

BUILDING COMPETENCE FOR SCHOOL INSPECTIONS

SELF-LEARNING RESOURCE FOR IC MEMBERS



CENTRAL BOARD OF SECONDARY EDUCATION
2019

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SELF-LEARNING
RESOURCE
FOR IC MEMBERS



**CENTRAL BOARD OF SECONDARY EDUCATION
2019**

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक ¹[सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

और ²[राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० (मिति मार्गशीर्ष शुक्ल सप्तमी, संवत् दो हजार छह विक्रमी) को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

¹ संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।

² संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

¹[भाग 4 क

मूल कर्तव्य

51 क. भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;

¹[(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।]

¹ संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 11 द्वारा (3-1-1977 से) अंतःस्थापित।

² संविधान (छियासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (1-4-2010 से) अंतःस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

¹ Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "SOVEREIGN DEMOCRATIC REPUBLIC" w.e.f. 3.1.1977)

² Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

¹[PART IV A

FUNDAMENTAL DUTIES

51A. Fundamental Duties- It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, and wild life, and to compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ²[(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.]

¹ Ins. by the Constitution (Forty-Second Amendment) Act, 1976, s.11 (w.e.f. 3-1-1977).

² Ins. by the Constitution (Eighty-Sixth Amendment) Act, 2002, s.4 (w.e.f. 1-4-2010).

PREFACE

The Central Board of Secondary Education, in a landmark move towards educational reforms, revamped the Affiliation Bye-Laws vide D. O. No. CBSE/AFF-B.L./SECY/2018 dated 18.10.2018. The Affiliation Bye-Laws now lay a thrust on academic excellence where the inspections of schools would now be outcome based, more academic and quality oriented.

In consonance with worldwide procedures and practices, school inspection is now being seen as a process of ensuring quality and optimal performance of the school. To facilitate this objective, a Framework for Outcome Based Inspection has been designed. This material intends to develop understanding about the CBSE Outcome Based Inspection Framework among the members of the committees.

This resource book represents culmination of progressive reform initiatives in tune with current practice of education, which emphasize self-learning in the technology driven society of today. Along with easy access and better outreach, it shall provide a window to various stakeholders on the critical aspects of school quality.

In this material three main aspects are discussed:

- perspectives on school audit/appraisal;
- the CBSE Outcome Based Inspection Framework, its various domains/sub domains/elements; and
- guidelines to undertake school inspection and collect data.

This self-learning resource has a significant number of embedded tasks, activities and assignments. These tasks provide hands-on experience and an opportunity to reflect on school practices, which would facilitate proper understanding and help in application of discussed concepts and ideas. Such understanding would enable members of the committee to undertake school inspection in a smooth way.

ACKNOWLEDGEMENTS

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Editorial Support

- Sh. Brijesh Kumar, Private Secretary, Central Board of Secondary Education

CONSTITUTION OF THE COMMITTEE

A committee was constituted vide Notification CBSE/Aff./Revised-B.L/2018 dated 18.10.2018 with the objective of developing a framework to assess the academic standards of schools.

Members of the Committee

- Dr. Sweta Singh, Joint Secretary, CBSE, Academics
- Dr. Girish Choudhary, Asso. Prof. (Retd.), Lady Irwin College, University of Delhi
- Dr. Ameeta Mulla Wattal, Principal, Springdales, Pusa Road, New Delhi
- Ms. Richa Agnihotri, Principal, Sanskriti School, New Delhi
- Ms. Sandhya Awasthi, Director, DPS Society.
- Ms. Archana Sagar, Principal, Ridge Valley School, Gurugram
- Ms. Nidhi Tiwari, HOD(Computer), Springdales, Pusa Road, New Delhi
- Shri Vijay Singh, Deputy Secretary, Affiliation Unit, CBSE (Member- convenor)

Terms of Reference of the Committee:

The main agenda of the Committee was to develop a framework/manual for assessing schools with a primary focus on academic standards with a focus on the following area:

1. To suggest different parameters to assess the overall quality of education imparted in the school.
2. To suggest benchmarks and objective criteria for assessing learning outcomes appropriate for different classes.
3. To suggest criteria for assessing classroom transaction of curriculum.
4. To suggest the basis of assessing the teacher competence in terms of skills and pedagogy.
5. To provide software solutions and develop online inspection proforma.

The Outcome Based Quality Framework developed by the Committee is placed at Annexure III for reference.

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OUTCOMES

The reader would:

- reflect on the purposes of school appraisal/audit/inspection;
- become cognizant of the efforts towards developing mechanisms for school audit;
- understand the CBSE Framework for Outcome Based School Appraisal;
- elaborate the domains/subdomains/elements of the framework;
- equip oneself with skills and competencies of gathering information/evidence for school inspection;
- develop insights that would facilitate interactions with stakeholders to assess different aspects of the school; and
- be well versed with the CBSE schemes/processes.

PRE-REQUIREMENTS

You are requested to read the given references and undertake a small task before you start working with this resource material.

Task

Teaching learning along with assessment constitutes the most important variable of the education process. **You are expected to do a minimum of 3 observations of classroom teaching of teachers in your school.** You may keep in mind these three essential questions while you do the observations.

1. How effective is the Teaching-Learning Process?
2. How proficient is the teacher?
3. Is assessment embedded in the Teaching-Learning Process?

