

Accreditation Standard for Quality School Governance

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School
Governance

Education and
Support Process

Performance Measurement
and Improvement



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Background

Quality Council of India (QCI) was established through a Cabinet decision of February 1996 as an autonomous body under the Department for Promotion of Industry and Internal Trade (DPIIT), Ministry of Commerce and Industry, Government of India. Its purpose is to provide accreditation services and to promote the quality movement across various industry sectors in India.

The Council was established to provide a national accreditation framework in the country as per the international standards and to achieve global recognition for its accreditation schemes, to promote the quality of goods & services, to create a mechanism for third-party assessment/quality monitoring of products, services and processes, and to undertake capacity building initiatives through awareness, training, and sensitization programmes.

By aligning itself with the global quality ecosystem, QCI plays a crucial role in enhancing the quality of life for Indian citizens, ensuring that quality governance extends across sectors, including education.

National Accreditation Board for Education and Training (NABET) is one of the constituent boards of QCI, responsible for overseeing assessment, accreditation, evaluation, and quality interventions in the education domain. It works in collaboration with state governments, municipal councils, education commissions, and other stakeholders to implement structured quality assurance frameworks.

The significance of accreditation in school education was first emphasised in the second National Quality Conclave (NQC) in 2007, where Dr A.P.J. Abdul Kalam, the then-President of India, advocated for a structured accreditation and monitoring framework for schools. He emphasised that India's quality movement would be

incomplete unless quality improvements began at the school level.

In response to Dr A.P.J. Abdul Kalam's vision, NABET launched the "Assessment & Accreditation Standard for Quality School Governance" (ASQG) in 2007, enabling schools to:

- Adopt a structured quality assurance framework through self-assessment and third-party accreditation.
- Align all components of school education with research-backed standards to ensure holistic and evidence-based learning outcomes.
- Strengthen accountability and transparency mechanisms in school operations to support the holistic development of students and drive effective educational outcomes.

NABET has been actively engaged in ensuring quality school education for over a decade, making it a trusted authority for school accreditation in India.

Need

Over time, it has become increasingly evident that well-defined **assessment and accreditation standards** play a pivotal role in achieving meaningful and measurable improvements in educational outcomes. Schools that align their practices with such standards are better positioned to deliver high-quality, inclusive, and learner-centric education.

Recognizing this, the **National Education Policy (NEP) 2020** highlights the critical importance of a **School Assessment and Accreditation Framework** as a foundational tool for guiding schools toward quality enhancement. The policy envisions this framework as a means to promote a culture of excellence, transparency, and continuous improvement across the education system.



The objective of these standards is to enable schools to systematically align their **core functions** and **supporting processes** with **national goals** and **international best practices**, thereby fostering holistic student development and institutional effectiveness.

In alignment with this vision, the **National Accreditation Board for Education and Training (NABET)**, under the **Quality Council of India (QCI)**, took a pioneering step by formulating the "Accreditation Standards for Quality School Governance" in 2007—marking India's first comprehensive national framework for school accreditation.

These standards provide schools with a structured pathway for self-reflection and strategic improvement, encompassing all critical dimensions of school functioning, including:

- **School context, governance, and leadership**
- **Human resource management and continuous professional development**
- **Admission processes and inclusive access**
- **Curriculum planning and implementation**
- **Teaching–learning methodologies and learner engagement**
- **Continuous and comprehensive student assessment**
- **Guidance, counselling, and remedial instruction**
- **Personalized learning pathways**
- **Financial planning and resource management**

• **Emergency preparedness, health, and safety protocols**

By adopting these comprehensive standards, schools are empowered to build systems that are not only accountable and transparent, but also resilient, future-ready, and grounded in self-assessment, continuous improvement, and evidence-based governance—thereby enhancing the overall quality and effectiveness of school education in India.

Alignment with Advancements and Developments in School Education

To ensure the **relevance, usability, and impact** of Assessment and Accreditation Standards, it is essential that they evolve in alignment with ongoing **advancements, innovations, and policy developments** in the field of school education.

Recognizing this imperative, **NABET** has consistently updated its "Accreditation Standards for Quality School Governance", first introduced in 2007. These revisions ensure that the standards remain dynamic, future-focused, and responsive to emerging educational needs and policy directions.

The **2025 version** of the standards has been comprehensively recalibrated to incorporate the key recommendations of the **National Education Policy (NEP) 2020** and is aligned with the **National Curriculum Framework (NCF)**. Several components have been redesigned to streamline the framework and better support schools in delivering **competency-based, inclusive, and future-ready education**.

This updated framework equips schools to:

- **Understand and reflect on school context**, including socio-economic and geographic catchment areas, enabling the contextualization of curriculum in alignment with learners' backgrounds and needs.



- Implement a **competency-based Teaching-Learning Process (TLP)** across all stages—foundation to secondary—in accordance with learning outcomes defined by national academic bodies such as **NCERT** and **SCERT**.
- Adopt **Continuous and Comprehensive Evaluation (CCE)** systems that inform the development of the **Holistic Progress Card (HPC)**, providing a well-rounded picture of each learner's growth, aptitude, and learning profile.
- Integrate 21st-century skills**—such as critical thinking, creativity, collaboration, and digital literacy—into curricular and co-curricular areas to prepare students for a rapidly evolving global society.
- Utilize **ICT-based interventions** to personalize learning and address diverse learning needs through technology-enabled platforms and tools.
- Ensure **inclusive education practices** that support Students With Special Needs (SWSN) and marginalized groups, promoting equity and access for all.
- Strengthen **school preparedness for physical and psychological safety**, fostering a safe and nurturing environment for all learners.

By embedding these elements, the revised standards ensure that schools not only align with national priorities but are well-equipped to address the challenges and opportunities of 21st-century education."

This alignment reinforces the goal of building educational institutions that are **responsive, resilient, and rooted in quality governance**.

Scope of Standards

NABET has developed the "Accreditation Standards for Quality School Governance" to serve as a comprehensive quality assurance framework for schools across India.

These standards are applicable to a wide range of school types and educational stages, including:

- K–12 Schools** offering education from the **Foundational Stage** to the **Secondary Stage**
- Schools providing education from the **Middle Stage** onwards
- Schools focusing on the **Foundational and Preparatory Stages** of school education

The framework addresses all critical dimensions of school functioning—covering **input, process, and outcome indicators**—and is designed to be **universally applicable**, regardless of a school's **affiliating board** (CBSE, ICSE, State Boards, etc.).

By encompassing all stages of formal schooling and emphasizing core principles of **quality, equity, and governance**, these standards provide a **uniform benchmark** for evaluating and enhancing the effectiveness of school education across diverse institutional contexts.

About the Assessment & Accreditation Protocol for K-12 schools

The Assessment & Accreditation Protocol for Schools provides a structured and comprehensive framework designed to elevate the quality of school education across all stages. It ensures the delivery of an enriched, inclusive, and competency-based curriculum that addresses the diverse learning needs of students, regardless of their backgrounds or abilities.



This protocol emphasizes:

- A diverse repertoire of teaching strategies to accommodate varied learning styles and multiple intelligences.
- Quality learning experiences aligned with grade-specific competencies, 21st-century skills, and emerging learning skills.
- A smooth academic progression that prepares learners for the next stages of education, including higher education and lifelong learning.

By adopting this protocol, schools are guided to structure, regulate, and sustain both educational and administrative processes that promote the holistic development of learners.

Schools implementing this protocol can:

- Establish structured governance and quality assurance systems, promoting transparency and accountability.
- Create a safe, nurturing, and developmentally responsive learning environment, supporting the well-being of every child.
- Ensure seamless transitions across the different stages of school education—from home to foundational, foundational to preparatory, preparatory to middle, and middle to secondary stage—in line with NEP 2020's learning continuum.
- Promote a culture of continuous improvement through systematic self-assessment and third-party evaluation.

This Assessment & Accreditation Framework represents an evolving, systemic, and sustainable approach to quality enhancement. It strengthens school management practices to effectively

address the developmental needs of learners, while also fulfilling the expectations of parents, educators, policymakers, and regulatory authorities.

Process-Based Approach to Management in Schools

The protocol adopts a process-based management model that enables schools to build cohesive, sustainable systems dedicated to the all-round development of learners.

Understanding the Process Approach

The process-based approach broadens the strategic thinking of policymakers and school leadership teams by promoting a systems perspective toward school operations and learner outcomes. This approach enables institutions to:

- Identify and manage interconnected processes that contribute to the overall effectiveness and coherence of school functioning.
- Recognize interdependencies across academic, administrative, and developmental domains, ensuring seamless transitions and efficient service delivery.
- Standardize key operations—including curricular and co-curricular planning, child safety protocols, and administrative functions—to enhance consistency, quality, and efficiency.
- Implement continuous improvement mechanisms that allow schools to refine and optimize processes based on stakeholder feedback, performance data, and evolving educational best practices.

By adopting this structured, process-driven model, schools can ensure that every operational component is strategically aligned with learner development goals, national educational priorities,



and the expectations of key stakeholders—students, parents, educators, and regulators.

Process Interconnections & Quality Assurance

In a school ecosystem, every function—whether curriculum design, teaching-learning processes, assessment tools and techniques, physical education, child safety, guidance and counselling, arts and vocational education, competency-based education, or community and parental engagement—is interconnected and interdependent. A disruption or inefficiency in any single area can significantly impact the overall quality of education, learner well-being, and school effectiveness.

To uphold the integrity of this system, schools aligned with the Assessment & Accreditation Protocol must:

- Establish standardized procedures across all core and support functions to ensure consistency, efficiency, and seamless operations.
- Monitor and evaluate each domain using structured feedback mechanisms, performance metrics, and data-driven assessments.
- Pursue continuous improvement by regularly refining teaching strategies, learning environments, and governance models based on insights from evaluation and evolving best practices.
- Ensure full compliance with established quality assurance benchmarks, thereby supporting better developmental outcomes for all learners.

By embedding these elements into their school management systems, institutions are empowered to deliver high-quality, equitable, and learner-

centric education within a safe, inclusive, and nurturing environment.

Anatomy of the Assessment & Accreditation Standard

The Assessment & Accreditation Framework consists of two key components:

Standards

A Standard is a comprehensive quality statement that describes the conditions necessary for organizational effectiveness. The standards ensure that schools meet the developmental needs of young children while effectively addressing stakeholders' expectations.

The standards focus on embedding processes and practices that are:

- Visionary
- Child-Centric
- Engaging Stakeholders (Parents, Caregivers, Teachers, Community Members, etc.)

Parameters

Each Standard is supported by Parameters, which serve as:

- Operational definitions of best practices.
- Descriptions of exemplary processes for achieving high-quality outcomes.
- A comprehensive picture of each Standard's implementation.

Model of Assessment & Accreditation Framework

The Assessment & Accreditation Framework is structured on the CIPP Model (Context, Input, Process, and Product), a well-established framework for quality evaluation and continuous



improvement. This model ensures that every aspect of schools' operation is assessed comprehensively, leading to structured

governance, high-quality education, and improved learning outcomes.

Parameters

CIPP Component	Description
Context	Provides the foundation for policy and governance decisions in schools. It includes: - Nature & Type of Governing Body - Understanding children's developmental & educational needs - Statutory & regulatory compliance - Stakeholders' expectations (parents, children, governing bodies, etc.)
Input	Determines the resources required to establish a high-quality learning environment, including: - A safe and stimulating learning environment - Qualified educators and support staff & their training - Appropriate curriculum frameworks and pedagogy - Learning material & equipment
Process	Deals with the teaching-learning process and overall educational experience, including: - Interactive & play-based teaching methods - Student engagement strategies - Behavioural & developmental assessment techniques - Feedback & evaluation mechanisms
Product (Output)	Measures the outcomes & effectiveness of schools' operations, such as: - Cognitive, affective and psychomotor development of children 21st century skills, life skills and emerging learning skills etc. - Parental & stakeholder satisfaction - Overall institutional growth & improvement

Linking CIPP Model to Accreditation Standards

The CIPP Model aligns with the three key domains of the Accreditation Standards:

Accreditation Domains	CIPP Model Component
School Governance	Context & Input
Education & Support Processes	Process
Performance Measurement & Improvement	Product (Output)



Assessment & Accreditation Standards: A Performance-Based Model

The Assessment & Accreditation Framework for schools is based on the research-driven experience of NABET in accrediting schools at the elementary, secondary, and higher secondary levels. Over the years, NABET has observed that assessment and accreditation drive schools toward a systemic, systematic, and process-based management system, ultimately enhancing organizational effectiveness.

This protocol incorporates both internal and external review mechanisms. The Assessment & Accreditation Standards require school to conduct continuous internal reviews while also hosting periodic external reviews to ensure accountability, transparency, and ongoing improvement.

Internal Review: A Tool for Continuous Improvement

Internal review serves as a diagnostic tool for schools to identify areas for improvement and engage in a culture of continuous self-evaluation and self-reflection. By analyzing their processes, school can proactively address gaps and enhance their overall quality of education and care.

As part of the internal review, schools are required to:

- Collect and analyze data to enable evidence-based decision-making
- Assess their level of performance against established standards and indicators
- Identify gaps and areas requiring intervention to drive quality improvement

Diagnostic Tools for Internal Review

To conduct a structured self-review, schools should employ the following diagnostic tools:

- Review of each process by designated process owners
- Collation of findings after reviewing all processes
- Stakeholder feedback collection from parents, caregivers, and teachers
- Development of an Improvement Plan outlining corrective measures

Role of Evidence in Self-Assessment

Evidence is a crucial element of the self-assessment process. It helps school stakeholders:

- Engage in discussions on institutional effectiveness.
- Validate whether the School is adhering to the required Standards, Indicators, and Criteria.
- Ensure transparency and accountability by documenting progress and improvements.

By systematically implementing internal reviews, schools can develop a strong foundation for data-driven decision-making and ensure continuous enhancement of learning outcomes.

External Review: A Constructive Assessment

In addition to internal self-assessment, schools must undergo external reviews to receive objective feedback and validation of their improvement efforts. External reviews are conducted by an assessment Team, ensuring a structured, impartial, and developmental evaluation of the school's adherence to accreditation standards.

The external review process involves:

- Observing the processes and practices within the school
- Providing focused feedback on strengths and areas requiring improvement



- Evaluating and validating the progress made based on internal review findings
- Reviewing documented evidence for compliance with accreditation standards
- Engaging with stakeholders (teachers, parents, and staff) to assess overall effectiveness.

The Assessment Team's evaluation serves as a constructive exercise, ensuring that schools not only meet accreditation requirements but also progress toward higher levels of quality assurance.

By combining internal and external assessments, this performance-based model ensures that schools evolve into institutions of excellence, fostering the holistic growth and development of children.

Structure of Assessment & Accreditation Standards for Quality Governance

The Assessment & Accreditation Standards encompass a comprehensive set of quality benchmarks that ensure the appropriate care, education, learning, growth, and development of children. These standards provide a structured framework for evaluating and improving the overall effectiveness of schools, ensuring that they deliver high-quality education in a safe and nurturing environment.

The Assessment & Accreditation Framework is structured into three key domains, each focusing on critical aspects of governance, education, and continuous improvement:

1. **School Governance** – Concentrates on leadership, administration, infrastructure, and adherence to regulatory requirements.
2. **Education and Support Processes** – Encompasses curriculum design, teaching

learning methodologies, student assessment, guidance and counselling services, instructional resources, and health and safety measures.

3. **Performance Measurement and Improvement** - Emphasizes continuous monitoring, evaluation, and enhancement of educational outcomes and institutional effectiveness.

These domains are designed to cover every aspect of school education, ensuring a comprehensive evaluation of inputs, processes, and outcomes.

Key Domain-wise Assessment & Accreditation Standards

Each key domain consists of core standards and their related parameters. A standard is a quality statement that defines the essential conditions for the effective operation of schools. These standards play a crucial role in ensuring organizational effectiveness and fostering an enabling, nurturing, and developmentally appropriate environment for children to reach their full potential across all areas of development.

To provide a clear operational definition for each standard, a set of related parameters is specified





under each one. These parameters collectively offer a comprehensive picture of the standard by outlining exemplary practices and processes that should be implemented in schools.

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and developmentally appropriate environment for children to reach their full potential across all areas of development.

To provide a clear operational definition for each standard, a set of related parameters is specified under each one. These parameters collectively offer a comprehensive picture of the standard by outlining exemplary practices and processes that should be implemented in schools.

