with SQAAF assessment insights. ☐
8.	Is there a School Growth Framework, customized to reflect the school's unique goals?	The school lacks a structured framework adapted to its unique development needs. ☐	Some aspects align with school goals, but customization is limited or inconsistent. ☐	The framework is tailored to the school's vision, guiding sustained and strategic growth. ☐
9.	Do students and parents have opportunities to contribute to post-SQAAF interventions?	School manages interventions internally with minimal student or parent participation. ☐	Limited engagement exists, with occasional surveys or meetings for input. ☐	School actively involves students and parents in feedback, decision-making, and improvement plans. ☐
10.	Are decisions regarding school growth and development primarily data-driven?	Growth plans are based on intuition or external mandates rather than concrete data insights. ☐	Data is considered, but subjective opinions and traditional approaches still influence decisions. ☐	School relies on structured data analysis to shape policies, funding, and academic strategies. ☐
11.	Are interdisciplinary learning opportunities expanded after SQAAF reviews?	Subject combinations remain rigid despite SQAAF feedback. ☐	Some flexibility exists, but students are mostly confined to fixed subjects. ☐	Students can explore subjects beyond strict streams for a more holistic education. ☐
12.	Has SQAAF data helped improve inquiry-based and discussion-led learning post-intervention?	Learning remains passive, primarily focused on memorization despite SQAAF recommendations. ☐	Some teachers encourage discussions, but lecture-based teaching still prevails. ☐	Classrooms emphasize critical thinking, student-led discussions, and research projects. ☐

The process of school quality assessment under SQAAF does not conclude with self-rating on the three parameters—**Abhilasha**, **Pragati**, and **Jagriti**. These serve primarily as a **diagnostic tool**. The **core objective** is to initiate and sustain **quality enhancement** in all aspects of school functioning. Schools must evaluate whether they have established **post-diagnostic mechanisms**, such as:

- Internal quality audits

- A structured school growth or improvement framework

- Internal or external benchmarking systems

If such mechanisms exist, schools should assess whether they are being **actively implemented and monitored**. Schools that lack these provisions are encouraged to **seek guidance and support** from relevant regulatory or academic bodies (e.g., SSSA, SCERT, Boards).

ADDITIONAL POST-SQAAF INTERVENTION POINTS
Abhilasha Level

1. Strategic Planning & Monitoring
- Develop a School Quality Improvement Plan (SQIP) with clear timelines and responsibilities.
- Set up a monitoring dashboard to track progress on key indicators monthly or quarterly.

2. Capacity Building
- Organize modular training programs for teachers on NEP-aligned pedagogy and inclusive education.
- Facilitate exposure visits to progressive schools for peer learning.

3. Academic Enrichment
- Introduce subject-specific enrichment sessions or remedial classes based on assessment data.
- Implement competency-based lesson planning and classroom observation cycles.

4. Data-Driven Decision Making
- Use student performance data to identify learning gaps and inform teaching strategies.
- Conduct periodic internal reviews using simplified rubrics aligned with SQAAF domains.

5. Stakeholder Engagement
- Establish a School Quality Circle involving parents, teachers, and community members.
- Conduct feedback surveys from students and parents to inform school improvement actions.

6. Documentation & Reporting
- Maintain a School Quality Portfolio with evidence of practices, progress, and reflections.
- Prepare annual self-review reports to be shared with the SSSA or Board.

Pragati Level

1. **Curriculum, Pedagogy & Assessment**

   - Integrate competency-based learning across subjects.

   - Implement cross-disciplinary projects and real-world problem-solving tasks.

   - Use data analytics to personalize learning and track student growth.

   - Introduce peer and self-assessment practices for students.

2. **Infrastructure**

   - Upgrade to smart classrooms with interactive tools.

   - Establish subject-specific labs (e.g., math, language, robotics).

   - Ensure inclusive infrastructure audits are conducted annually.

3. **Administration**

   - Initiate teacher-led action research and innovation labs.

   - Implement performance appraisal systems linked to professional development.

   - Encourage distributed leadership through teacher leadership roles.

4. **Student Support & Inclusion**

   - Launch mentorship programs for academic and emotional support.

   - Develop Individual Learning Plans (ILPs) for diverse learners.

   - Conduct student voice surveys to inform school decisions.

5. **Governance & Management**

   - Use digital school management systems for real-time monitoring.

   - Conduct internal quality audits biannually.