It is recommended that you invest a minimum of 30 minutes for observing each class to get a feel of the classroom dynamics. This would enable you to make a sound judgment. It is also important that you make a record of your observations. For this, you may develop teacher observation rubrics or adapt one of the open source resources available on the public domain. You would be asked to refer to your observations in one of the sections of this resource material.

Reading References

- Reading Material on Inclusion (Annexure IV)
- Circular No. CBSE/COORD/112233/2019 dated 12.04.2019 on the Subject-Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure
- Circular No. Acad-16/2019 dated 09.03.2019 on the Subject- Mainstreaming Health and Physical Education in Schools for class I to VIII
- Circular No. Acad-15/2019 dated 09.03.2019 on the Subject- Principals as Pedagogical Leaders of their Schools and Preparation of Annual Pedagogical Plans by all schools
- Circular No. 13/2019 dated 09.03.2019 on the Subject- In-service Trainings of Principals and Teachers w.r.t. the Chapter 16 of the Affiliation Bye-Laws 2018
- Circular No. Acad- 12/2019 dated 08.03.2019 on the Subject- Introduction of Art Integrated Learning at all levels in CBSE affiliated schools
- Circular No. Acad- 11/2019 dated 06.03.2019 on the Subject- Strengthening Assessment and Evaluation Practices of the Board.
- Circular No. Acad- 5/2019 dated 18.01.2019 on the Subject- Learning Outcomes at the Elementary Stage

SECTION 1

This section focuses on the perspectives on School Appraisal and Audit.

1.1 CONTEXT

The Central Board of Secondary Education (CBSE) in congruence to its vision and objectives has been supporting and collaborating with schools to create a robust education system. CBSE has been instrumental in coordinating implementation of innovative practices for improvement of teaching learning to achieve academic excellence; organizing empowerment and capacity building programs to enhance professional competence of teachers; developing quality benchmarks in school education consistent with national goals; and monitoring the quality of education in its various parameters.

In its continuous journey of reform and evolvment, CBSE has recently revamped the Affiliation Bye-Laws (2018), which depict a paradigm shift focusing on achievement of learning outcomes. The procedure is simple, speedy, transparent and prevents duplication of efforts. **The Bye-Laws endorse outcome based monitoring at various levels that is not only academic but includes other related aspects of school life like, physical, health, social and emotional growth of learners.**

List some other recent initiatives towards quality education taken by the Board.

... and those taken by your school.

1.2 WHY THE FRAMEWORK?

To understand this more easily, let us attempt a simple task. Given below are images of traditional Urli's. Can you rank them as per their market value?



A



B



C



D

Was this task easy or difficult? Do you think the ranking of another evaluator would be different from yours? Why so? Would the same task be easier if you were provided inputs on the size and material of the above Urli's? Would the task be systematic if you were asked to rank the product on a few pre-determined parameters like utility, aesthetic appeal and simplicity?

The purpose of this exercise is to reflect on the nature of the evaluation/appraisal task. ***Evaluation of a small product, in this case, presents so many competing ideas- what is to be valued- simplistic design, utility, aesthetics, size or longevity of the article?***

Evaluation of a school is a much more complex task as it has many elements and aspects to it. School reviews and appraisal have been undertaken for audit, as a part of the quality assurance mechanism and also as a self-review reflective exercise. Attempts to make this procedure systematic have been done by evolving frameworks and parameters.

Various national bodies dealing with school education have deliberated on this issue and worked out parameters and indicators for quality school education viz.

- **Shala Siddhi- School Standards and Evaluation Framework** (NUEPA,2015) which identifies 7 key dimensions- Resources of the school; Teaching-learning and assessment; Learner's progress, attainment and development; Managing teacher performance and Professional development; School leadership and management; inclusion, health and safety; and Productive community participation along with a set of core standards;
- **School Quality: Evaluation and Development (NCERT, 2014)** that details a framework of school quality indicators: questions about provisions-staffing, facilities and resources for learning; questions about governance-leadership and management, safety and health, inclusiveness, and teaching and assessment; and questions about outcomes- students' achievement, social development, progress over time, and ability to learn independently at different levels;

- **Sarva Shiksha Abhiyan: Quality Dimensions of Elementary Education (MHRD).**

Other such noteworthy initiatives are **Gunostav of Gujarat; Samiksha of Odisha** and the evaluation framework developed by the **Karnataka School Quality Assessment and Accreditation Council (KSQAAC).**

Successful efforts across the globe by nations such as the United Kingdom, South Africa, Hong Kong, New Zealand, Jamaica, Netherlands, Singapore and United Arab Emirates inform us that **focused attention on aspects such as academic progress and social development of students; the quality of teaching; the assessment of learning; the physical resources available; student's safety and health; and the quality of leadership help to improve learning outcomes (NCERT, 2014).** The major assumption underlying improvement efforts has been that school quality is revealed more clearly by what the students take with them when they leave, both academically and socially.

1.3 CBSE OUTCOME BASED QUALITY FRAMEWORK

The present framework builds on the previous work done (mentioned above) and attempts to synthesize and synchronize various dimensions and aspects. It has emerged as a result of deep and lengthy deliberations and feedback from a number of stakeholders and experts.

The framework represents ways to appraise and monitor school quality aspects/ dimensions in an effective manner on route to school improvement and progress. It is hoped that it provides school leaders and teachers with a basis for reflecting and identifying strategies for enhancing student learning and achievement, besides being a basis for school audit/inspection. School self evaluations are conceded important in this endeavor of improving learning outcomes and school effectiveness.