Key Domain	Core Standard
School Governance	- Context of the School - Governance, Leadership and Administration - Mission & Quality Objectives - Documentation - Financial Resources and Records - Physical Infrastructure & Support Facilities -- Self Certification for Adequacy & Safety
Education and Support Process	- Human Resource - Curriculum Planning, Enrichment and Implementation - Teaching Learning Process - Assessment & Evaluation - Documented Policy & Procedure for Admission in Compliance with Regulatory Requirements - Student Support Services - Physical & Physiological Safety
Performance Measurement and Improvement	Quality Assurance and Continuous Improvement

Standard-1: Context of the School

Operational Definition: As per the requirements of this standard, the school is required to reflect on the context in which it is located. This reflection will provide essential inputs for effective school education planning. The context of the school will tentatively encompass

the following set of factors, which may vary from school to school due to inherent diversity:

- Demographic & Background Factors related to Children
- Needs and Expectations of Interested Parties (Parents, Community Members, Staff, Vendors, etc.)



- Safety Issues arising from the school's location
- Technological & Developmental Limitations specific to the location (if any)
- Availability of Trained Human Resources
- Statutory and Regulatory Requirements of the concerned Affiliating Body and State Government
- Environmental and Infrastructural factors impacting education delivery

Parameter-1: Reflection on Context for Curriculum Planning & Implementation

Operational Definition: As per this parameter, the school is required to identify all contextual inputs essential for the contextualization of the curriculum. While the curriculum is prescribed by the concerned Affiliating Body, its planning and implementation must include relevant measures to

adequately address the educational needs of children, thereby leading to enhanced and effective educational outcomes.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	• Plan how demographic and background factors related to children will be collected. • Design a template to cover all essential demographic and background factors. • Include factors such as home language and linguistic background, parents' educational status, Socio-Economic Status (SES) of parents, and facilities available at home for a stimulating learning environment. • Determine the specific factors to be included in the template.	• A template designed by the school to capture demographic and background information.
Step-2 (Doing)	• Get the designed template filled out by parents during admission. • Analyze the collected information. • Identify key inputs or areas for contextualization. • Develop an action plan for contextualization. • Implement the action plan. • Define timelines and responsibilities for implementation. • Define criteria for evaluating the effectiveness of the action plan.	• Collection of data. • Analysis based on collected information. • Categorization of students based on factors covered in the template. • Development of an action plan.



Steps	Requirements for the School	Output
Step-3 (Checking & Reviewing)	Review the effectiveness of action plans and measures taken.	Observations based on the review, such as data indicating how learning progress has improved or is improving.
Step-4 (Acting for Continual Improvement)	- Based on the checking & reviewing step, implement necessary improvement measures if required. - Document improvements made for future planning cycles.	Corrective actions taken if needed.

Parameter-2: Identification of Interested Parties and Their Needs & Expectations Regarding the Effectiveness of the Education Management System

Operational Definition: As per the requirements of this parameter, the school is required to develop a mechanism to identify the needs and expectations of interested parties. It has been observed that certain groups of people have direct or indirect interests in the type of educational services provided by the school.

Therefore, the school must identify key groups of interested parties who have vested interests and whose needs and expectations must be adequately addressed.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Identify key interested parties using an appropriate methodology such as team discussions, reflection on the school's context, and consideration of individuals directly or indirectly associated with the school. - Design a template covering relevant areas or issues to effectively capture the needs and expectations of interested parties.	- List of interested parties. - Template for capturing the needs and expectations of interested parties.



Steps	Requirements for the School	Output
Step-2 (Doing)	- Distribute the template among interested parties. - Gather the submitted needs and expectations data. - Analyze the submitted needs and expectations data. - Identify key areas for developing an action plan or implementing necessary measures. - Implement the developed action plan. - Define expectations or criteria to evaluate the effectiveness of the action plan or measures taken.	- Needs and expectations data. - Identified key areas based on data analysis. - Action plan or measures implemented. - Criteria for evaluating the action plan or measures.
Step-3 (Checking & Reviewing)	- Review the action plan or measures taken based on established criteria or desired expectations. - Identify gaps that require corrective actions, if necessary. - Document stakeholder feedback and level of satisfaction as part of there view.	- Observations based on the review of the action plan or measures. - List of identified gaps requiring corrective actions.
Step-4 (Acting for Continual Improvement)	Implement improvement measures based on identified gaps and corrective actions.	List of improvement measures taken.

Standard-2: Governance, Leadership, and Administration

Operational Definition: As per the requirements of this standard, the school is required to take essential measures related to governance, leadership, and administration. Over the years, empirical evidence has shown that well-defined structures of governing and leadership bodies, along with clearly outlined responsibilities and accountabilities, contribute to the effectiveness of school educational outcomes.

Therefore, this standard requires the school to establish a system with well-defined leadership and governance structures. Additionally, key process owners must be identified. Once these structures are established, the school must clearly define the roles, responsibilities, and accountabilities of individuals involved in governance, leadership, and administration.



Parameter-3: Composition, Structure & Functioning of the Management Committee (MC)

Operational Definition: As per this parameter, the school must define the structure, composition, and functions of the School Management Committee (SMC). These elements must be

aligned with the requirements set by the concerned affiliating body and other statutory and regulatory authorities.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Refer to and review applicable policy documents related to the School Management Committee as prescribed by the affiliating and regulatory bodies, including any orders issued periodically. - Define the process and communication channels for on-boarding or including members in the committee. - Establish the functions and mandate of the committee, ensuring approval by the apex leadership body. - Maintain documentation of eligibility, tenure, and representation of members (e.g., parents, staff, external experts).	- Referred policy documents and orders. - Approved structure and composition of the SMC. - Approved functions and mandates by the apex leadership body.
Step-2 (Doing)	- Communicate with identified individuals who are intended to be included in the committee. - Organize periodic meetings of the SMC as per the planned schedule. - Ensure timely distribution of meeting agendas and documentation prior to meetings.	- Records of communication. - Submitted records from identified individuals as evidence of meeting membership criteria. - Recent Minutes of Meetings (MoMs), meeting agendas, and recommendations.
Step-3 (Checking & Reviewing)	- The SMC reviews the actions or measures taken by the school against its recommendations. - Evaluate the school's adherence to decisions or timelines agreed upon in meetings.	Action Taken Reports (ATRs).



Steps	Requirements for the School	Output
Step-4 (Acting for Continual Improvement)	- The SMC recommends improvements based on the effectiveness of existing actions or measures taken by the school (if required). - Document and track the implementation of SMC recommendations.	- List of recommended improvements by the SMC based on existing actions or measures, as recorded in the MoMs. - Updated ATRs reflecting the implementation of improvements.

Parameter-4: Policy for Guiding and Monitoring the Roles of Key Personnel (HOS), Head of Quality Assurance, and Other Process Owners

Operational Definition: As per the requirements of this parameter, the school is required to establish a policy defining the roles, responsibilities, and accountabilities of the Head of

School (HOS), Head of Quality Assurance, and all process owners for identified key processes.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Review and refer to policy documents, if prescribed by the affiliating body, regarding the roles, responsibilities, and accountabilities of the Principal or Head of School (HOS). - Identify key processes by considering on the school's context. - Define the roles, responsibilities, and accountabilities of all process owners. - Establish accountable designations such as Head of Quality Assurance, with clearly defined roles, responsibilities, and accountabilities. - Specify processes, criteria, and expectations for reviewing and monitoring the functions of assigned personnel periodically.	- Approved accountabilities and responsibilities of the HOS, Head of Quality Assurance, and process owners. - List of key processes. - Established criteria for reviewing and monitoring the functions of the HOS, Head of Quality Assurance, and key process owners. - Standard Operating Procedures (SOPs) for the execution of assigned processes by key process owners and the Head of Quality Assurance. - Designated team responsible for reviewing and monitoring the functions of all key process owners, including the Head of Quality Assurance.



Steps	Requirements for the School	Output
Step-2 (Doing)	- Implement the planned SOPs for assigned processes and functions for the HOS, Head of Quality Assurance, and key process owners. - Ensure on-going documentation and regular updates on progress and compliance.	- SOPs executed for assigned processes by key process owners and the Head of Quality Assurance. - Records of implementation progress reports.
Step-3 (Checking & Reviewing)	- The designated team and authority will review and monitor the functions and execution of processes assigned to process owners. - Recommendations will be provided for improving the execution of key processes.	Observations based on criteria used for monitoring and reviewing the execution of all key processes.
Step-4 (Acting for Continual Improvement)	- Process owners will take actions or measures based on the recommended improvements. - Monitor the effectiveness of changes made post-implementation.	- Action Taken Reports (ATRs). - Updated SOPs and documented improvements.

Parameter- 5: Promotion of Collaboration among Staff for Effective Solutions to Curricular, Co-Curricular, and Other Issues

Operational Definition: As per the requirements of this parameter, the leadership body shall actively involve teaching and non-teaching staff in planning and execution processes based on their experience, aptitude and areas of expertise.

The primary objectives of this parameter include:

- Promoting collaborative leadership for optimal utilization of experience and aptitude.
- Enhancing staff motivation by recognizing their contributions.
- Fostering accountability and ownership by engaging staff in decision-making.
- Encouraging the creation of exemplary models in scholastic and co-scholastic domains.

By fostering a culture of collaboration, schools can develop innovative and effective solutions for educational challenges, integrating 21st-century skills, arts, and interdisciplinary learning approaches.



Steps	Requirements for the School	Output
Step-1 (Planning)	- Identify and map the experience and aptitude of teaching and non-teaching staff. - List activities requiring collaboration, along with the necessary skills for staff involvement. - Identify key learning domains (e.g., Arts Integration, 21st-Century Skills, Interdisciplinary Learning) where collaborative teams can create exemplary models.	- Mapped experience and aptitude of teaching and non-teaching staff. - List of activities requiring collaboration and the required skill sets. - Identified learning domains for exemplary models.
Step-2 (Doing)	- Assign staff members to specific activities based on their experience and aptitude. - Execute planned scholastic and co-scholastic activities through collaboration. - Facilitate team-based innovation to develop exemplary models in identified learning domains.	- List of scholastic activities and the assigned teaching staff. - List of co-scholastic activities and assigned staff members. - List of domains where teams are working to create exemplary models.
Step-3 (Checking & Reviewing)	- Review the execution of assigned activities to ensure alignment with expected outcomes. - Assess the effectiveness of exemplary models created in identified learning domains.	- Review Committee observations on the execution of assigned activities. - Recognition and appreciation records for successfully implemented initiatives. - List of exemplary models developed.
Step-4 (Acting for Continual Improvement)	- Refine and enhance exemplary models based on data-driven evaluations. - Document and share best practices for scalability and further improvement.	- Data-supported evidence of the effectiveness of created exemplary models. - Video recordings (10-20 minutes) demonstrating the implementation of exemplary models in identified learning domains.



Parameter-6: Action Research for Continuous Improvement of the Teaching-Learning Process and Educational Outcomes

Operational Definition: Within the framework of assessment and accreditation, action research is to be treated as a problem-solving methodology and a diagnostic research tool for problem verification and empirically tested solutions. The

leadership body is responsible for creating an ecosystem that fosters action research within the school.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Determine whether the school has provided professional development programs or training on action research for teaching staff. - Identify problems faced by teachers that hinder the achievement of desired educational outcomes. - Ensure clarity on the sources of these problems, such as student performance in achievement tests. - Assess whether teachers understand the possible causes of identified problems and whether they have consulted colleagues within the school or from other schools who have encountered similar challenges. - Determine whether teachers have reviewed publicly available action research reports related to similar issues. - Ensure teachers have clarity on objectives and tentative solutions (hypotheses) formulated based on discussions with experienced colleagues or a review of existing research. - Define the execution plan for action research, including research design, sample selection (grade/section), type of intervention, assessment tools for pre- and post-intervention (baseline and endline), and intervention duration.	- List of teaching staff who have attended and completed training on action research. - List of problems faced by teachers. - Formulated tentative solutions (hypotheses) for each identified problem. - Defined research design for executing action research. - Minutes of meeting-discussion on problems/challenges faced in the teaching learning process, administrative challenges etc.



Steps	Requirements for the School	Output
Step-1 (Planning)	- Ensure teachers understand how baseline and endline data will be analyzed to determine whether the intervention has successfully addressed the identified problem. - Establish a structured approach for documenting the entire action research process.	
Step-2 (Doing)	- Conduct baseline assessments before implementing action research. - Implement the intervention within the specified duration. - Conduct endline assessments post-intervention.	- Baseline and endline assessment tools. - List of students involved in the intervention. - Standard Operating Procedures (SOPs) for developing baseline and endline assessment tools.
Step-3 (Checking & Reviewing)	- Analyze and compare baseline and endline results. - Utilize statistical tools (if possible) to assess the impact. - Determine the extent of improvement and provide evidence of noticeable progress.	- Tracking performance of students - Trends observed in the action research projects-academic, non-academic - Analyzed findings. - Action research summaries and reports.
Step-4 (Acting for Continual Improvement)	- Implement empirically tested solutions. - Ensure noticeable improvements in the identified problem areas. - Integrate successful strategies into school planning.	- Evidence of improvements in the identified problems. - Record of review meetings - Evidence of integrating successful strategies

Standard 3: Mission and Quality Objectives

Operational Definition: As per the requirements of this standard, the school shall establish mission statements and associated quality objectives to align with its educational philosophy.

- The mission statement is an actionable representation of the school's educational vision and philosophy.



- It provides specific directions to:
 - ◇ Policy-makers on the type of activities and resources required.
 - ◇ Teachers on how to structure the curriculum and learning experiences.
 - ◇ Parents and stakeholders on the type of education and values imparted by the school.

Parameter-7: Mission, Quality Objectives, and Resource Management

Operational Definition: This parameter mandates that the school:

1. Derives actionable mission statements from its educational philosophy.
2. Aligns all planning and execution activities with the mission statement.
3. Establishes SMART Quality Objectives

(Specific, Measurable, Achievable, Realistic, Time-bound) to quantitatively reflect its mission.

4. Periodically reviews quality objectives to ensure alignment with the school's long-term vision.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	• Constitute a representative group comprising staff, management, and parents & students (if feasible) to review/frame of the Mission Statement • Frame mission statements aligned with the school's philosophy and values/ vision. • Map the activities/practices of the school to the Mission statement • Develop SMART Quality Objectives based on the mapping to track mission implementation. • Prepare list of activities based on the Quality objectives • Establish SOPs and schedule for periodic review of quality objectives. • Ensure mission statements are displayed and communicated effectively.	• MoM of the representative group. • Mission Statement Document. • Defined SMART Quality Objectives. • List of activities mapped with Mission Statement • SOPs and schedule for periodic quality objective review. • Measures for effective dissemination of mission statements and quality objectives.



Steps	Requirements for the School	Output
Step-2 (Doing)	- Implement mission-driven activities within the school. - Work towards achieving defined Quality Objectives. - Implement activities planned in the school. - Train teachers and staff on mission statements and quality objectives.	- List of initiatives taken by school authorities to align with the mission statement. - Training records of school teachers on Mission Statement and Quality Objectives (dates, duration, attendees, and resource persons).
Step-3 (Checking & Reviewing)	- Review the implementation of the activities to assess progress of the set quality objectives as per frequency mentioned in the schedule. - The Head of Quality Assurance and Review Team assess progress on quality objectives. - Identify gaps, challenges, and necessary actions for improvement. - Present the review findings to the Managing Body/Management Committee for validation.	- Observations from the Review Team, highlighting progress, gaps, and required corrective actions. - Approval and feedback from the Managing Body/Management Committee. - MoM of the Managing Body/Management Committee.
Step-4 (Acting for Continual Improvement)	- Implement corrective actions to address identified gaps in achieving quality objectives. - Revise SOPs or processes if recurring gaps are found.	- List of actions taken by process owners to improve quality objective realization. - Updated action plans or SOPs reflecting changes.

Standard 4: Documentation

Operational Definition: As per the requirements of this standard, the school shall establish Standard Operating Procedures (SOPs) for the development, maintenance, indexing, retrieval, and disposal of documents and records.

The following types of documents and records shall be maintained with proper indexing to ensure easy accessibility and minimal retrieval time:

- Regulatory and statutory documents (as required by the affiliating body and government regulations). These shall be developed and maintained by the respective school departments.
- Policy documents, handbooks, and manuals related to curriculum, teaching-learning processes, assessment, and evaluation.



- Recruitment policy, personnel files, and service records of staff, maintained by the HR department with proper indexing.
 - Financial records such as the approved budget, audited balance sheets, and other financial documents, maintained by the finance department.
 - Admission records, student transfer certificates, and school-leaving documents, maintained as per affiliating body requirements.
 - Assessment and examination records, systematically indexed and maintained by the concerned department.
 - Health and medical records of students and staff, maintained by the designated department.
 - Minutes of Meetings (MoMs) and agendas of various committees such as the School Management Committee.
 - Health and safety documents, including building safety certificates, as prescribed by the affiliating body.
- In addition, the school shall develop an Accreditation Manual and SOPs for key processes related to school operations, teaching, assessment, and administrative functions.