   - Align school goals with SDGs and NEP 2020 outcomes.

6. **Community & Stakeholder Engagement**

   - Host community learning festivals and exhibitions.

   - Establish alumni networks for mentorship and support.

   - Collaborate with local institutions for internships and exposure visits

Jagriti Level

1. **Curriculum, Pedagogy & Assessment**

   - Design and pilot school-based curriculum innovations.
   - Integrate AI, coding, and design thinking into the curriculum.
   - Align with Global Proficiency Framework.

2. **Infrastructure & Resources**

   - Establish innovation hubs or maker spaces.
   - Implement green campus initiatives (solar energy, waste management).
   - Use assistive technologies for universal access.

3. **Human Resources & Leadership**

   - Become a teacher training hub for nearby schools.
   - Facilitate global teacher exchanges or virtual collaborations.
   - Institutionalize succession planning and leadership pipelines.

4. **Student Support & Inclusion**

   - Offer career counselling and university readiness programs.
   - Implement student-led governance bodies.
   - Use predictive analytics to support at-risk students.

5. **Governance & Management**

   - Publish an annual school quality report with stakeholder feedback.
   - Mentor cluster schools through structured outreach programs.

6. **Community & Global Engagement**

   - Partner with international schools for collaborative projects.
   - Launch social innovation programs led by students.
   - Establish parent academies for lifelong learning.

CONCLUSION

The School Quality Assessment and Assurance Framework (SQAAF) represents a transformative approach to evaluating and enhancing the quality of education in schools. By providing a comprehensive, structured, and transparent framework, SQAAF enables schools to systematically assess their strengths and identify areas for improvement across five critical domains- Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness. The inclusion of well-defined benchmarks, performance levels, and actionable feedback ensures that the framework is not just an evaluation tool but a roadmap for continuous development.

By integrating evidence-based assessment practices, data-driven decision-making, and continuous feedback loops, SQAAF equips schools to transition from traditional, rigid systems to dynamic, learner-centric environments. The framework prioritizes holistic student development, ensuring that learning outcomes extend beyond academics to include skills for life, character building, and emotional well-being.

A key advancement in ensuring the effective implementation of SQAAF is the role of the State School Standard Setting Authority (SSSA). SSSA provides the regulatory backbone needed to ensure consistent quality across schools while promoting transparency and accountability. With clearly defined standards, accreditation mechanisms, and public disclosure of performance outcomes, SSSA fosters a culture of trust and shared responsibility among stakeholders—schools, teachers, parents, and the broader community.

The collaboration between SSSA, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), and other regulatory bodies strengthens the link between policy and practice. This synergy ensures that schools not only meet the minimum benchmarks but also strive for excellence by aligning with the National Education Policy (NEP) 2020 and the National Curriculum Framework. Furthermore, it empowers schools to implement innovative solutions, adapt to emerging trends in global education, and prepare learners for an increasingly interconnected and technology-driven world.

The SQAAF's scoring system, with its three-tiered performance levels (Abhilasha, Pragati, and Jagriti), ensures that schools receive fair and constructive evaluations. This approach not only identifies the current performance levels but also motivates schools to aspire for higher standards of excellence. Furthermore, the framework's focus on stakeholder engagement, technology integration, and sustainability reflects its forward-thinking and adaptive nature.

As schools progress through their SQAAF journey, the framework empowers them to build a culture of accountability, collaboration, and innovation. By adopting and internalizing the principles of SQAAF, schools can ensure that their students are not only prepared for academic success but also equipped with the skills, values, and resilience needed to thrive in an ever-changing world.

To ensure continuous progress, schools can establish robust monitoring mechanisms. Regular internal reviews, data-driven analysis, and reflective practices enable schools to track their progress over time.

Performance in each domain can be measured against the SQAAF scoring system, helping schools identify gaps, implement corrective actions, and move progressively from Abhilasha to Pragati and ultimately to Jagriti. Through self-assessment and stakeholder feedback, schools can ensure that improvements are not only systematic but also reflective of the needs and aspirations of their students and communities.

As we move forward, the successful implementation of SQAAF, backed by the SSSA, PARAKH, and state-level education authorities, will pave the way for a resilient, inclusive, and forward-looking education system. This collective effort will ensure that every learner receives an education that is equitable, inclusive, future-ready, and transformative—a true realization of the aspirations of NEP 2020 and a vision for a prosperous, knowledge-driven India.