The quality framework is embedded in the value framework of Indian Education System. Its various dimensions/aspects are:

Domains	Weightage
School Governance: Leadership and Management	15
Curriculum Planning, Implementation and Review	15
School Life	50
A. Teaching-Learning-Assessment	20
B. Personal, Health, Social and Emotional Development	20
C. Safety and Hygiene	5
D. Inclusion	5
Teacher Development	10
Enabling Resources	10

1.4 PUTTING IT INTO ACTION

During the school visit, the Inspection Committee would be expected to collect a range of data and evidences about school practices, programmes and procedures. This may be done by the following procedures predominantly:

1.4.1 Visit/round of the school

1.4.2. Review of available evidences- documents, photographs, school publications, school website etc. :

- During school visit, members would scrutinize and analyze a variety of documents and records made available by the school. A review of such documents viz. curriculum planning document, samples of assessments- planned and undertaken, samples of individual student's work, evidences of school and classroom practices is called for in order to know what the school is actually doing. These evidences may be examined to substantiate judgments emerging from other sources (cf. Annexure I).
- You are expected to examine each element of different domains and subdomains (elaborated in further sections), rate the school on a 3-point scale and state the evidence that lead you to a particular conclusion (cf. Annexure III). Level 3 represents the optimal level of performance and is given a credit of 2 marks. While Level 1 denotes suboptimal performance with zero (0) credit. Level 2 includes only some descriptors and is given a weightage of 1. Thus, the range of marks for a school would vary between 0 and 200. The final report should also provide an overview of each sub-domain, highlighting the strength of the school in that area and flag aspects for improvement. It is also important to clearly list what could not be evidenced during the visit.

1.4.3 The classroom observations of teachers should be done randomly. However, maintain a balance between different levels (primary, middle and secondary) and across different subjects.

1.4.4 Classroom observations of the teaching learning process (Detailed further in section 4.1)

- Interactions with stakeholders are a crucial input into the whole process. Interactions with the representatives of the management, teaching faculty, other school staff, student and parent community shall shed light into the domains and subdomains of Governance, Curriculum Planning, Implementation and Review, School Life, Teacher Development and Enabling Resources.
- As a guide, a list of **Suggestive Questions** developed are placed at Annexure II. You may interact with various stakeholders one-by-one. The teachers, staff and

students may be randomly picked for interaction. You need to communicate clearly and stay closely aligned to the question proposed by using relevant terminology. Ensure that your discussion and interactions are related to it. Though you seek a specific answer, you have the freedom to explore general issues and concerns. Be open during conversations and ask probing questions to seek inputs.

1.5 CHECK YOUR PROGRESS

Note: Write your answer in the space provided below.
Check your answers with the one given
at the end of this resource.



1. Finish the statement

A CBSE school . . .

1. Pick any 5 verbs from the given list to complete the statement.

As an Inspection Committee, we aim to . . . while undertaking the CBSE school inspections,

Inspire/Inform/Advise/Warn/Comfort/Influence/Teach/Encourage/Question/Protect/
Serve/Label/Affirm/Help/Alert/Reassure/Provoke/Understand/Train/Persuade/Judge/
Educate/Excite/Organize/Surprise/Intrigue/Transform/Coach/Validate/Reprimand/Learn

2. List the 5 domains of the CBSE Outcome Based Quality Framework.
3. What is the weightage given to each of the domain and subdomain?

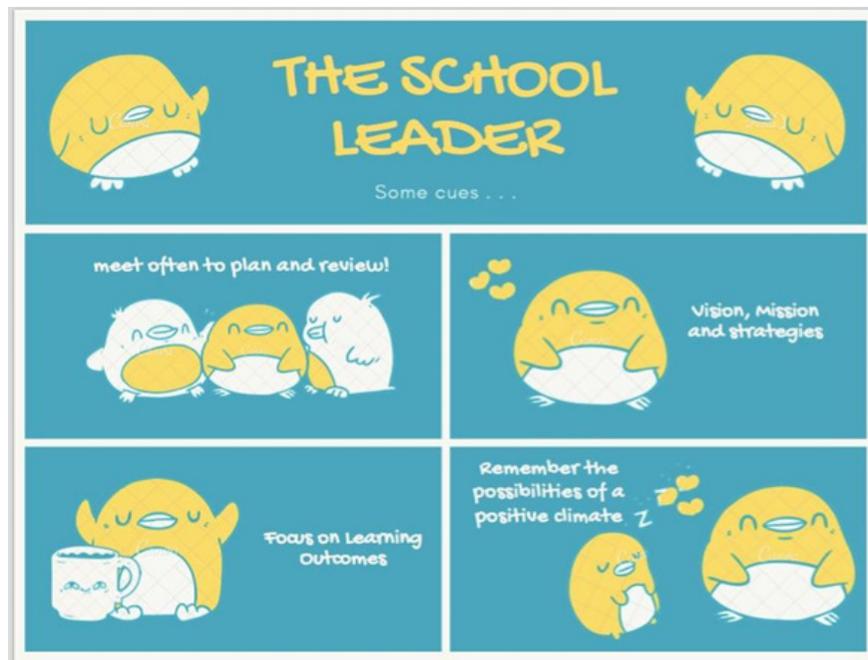
SECTION 2

**This section focuses on the domain School Governance:
Leadership and Management**

2.1 GOVERNANCE IN A SCHOOL

The key role that the school leadership plays in efficient working of a school is evident to all. As school heads, we are all witness to that feeling of satisfaction when things are running smooth in our schools, the faculty and staff are handling their given responsibilities effectively, students are engaged and the school environment is healthy and peaceful. We also know the backend work needed for a school to function smoothly - the tremendous amount of planning, continuous monitoring and attention to the efficient management of resources.