Parameter- 8: Control, Storage, and Retrieval of Documents and Records

Operational Definition: As per this parameter, the school shall:

- Establish a department-wise policy for identifying and maintaining essential documents and records.
 - Develop SOPs for indexing, ensuring structured storage and retrieval processes.
 - Implement automation and digitization measures to enhance the efficiency of document management.
- To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Identify essential records and documents for each department to establish a system-driven document management process. - Develop SOP for documentation and managing documents and records- Physically /Digitally as per the school's ability. The SOP to include: ◇ Indexing ◇ Controls in terms of: ■ Preparation ■ Review	- Department-wise list of essential documents and records. - SOPs for document and record preparation and management - Review schedule



Steps	Requirements for the School	Output
Step-1 (Planning)	■ Approvals ■ Storage, retention period ■ Security and confidentiality protocols ■ Change request (Modification) ■ Version control • Schedule of review by designated committee.	
Step-2 (Doing)	• Establish a clear understanding among the staff regarding documents/ records and the process of coding /indexing. • Index all department-wise identified documents and records systematically. • Implement the process of indexing and managing documents and records as per SOP	• Training evidence (attendance, handouts). • Department-wise list of indexed documents and records. • Master list of indexed documents and records for all departments.
Step-3 (Checking & Reviewing)	• The designated committee shall periodically review: ◇ Whether all essential documents and records have been identified and indexed properly. ◇ How efficiently the indexing system supports quick document retrieval. (3 minutes)	• Review committee's report post every review • Reviewed department-wise list of indexed documents.
Step-4 (Acting for Continual Improvement)	• Improve method of documentation and document and record management based on review findings. (Implement automation and digitization measures for document and record management.)	• Continual improvement records • List of digitization and automation measures implemented across departments, including Finance and Library.



Parameter- 9: School Accreditation Manual, & Process Document / SOP for Education Management System

Operational Definition: As per the requirements of this parameter, the school shall develop a School Accreditation Manual to ensure sustained quality enhancement in school education.

The School Accreditation Manual shall include the following key elements:

- School Information (Name, Address, Affiliation Number).
- School Background and Philosophy.
- Details of the Governing Body and School Management Committee.
- Identification and Mapping of Key Processes with Assigned Process Owners.
- Roles and Responsibilities of Head of Quality Assurance and Process Owners.
- Quality Objectives.
- Planning & Execution of SOPs as per the Assessment and Accreditation Framework, including monitoring and review mechanisms.
- Description of Teaching-Learning Resources.

- Process for Budget Planning and Approval.
- Staff Recruitment Policy.
- Department-wise List of Essential Documents and Records.
- SOPs for Key Processes, as required by the Assessment and Accreditation Framework.

If the school has already developed certain documents and records, the School Accreditation Manual may provide references to those documents under relevant sections.

Purpose of the School Accreditation Manual:

- Establish a structured approach to planning and execution of school processes.
- Ensure optimal utilization of available resources for effective educational outcomes.
- Facilitate a shift from a person-driven system to a structured, system-driven school environment.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	• Develop a School Accreditation Manual incorporating all key elements like: ◇ Background of the school ◇ Scope of education ◇ Linkages & affiliation ◇ Mission & Quality objectives ◇ Facilities ◇ Profile of senior management ◇ Roles and responsibilities of all designations mentioned in the organogram	• School Accreditation Manual. • Monitoring Matrix for all key processes.



Steps	Requirements for the School	Output
Step-1 (Planning)	◇ 10 mandatory SOP (school can go beyond the 10) ■ Process name ■ Process objective ■ Process owner ■ Process member ■ Process description ■ Measurable indicators ■ Related records and documents • Establish monitoring matrix for monitoring key processes as outlined in the School Accreditation Manual.	
Step-2 (Doing)	• Execute key processes as planned and documented in the School Accreditation Manual.	• Execution records.
Step-3 (Checking & Reviewing)	• The Head of Quality Assurance and Review Team shall monitor and evaluate all key processes based on monitoring Matrix: ◇ Planned execution vs. actual implementation. ◇ Observed strengths and areas for improvement. ◇ Identified deviations in planning, execution, and outcomes. • Recommend corrective actions for any deviations.	• Key process-wise report highlighting strengths and observed deviations. • List of suggested improvement measures provided by the Reviewing Committee. • Minutes of Meetings (MoMs) from the Review Committee.
Step-4 (Acting for Continual Improvement)	• Implement corrective actions based on the recommendations from the Review Committee.	• List of improvement measures implemented by process owners to address observed deviations.



Standard 5: Financial Resources and Records

Operational Definition: As per the requirements of this standard, the school shall adopt a **structured approach** for:

- Planning and approval of the Annual Budget and School Development Plan (SDP).
- Establishing a transparent financial policy.
- Ensuring financial accountability by engaging a professionally qualified and competent Chartered Accountant (CA).
- Conducting audits of financial statements, including income and expenditure reports and balance sheets.

Parameter-10: Educational and Financial Plans for Short, Medium, and Long-Term Goals

Operational Definition: As per this parameter, the school shall:

- Implement financial transparency measures through automation and digitization.
 - Maintain an audited balance sheet along with audited income and expenditure statements.
- To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	• Develop SOPs for planning and approval of the Annual Budget including: ◇ sale and purchase procedures ◇ asset monitoring and auditing ◇ condemnation and disposal of outdated or non-functional assets • Have a system in place to record the needs various departments prior to preparation of budget. ◇ Lab ◇ Library ◇ Physical education ◇ Staff room ◇ Infirmary ◇ Etc. • Establish SOPs for developing and approving the School Development Plan (SDP). • Conduct audits of balance sheets, income, and expenditure statements.	• SOPs for Annual Budget planning and approval. • SOPs for SDP development and approval. • R&A for financial control • Consolidated list of requirements from each department • Annual budget under varied heads of accounts.



Steps	Requirements for the School	Output
Step-1 (Planning)	- Document clear responsibilities and authorities with respect to finance. - Leverage technology and digitization to enhance financial transparency.	
Step-2 (Doing)	- Develop and approve the Annual Budget Plan. - Develop and approve the School Development Plan (SDP). - Conduct asset monitoring exercises. - Implement condemnation and disposal processes. - Verify department-wise stock registers. - Audit balance sheets, income, and expenditure statements.	- Minutes of Meetings (MoMs) approving the SDP/School Improvement Plan (SIP), including short & long-term plans by the School Management Committee (SMC). - Approved budget plans for the last two years. - Audited income & expenditure statements for the last two years. - Audited balance sheets for the last two years. - Asset monitoring register. - Condemnation register. - Master/Central/ Fixed asset register. - Sample stock register verification records.
Step-3 (Checking & Reviewing)	- Monitoring and review by the designated team or committee to ensure the implementation of all SOPs. - Identify strengths and areas for improvement in financial management. - Review the implementation and impact of the School Development Plan (SDP).	- Report highlighting strengths and areas for improvement, as identified by the monitoring team. - Recommendations from the Review Committee to address areas of improvement. - Action taken report on SDP implementation. - List of automation and digitization initiatives for financial transparency.



Steps	Requirements for the School	Output
Step-4 (Acting for Continual Improvement)	- Implement corrective measures based on recommendations from the Review Committee. - Enhance financial policies and procedures to close identified gaps.	List of corrective actions taken by the Finance Department and concerned process owners to improve financial transparency and management.

Standard 6: Physical Infrastructure & Support Facilities – Self-Certification for Adequacy & Safety

Operational Definition: As per the requirements of this standard, only schools that have been authorized by the concerned government and issued a No Objection Certificate (NOC) under the applicable School Education Act and statutory regulations shall be considered for assessment and accreditation.

Additionally, the school must have received

affiliation status from the concerned affiliating body.

To ensure compliance, the school must provide a Self-Declaration Certificate specifying:

- The statutory and regulatory requirements applicable to the institution.
- Whether the school is fully compliant with these requirements.

Parameter- 11: Self-Certification of Adequacy of Infrastructure & Support Facilities as per Statutory & Regulatory Requirements

Operational Definition: As per this parameter, the school shall submit a Self-Certification Document, duly signed by the competent authority, as prescribed by the affiliating body. This certification must confirm:

- The applicable statutory and regulatory requirements for the school.
- The school's compliance status with these requirements.

The following essential documents shall be provided as part of the certification process:

- NOC issued by the Government (confirming compliance with statutory and regulatory requirements).
- Recognition Certificate issued by the

concerned government authority.

- Affiliation and Sanction Letter from the affiliating body.
- Building Safety Certificate ensuring structural safety.
- Fire NOC confirming compliance with fire safety regulations.
- Safe & Quality Drinking Water and Sanitation Certificate verifying hygienic facilities.
- Air quality check, LUX check, Decibel check (Contextual)
- Annually renewed or updated self-certification based on changing statutory requirements.



Standard-7: Human Resource

Operational Definition: The school is required to align its human resource management policy with the specified requirements of this standard. Three key parameters are included under this standard. Schools are encouraged to align their recruitment, induction, and orientation policies with the requirements of the concerned parameter.

Additionally, the school must develop an appraisal system that fosters an environment where staff members are continually supported in enhancing and sustaining the quality of the teaching-learning process. Furthermore, as per the requirements of the concerned parameter, the school must align its incentive and staff welfare policies to create a motivating school environment.

Parameter- 12: Recruitment, Induction & Orientation of Teaching & Non-Teaching Staff and Mentorship

Operational Definition: As per the requirements of this parameter, the school must align the recruitment of teaching and non-teaching staff with the prescribed regulations and policy documents set by the affiliating body and

applicable regulatory requirements mandated by the government.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Refer to and review applicable regulations and policy documents prescribed by the affiliating body, NCTE (National Council for Teacher Education), RCI, and the central or state government. - Prepare a competency matrix for all the designations - Develop a recruitment policy aligned with statutory and regulatory requirements with clear details on the recruitment committee. - Establish SOPs commencing with decision on vacancy position, for advertisement, application process, screening criteria, and selection methods such as written exams, interviews, and teaching demonstrations, finalization of candidate to induction process. - Constitute a Staff Selection Committee as prescribed by the affiliating body.	- Recruitment policy and SOP for teaching and non-teaching staff. - SOPs for the creation of a Selection Committee. - Competency matrix - SOP for recruitment - SOPs for the approval of vacancies and appointments by the SMC. - Minutes of Meetings (MoMs) of the SMC approving recent vacancies and appointments. - SOP for Induction & Orientation



Steps	Requirements for the School	Output
Step-1 (Planning)	- Develop SOPs for the approval of vacancies by the School Management Committee (SMC) or leadership, as per the affiliating body's requirements. - Develop SOPs for the approval of appointments by the SMC or leadership. - Design the Induction & Orientation Program, including: ◇ Familiarization with institutional philosophy, code of conduct, key policies, and school culture ◇ Introduction to curriculum frameworks, school calendar, and academic expectations ◇ Allocation of a mentor or buddy for initial support	
Step-2 (Doing)	- Execute the recruitment process as per the established recruitment policy. - Conduct subject-wise recruitment for different school levels (Pre-primary, PRTs, TGTs, and PGs) as per the regulatory requirements of the affiliating body. - Conduct the Induction and Orientation program for newly recruited staff, ensuring: ◇ Attendance by all new staff ◇ Engagement through presentations, walkthroughs, and Q&A sessions ◇ Assignment of mentors for the first month	- List of staff recruited in the past two calendar years. - Evidence of vacancy advertisements. - List of subject-wise recruited staff categorized by school level (Pre-primary, PRTs, TGTs, and PGs) as per the affiliating body's regulatory requirements. - Attendance records, feedback forms, and mentor allocation lists from Induction/ Orientation Program
Step-3 (Checking & Reviewing)	Evaluate the recruitment policy based on the performance of newly recruited staff, conducted by a designated committee.	Evidence of the review process assessing the effectiveness of the recruitment policy based on staff performance.



Steps	Requirements for the School	Output
Step-3 (Checking & Reviewing)	- Review the recruitment policy in light of current policy changes and advancements in school education. - Review the Induction and Orientation process by collecting feedback from new staff and mentors. - Provide recommendations for modifications to the recruitment policy, if needed.	- Evidence of modifications made to the recruitment policy. - Evidence of review of Induction and Orientation effectiveness.
Step-4 (Acting for Continual Improvement)	Modify the recruitment policy and induction & orientation policy/SOP as per the recommendations of the designated committee and obtain approval from the SMC.	Updated and approved recruitment policy.

Parameter- 13: Establishing an Appraisal System for Staff Leading to a Productive Work Environment

Operational Definition: As per the requirements of this parameter, the school is required to develop an appraisal system for both teaching and non-teaching staff. The appraisal system should be based on a well-defined standard template comprising relevant criteria and

indicators for effective evaluation. The purpose of the appraisal system is to enhance and sustain the quality of teaching, motivate staff, and drive continuous performance improvement.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Design appraisal templates mapped to competency matrix (Parameter 12) - Develop a list of KRAs for every teaching, admin and support position - Design an appraisal format or template for staff (teaching & non-teaching), mapping it with the requirements of assigned tasks. - Develop SOPs defining: - Who will be involved in the appraisal process.	- Standardized appraisal template or format. - KRAs document for each designation. - SOP document clearly outlining the complete appraisal process, including grievance and incentive linkages.



Steps	Requirements for the School	Output
Step-1 (Planning)	◇ How self-appraisal will be conducted. ◇ What criteria will be evaluated by which authority. ◇ How appraisal feedback will be shared with staff. ◇ Procedures for handling grievances related to appraisal. ◇ How appraisal will be linked to incentives for staff. • Decide periodicity of appraisals (annual, six monthly etc) and timelines with dates for appraisals • Prepare a monitoring matrix to assess the staff performance • Document a policy on increments, incentives and rewards to be informed by the appraisal process • Communicate to the staff, the detailed information including criteria, scope, mechanism, periodicity and increments or incentives • Develop SOPs for utilizing appraisal data to plan and organize professional development or training programs. • Establish SOPs for maintaining appraisal records.	• Circulars, emails, or meeting records indicating communication of appraisal details to staff. • Monitoring matrix/tool developed for real-time or periodic tracking of staff performance. • Documented policy on performance-linked incentives and increments.
Step-2 (Doing)	• Conduct a refresher session for employees before the stipulated dates for self-appraisals • Conduct self-appraisals by staff within the defined timeline. • Carry out appraisals by the designated authority such as coordinators, Head of School, HR personnel following self-appraisal submissions. • Implement additional feedback processes if the school promotes a 360-degree appraisal approach.	• Attendance records and materials from the refresher training session. • Samples of completed self-appraisal forms (teaching & non-teaching). • Samples of evaluator-filled appraisal forms with comments and scores. • 360-degree feedback documentation (if applicable).



Steps	Requirements for the School	Output
Step-2 (Doing)	Analyze appraisal data. Data emerging from the process to collated, documented and analysed to reach impartial, unbiased and solution/improvement-oriented inferences	- Consolidated appraisal summary reports with insights on strengths and improvement areas. - Mapping of appraisal results to staff development initiatives.
Step-3 (Checking & Reviewing)	- The designated team or committee HoS, HR head, SMC/ MC representative will review the appraisal process. - Analyze and verify whether all staff appraisals have been completed within the defined timeline. - Review whether training or professional development needs have been identified and whether opportunities are being provided accordingly. - Assess how many staff members have completed or not completed training programs based on identified needs. - Evaluate whether the appraisal system effectively incentivizes and motivates staff. - Determine if any modifications are required in the appraisal format or process.	- Observations based on the periodic review of the appraisal process by the designated team or committee. - A staff-wise list of identified training needs and records indicating how many have received training opportunities. - List of measures implemented to incentivize staff based on appraisal results. - Minutes of Meetings from the review committee (HoS, HR, MC/SMC reps). - Feedback reports on effectiveness of the appraisal process and incentive scheme. - Summary of modifications proposed for appraisal format, process, or training plan.
Step-4 (Acting for Continual Improvement)	- Modify SOPs or the appraisal format based on the periodic review of the appraisal process. - Implement actions or improvements based on recommended areas for enhancement.	A list of improvement measures or actions taken to further enhance the appraisal process.



Parameter - 14: Establishing an Incentive/Staff Well-being/Staff Welfare Policy

Operational Definition: As per the requirements of this parameter, the school is required to establish a staff welfare or incentive policy. The purpose of this policy is to enhance staff

motivation, well-being, and overall job satisfaction.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Define the policy outlining the types of incentives or entitlements that will be provided to staff. - Determine the nature of incentives, including: - Financial incentives & wellness measures (e.g., health insurance, EPF, fee relaxation for wards, salary increments, etc.). - Non-financial incentives (e.g., recognition certificates for student performance, innovation awards, career advancement courses, etc.). - Develop SOPs for providing incentives, including: - Criteria for awarding financial incentives & wellness measures. - Process for identifying staff eligible for non-financial incentives. - Establish SOPs for the periodic review of the incentive & staff wellness policy.	- Approved incentive & staff wellness policy. - SOPs for providing staff incentives and utilizing wellness measures. - SOPs for reviewing and monitoring the implementation of the incentive & staff wellness policy.
Step-2 (Doing)	- Implement financial incentives & wellness measures as per defined SOPs. - Implement non-financial incentives as per defined SOPs.	- List of staff members who received financial incentives and the type of incentives provided. - List of staff members who received non-financial incentives and the type of incentives provided.
Step-3 (Checking & Reviewing)	Conduct periodic monitoring and review of the implementation of the incentive & staff wellness policy by a designated team or committee.	Observations based on the review and monitoring of the existing policy and its implementation process.



Steps	Requirements for the School	Output
Step-4 (Acting for Continual Improvement)	Implement improvement measures or modifications to the existing policy as recommended by the designated process owner.	- Records of modifications made to the existing policy. - Records of changes in the implementation process.

Notes:

- Financial Incentives & Wellness Measures: May include benefits such as health insurance, EPF, fee relaxation for wards, salary increments, etc., as defined by the school.
- Non-Financial Incentives: May include recognition certificates for outstanding class performance or innovation, incentives for career advancement courses, etc.

Standard-8: Curriculum Planning, Enrichment, and Implementation

Operational Definition: As per the requirements of this standard, curriculum planning practices shall be evaluated to ensure that:

- Current policy developments, such as the National Education Policy (NEP), National Curriculum Framework (NCF) and other regulatory requirements, are incorporated into curriculum implementation.
- Teaching and learning activities are aligned with subject-wise and grade-wise learning outcomes prescribed by NCERT/SCERT and the affiliating body.

- Emerging learning skills necessary for a rapidly changing, technology-driven global society—such as 21st-century skills, life skills, data science, machine learning, and artificial intelligence (AI)—are integrated into the curriculum.

This standard also requires the school to establish a system where an integrated approach is employed while developing the Annual Curriculum Plan (ACP) and the Annual Pedagogical Plan. Teaching methodologies should promote the integration of 21st-century skills, life skills, and values.

Parameter- 15: Integrated Approach for Curriculum Planning and Implementation for Holistic Education

Operational Definition: The school shall employ an integrated approach in curriculum planning and implementation. This means that:

- Teaching staff must deliberate while developing the Annual Curriculum and Pedagogical Plan on which 21st-century skills, life skills, and values should be integrated into subject-specific topics.
- Subject teachers will work collaboratively to determine how an integrated approach can be effectively applied in subject-specific teaching.
- The curriculum should also integrate arts education and mainstream the importance of physical education and sports activities.



To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Refer to and review policy documents such as the NEP, NCF, orders, and circulars of the affiliating body while planning the curriculum. - Plan how 21st-century skills, life skills, and value education will be integrated into the teaching of school subjects. - Plan the types of physical education & sports activities to be included at different stages of school education. - Plan for the development of vocational and entrepreneurship skills from the secondary level onwards.	- List of policy documents, orders, and circulars prescribed by the affiliating body and referred to in curriculum planning. - Annual Pedagogical Plan showing the integration of 21st-century skills, life skills, values, and arts in school subjects. - Physical education syllabus for each stage of school education. - List of sports activities planned for each stage of school education.
Step-2 (Doing)	- Teaching staff will deliver lesson plans as per the developed Annual Pedagogical Plan based on the integrated approach. - For Foundational Stage or Primary classes, work on Foundational Literacy & Numeracy (FLN). - Implement planned life skills development activities for each stage of school education. - Implement planned physical education & sports activities for each stage of school education. - Implement planned vocational and entrepreneurship skill development for secondary classes onwards.	- Subject-wise sample lesson plans mapped to the Annual Pedagogical Plan. - Recorded videos (10-15 minutes) showing how an integrated approach is used in curriculum transactions (links to be provided). - Stage-wise timetable for Life Skills Classes. - Stage-wise timetable for Physical Education and Sports Activities. - Recorded videos (10-15 minutes) demonstrating how Foundational Literacy & Numeracy skills are developed in pre-primary and primary classes (links to be provided).



Steps	Requirements for the School	Output
Step-2 (Doing)		List of vocational & entrepreneurship skills being developed for secondary-level students.
Step-3 (Checking & Reviewing)	- A designated team or committee will evaluate curriculum implementation. - Monitoring and reviewing will be conducted based on planned SOPs vs. actual practices followed. - The designated team or committee may invite feedback from teaching staff to identify any challenges faced.	Observations of the designated team or committee, including identified gaps and recommendations for modifications.
Step-4 (Acting for Continual Improvement)	- Implement modifications based on suggestions from the reviewing team or committee. - Take action for necessary improvements in curriculum implementation.	List of modification measures taken to improve curriculum implementation.

Parameter-16: Mapping of Curriculum with Learning Outcomes & Skills/Competencies as Prescribed by the Affiliating Body

Operational Definition: As per the requirements of this parameter, the school shall follow an outcome-oriented approach to developing grade-wise essential learning skills across all learning domains.

- Grade-wise Learning Outcomes are developed by NCERT at the national level and adapted by SCERT at the state level, as prescribed by the affiliating body. The school shall refer to these Learning Outcome documents.
- The Ministry of Education, Government of India, has introduced NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Guidelines, which outline Learning Outcomes for the Foundational Stage (Pre-primary to Grade 3). The school must align the Foundational Stage curriculum with these Learning Outcomes.
- The development of 21st-century skills, life skills, and other learning skills must be aligned with the pre-defined Learning Outcomes as directed by the affiliating body.



To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Refer to and review Learning Outcome documents (NCERT/SCERT) as directed by the affiliating body. - Align the Annual Pedagogical Plan with the Learning Outcome documents prescribed by the affiliating body. - Ensure that the development of 21st-century skills, life skills, and other learning domains is aligned with the prescribed Learning Outcome documents. - Align physical education activities (stage-wise) with the prescribed Learning Outcomes and skills. - Align vocational & entrepreneurship education with Learning Outcomes.	- Annual Pedagogical Plan aligned with the prescribed Learning Outcomes. - Grade-wise Learning Outcomes identified for 21st-century skills, life skills, value education, and arts education as prescribed by the affiliating body. - Grade-wise Learning Outcomes or skills to be developed in physical education, as prescribed by the affiliating body.
Step-2 (Doing)	- Conduct teaching-learning activities and deliver lesson plans as per the Learning Outcomes prescribed by the affiliating body for subject teaching, 21st-century skills, life skills, and value education. - Organize Arts Education and Physical Education activities as per the prescribed Learning Outcomes. - Conduct Vocational & Entrepreneurship Education aligned with Learning Outcomes.	- Sample lesson plans (grade-wise and subject-wise) mapped with prescribed Learning Outcomes. 10–15-minute video links demonstrating how Learning Outcomes are being developed in: ◇ Physical Education & Arts Education (grade-wise). ◇ Subject teaching, 21st-century skills, life skills, and value education (integrated approach, grade-wise). ◇ Vocational & Entrepreneurship Education aligned with Learning Outcomes.



Steps	Requirements for the School	Output
Step-3 (Checking & Reviewing)	- A designated team or committee shall evaluate the implementation of teaching-learning activities vis-à-vis prescribed Learning Outcomes. - Monitoring and reviewing shall be conducted based on planned SOPs vs. actual practices. - Conduct a tentative grade-wise analysis to assess student attainment levels based on Learning Outcomes: - Below 50% attainment. - Minimum 50% attainment. - Minimum 70% attainment. - More than 80% attainment. - The designated team or committee may invite feedback from teaching staff regarding any challenges they are facing.	Observations of the designated team or committee, including identified gaps and recommendations for modifications.
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Take improvement measures to enhance alignment between teaching-learning activities and prescribed Learning Outcomes. - Implement strategies to improve students' attainment levels in grade-specific Learning Outcomes.	- List of modifications implemented to improve curriculum alignment with Learning Outcomes. - List of improvement measures taken to enhance students' attainment of grade-specific Learning Outcomes.

Parameter- 17: Planning and Organization of Activities for Arts Education

Operational Definition: As per the requirements of this parameter, the school shall organize stage-wise Arts Education activities as prescribed by the affiliating body. The school shall also take initiatives to integrate Arts Education with the teaching of school subjects.

Additionally, students must be provided with

opportunities to demonstrate their learning skills across various aspects of Arts Education, including Visual Arts, Music, Dance, and Theatre. The school shall plan and organize Arts Education activities in accordance with the guidelines prescribed by the affiliating body and the National Curriculum Framework (NCF).



To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Refer to and review the guidelines of the affiliating body for planning Arts Education activities according to different stages of school education. - Develop a Plan of Action to prepare and encourage students for participation in Arts Education activities at the Local, District, State, and National levels.	- Timetable/Annual Calendar of Arts Education activities for each stage of school education. - Annual Pedagogical Plan showing the integration of Arts Education with subject teaching.
Step-2 (Doing)	- Organize Arts Education activities for each stage of school education. - Facilitate student participation in Arts Education activities at the Local, District, State, and National levels.	- Records of organized Arts Education activities for different stages of school education over the last three months. - List of students who have qualified or participated in Arts Education activities at the Local, District, State, and National levels.
Step-3 (Checking & Reviewing)	- A designated team or committee will monitor and review the execution of Arts Education activities. - Compare planned activities vs. actual execution to evaluate effectiveness. - Assess how many students have gained exposure at the Local, District, State, and National levels.	Observations of the designated team or committee, including identified gaps and recommendations for modifications.
Step-4 (Acting for Continual Improvement)	Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee.	List of modification measures implemented to improve the organization of Arts Education activities.



Steps	Requirements for the School	Output
Step-4 (Acting for Continual Improvement)	Take measures to enhance student performance in Arts Education activities at the Local, District, State, and National levels.	List of improvement measures taken to enhance student performance in Arts Education activities at various levels.

Parameter - 18: Planning & Organization of Activities for Physical Education and Sports

Operational Definition: As per the requirements of this parameter, the school shall organize Physical Education and sports activities as prescribed by the affiliating body in accordance with the National Curriculum Framework (NCF) for each stage of school education.

This parameter also emphasizes the need to sensitize students and parents about the importance of physical education in promoting health, well-being, and holistic development.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Refer to and review the guidelines of the affiliating body for planning Physical Education and sports activities at different stages of school education. - Develop a Plan of Action to prepare and encourage students to participate in sports activities at the Local, District, State, and National levels.	- Timetable/Annual Calendar for Physical Education and Sports Activities at each stage of school education. - Planned Physical Education syllabus and a set of activities for each stage of school education.
Step-2 (Doing)	Organize Physical Education and sports activities for each stage of school education.	Records of organized Physical Education and sports activities for different stages of school education over the last three months.



Steps	Requirements for the School	Output
Step-2 (Doing)	Facilitate student participation in Physical Education and sports activities at the Local, District, State, and National levels.	- List of students who have qualified or participated in Physical Education activities at the Local, District, State, and National levels. - Video links (10-20 minutes) demonstrating the organization of Physical Education and sports activities across different school stages.
Step-3 (Checking & Reviewing)	- A designated team or committee will monitor and review the execution of Physical Education activities. - Compare planned activities vs. actual execution to evaluate effectiveness. - Assess how many students have gained exposure at the Local, District, State, and National levels.	Observations of the designated team or committee, including identified gaps and recommendation for modifications.
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Take measures to enhance student performance in Physical Education activities at the Local, District, State, and National levels.	- List of modification measures implemented to improve the organization of Physical Education activities. - List of improvement measures taken to enhance student performance in Physical Education activities at various levels.

Parameter- 19: Planning and Organization of Activities for Value Education, Community Outreach Programs, and Life Skills

Operational Definition: As per the requirements of this parameter, the school shall organize activities for developing life skills and inculcating values as prescribed by the affiliating

body and in alignment with the National Curriculum Framework (NCF) for each stage of school education.



The school shall adopt an integrated approach to instil values and develop life skills among students.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Refer to and review the guidelines of the affiliating body for planning activities aimed at developing life skills and inculcating values among students at different stages of school education. - List out Community Outreach Programs as per the guidelines of the affiliating body.	- List of activities for each stage of school education designed to inculcate values in alignment with the Constitution and curriculum. - Annual Pedagogical Plan showing the integrated approach for developing life skills and inculcating values during subject teaching. - List of Community Outreach Programs or projects planned for value inculcation.
Step-2 (Doing)	Organize activities to develop life skills and inculcate values at each stage of school education.	- Records of organized activities for life skills development and value inculcation over the past three months. - Video links (10-20 minutes) demonstrating the organization of activities for life skills development and value inculcation at different school stages.
Step-3 (Checking & Reviewing)	- A designated team or committee will monitor and review the execution of planned activities. - Compare planned activities vs. actual execution to evaluate effectiveness.	Observations of the designated team or committee, including identified gaps and recommendations for modifications.



Steps	Requirements for the School	Output
Step-3 (Checking & Reviewing)	- Conduct a grade-wise analysis to assess student attainment levels for life skills: - Below 50% attainment. - Minimum 50% attainment. - Minimum 70% attainment. - More than 80% attainment.	Analyzed reports regarding student attainment of learning outcomes related to life skills.
Step-4 (Acting for Continual)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Take measures to enhance the organization and effectiveness of activities designed to develop life skills and instil values.	List of modification measures implemented to improve the organization of activities for life skills and values.

Parameter- 20: Planning and Organization of Curriculum Enrichment for Integration of 21st-Century Skills and Other Futuristic Learning Skills/Competencies

Operational Definition: As per the requirements of this parameter, the school shall organize activities for developing life skills and inculcating values as prescribed by the affiliating body and in alignment with the National Curriculum Framework (NCF) for each stage of

school education.

The school shall adopt an integrated approach to instil values and develop life skills among students.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	Refer to and review policy documents to develop an Annual Pedagogical Plan based on an integrated approach for developing 21st-century skills.	Annual Pedagogical Plan based on an integrated approach to developing 21st-century skills within subject teaching (grade-wise).



Steps	Requirements for the School	Output
Step-1 (Planning)	Align lesson plans with the Annual Pedagogical Plan. - Identify additional futuristic learning skills beyond 21st-century skills, such as financial literacy, digital literacy, information literacy, and media literacy, as per the guidelines of the affiliating body.	Subject-wise sample lesson plans mapped to the Annual Pedagogical Plan. - List of additional futuristic learning skills mandated by the affiliating body.
Step-2 (Doing)	- Implement an integrated approach to develop 21st-century skills at each stage of school education.. - Implement strategies to develop additional futuristic learning skills as per the affiliating body's guidelines. - Encourage student participation in competitions related to 21st-century skills and futuristic learning skills, such as computational skills, scientific skills, reading skills, and literacy skills, at the local, district, state, and national levels.	- Subject-wise and grade-wise sample lesson plans mapped to the Annual Pedagogical Plan. - Recorded video links (10-15 minutes) demonstrating the development of additional learning skills beyond 21st-century skills (grade-wise). - Recorded video links (10-15 minutes) demonstrating how 21st-century skills are being developed (grade-wise).
Step-3 (Checking & Reviewing)	- A designated team or committee shall monitor and review the execution of planned activities. - Compare planned activities vs. actual execution to evaluate effectiveness. - Conduct a grade-wise analysis to assess student attainment levels for 21st-century skills and other futuristic learning skills: - Below 50% attainment. - Minimum 50% attainment. - Minimum 70% attainment. - More than 80% attainment.	- Observations of the designated team or committee, including identified gaps and recommendations for modifications. - Analyzed reports on student attainment of learning outcomes related to 21st-century skills and other futuristic learning skills.



Steps	Requirements for the School	Output
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Take measures to enhance the organization and effectiveness of activities designed to develop 21st-century skills and other futuristic learning skills.	List of modification measures implemented to improve the organization of activities for developing 21st-century skills and other futuristic learning skills.