As an administrator you know that school head and management is accountable for the performance and quality of the school. Among various things, you need to create a safe, healthy and supportive environment, take into account the expressed need and concerns of various stakeholders, align school policy to continuously evolving new practices and be able to meet challenges of the future successfully.



Before we proceed further, there are a few questions for you to think about.

1. What does School Governance imply?
2. What are the roles/responsibility of the Governing Body/SMC?
3. Leadership vs Managerial activities
4. List 03 things related to Governance that you have admired in another school (not your own school).

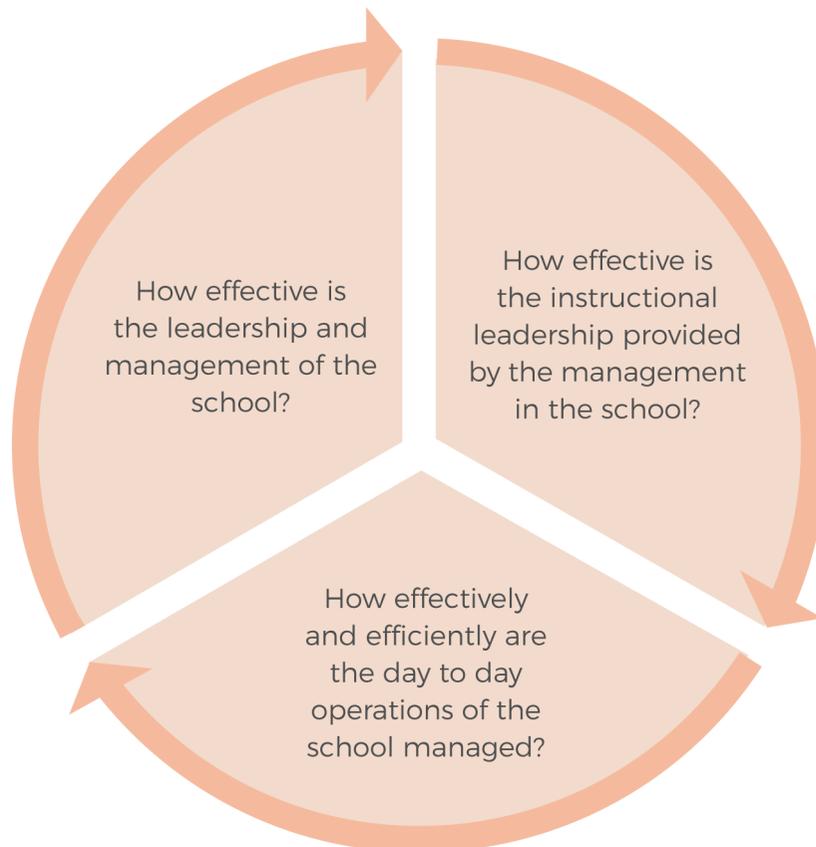
I am sure as you consolidate your reflections, conclusions regarding the critical role of the school governance in the performance and growth of the school as a learning and growing system can easily be made. The subsequent section shall elaborate on this and present the appraisal design for this aspect of the framework.

2.2 RUBRICS FOR THE DOMAIN ‘SCHOOL GOVERNANCE: LEADERSHIP AND MANAGEMENT’

The scope of work of the school management committee spans from **managerial to leadership**. While they are responsible for the managerial aspects of the day to day running of the school like ensuring provisions and availability of requisite resources including manpower; defining the roles and responsibilities of the staff; making proper and fair work allocation of work etc., they are also expected to lead the institution by creating a positive climate of openness, mutual respect, support and inquiry. It also needs to promote the school ethos and culture; encourage innovation and excellence; and inspire the staff and students.

Questions for Reflection:

The essential questions to ask about a school’s governance are as follows:



The key aspects of the domain **School Governance: Leadership and Management** are:

- **Vision**
- **Operational Leadership**
- **Educational Leadership**
- **Relationship with Stakeholders**
- **Innovation**

The Appraisal Framework's domain School Governance: Leadership and Management comprises 15 elements or aspects that give a bird's eyeview of how the school is governed or run. These elements emerge from the roles and responsibilities of the school management. The Inspection Committee (IC) is expected to rate the school on these 15 elements as per the standards defined in the 3 levels. In order to do this, you would have to **interact with the school management and also examine relevant documents that give evidence of the school functioning and management.**

But before that, the immediate task at hand is to familiarize yourself with this domain, its 15 elements and the criteria for each of the three levels of these elements. **The rubrics for this domain is presented below:**