Parameter - 21: Planning and Organization of Curriculum Enrichment Activities for Equipping Students with Vocational & Entrepreneurial Skills

Operational Definition: As per this parameter, the school shall plan and organize teaching-learning activities to develop vocational and entrepreneurial skills, along with other curriculum enrichment activities such as Artificial Intelligence (AI), Machine Learning, and Data Science.

activities are essential for equipping students with employable skills and enhancing their future career prospects. These skills will enable students to lead a productive life in society.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Vocational education and curriculum enrichment

Steps	Requirements for the School	Output
Step-1 (Planning)	- Review and refer to policy documents prescribed by the affiliating body. - Plan and offer vocational courses to develop vocational and entrepreneurial skills among students of Grades 6-12 or 9-12, as prescribed by the affiliating body. These may include traditional and modern vocational courses aligned with industry demands, such as Data Science, Machine Learning, and AI (Artificial Intelligence). - Plan and organize internship & apprenticeship programs in collaboration with local industries for secondary class students.	- List of vocational courses offered by the school for secondary classes. - List of vocational or pre-vocational courses offered for Grades 6-8. - List of vocational courses mapped to emerging industry demands. - List of collaborations with local industries for internship/apprenticeship programs for secondary students.



Steps	Requirements for the School	Output
Step-2 (Doing)	- Implement vocational courses for secondary class students. - Implement pre-vocational courses (if applicable) for Grades 6-8. - Introduce new and emerging vocational courses such as Data Science, Machine Learning, and AI. - Organize internships/apprenticeships with local industries for secondary students. - Invite industry experts/resource persons for skill development sessions.	- Recorded video links (10-15 minutes) showcasing the vocational courses offered to secondary students. - Recorded video links (10-15 minutes) showcasing the pre-vocational courses offered to Grades 6-8 (if applicable). - Recorded video links (10-15 minutes) demonstrating the facilities available for vocational courses such as Data Science, Machine Learning, AI, and other vocational subjects. - List of secondary students sent for internship/apprenticeship programs in the current or previous academic year. - List of resource persons/experts from local industries invited to interact with students.
Step-3 (Checking & Reviewing)	- A designated team or committee shall monitor and review the execution of planned activities. - Compare planned activities vs. actual execution to evaluate effectiveness. - Conduct a grade-wise analysis to assess student attainment levels for vocational courses: - Below 50% attainment. - Minimum 50% attainment. - Minimum 70% attainment. - More than 80% attainment.	- Observations of the designated team or committee, including identified gaps and recommendations for modifications. - Analyzed reports on student attainment of learning outcomes related to vocational courses.



Steps	Requirements for the School	Output
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Take measures to enhance the effectiveness of vocational course offerings.	List of modification measures implemented to improve the offering of vocational courses.

Standard-9: Teaching-Learning Process

Operational Definition: As per the requirements of this standard, the school shall transition toward a student-centered pedagogy. Teaching staff must employ activity-based teaching-learning methodologies that address the varied learning styles of students (Visual, Auditory, and Kinesthetic).

The school must provide instructional materials, teaching-learning resources, practical laboratories, and activity rooms to facilitate

integrated and engaging learning experiences. Additionally, the school must promote the use of ICT-enabled teaching resources and audio-visual aids to enhance the impact of teaching-learning activities.

Teaching staff shall adopt a competence-based approach, moving away from traditional teaching methods. Student learning outcomes and progress must be periodically analyzed to identify learning needs or gaps, allowing for targeted remediation and individualized instruction.

Parameter - 22: Planning & Execution of Child-Centered & Inclusive Pedagogy – Activity-Based & Hands-On Learning Experiences

Operational Definition: As per the requirements of this parameter, the school shall encourage activity-based teaching-learning strategies. Research studies have demonstrated that activity-based learning significantly improves student mastery of learning outcomes.

Constructivist teaching pedagogy emphasizes hands-on and experiential learning. Therefore, teachers shall employ problem-based questions,

interactive learning kits, hands-on activities in practical laboratories, and experiential learning in activity rooms to promote engagement and deeper understanding.

Furthermore, inclusive teaching practices must be adopted to cater to students with varied learning styles (visual, aural (auditory), read/write, and kinesthetic) and Children with Special Needs (CWSN).



To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Teachers shall plan activity-based teaching methods incorporating minds-on activities, problem-based questions, and hands-on experiences using subject-specific Teaching-Learning Materials (TLMs), learning kits, etc., aligned with curriculum topics. - Teachers shall plan laboratory-based hands-on activities in subject-specific labs (if available as per regulatory requirements) to promote learning by doing and experiential learning. - Teachers shall employ diverse teaching approaches to address the learning needs of students with different learning styles (visual, aural (auditory), read/write, and kinesthetic) and CWSN, ensuring an active and inclusive learning environment.	- Annual Pedagogical Plan outlining topic-wise planned minds-on and hands-on activities, specifying required TLMs, kits, and laboratory resources (subject-wise & stage-wise). - Lesson plans with detailed teaching approaches and methods to be used at different stages of school education (subject-wise & stage-wise). - Guidelines or SOPs developed by the school specifying how active learning will be promoted for varied learning styles and CWSN students (subject-wise & stage-wise).
Step-2 (Doing)	Teachers shall implement the planned teaching approaches and methods to promote active learning, learning by doing, and experiential learning.	Recorded video links (10-20 minutes) showcasing how active learning, learning by doing, and experiential learning are being implemented (subject-wise & stage-wise).
Step-3 (Checking & Reviewing)	- A designated team or committee shall monitor and review the execution of planned activities. - Compare planned activities vs. actual execution to assess effectiveness.	Observations of the designated team or committee, including identified gaps and recommendations for modifications.



Steps	Requirements for the School	Output
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Enhance teaching approaches and methods to further improve active learning, learning by doing, and experiential learning.	List of modifications implemented to improve teaching approaches and active learning strategies (subject-wise & stage-wise).

Parameter - 23: Development & Use of Relevant, Age-Appropriate Teaching Learning Materials (TLMs) and Integration of ICT/Audio-Visual Aids in the Teaching-Learning Process

Operational Definition: As per the requirements of this parameter, teachers shall utilize varied Teaching Learning Materials (TLMs) and ICT-enabled teaching-learning resources to enhance the effectiveness of the teaching-learning process.

Teachers must be trained in developing and accessing TLMs based on the learning needs of students with different learning styles (visual, aural (auditory), read/write, and kinesthetic) as well as the learning needs of Children with Special Needs (CWSN).

Additionally, teachers must receive training in creating and developing ICT-enabled or audio-

visual teaching-learning resources to effectively leverage advancements in educational technology.

The school must ensure that teachers are aware of and actively using ICT-enabled educational platforms provided by the government. The school shall also be equipped with essential ICT and audio-visual facilities as required by the affiliating body to support a hybrid and blended learning model.

Teachers shall also be trained in ICT-based assessment methods to effectively track and monitor student-learning progress.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	Provide training for teachers on developing TLMs suited to various learning styles (visual, aural (auditory), read/write, and kinesthetic).	List of teachers who have completed training in developing TLMs.



Steps	Requirements for the School	Output
Step-1 (Planning)	• Train teachers in developing ICT-enabled teaching-learning resources, ensuring alignment with students' diverse learning needs. • Plan how ICT facilities will be utilized for formative assessments and for tracking student-learning progress. • Train teachers on effectively integrating ICT tools and facilities into the teaching-learning process.	• List of teachers who have completed training in creating ICT-enabled TLMs such as Video Learning Materials (VLMs), audio resources, and digital content. • List of TLMs developed or used by teachers, mapped according to learning styles, subjects, and grade levels. • List of ICT-enabled TLMs (videos, audios, etc.) developed or used by teachers, categorized by subject and grade level.
Step-2 (Doing)	• Implement the use of manual TLMs in classrooms. • Use activity rooms and practical laboratory-based TLMs to promote active learning for relevant subjects and grade levels. • Integrate ICT facilities into the teaching-learning process. • Employ ICT tools in assessments, including ongoing assessments during lessons and post-unit assessments (Assessment for Learning). • Utilize ICT tools for tracking and monitoring student progress against grade-specific learning outcomes.	• Recorded video links (10-20 minutes) showcasing the use of manual TLMs in classrooms (subject-wise & grade-wise). • Recorded video links (10-20 minutes) demonstrating the integration of ICT-enabled TLMs in lessons (subject-wise & grade-wise). • Recorded video links (10-20 minutes) showcasing how teachers utilize Practical Laboratories and Activity Rooms for hands-on learning (subject-wise & grade-wise). • Recorded video links (10-20 minutes) highlighting the ICT and audio-visual facilities available in the school (subject-wise & grade-wise).



Steps	Requirements for the School	Output
Step-2 (Doing)		- Recorded video links (10-20 minutes) demonstrating the use of ICT facilities for assessments (subject-wise & grade-wise). - Evidence of ICT usage for tracking student-learning progress, mapped to grade-specific learning outcomes.
Step-3 (Checking & Reviewing)	- A designated team or committee shall monitor and review the execution of planned activities. - Compare planned activities vs. actual execution to assess effectiveness.	Observations of the designated team or committee, including identified gaps and recommendations for modifications.
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Improve the creation, use, and integration of TLMs and ICT facilities in the teaching-learning process.	List of modification measures implemented to enhance the use of TLMs and ICT tools in teaching and assessment.

Parameter - 24: Planning & Execution of Teaching-Learning Activities for Competency-Based Learning (CBL) & 21st-Century Skills

Operational Definition: As per the requirements of this parameter, the school shall promote a Competency-Based Teaching-Learning Process. Competency-Based Education (CBE) emphasizes that learning outcomes, skills, and competencies prescribed by the affiliating body must be at the core of curriculum implementation.

When developing the Annual Pedagogical Plan and lesson plans, a learning outcome-oriented

approach must be followed. Students must be provided with appropriate teaching-learning experiences that enable them to achieve mastery over grade-specific learning outcomes and engage in activities that promote application in real-life contexts.

Additionally, teachers must be given opportunities to undergo training programs on planning and executing CBE.



To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	• Train teachers on planning and executing CBE, including competency-based lesson planning and assessments, following the guidelines of the regulatory body. • Develop an Annual Pedagogical Plan that aligns subjects and grade levels with learning outcomes and skills. • Design competency-based lesson plans that focus on defined learning outcomes and skill development. - Plan assessment tools and techniques to track students' mastery of learning outcomes and skills. • Plan strategies to enable students to apply acquired learning outcomes and skills in real-life scenarios (both known and unknown contexts).	• Guidelines on Competency-Based Education (CBE). • Annual Pedagogical Plan (subject-wise & grade-wise). • Sample competency-based lesson plans (subject-wise & grade-wise). • Sample subject-wise and grade-wise assessment tools, mapped to learning outcomes and competencies.
Step-2 (Doing)	• Implement Competency-Based Teaching-Learning Processes (TLP). • Utilize assessment tools to track students' mastery of subject-specific learning outcomes. • Support students in applying acquired learning outcomes and skills in real-life contexts.	• Recorded video links (10-20 minutes) showcasing competency-based lesson plan delivery by teachers (subject-wise & stage-wise). • Recorded video links (10-20 minutes) demonstrating how students apply acquired learning outcomes in real-life situations (subject-wise & stage-wise). • Analysis of student performance, showing how many students have mastered learning outcomes and how many require further support.



Steps	Requirements for the School	Output
Step-3 (Checking & Reviewing)	- A designated team or committee shall monitor and review the execution of planned activities. - Compare planned activities vs. actual execution to assess effectiveness. - Conduct a grade-wise analysis to evaluate student mastery of subject-specific learning outcomes: - Below 50% attainment. - Minimum 50% attainment. - Minimum 70% attainment. - More than 70% attainment.	- Observations of the designated team or committee, including identified gaps and recommendations for modifications. - Analysis report on student mastery of grade-specific learning outcomes.
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Improve competency-based education strategies for enhanced learning outcomes.	List of modification measures implemented to improve the execution of competency-based education.

Parameter - 25: Identification of Learning Needs and Individualized & Inclusive Instructional Strategy

Operational Definition: As per the requirements of this parameter, the school shall focus on identifying areas for improvement in students' current learning status. The primary objective of this parameter is to continuously monitor the learning progress of all students, including both general learners and Children with Special Needs (CWSN), in order to identify the specific learning difficulties they face in achieving the expected learning outcomes. It also involves diagnosing the individual learning needs of each student, regardless of whether they are typical learners or CWSN.

Teachers shall implement an ongoing learning approach or assessment for learning strategies to track and monitor student progress against grade-specific learning outcomes.

Based on identified learning gaps, teachers shall plan and implement remedial instruction tailored to students' specific learning needs, ensuring smooth progression in their learning pathways.

Additionally, the school shall focus on identifying learning needs of:

- Children with Special Needs (CWSN) and



developing a customized curriculum to meet their educational requirements.

specialized capsule courses to support their higher learning potential.

- Advanced learners and providing them with

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Train teachers to identify the learning needs and challenges faced by both general students and CWSN. - Identify sources for assessing learning gaps and improvement areas, including Ongoing Assessments, Formative Assessments, and Periodic Assessment Data. - Analyze student assessment data to determine common and unique learning difficulties for students struggling to master expected learning outcomes. - Develop a Remedial Instructional Plan for students facing common learning challenges. - Create individualized remedial instruction plans or Individual Education Plan (IEP) for students with unique learning difficulties. - Customize the curriculum for CWSN to meet their educational needs. - Identify advanced learners and plan capsule courses to further challenge and engage them. - Plan for involvement of Special Educator or Counsellor for identification learning needs and difficulties of CWSN.	- Grade-wise analyzed assessment data, identifying common and unique learning difficulties. - Remedial instructional plans for students with common difficulties. - Individualized remedial instruction plans for students with unique difficulties. - Customized curriculum plans for CWSN. - Advanced capsule course plans for students with exceptional performance. - IEP (Individual Education Plan) for students with unique learning difficulties.
Step-2 (Doing)	- Implement the remedial instruction plan for students facing common learning difficulties. - Implement individualized remedial instruction plans for students with unique learning difficulties. .	Recorded video links (10-20 minutes) demonstrating the execution of remedial instruction plans (subject-wise & grade-wise).



Steps	Requirements for the School	Output
Step-2 (Doing)	Execute the advanced capsule course for high-achieving students.	Recorded video links (10-20 minutes) showcasing how advanced capsule courses are being delivered (subject-wise & grade-wise).
Step-3 (Checking & Reviewing)	- A designated team or committee shall monitor and review the execution of planned activities. - Compare planned activities vs. actual execution to evaluate effectiveness. - Conduct a grade-wise impact analysis of the remedial instruction plan to assess student improvement: ◇ Students who improved by 50%. ◇ Students who improved by more than 50%. ◇ Students who improved by more than 70%.	- Observations of the designated team or committee, including identified gaps and recommendations for modifications. - Analysis report showing percentage improvement in student performance post-remedial instruction.
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Improve the remedial instruction process, customized curriculum for CWSN, and advanced capsule courses for high-achieving students.	List of modification measures implemented to enhance remedial instruction, CWSN curriculum plans, and advanced learning programs.

Standard-10: Assessment and Evaluation

Operational Definition: As per the requirements of this standard, the school shall continually update its learning outcome assessment approaches in alignment with current policy developments.

Teachers shall employ varied assessment tools and techniques, collecting data from multiple sources

to ensure a valid and comprehensive evaluation of students' progress across all learning domains.

Assessment tools and techniques must be selected based on the nature of the learning domain, including:

- Subject-Specific Learning Outcomes



- 21st-Century Skills
- Physical Education Skills
- Values & Life Skills
- Arts Education
- Vocational & Entrepreneurship Skills

Since no single assessment tool is appropriate for all learning domains, schools must adopt a variety of assessment methods to ensure accurate evaluation.

For a valid and authentic assessment of students' progress, schools must collect data from multiple sources, including:

- School-Based Assessments

- Assessments Beyond School (Application of Learning in Real-Life Contexts)
- Parental & Peer Involvement in Assessments

The school shall implement a 360-degree assessment approach, encompassing:

- Assessment for Learning → Formative assessment to guide teaching and improve student learning.
- Assessment as Learning → Self-assessment and peer assessment to foster student accountability and reflection.
- Assessment of Learning → Summative assessment to certify mastery over learning outcomes.