	Element	Level 3	Level 2	Level 1
1	Vision	The Vision/Mission is clearly and explicitly stated.	The Vision/Mission exists but is not distinctly focused.	The mission/vision statements are vague and fail to reflect clear focus.
2	Vision (Dissemination)	Effective communication of the mission/vision to all stakeholders. All stakeholders are aware of the same and participate actively in promoting it.	Mission/vision is shared with all stakeholders. However, not all stakeholders reflect this awareness.	Communication of the mission/vision to all stakeholders is ineffective and only some are aware of the stated mission.
3	Leading by Planning and Decision Making (Comprehensive)	The school development plan shows evidence being comprehensive and quantifiable planning in all areas- Curriculum; Infrastructure; Resources; Physical education and other Co- curricular areas; and Staff development	The school development plan shows evidence of planning in most of the following areas, with few quantifiable domains- Curriculum; Infrastructure; Resources; Physical education and other Co- curricular areas; and Staff development	The school development plan shows evidence of planning in none or few of the following areas with no quantifiable domains- Curriculum; Infrastructure; Resources; Physical education and other Co- curricular areas; and Staff development
4	Leading by Planning and Decision Making (Defined Roles and Responsibilities)	All members of staff have clearly defined roles and responsibilities. They are informed about it at the start of the session. These are fully aligned to the mission/vision of the school.	The roles and responsibilities aligned to the mission/vision of the school are defined but allocations are not done systematically.	The roles and responsibilities are generally defined and allocated to staff at random.
5	Leading by Planning and Decision Making (Collaborative Decision Making)	Decision making processes always include all stakeholders in the school. Leadership duties are widely shared.	Decision making processes generally include select people who share responsibilities amongst themselves.	Decision making processes are restricted to one or two people in the school who make all decisions on behalf of all stakeholders and delegate responsibilities to others

6	Leading by Planning and Decision Making (Statutory/Regulatory)	The leadership is fully aware of statutory and regulatory requirements and ensures compliance to stipulated rules and regulations.	The leadership is aware of statutory and regulatory requirements but fails to ensure strict compliance to stipulated rules and regulations.	The leadership does not reflect complete awareness of statutory and regulatory requirements and thus fails to ensure their compliance.
7	Leading by Planning and Decision Making (Operational Leadership)	Operational procedures of the school are well defined and strictly observed. Accountability checks are in place and are regularly monitored.	Operational procedures are defined but quite a few exceptions are observed in practice. No regular monitoring is evinced.	The operational procedures are not explicit and a lot of randomness in allocation of duties is observed. Infrequent monitoring of processes and procedures.
8	Educational Leadership (Understanding of Educational Goals)	The school leadership is conversant and fluent with educational outcomes in all domains.	The school leadership is familiar with educational goals but cannot readily translate them into educational outcomes for learners.	The school leadership does not demonstrate a clear understanding of educational goals and corresponding outcomes in all domains.
9	Educational Leadership (Awareness of Effective School Practices)	Leadership across the school, including the Principal display an in depth understanding of the curricular practices that improve students' learning experiences across all domains. They apply effective strategies to improve the learning of students in all aspects. They are mindful of possible impediments to sustained improvement and address these effectively.	Leadership across the school, including the Principal displays a partial understanding of the curricular practices that improve students' learning experiences across most domains. The school demonstrates the use of some strategies to improve the school aspects. Some impediments to sustained improvement are recognized but are not effectively addressed.	Leadership across the school, including the Principal do not clearly understand the curricular practices that improve students' learning experiences across most domains. Only the top leadership is engaged in strategizing for school improvement. They are also unable to anticipate impediments to sustained improvement.
10	Educational Leadership (Monitoring of Teaching-Learning Process)	School Management and Principal are active participants in the monitoring of the Teaching-Learning process. They undertake the supervision of classes and have effective mechanism to provide feedback to teachers.	School Management and Principal consider it important to monitor the Teaching-Learning process and delegate it to a team of senior teachers.	Inspection of the classroom teaching process is done erratically.
11	Educational Leadership (Focus on Learning Outcomes)	Learning outcomes in all domains are regularly appraised and appropriate modification of pedagogical practices are done to improve Teaching-Learning processes.	Learning outcomes are intermittently appraised and requisite modification in pedagogical practices is not a regular feature.	Main focus is on learning outcomes in the cognitive domain to the exclusion of other domains.
12	Educational Leadership (Providing Autonomy to Teachers)	Teachers are given autonomy and are encouraged to use alternative pedagogy/ resources/assessment procedures. The new innovative practices or procedures are acknowledged and given recognition.	Focus on observation of established policies and procedures. The policies and procedures are altered when instructed/detailed by concerned board/authorities.	Strict compliance to established/conventional policies and procedures is ordained.
13	Relationship with Stakeholders	The school actively builds a positive relationship with all stakeholders (parents, management/SMC and local community) that is likely to enrich students and their learning experiences. Regular meeting and interaction are scheduled and conducted with stakeholders and their suggestions are incorporated in school development plans.	Limited interaction with stakeholders as a routine is seen with an agenda to inform them of school policies and procedures.	The school does not display any evidence of building positive relationship with stakeholders (parents, SMC and local community). Infrequent interaction with stakeholders done in emergency situations.

14	Innovation	The school policies and practices promote innovation in all areas including curriculum; teaching learning; assessment; resource planning and allocation; and administration.	The school policies and practices promote innovation in some areas including (curriculum; teaching learning; assessment; resource planning and allocation; and administration).	The school policies and practices do not promote innovation in any area.
15	Review and Accountability	The school management and leadership engages in periodic review of the school policies and practices and study their impact on various areas of the school. Definite procedure is in operation for review and monitoring.	The school management and leadership rarely engage in review of the school policies and practices and do not focus on their impact. Review of policies is done in emergent situations.	The school management and leadership do not engage in review of the school policies and practices. The policies are deemed pious and their failure is attributed to inefficiency of others.