Parameter -26: Planning and Employing Varied Assessment Tools & Techniques

Operational Definition: As per the requirements of this parameter, the school shall employ varied assessment tools and techniques based on the following guiding principles:

- Diverse Learning Domains Require Different Assessment Methods: Since one assessment method cannot evaluate all learning domains, schools must use varied tools such as:
 - ◇ Paper-Pencil Tests
 - ◇ Observation Tools & Checklists
 - ◇ Anecdotal Records
 - ◇ Questionnaires & Concept Maps
 - ◇ Self-Assessment & Peer Assessment Rubrics
 - ◇ Projects, Assignments & Presentations
 - ◇ Portfolio-Based Assessments
 - ◇ Demonstrations & Real-World Applications
- Authenticity & Validity Through Multiple Data Sources: Competency-based education focuses on applying knowledge and skills in real-life contexts. Schools should incorporate:
 - ◇ School-Based Assessments
 - ◇ Project-Based Assignments Beyond School
 - ◇ Parental & Peer Involvement in Assessment
- Student Participation in the Assessment Process: Teachers must encourage self-assessment and peer assessment to:
 - ◇ Increase student awareness of their learning progress.



- ◇ Help students identify learning gaps and develop personal improvement plans.
- ◇ Share accountability for assessments between teachers and students.

Schools should create systems for parental involvement in assessments to ensure shared accountability for student progress.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

• Parental Engagement in Assessment:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Refer to and review assessment handbooks and policy documents from the affiliating body. - Finalize assessment tools & techniques for evaluating various learning domains, including subject-specific assessments, 21st-century skills, life skills, arts education, physical education, vocational and entrepreneurship skills, and values education. - Finalize assessment tools & techniques for promoting self-assessment and peer assessment. - Train school teachers in varied assessment methodologies based on the nature of different learning domains. - Train teachers in competency-based assessment approaches, including question paper design and blueprint development. - Plan strategies for parental involvement in assessments.	- List of trained teachers in using varied assessment tools & techniques. - Mapped list of assessment tools & techniques categorized by learning domains and grade levels. - Standard Operating Procedures (SOPs) for competency-based question paper design and blueprints. - SOPs for self-assessment & peer assessment implementation. - SOPs for involving parents in the assessment process. - Annual Assessment & Evaluation Calendar as per the affiliating body's guidelines. - SOPs for collecting assessment data beyond school settings.
Step-2 (Doing)	Implement varied assessment tools & techniques for evaluating subject-specific learning outcomes using: Paper-Pencil Tests, Projects, Concept Maps, Presentations, and Demonstrations.	Sample competency-based question papers (subject-wise & grade-wise).



Steps	Requirements for the School	Output
Step-2 (Doing)	- Develop and administer competency-based question papers. - Use anecdotal records to track student progress. - Implement rubric-based assessments to evaluate student performance in various learning domains. - Conduct self-assessment and peer assessment, enabling students to set improvement targets. - Assess 21st-century skills, life skills, arts education, physical education, and vocational skills using specialized assessment tools. - Implement portfolio-based assessments to document student learning trends over time. - Actively involve parents & guardians in the assessment process.	- Sample assessment tools for 21st-century skills, life skills, arts education, physical education, and vocational skills (stage-wise). - Sample self-assessment & peer assessment sheets with student improvement targets (stage-wise). - Sample rubric-based assessments for measuring student performance (stage-wise). - Sample portfolio-based assessments (stage-wise). - Sample anecdotal records (stage-wise). - Documented evidence of parental involvement in assessment processes (stage-wise). - Recorded video links (10-20 minutes) demonstrating how assessments are conducted across various learning domains (stage-wise).
Step-3 (Checking & Reviewing)	- A designated team or committee shall monitor and review the execution of planned assessment activities. - Compare planned activities vs. actual execution to assess effectiveness.	Observations of the designated team or committee, including identified gaps and recommendations for modifications.



Steps	Requirements for the School	Output
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Improve the assessment process by refining tools, techniques, and strategies.	List of modification measures implemented for enhancing assessment planning and execution.

Parameter - 27: Planning and Conducting Analysis of Student Assessment and Tracking Learning Progress for Formative & Summative Purposes

Operational Definition: As per the requirements of this standard, the school shall systematically analyze student assessment data to identify learning gaps, improvement areas, and strengths for further academic growth.

Student assessment data must be meaningfully utilized to enhance the teaching-learning process and educational outcomes. This includes monitoring and tracking learning progress across various domains, such as:

- Subject-Specific Assessments
- 21st-Century Skills
- Life Skills
- Physical Education
- Arts Education
- Vocational & Entrepreneurship Skills
- Value Education

A meaningful analysis of student assessment data shall be conducted for both formative and summative purposes:

- **Formative Assessment Analysis (Assessment for Learning):**
 - ◇ Used to plan ongoing/continuous assessments, making them an integral

part of the teaching-learning process.

- ◇ Conducted at different points during the teaching-learning process.
- ◇ Helps teachers assess whether students possess the prerequisite knowledge and skills before learning new content.
- ◇ Provides insights into student progress after completing topics/units/learning activities.
- ◇ Identifies learning obstacles and provides diagnostic feedback for intervention.
- ◇ Ensures structured tracking of learning progress across all domains (Continuous and Comprehensive Evaluation (CCE)).
- **Summative Assessment Analysis (Assessment of Learning):**
 - ◇ Focuses on certifying student attainment levels in relation to desired learning outcomes and competencies.
 - ◇ Conducted at the end of academic sessions or after completing a defined portion of the syllabus.



To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Develop Standard Operating Procedures (SOPs) for conducting formative assessments (Assessment for Learning) in various domains: ◇ Scholastic Areas ◇ Arts & Physical Education ◇ Life Skills ◇ 21st-Century Skills ◇ Emerging Skills & Courses (AI, Data Science, Machine Learning, etc.) ◇ Vocational Education - Develop SOPs for Assessment as Learning, including self-assessment and peer assessment methodologies. - Establish SOPs for analysing student assessment data to identify learning gaps and strengths. - Train teachers on competency-based assessment approaches, including assessment design, data analysis, and student feedback mechanisms. - Establish SOPs for conducting summative assessments across all learning domains.	- SOPs and guidelines for formative assessments (scholastic subjects, arts & physical education, life skills, 21st-century skills, vocational education, emerging courses, etc.). - SOPs and guidelines for self-assessment and peer assessment for all learning domains. - SOPs for summative assessments across all learning domains. - Annual calendar for formative and summative assessments.
Step-2 (Doing)	- Conduct formative assessments as per the planned approach for all learning domains. - Implement self-assessments and peer assessments to encourage student reflection and accountability. - Administer summative assessments to evaluate student progress at key academic milestones.	- Recorded video links (10-20 minutes) showcasing how formative assessments are conducted across different learning domains (stage-wise). - Recorded video links (10-20 minutes) demonstrating how summative assessments are conducted (stage-wise).



Steps	Requirements for the School	Output
Step-2 (Doing)		- Sample completed assessment tools used for formative assessments in: ◇ Scholastic Subjects ◇ Life Skills ◇ Arts & Physical Education ◇ 21st-Century Skills ◇ Vocational Education ◇ Emerging Learning Skills & Courses
Step-3 (Checking & Reviewing)	- Analyze formative assessment data across all learning domains to track student progress. - Assess student attainment levels in different learning domains using predefined learning outcomes. - Conduct grade-wise analysis to evaluate: ◇ Percentage of students achieving below 50% mastery. ◇ Percentage of students achieving 50% mastery. ◇ Percentage of students achieving 60%-70% mastery. ◇ Percentage of students achieving more than 70% mastery. - Compare internal assessment results with external benchmarks such as: ◇ SAFAL (Structured Assessment for Analyzing Learning) ◇ Sports Competitions ◇ Science & Mathematics Olympiads ◇ Other National/State-Level Competitions - Designated teams shall recommend improvements in tracking student-learning progress.	- Analysis of formative & summative assessment data for: ◇ Scholastic subjects (stage-wise). ◇ Arts & Physical Education (stage-wise). ◇ 21st-Century Skills (stage-wise). ◇ Emerging Learning Skills & Courses (stage-wise). ◇ Vocational Education (stage-wise). - Performance analysis of students in external assessments & competitions (SAFAL, Olympiads, Sports, etc.). - Recommendations for refining the student learning progress-tracking process.



Steps	Requirements for the School	Output
Step-4 (Acting for Continual Improvement)	- Implement improvements based on recommendations from the reviewing committees. - Modify assessment-tracking processes to enhance formative and summative assessments.	Action Taken Reports (ATRs) documenting implemented modifications for improved tracking of student learning progress.

Parameter - 28: Reporting of Students' Learning Progress through Holistic Progress Card (HPC) Covering Varied Aspects of Learning

Operational Definition: As per the requirements of this parameter, all learning domains shall be given due importance when designing progress or report cards to reflect students' performance.

It has been widely observed that traditional report cards focus primarily on scholastic performance, while other essential learning domains receive minimal attention. However, all learning domains play a critical role in equipping students with key skills necessary for personal, social, academic, and professional success.

The National Education Policy (NEP-2020) and research findings highlight that, in addition to scholastic skills, life skills, 21st-century skills, value education, and physical education are becoming indispensable in today's rapidly changing work environment and employer expectations.

Therefore, Holistic Progress Cards (HPCs) should equitably represent student performance across all learning domains, ensuring a comprehensive overview of student development.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Refer to and review policy documents issued by the affiliating body and government regarding student progress reporting. - Plan how all learning domains (scholastic, life skills, physical education, vocational skills, and others) will be incorporated into HPC.	- Finalized template of the HPC for all school stages. - SOPs for HPC creation, specifying how the progress card will be developed and which learning domains will be covered (stage-wise).



Steps	Requirements for the School	Output
Step-2 (Doing)	Create progress cards aligned with the principles of HPCs, ensuring coverage of all learning domains relevant to each stage of school education.	Sample filled HPC format covering all applicable learning domains (stage-wise).
Step-3 (Checking & Reviewing)	- Monitor and review the format of Progress Cards to ensure they cover all stage-specific learning domains. - Verify whether HPC is developed based on teacher assessments only or includes student self-assessment and peer assessment. - Ensure that self-assessment and peer assessment are actively promoted as part of the HPC creation process. - Provide recommendations for further improvements in HPC development.	- Recommendations for further improvements in HPC design. - Sample evidence showing how teacher assessments are used in HPC creation. - Sample evidence demonstrating how student self-assessment contributes to HPC development. - Sample evidence showcasing how peer assessment is incorporated into HPC creation.
Step-4 (Acting for Continual Improvement)	- Implement modifications and prepare Action Taken Reports based on recommendations from the reviewing team or committee. - Improve HPC to ensure better representation of student learning progress across all domains.	List of action steps taken by teachers to enhance HPC creation.

Standard 11: Documented Policy & Procedure for Admission in Compliance with Regulatory Requirements

Operational Definition: As per the requirements of this standard, the school shall develop and implement an admission policy in alignment with regulatory guidelines.

The admission policy must incorporate all applicable regulatory requirements for all stages of school education, from the foundational stage to the secondary stage.



Parameter- 29: Conducting Admissions in Adherence to Established Policies

Operational Definition: This parameter ensures that the school plans and conducts admissions at all applicable stages in compliance with regulatory requirements.

The school must develop and establish Standard Operating Procedures (SOPs) covering key aspects of the admission process, including:

- Grade-wise vacancy advertisements in the public domain.
- Selection criteria, such as screening exams, merit-based selection, interviews, or a combination of these.
- Admission process at the foundational stage in compliance with regulatory requirements.
- Required admission records/documents to be submitted by parents/applicants.
- Retention and maintenance period for admission records.
- Categories of admission fees and the process of finalizing fees in compliance with regulations.
- Regulatory guidelines for fee determination and refund policies.
- Student withdrawal and transfer certificate issuance policies.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	• Review and refer to applicable regulatory requirements for all stages of school education. • Develop SOPs for student admissions at each applicable stage, including: ◇ Available vacancies. ◇ Mode of advertising vacancies (online and offline both). ◇ Selection process (exams, merit, interviews, etc.). ◇ Required admission records and documents. ◇ Admission fees, refund policies, and grievance redressal mechanisms. • Approval of admission policy by SMC/Management Committee vis-à-vis guideline of affiliating body • Establish SOPs for record maintenance and disposal policies for admission documents.	• Stage-wise admission policy and SOPs aligned with regulatory requirements. • SOPs for record preservation and disposal. • SOPs for fee determination at each stage. • Minutes of Meetings (MoMs) and agendas from the competent authority/Committee. • Approved admission policy by SMC/Management Committee vis-à-vis guideline of affiliating body



Steps	Requirements for the School	Output
Step-1 (Planning)	Develop SOPs for determining admission fees, ensuring compliance with the affiliating body and government regulations.	
Step-2 (Doing)	Implement the admission policy and SOPs across all stages of education.	- Evidence of grade-wise vacancy advertisements in the public domain. - Recorded video links (10-20 minutes) showcasing the admission process at different stages: - Foundational stage - Preparatory stage - Middle stage - Secondary stage - List of admission records submitted by applicants, with sample evidence (stage-wise).
Step-3 (Checking & Reviewing)	- The Designated Committee shall monitor and evaluate the implementation of the admission policy and related SOPs. - The committee shall provide recommendations for improvement. - Analyze complaints and feedback from parents, applicants, and other stakeholders regarding the admission process.	- Recommendations from the committee for improvements in the admission process. - Records of parent feedback for admission process improvements. - Records of complaints and grievance redressal actions.
Step-4 (Acting for Continual Improvement)	Implement modifications and improvements based on the committee's recommendations.	List of corrective actions taken to enhance the admission policy and SOP implementation.



Standard 12: Student Support Services

Operational Definition: As per the requirements of this standard, the school shall establish student support services to effectively address students' personal, social, and school adjustment issues, academic challenges, and career-related concerns.

Students may encounter personal, social, and academic difficulties at any stage, from the foundational to the secondary level. Therefore, the school must develop a mechanism to identify struggling students and provide them with

guidance and counselling services.

Career-related concerns typically arise from the middle stage onwards and become more prominent at the secondary stage. Consequently, the school must establish career guidance and counselling services to support students in making informed decisions about their future pathways.

Additionally, the school must implement a policy for receiving and addressing student complaints and feedback regarding their academic, social, and personal well-being.

Parameter - 30: Guidance and Counselling Services to Address Personal, Social, Academic, and Career Concerns

Operational Definition: As per the requirements of this parameter, the school shall establish a comprehensive guidance and counselling system to support students in managing personal, social, academic, and career-related challenges.

In accordance with the directives of the affiliating body and government regulations, the school must employ trained and competent professionals to provide counselling services.

To ensure the effective delivery of guidance and counselling services, the school must:

- Develop Standard Operating Procedures (SOPs) outlining the types of personal, social,

and academic issues that will be addressed.

- Establish reliable identification methods to determine students who require counselling services.
- Use data-driven decision-making by incorporating academic performance records and psychometric assessments for career counselling.
- Follow a structured approach to involve parents and guardians in the counselling process when necessary.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	• Establish a guidance and counselling system with qualified professionals. • Train teachers to assist in the counselling process, as they interact directly with students.	• List of certified counsellors and professionals engaged in the school.



Steps	Requirements for the School	Output
Step-1 (Planning)	- Develop SOPs for identifying students facing personal, social, and academic challenges. - Establish data collection methods to validate students' needs for counselling. - Determine appropriate psychometric tools and techniques to assess contributing factors in students' difficulties. - Develop SOPs for parental involvement in the counselling process. - Establish a referral system for students requiring specialized psychological services. - Implement early detection mechanisms to identify learning difficulties at the foundational stage for timely intervention. - Define career-counselling procedures, including the use of academic performance data and psychometric assessments. - Create a framework for inviting career experts from various professional fields. - Develop follow-up protocols to track students' progress after counselling.	- List of trained teachers who support the counselling process. - SOPs for guidance and counselling services in personal, social, and academic domains. - SOPs for data collection methods for student counselling. - SOPs for psychometric assessments and intervention strategies. - SOPs for early detection of learning difficulties. - SOPs for parental involvement in counselling. - SOPs for referral services. - SOPs for career counselling integrating academic and psychometric assessments. - List of standardized psychometric assessment tools available in the school. - SOPs for follow-up and progress tracking.
Step-2 (Doing)	Implement guidance and counselling services.	- List of students who received counselling services for personal, social, and academic concerns. - Sample case records documenting student counselling sessions.



Steps	Requirements for the School	Output
Step-2 (Doing)		- List of students assessed using psychological tools. - List of students identified with learning difficulties at the foundational stage. - List of students who underwent career guidance and counselling services. - List of students who completed psychometric assessments (e.g., aptitude tests). - Sample filled Career Profile Cards. - List of career experts invited in the last academic year. - Sample follow-up records. - List of students referred for specialized counselling services.
Step-3 (Checking & Reviewing)	- The Designated Committee shall monitor and evaluate the implementation of guidance and career counselling services. - The committee shall assess the effectiveness of the counselling system and recommend improvements.	List of recommendations for improving guidance and counselling services.
Step-4 (Acting for Continual Improvement)	- Implement modifications based on recommendations from the reviewing committee. - Enhance guidance and counselling strategies for better student support.	List of action steps taken to improve guidance and counselling services.