2.3 CHECK YOUR PROGRESS



Given below are some vision statements.
Rate these statements according to the standards in the rubrics given in section 2.2 above

<p>a.</p> <p>At HMS, our vision is to educate and instill the value of safety, respect and responsibility to ensure that our students are college and career ready.</p>
<p>b.</p> <p>Our vision is to create a warm and joyful learning environment that inspires students to develop a love for learning and helps them perform at their highest potential.</p>
<p>c.</p> <p>SRZ School aims to have a peaceful, productive and orderly learning environment.</p>
<p>d.</p> <p>Sansaar World School has always aspired to be an educational institution, where holistic learning is prioritized. Our founders had envisioned the summary of education, as life force that enables good livelihood, strengths, moral character and develops a powerful intellect.</p>

e.

Dream, Believe, Achieve.

f.

In re-imagining international education, the school will prepare its community to be confident citizens and leaders in tomorrow's world - constantly curious, pioneering and changing.

g.

Our vision is to be at the forefront of Indian Education internationally.

SECTION 3

This section focuses on the domain Curriculum: Planning, Implementation and Review

3.1 WHAT IS THE CURRICULUM/PEDAGOGICAL PLAN?

Planning conceded important for governance becomes more important for the curriculum. The scholastic and co-scholastic activities of the curriculum need to be structured carefully and efficiently to ensure their effective execution. Such curriculum or pedagogical plan can even be a part of the school development plan. The planning that aligns national policies and progressive educational ideas and pedagogical practices becomes a key instrument to inform all stakeholders of the desired goals and planned procedures to ensure their attainment.

Before going into greater detail of this domain, there is a small exercise for you. Given below are a series of statements related to the school curriculum plan/pedagogical plan. Read these statements and respond to them as Correct/Incorrect/Partially Correct.

1. It is a written document	8. It is displayed at important notice boards in the school.
2. It ensures to incorporate multiple perspectives into the school curricula.	9. It promotes active involvement of staff in the exploration of promising instructional and assessment alternatives.
3. The focus of the plan is on the scholastic areas.	10. The curriculum plan is only reviewed at the end of the session.
4. It has been planned and developed by the school administrators.	11. The plan shows alignment to national policies/framework and the CBSE guidelines.
5. It gives evidence of short term planning.	12. It incorporates suggestions for adaption of instructional and assessment strategies to cater to varying needs and styles of learners.
6. It includes specific suggestions for teaching strategies, resources and assessment procedures.	13. Time allocation to different subjects/aspects has been made.
7. The teaching strategies suggested in the curriculum plan need to be adapted by the teachers.	14. Alignment to the school mission/vision is evident in the plan.

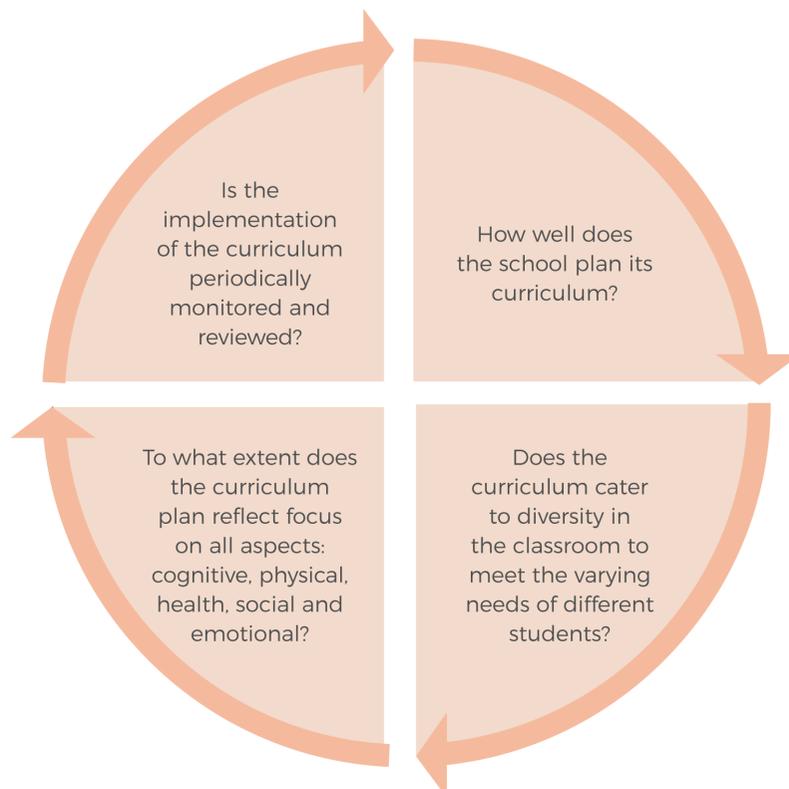
You would agree that the time students spend in the school is the most valuable resource for us. As school heads and teachers, it is our responsibility to plan a comprehensive curriculum providing diverse resources, teaching experiences and assessment tasks that would help us to achieve our collective goal of holistic education.

3.2 RUBRICS FOR THE DOMAIN ‘CURRICULUM: PLANNING, IMPLEMENTATION AND REVIEW’

A curriculum aligned to the philosophy of a school delineates the goals, learning experiences, instructional resources, strategies and assessment procedures that comprise a particular educational program. It is an articulated sequence of planned potential experiences, which help to know what students should know and be able to do, it also assists and supports teachers in implementing a high quality instructional program to achieve educational goals. A collaboratively developed curriculum is consistent with what is known about child’s growth and development and meets needs of students with varying abilities. School curriculum reflects overarching goals that guide the entire program of the school, establishes sequences within and between levels and assures a coherent and articulated progress from grade to grade and suggests methods of assessing the achievement of program goals and objectives. The curriculum promotes interdisciplinary approaches, allows flexibility, and encourages experimentation and innovation. It as well directs the procurement of human, material and fiscal resources to implement the program. The curriculum plan that reflects decisions, which affect each and every aspect of the school program, also needs to provide scope for ongoing revision and improvement.