Standard 13: Physical & Psychological Safety

Operational Definition: As per the requirements of this standard, the school shall establish physical and psychological safety measures to create a safe and secure learning environment for students.

For physical safety, the school must ensure compliance with statutory and regulatory requirements, including the POCSO Act (Protection of Children from Sexual Offences) and the POSH Act (Prevention of Sexual Harassment of Women at the Workplace). This includes the formation of POCSO and POSH Committees as per regulatory guidelines.

To ensure physical safety, the school must implement robust SOPs related to :

- Children's interaction with materials (toys, laboratory chemicals, teaching aids, etc.).
- Children's interaction with adults and older students (good touch and bad touch

awareness, restricted areas, CCTV monitoring, etc.).

- Children's interaction with their environment (structural and non-structural safety, transportation safety, fire safety, sanitation, hygiene, and food safety).

For psychological safety, the school must establish SOPs to promote students' emotional well-being by :

- Ensuring a positive and motivating learning environment
- Training staff and students in socio-emotional skills and life skills
- Implementing anti-ragging and anti-bullying policies
- Addressing students' recognition needs and self-concept development

Providing counselling services for social and academic adjustment

Parameter- 31: Physical Safety Measures

Operational Definition: As per the requirements of this parameter, the school shall establish physical safety measures in compliance with regulatory requirements (POCSO Act, POSH Act, and other statutory directives) to create a safe teaching-learning environment. The suggestive list of evidence is:

Mandatory Records and Certificates for Physical and Psychological Safety

1. Certificates Issued by Competent Authorities

- Drinking Water Quality Certificate
- Food Safety Certificate
- Waterborne Disease Prevention Certificate

- Health Check-up Certificates for:
 - ◇ Teaching Staff
 - ◇ Students
 - ◇ Support Staff (including
 - ◇ outsourced/contractual, if any)

2. Structural Safety Certificate

- Certificate for earthquake resistance and overall structural safety of the school building.

3. Police Clearance Records

- Verified police clearance certificates for school vehicle drivers (own/contracted).



4. Medical Health Records of Canteen and Support Staff

- Periodic health check-up records of:
 - ◇ Canteen staff
 - ◇ Housekeeping staff
 - ◇ Any outsourced personnel

5. FSSAI Certificate

- For schools operating a canteen or mid-day meal facility.

6. Minutes of Meetings (MoMs) of Safety Committees

- POSH Committee
- POCSO Committee
- Vishaka Committee (if separately constituted)
- Any other committee as per State recommendation
- Include decisions taken and actions initiated.

7. Last Child Drop Policy

- Documented and implemented policy ensuring safe drop-off of every student, especially the last one.

8. Allergy Records and Stakeholder Communication

- Maintained records of known allergies for:
 - ◇ Students
 - ◇ Teachers
 - ◇ Non-teaching staff
- Proof of communication of allergy data to relevant stakeholders (class

teacher, medical staff, food service, etc.).

9. Fire Evacuation Drill Register

- Log of mock drills conducted, including:
 - ◇ Date and time
 - ◇ Time taken for evacuation
 - ◇ Head count verification

10. Annual Physical Stock Verification

- Records for both consumables and non-consumables (science kits, sports items, safety equipment, etc.)
- Ground-level verification reports.

11. Circulars and Compliance Records

- Register/file of all circulars related to physical and psychological safety received during the year.
- Documented compliance/actions taken against each.

12. Cyber Safety Policy

The school must implement strict SOPs covering:

- Children's interaction with materials (toys, laboratory kits, chemicals, etc.).
- Children's interaction with adults and older students (monitoring, awareness training, restricted areas, etc.).
- Children's interaction with the environment (structural safety, fire safety, hygiene, sanitation, and transportation safety).



To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Review directives from the affiliating body and government regulations on POCSO and POSH Acts. - Establish and formalize the POCSO Committee and POSH Committee in accordance with regulatory guidelines. - The school to identify the NDMA and SDMA guidelines for safety in schools. - Develop SOPs for children's interaction with materials (toys, teaching-learning kits, laboratory chemicals, etc.). - Develop SOPs for children's interaction with adults and older students, covering: ◇ Awareness programs on good touch and bad touch. ◇ Restricted movement areas within school premises. ◇ CCTV monitoring in key areas. - Develop SOPs for children's interaction with the environment, covering: ◇ Building safety (structural and non-structural measures). ◇ Transport safety. ◇ Fire safety protocols. ◇ Electrical and water safety measures. - SOP for Transport Safety including De-boarding Policy and Last Child Drop Policy. - To establish Food, Physical Safety & Security Audit Committee including Lab Safety in schools. - Implement nutritional guidelines as per FSSAI standards to ensure balanced and safe food practices. - Establish SOPs for safe food handling (storage, preparation, and serving) in school canteens (whether in-house or outsourced).	- Composition of the POCSO Committee. - Composition of the POSH Committee. - SOPs for children's interaction with materials, adults, and the environment. - NDMA and SDMA identification record - Nutritional guidelines and food safety SOPs (aligned with FSSAI standards). - Emergency and fire safety protocols. - Medical emergency response SOPs. - CCTV monitoring and security SOPs. - Cyber Safety Policy



Steps	Requirements for the School	Output
Step-1 (Planning)	• Create SOPs for conducting emergency drills and evacuations. • Establish SOPs for handling medical emergencies for students and staff. • Develop SOPs for collecting and maintaining student medical data (allergies, conditions, etc.). • Define hygiene and sanitation standards within the school premises. • Establish SOPs for installing and monitoring CCTVs in key locations. • Create SOPs for maintaining and operating firefighting equipment (fire extinguishers, alarms, etc.). • Develop SOP for Cyber Safety	
Step-2 (Doing)	• Training of the school stakeholders on relevant issues • Ensure functionality of the POCSO and POSH Committees. • Implement all SOPs for physical safety across the school environment. • Implement NDMA, SDMA guidelines. • Conduct audits by Health, Safety and Security Audit Committee. • Implement nutritional guidelines as per FSSAI standards to ensure balanced and safe food practices.	• Minutes of Meetings (MoMs) and agendas from POCSO and POSH Committee meetings. • Recorded video links (10-20 minutes each) showcasing implementation of SOPs across key physical safety areas (a total of 11 SOPs). • Audit reports by the Health, Safety & Security Committee
Step-3 (Checking & Reviewing)	• The Designated Safety Committee shall monitor and review the implementation of each SOP based on defined safety criteria. • The committee shall evaluate the effectiveness of the POCSO and POSH Committees. • Conduct SOP-specific safety audits and monitor each key physical safety area.	• Review report for each key safety area/SOP. • Recommendations from the Safety Committee for strengthening safety protocols. • Audit gap analysis reports



Steps	Requirements for the School	Output
Step-3 (Checking & Reviewing)	• Provide recommendations for further strengthening of safety measures. • Check the extent of implementation of NDMA, SDMA guidelines and other SOPs / Committees • Check the gaps identified by Health, Safety & Security Audit Committee	
Step-4 (Acting for Continual Improvement)	• Implement corrective measures for each key safety area, following recommendations from the Designated Safety Committee.	• List of actions taken by the school to enhance physical safety measures. • Implemented improvements based on committee recommendations.

Parameter - 32: Psychological Safety Measures

Operational Definition: As per the requirements of this parameter, the school shall develop and implement policies to ensure the psychological safety of students.

Psychological safety measures shall include:

- Establishing a positive and motivating teaching-learning environment.
- Training staff on socio-emotional skills and Emotional Intelligence.
- Training students on life skills and emotional regulation.
- Enforcing a strict anti-ragging and anti-bullying policy.
- Addressing students' recognition needs to build self-esteem.
- Implementing measures to develop a positive self-concept among students.
- Providing counselling services to help students with social and academic adjustment.
- Ensuring inclusive teaching practices that eliminate discrimination based on gender, caste, Socioeconomic status (SES), religion, disabilities, etc.



To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Develop a policy and SOPs to prevent bullying and ragging within the school premises and hostels (if applicable). - Plan teaching and training programs on life skills and emotional regulation for students. - Train teachers on Emotional Intelligence and socio-emotional skills. - Conduct workshops for students on good touch and bad touch. - Train teachers on recognizing students' emotional and psychological needs and providing positive reinforcement. - Train teachers on building students' positive self-concept regarding their abilities and learning levels. - Establish a counselling system staffed by trained professionals for student support. - Develop SOPs for inclusive, non-discriminatory teaching practices.	- Policy for preventing bullying and ragging. - Annual calendar for life skills training for students. - List of teachers trained in socio-emotional skills/Emotional Intelligence. - List of conducted workshops on good and bad touch (including stage-specific data and dates). - List of teachers trained in building students' self-concept. - List of teachers trained in inclusive and non-discriminatory teaching. - List of school staff trained on the POSH Act. - List of trained counsellors providing psychological support.
Step-2 (Doing)	- Implement the bullying and ragging prevention policy. - Conduct workshops on good and bad touch for students. - Hold life skills classes for students to develop emotional regulation and resilience. - Ensure teachers apply social-emotional skills by: ◇ Addressing students by name. ◇ Providing positive reinforcement for academic and behavioural achievements.	- List of conducted workshops on good and bad touch (with stage-specific data). - Video links (10-20 minutes) showing: ◇ How teachers apply social-emotional skills to recognize students' needs. ◇ How teachers use social-emotional skills to help students develop a positive self-concept.



Steps	Requirements for the School	Output
Step-2 (Doing)	Use psychological strategies to build students' positive self-concept. -- Identify students facing academic, social, or personal adjustment issues and provide counselling support. -- Maintain follow-up records of students who received counselling.	- List of identified students facing academic, social, or personal adjustment issues. - Follow-up records of students who received counselling.
Step-3 (Checking & Reviewing)	The Designated Committee shall monitor and evaluate the effectiveness of psychological safety measures. - Review the current status of psychological safety policies and suggest improvements.	Recommendations from the Reviewing Committee on the effectiveness of psychological safety measures and suggested improvements.
Step-4 (Acting for Continual Improvement)	Implement corrective actions and improvements based on the Reviewing Committee's recommendations.	List of actions taken to enhance psychological safety measures.

Standard 14: Quality Assurance and Continuous Improvement

Operational Definition: As per the requirements of this standard, the school shall develop and implement practices for Quality Assurance and Continuous Improvement (CI).

- Quality Assurance ensures compliance with minimum quality standards set by the affiliating body, accreditation body, and government regulations.
- Continuous Improvement (CI) focuses on sustaining and enhancing quality by moving towards excellence through systematic and targeted improvement measures.

As per the Assessment and Accreditation scheme of NABET-QCI, schools must:

- Conduct periodic self-assessments based on NABET-QCI's assessment and accreditation

criteria to ensure compliance with minimum quality standards.

- Implement corrective and preventive measures to continuously improve each parameter and move towards higher quality benchmarks.

At the initial stages of quality improvement, schools may rely more on corrective measures (reactive problem-solving). Over time, as processes become structured and efficient, preventive measures (proactive problem prevention) will take precedence. This shift signifies that the school is progressing towards excellence.

The school must also adopt a benchmarking and innovation approach, which includes:



- Benchmarking: Aligning existing practices with best practices, defined milestones, or set criteria to streamline operations and enhance outcomes.
- Innovation: Reorienting and recalibrating

existing practices using educational advancements, instructional technology, and assessment models. Innovation may involve original school-led initiatives or the adoption of best practices from other leading institutions.

Parameter- 33: Continuous Improvement (CI) of the School

Operational Definition:

- Quality Assurance ensures adherence to minimum quality standards, while Continuous Improvement (CI) aims to sustain and enhance quality through a structured approach.
- CI involves two key approaches:
 - ◇ Corrective Approach: Addressing gaps,

errors, or issues after they arise and implementing measures to prevent recurrence.

- ◇ Preventive Approach: Proactively reviewing processes and structures to identify and mitigate potential risks or inefficiencies before they occur.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	For the Preventive Approach: • Plan how each key process will be reviewed and scrutinized in advance. • Define who will be responsible for conducting thorough reviews of key processes. For the Corrective Approach: • Establish a response mechanism for addressing incidents, gaps, or errors that arise. • Implement corrective measures to ensure recurrence prevention.	• Timeframe for process reviews with designated teams/committees. • List of key processes and incidents recorded.
Step-2 (Doing)	• Review existing key processes to assess alignment with standard quality criteria. • The designated committee shall: ◇ Evaluate the planning of key processes, ensuring all critical aspects have been considered.	• Minutes of Meetings (MoMs) and agendas of review teams. • SOPs followed by review teams for evaluating key processes.



Steps	Requirements for the School	Output
Step-2 (Doing)	◇ Analyze execution, verifying if each process is being implemented as planned. ◇ Assess expected outcomes, determining if defined objectives are being met. • Identify obstacles preventing expected outcomes and document them for corrective action.	
Step-3 (Checking & Reviewing)	• The designated team shall: ◇ Identify gaps and improvement areas in planning, execution, and outcomes. ◇ Recommend corrective actions to close these gaps and enhance process efficiency.	• List of key process gaps and areas for improvement (planning, execution, and outcomes). • Recommended actions for addressing identified gaps.
Step-4 (Acting for Continual Improvement)	• Implement corrective and preventive actions based on recommendations. • The process owners shall ensure continuous improvement by refining planning, execution, and monitoring systems.	• List of implemented corrective actions for process improvement. • Summary of continuous improvement measures taken.

Parameter-34: Grievance Redressal System

Operational Definition: As per the requirements of this parameter, the school shall establish a **grievance redressal system** to effectively **address and resolve grievances, suggestions and feedback**.

To ensure a transparent and efficient process, the school must implement a structured mechanism for:

- Submitting grievances, suggestions and feedback through an online platform and offline mode.
- Assigning designated personnel to handle grievances, suggestions and feedback.
- Establishing Standard Operating Procedures (SOPs) for receiving, categorizing, addressing, and closing grievances, suggestions and feedback.
- Proactively collecting feedback from stakeholders to improve school services and the overall learning environment.



To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	- Establish a user-friendly, multi-channel complaint submission process (online, manual, verbal, anonymous), including date and time logging. - Categorize complaints into verticals: Academic, Administration, Admission, Infrastructure, Housekeeping, T&L, Discipline, Co-curricular activities. - Form a Complaint Handling Committee (CHC) with members from all verticals. - Maintain complaint handling registers (digital/manual) separately for Students/Parents, Teaching, Non-Teaching, and External stakeholders. - Communicate the procedure to stakeholders (website, circulars, emails, meetings, orientation). - Document an SOP with : submission, escalation, response timelines, authority matrix, resolution procedures.	- Complaint form (online & offline) - Complaint boxes/ Online portal - List of complaint categories - Complaint form with dropdown/checklist - Committee notification - List of members with roles - Complaint handling registers - Access logs (digital/physical) - Copies of circulars, emails Orientation agenda - SOP document - Flowcharts and escalation matrix
Step-2 (Doing)	- Constitute CHC formally and assign responsibilities. - Train committee members on SOP and resolution protocols. - Disseminate procedure and SOP to all stakeholders via multiple channels. - Make complaint form accessible in all formats (online, physical, suggestion box). - Install suggestion/complaint boxes at easily accessible spots. - Acknowledge complaints. - Maintain and update categorized complaint registers.	- Office order - Training records - Communication records - Complaint register - Key Performance Indicators (KPI) matrix and data analysis - Feedback from complainants on resolution satisfaction - Minutes of Meetings



Steps	Requirements for the School	Output
Step-2 (Doing)	- Define Key Performance Indicators (KPIs) such as resolution time, number of resolved complaints, satisfaction rate. Capture data linked to KPIs. - Conduct CHC meetings regularly with documented MoMs. - Collect periodic feedback from complainants on resolution satisfaction.	
Step-3 (Checking & Reviewing)	- Analyze data against KPI indicators. - Review stakeholder feedback for improvement opportunities. - Conduct Root Cause Analysis (RCA) for repetitive/systemic complaints. - Develop Corrective and Preventive Action (CAPA) and present in Management Review Meetings (MRMs).	- KPI analysis reports - Minutes of Meetings - CAPA
Step-4 (Acting for Continual Improvement)	- Review actionable points from RCA, CAPA, CHC and MRM. - Implement corrective measures based on the Review Committee's recommendations.	Action item tracker

Parameter- 35: Benchmarking and Innovation

Operational Definition: Benchmarking is the process of aligning existing school practices with best practices, defined milestones, or standardized criteria to progressively enhance educational outcomes.