Questions for Reflection:

The essential questions to ask about a school’s curriculum plan are as follows:



In the framework, the domain **Curriculum: Planning, Implementation and Review** comprises 15 elements. **The Rubrics for this domain is presented below:**

	Element	Level 3	Level 2	Level 1
1	Curriculum Plan	The school has annual/term-wise written curriculum plans for all subjects and domains at all levels.	The school has annual/term-wise plans for most subjects/domains at most levels	The school does not plan its curriculum for all subjects, domains and levels. The curriculum refers only to subjects/syllabus content from textbooks.
2	Dissemination	The curriculum plan is available for all stakeholders.	The curriculum plan is available with the head of the departments and some teachers.	The curriculum plan is available with only the central authorities and only a few staff members are aware of its existence.
3	Collaboratively Planned	The curriculum has been collaboratively planned along with inputs from stakeholders.	The curriculum has been planned along with inputs from some stakeholders only.	The curriculum has not been collaboratively planned taking inputs from stakeholders.
4	Alignment with National Policies/ CBSE Guidelines	The curriculum shows alignment to national policies/frameworks and the CBSE guidelines across all subjects/domains/levels. Specific additional inputs are incorporated in the curriculum as per the mandate/guidelines.	The curriculum shows alignment to national policies/frameworks and the CBSE guidelines in principle. However, specific inputs are not regularly incorporated as per the guidelines.	The curriculum fails to show alignment to national policies/ frameworks and the CBSE guidelines. Little or no evidence of specific inputs incorporated as per guidelines.
5	Long and Short Term Planning	The curriculum gives evidence of both short term and long term planning. Balanced time allocation to different subjects/aspects has been made in alignment to the school mission/vision.	There is no evidence of specific long and short term planning. Time allocation to different subjects/ aspects has been made. However, this may not be in consonance with the school mission/vision.	There is no evidence of any detailed planning. As the curriculum focus is largely academic, textbooks continue to exercise a dominant influence.
6	Comprehensive	The curriculum plan is detailed and includes specific suggestions for teaching strategies, resources and assessment procedures for all aspects- cognitive, social, emotional and health and for all levels.	A general guideline is provided to teachers on various aspects. Suggestions are general and not specifically related to teaching strategies, resources or assessment procedures at any level.	More focus on academic with less attention to other aspects. Marked by an absence of specific suggestions of teaching strategies, resources or assessment procedures for various aspects.
7	Linearity and Progression	The written curriculum progresses sequentially from one level to another, both in terms of content and skills in all subject areas, ensuring no learning gaps.	The written curriculum progresses sequentially from one level to another, both in terms of content and skills in most subject areas. However, some learning gaps are evident.	The written curriculum does not progress sequentially from one level to another, in terms of content or skills and shows many learning gaps.
8	Catering to Diversity	The curriculum plan incorporates suggestions for adaption of instructional and assessment strategies to cater to varying needs and styles of learners.	The curriculum plan incorporates only limited suggestions for adaption of instructional and assessment strategies to cater to diverse learners.	The curriculum plan is marked by absence of any suggestions for adaption/accommodation of instruction.
9	Inclusive	The curriculum plan includes specific strategies, resources and assessment ideas for inclusion of CWSN.	The curriculum plan suggests only few specific strategies, resources and assessment ideas for inclusion of CWSN.	The curriculum plan does not reflect specific concern and inputs for meeting the needs of CWSN.

10	Progressive	The curriculum plan is child-centered and reflects awareness of progressive educational ideas and pedagogical practices.	The curriculum plan largely continues to be subject centered with occasional references to progressive ideas and practices.	The curriculum is subject centric and the focus is on mastering of specified subject content area.
11	Inter-disciplinary	The curriculum plan acknowledges the inter-disciplinary nature of learning and mentions overlapping/related concepts and suggests common activities across subjects.	The curriculum plan mentions overlapping/related concepts at some places and suggests a few common activities across subjects.	The curriculum plan does not mention overlapping/related concepts and/or suggests common activities across subjects.
12	Promoting 21st Century Skills	The curriculum, in a focused manner, guides teachers to incorporate teaching methodologies that encourage problem solving, decision making, independent and critical thinking.	The curriculum gives occasional references and guidelines to teachers for incorporating teaching methodologies that encourage independent thinking and problem solving	The curriculum plan focuses on memory and includes no suggestions on development of higher order thinking skills
13	Implementation	A systematic procedure exists to ensure that the curriculum is implemented in the planned manner. Responsibilities and time lines for the implementation of the different aspects of the curriculum are clearly indicated. Teachers are guided/supported for this.	The curriculum is implemented by assigning responsibilities of different aspects of the curriculum to different teachers. However, timelines are not specified and observed seriously. Teachers are not given regular guidance and support for its implementation in a planned manner.	Implementation of the plan is left primarily to individual teachers as the focus is mainly on syllabus/textbook. The chapters covered in different terms become criteria of implementation.
14	Review and Monitoring	Definite procedures are in operation for review and monitoring of the curriculum implementation. Regular meetings for review are scheduled to monitor all aspects/domains at all levels.	Random checks are undertaken to review and monitor the curriculum implementation of all aspects/ domains at all levels.	There is no visible check to ensure implementation of curriculum in the planned manner.
15	Revision/Modification	The systematic review procedure of the curriculum implementation leads to modifications in the existing plan.	Review in case of emergent situations rarely leads to incorporations of modifications in the existing plan.	Absence of a systematic procedure or any exercise done for modifications in the curriculum plan even in emergent situations.