Innovation refers to the reorientation and recalibration of existing practices to align them with advancements in:

- Educational technology

- Instructional methods
- Assessment and evaluation techniques
- Educational policies

Innovation can take two forms:

- Original innovations – New methods or processes developed and implemented by the school.



2. Adopted best practices – Innovations based on research studies, policy recommendations, or successful models from

comparable institutions.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	Defining Benchmarking & Innovation Approaches: - Identify criteria for benchmarking, including whether the school should seek assessment and accreditation to align with external standards (Approach 1). - Benchmark against empirical research and studies reporting best educational practices that can improve key school processes (Approach 2). - Benchmark against high-performing comparable schools that have demonstrated consistent educational improvements in targeted domains (Approach 3). - Develop school-led innovations, exploring original strategies to recalibrate and improve existing key processes (Approach 4). - Adopt best practices from research, policy documents, or comparable schools, integrating them into existing school operations (Approach 5).	- Finalized benchmarking and innovation approach. - Action plan for each selected benchmarking and innovation method.
Step-2 (Doing)	Implement the finalized benchmarking and innovation approach based on the selected model.	- List of actions taken for benchmarking and innovation (approach-wise). - Recorded video links (10-20 minutes each) showcasing actions taken under each approach.



Steps	Requirements for the School	Output
Step-3 (Checking & Reviewing)	- The designated review team or committee shall evaluate the implementation of benchmarking and innovation approaches. - The committee will identify gaps, improvements, and noticeable impacts in the planning, execution, and outcomes of the benchmarking and innovation process. - Recommend corrective actions to address identified gaps in the adopted approach.	- Minutes of Meetings (MoMs) and agenda of the Review and Scrutiny Committee. - List of identified gaps in planning, execution, and outcomes of the adopted benchmarking and innovation approach.
Step-4 (Acting for Continual Improvement)	- Implement corrective measures based on the Review Committee's recommendations. - Document improvements and impacts observed after adopting the benchmarking and innovation approach.	- List of measures taken for planning, execution, and outcomes of the adopted benchmarking and innovation approach. - List of key improvements observed after implementation.

Parameter- 36: Self-Assessment and Review of Compliance

Operational Definition: As per the Assessment and Accreditation scheme introduced by NABET-QCI, schools must conduct periodic self-assessments based on the assessment and accreditation criteria outlined by the accreditation agency.

Self-assessment ensures that schools:

- Adhere to minimum quality requirements for

sustaining quality assurance.

- Identify strengths and areas for improvement in various parameters.
- Continuously enhance compliance levels to move toward excellence.

To achieve this, the school is required to follow the methodology (suggestive) outlined below:

Steps	Requirements for the School	Output
Step-1 (Planning)	Develop a self-assessment framework aligned with the Accreditation Agency's criteria.	SOP document for self-assessment.



Steps	Requirements for the School	Output
Step-1 (Planning)	- Constitute a Self-Assessment Committee (SAC), including an Head of Quality Assurance., senior faculty, admin representatives, and stakeholders (as applicable). - Define roles, responsibilities, and timelines for the self-assessment process. - Prepare Standard Operating Procedures (SOPs) for: ◇ Data collection and documentation. ◇ Coordination among departments. ◇ Analysis and reporting. - Identify training needs for SAC members to effectively use the self-assessment portal and understand accreditation standards. - Schedule and conduct orientation/training sessions on accreditation parameters, evidence collection, and scoring.	- Constitution and notification of the SAC. - Role matrix with timelines and deliverables. - Training schedule and attendance sheets. - Training materials / presentations. - Plan for data and evidence collection.
Step-2 (Doing)	- Conduct periodic (at least annually) self-assessment using the NABET-QCI online portal as per defined parameters and framework. - Ensure all committee members upload supporting documents/evidence relevant to each criterion. - Ensure the Head of Quality Assurance validates the uploaded evidence and scores before final submission. - Track progress periodically and resolve internal queries/conflicts collaboratively. - Collect feedback from departments during the process to improve implementation.	- Screenshot / confirmation of portal submission. - Checklist of uploaded documents and evidence. - Progress tracking sheet/log. - Feedback forms from team members.



Steps	Requirements for the School	Output
Step-3 (Checking & Reviewing)	• The Head of Quality Assurance shall lead a gap analysis for each parameter based on assessment scores. • Prepare a graphical and narrative report identifying strengths, weaknesses, and compliance levels. • Present the report before the Governing Body / Management Committee. • Record suggestions and directives given by the management for further improvement. • Conduct an internal review meeting to finalize corrective actions.	• Self-assessment report with visual dashboards. • MoM of review meeting with School Authority / Management. • Record of recommendations provided. • Final list of improvement areas with priorities assigned.
Step-4 (Acting for Continual Improvement)	• Prepare an Action Plan to address improvement areas, with timelines, responsible persons, and success indicators. • Initiate corrective actions for identified non-compliances or weak areas. • Conduct follow-up training sessions or workshops where capacity gaps are identified. • Regularly monitor implementation and compliance progress. • Capture before-after results to evaluate the impact of actions taken. • Integrate self-assessment findings into the school's strategic improvement plan.	• Corrective Action Plan with status updates. • Training records for follow-up sessions. • Compliance tracking sheets. • Evidence of implementation (photos, logs, documents). • Revised SOPs (if applicable). • Impact report showing progress in compliance.



Accreditation & Rating

Accreditation

Accreditation is a structured process that establishes the competence of a school in delivering quality education and conducting evaluations for professional judgment. It emphasizes learning, self-development, and continuous improvement, encouraging schools to strive for excellence.

Accreditation is awarded after a comprehensive assessment of compliance with established accreditation standards, ensuring that the school meets quality benchmarks in education and governance.

Rating

Rating is sometimes implemented to foster healthy competition among schools and, in some cases,

may be used by regulatory agencies for purposes such as granting licenses, incentives, or recognition.

The maturity level of a school, based on its compliance with accreditation standards, can serve as a basis for rating. The Accreditation Checklist (Table I) is used to compute a score that determines the school's maturity level, as outlined in the Rating Criteria (Table II).

Note: If rating is not required, the checklist can be used by the school for self-assessment to evaluate its compliance status with accreditation standards.

Guidelines for Using the Accreditation Checklist

Each parameter (Table I) is rated on a scale of 1 to 5, based on compliance and effectiveness:

Level	Interpretation
1	Low Compliance (Minimal adherence to standards).
2	Beginning Towards Compliance (Efforts initiated but not yet fully aligned).
3	Satisfactory Compliance (Meeting essential accreditation standards).
4	Potential for Best Practices (Demonstrating strong compliance with room for excellence).
5	Best in Performance (Benchmarking Practices, demonstrating excellence and setting industry standards).

Note 1: The final maturity level of a school shall be determined based on the consolidated score of all parameters in the Accreditation Checklist (refer to Rating Criteria Table II).

Note 2: The school may use the checklist for internal self-assessment to evaluate its preparedness before applying for accreditation. This helps identify strengths, gaps, and areas

needing improvement in compliance with accreditation standards.

Note 3: Appropriate training shall be provided to ensure that school staff and assessors correctly understand and apply the accreditation checklist. Training will enhance accuracy, consistency, and reliability in assessments.

**Table 1: Assessment & Accreditation Checklist**

Domain	S. No.	Key Parameters	Compliance and Effectiveness Score					Supporting Evidence
			1	2	3	4	5	
SCHOOL GOVERNANCE	1	Reflection on Context for Curriculum Planning & Implementation						
	2	Identification of Interested Parties and Their Needs & Expectations Regarding the Effectiveness of the Education Management System						
	3	Composition, Structure & Functioning of the Management Committee (MC)						
	4	Policy for Guiding and Monitoring the Roles of Key Personnel (HOS), Head of Quality Assurance, and Other Process Owners						
	5	Promotion of Collaboration among Staff for Effective Solutions to Curricular, Co-Curricular, and Other Issues						
	6	Action Research for Continuous Improvement of the Teaching-Learning Process and Educational Outcomes						
	7	Mission, Quality Objectives, and Resource Management						
	8	Control, Storage, and Retrieval of Documents and Records						
	9	School Accreditation Manual, & Process Document / SOP for Education Management System						
	10	Educational and Financial Plans for Short, Medium, and Long-Term Goals						
	11	Self-Certification of Adequacy of Infrastructure & Support Facilities as per Statutory & Regulatory Requirements						



Domain	S. No.	Key Parameters	Compliance and Effectiveness Score					Supporting Evidence
			1	2	3	4	5	
EDUCATION AND SUPPORT PROCESS	12	Recruitment, Induction & Orientation of Teaching & Non-Teaching Staff and Mentorship						
	13	Establishing an Appraisal System for Staff Leading to a Productive Work Environment						
	14	Establishing an Incentive/Staff Well-being/Staff Welfare Policy						
	15	Integrated Approach for Curriculum Planning and Implementation for Holistic Education						
	16	Mapping of Curriculum with Learning Outcomes & Skills/Competencies as Prescribed by the Affiliating Body						
	17	Planning and Organization of Activities for Arts Education						
	18	Planning & Organization of Activities for Physical Education and Sports						
	19	Planning and Organization of Activities for Value Education, Community Outreach Programs, and Life Skills						
	20	Planning and Organization of Curriculum Enrichment for Integration of 21st-Century Skills and Other Futuristic Learning Skills/Competencies						
	21	Planning and Organization of Curriculum Enrichment Activities for Equipping Students with Vocational & Entrepreneurial Skills						
	22	Planning & Execution of Child-Centered & Inclusive Pedagogy – Activity-Based & Hands-On Learning Experiences						



Domain	S. No.	Key Parameters	Compliance and Effectiveness Score					Supporting Evidence
			1	2	3	4	5	
EDUCATION AND SUPPORT PROCESS	23	Development & Use of Relevant, Age-Appropriate Teaching Learning Materials (TLMs) and Integration of ICT/Audio-Visual Aids in the Teaching-Learning Process						
	24	Planning & Execution of Teaching-Learning Activities for Competency-Based Learning (CBL) & 21st-Century Skills						
	25	Identification of Learning Needs and Individualized & Inclusive Instructional Strategy						
	26	Planning and Employing Varied Assessment Tools & Techniques						
	27	Planning and conducting Analysis of Student Assessment and Tracking Learning Progress for Formative & Summative Purposes						
	28	Reporting of Students' Learning Progress Through Holistic Progress Card (HPC) Covering Varied Aspects of Learning						
	29	Conducting Admissions in Adherence to Established Policies						
	30	Guidance and Counselling Services to Address Personal, Social, Academic, and Career Concerns						
	31	Physical Safety Measures						
	32	Psychological Safety Measures						



Domain	S. No.	Key Parameters	Compliance and Effectiveness Score					Supporting Evidence
			1	2	3	4	5	
PERFORMANCE MEASUREMENT & IMPROVEMENT	33	Continuous Improvement (CI) of the School						
	34	Grievance Redressal System						
	35	Benchmarking and Innovation						
	36	Self-Assessment and Review of Compliance						

Table II-Certification Criteria

Type of Certification	Score bracket & Conditions	Validity	Next Step
Foundational Certification	- Score less than 40% - Level 03 on all SR/RR - Level 03 on Health & Safety Parameters	One Year	Reapply for Accreditation
Entry Level Accreditation	- Score 40% to less than 60% - Level 03 on all SR/RR - Level 03 on Health & Safety Parameters	- Two Years - Surveillance	Surveillance after 12 months
Standard Accreditation	- Score 60% to less than 80% - Level 03 on all Parameters	- Three Years - Surveillance every year - Recognition	- Surveillance after 12 months 2 Cycles of Surveillance
Accreditation with School of Excellence	- Score 80% and above - Level 03 and above on all Parameters	- Four Years - Surveillance every year - Recognition	- Surveillance after 12 months 3 Cycles of Surveillance



Glossary: Accreditation Standards for Quality School Governance

Term	Definition
Accreditation	A formal process of assessing a school's performance against defined quality benchmarks to ensure compliance, institutional effectiveness, and continuous improvement.
Assessment & Accreditation Protocol	The structured framework that guides schools in establishing and sustaining high-quality governance, curriculum delivery, and outcome-based learning processes.
CIPP Model	A performance-based evaluation framework used in this standard: Context, Input, Process, and Product (Output).
Standard	A research-backed quality statement defining expected institutional conditions and practices necessary to deliver quality education.
Parameter	A component of a standard that provides operational detail, implementation guidance, and evaluation metrics.
Plan–Do–Check–Act (PDCA)	A continuous improvement cycle guiding schools through planning, execution, monitoring, and corrective actions.
School Governance	Institutional leadership and management systems covering legal compliance, strategic vision, policies, infrastructure, and finance.
Education and Support Process	All pedagogical, instructional, student support, and co-scholastic services contributing to holistic development.
Performance Measurement and Improvement	Continuous monitoring, review, and enhancement of processes and outcomes using data-driven practices.
Mission Statement	A school's articulated purpose and values, guiding decisions, planning, and educational practices.
Quality Objectives	Specific, measurable targets aligned with the school's mission to promote institutional effectiveness.



Term	Definition
Contextualization	Adapting curriculum and pedagogy based on local demographics, learner backgrounds, and community needs.
School Management Committee (SMC)	The body responsible for overseeing school functioning, composed of key stakeholders including administrators, educators, and community members.
Action Research	A school-led inquiry model where staff systematically examine teaching-learning problems to improve student outcomes.
Internal Review	A structured, evidence-based self-assessment process evaluating school performance against accreditation standards.
External Review	An independent, third-party evaluation of the school's adherence to quality standards and effectiveness.
Process-Based Approach	A systems management model that links all school operations and functions through clearly defined, measurable processes.
Education Management System (EMS)	A comprehensive system integrating academic, administrative, and developmental functions to ensure institutional coherence and accountability.
Documentation	The formal recording of policies, processes, minutes, and operational activities—managed physically or digitally—for compliance and transparency.
Standard Operating Procedure (SOP)	A documented set of instructions for executing a specific process with clarity, consistency, and accountability.
Interested Parties	Individuals or groups who have a stake in the school's functioning and success, including students, parents, teachers, regulators, and the broader community.
Competency-Based Education (CBE)	A learning approach focused on defined outcomes and mastery of specific skills and knowledge levels.



Term	Definition
Continuous and Comprehensive Evaluation (CCE)	A multi-dimensional assessment system tracking academic and developmental progress of learners through both formative and summative tools.
Holistic Progress Card (HPC)	A student profile that reflects cognitive, socio-emotional, and skill-based growth, aligned with NEP 2020.
Learning Outcomes (LOs)	Grade- and subject-specific knowledge, skills, values, and competencies that students are expected to demonstrate.
Annual Curriculum Plan (ACP)	A planning document outlining the academic roadmap, mapped with LOs, themes, activities, and resources.
Annual Pedagogical Plan (APP)	A teaching-learning blueprint integrating pedagogical strategies, 21st-century skills, interdisciplinary learning, and assessment.
21st-Century Skills	Key capabilities including critical thinking, creativity, communication, collaboration, digital literacy, and life skills.
Foundational Literacy & Numeracy (FLN)	Basic literacy and math skills prioritized in early grades as per NIPUN Bharat and NEP 2020.
Value Education	Programs aimed at instilling core values like empathy, integrity, respect, and social responsibility in students.
Life Skills Education	Programs fostering psychosocial skills such as decision-making, problem-solving, resilience, and interpersonal relationships.
Arts Education	Creative and performing arts activities, including music, dance, theatre, and visual arts, integrated into the academic curriculum.
Physical Education & Sports	Curriculum-mandated activities promoting health, fitness, teamwork, and leadership across all stages.
Vocational Education	Practical skill-building programs offered in secondary and senior secondary grades to enhance employability and entrepreneurship.



Term	Definition
Digital Literacy	The ability to access, evaluate, and create information using digital tools effectively and responsibly.
Financial Literacy	Competence in understanding and applying financial skills, such as budgeting, saving, and investment.
Feedback Mechanism	Structured tools (e.g., surveys, interviews) to gather stakeholder insights for institutional improvement.
Corrective Action	A targeted step taken to resolve identified non-compliance or performance deficiencies.
Preventive Action	Proactive measures implemented to avoid the occurrence of foreseeable risks or quality gaps.
Self-Certification	A formal school declaration of compliance with regulatory and safety standards, supported by documentation.
Infrastructure Adequacy	The physical and technological provisions—classrooms, labs, sanitation, transport—required for safe and effective learning.
Audit	The process of systematically reviewing financial, administrative, and operational records to ensure integrity and compliance.