3.3 CHECK YOUR PROGRESS



A Sample Curriculum Plan is given below.

Study it and answer the following questions.

- i. List the elements that can easily be judged through this plan
- ii. Name the elements of this domain which cannot be ascertained through the plan. Specify the evidence that you would need to assess those.
- iii. Review and evaluate this as per the given rubrics above.

SAMPLE CURRICULUM PLAN* **(CLASS IV- ENGLISH)**

References:

- Nelson Student Book 4;
- Nelson Spelling Book 4;
- Nelson Grammar Book 4;
- Nelson Workbook 4

Websites for Reference:

www.bbc.co.uk/learning/subjects/english.html

www.spartacus.schoolnet.co.uk/EWenglish.htm

<http://grammar.ccc.comnet.edu/gramar>

<http://en.wikipedia.org/wiki/Grammar> www.edufind.com/english/grammar

The following topics will be tested in the First Unit Test:

- Unseen passage for Reading Comprehension
- Literature - The Days of the Banyan Tree
- Grammar - Kinds of Nouns, Idioms, Punctuation
- Writing - Letter Writing
- Spellings - Units 2 and 3

*Sample Curriculum Plan Courtesy Principal, Suncity School, Gurugram.

MONTH/ No. of working days	Topic/Sub- topic	Objectives	Aids and Activities	Multiple Intelligence	Learning Outcome
<p>April No. of Days-20</p> <p>Theme: Myself, My world</p>	<p>The Days of the Banyan Tree</p> <p>Kinds of Nouns - common, proper, collective and abstract</p> <p>Idioms and Phrases</p> <p>Letter Writing (Informal)</p>	<p>To enhance Vocabulary</p> <p>To identify different types of nouns</p> <p>Spelling book- unit 1</p> <p>To develop an interest in reading and to appreciate stories.</p>	<p>KNOWLEDGE</p> <p>1) A visit to the Banyan tree and writing a few facts about the tree.</p> <p>2) Peer teaching- idioms.</p> <p>3) Brainstorming about kinds and classification of nouns</p> <p>4) List of common idioms and phrases</p> <p>SKILLS:</p> <p>1) Verbal skills: Speaking about 'Myself' using different idioms.</p> <p>2) Writing Skills: Comic tree-Conversation between talking tree and Myself using Nouns.</p> <p>3) Writing skills- A paragraph on myself using idioms and phrases.</p> <p>Creative writing- Write a letter to your parents telling them about-my vision for 2030</p> <p>APPLICATION</p> <p>Presentation-story telling session- Narrating a story using idioms and phrases and identifying the kinds of nouns. Writing an informal letter to your uncle telling him how you celebrated your birthday.</p> <p>UNDERSTANDING Group Activity- Identification and segregation of various types of nouns from an article of the newspaper.</p>	 	<p>The students' language skills will improve by using idioms and phrases.</p> <p>The students will develop an interest in reading and improve their comprehension skills.</p>
<p>May No. of working days- Days- 14</p> <p>Theme: Myself, My World</p>	<p>Fascinating Body Facts</p> <p>Punctuation- Comma, Inverted Commas and beginning/ end- of-sentence punctuation.</p> <p>Picture Composition</p>	<p>To enable the students to describe a given picture using appropriate punctuation marks.</p>	<p>KNOWLEDGE</p> <p>Students will enhance their knowledge about their bodies and how to take care of themselves.</p> <p>SKILLS:</p> <p>1) Verbal skills: Speaking about my family.</p> <p>2) Writing skills: Writing a limerick on healthy habits.</p> <p>3) Writing Skills-Picture Composition-Describing the picture using appropriate punctuation.</p> <p>Grammar Book pages- 42,43</p> <p>Spelling book unit-2</p> <p>Robin Hood of Sherwood- Chapter 1</p> <p>APPLICATION:</p> <p>Inserting proper punctuation marks in a given paragraph.</p> <p>UNDERSTANDING:</p> <p>Collage on fascinating facts about the human body.</p>	 	<p>Students will be able to use punctuation marks properly.</p> <p>The students will develop an interest in reading and improve reading and comprehension skills.</p>

<p>July No. of Days-24 Theme: Animals</p>	<p>How Mowgli joined the wolves</p> <p>Tenses-Simple, Continuous, Perfect-(Present, Past, Future)</p> <p>Book Review</p> <p>(Research about Rudyard Kipling and his writing work)</p>	<p>To learn the usage and identification of various tenses</p> <p>To improve reading comprehension</p> <p>Workbook page-8,27</p> <p>Spelling Book-unit3 Robin Hood of Sherwood-Chapter 2</p>	<p>KNOWLEDGE:</p> <ol style="list-style-type: none"> 1) Recapitulation of tenses and its types. 2) Watching the movie Mowgli. <p>SKILLS:</p> <ol style="list-style-type: none"> 1) Writing skills: Writing about 'My favorite animal' and identify types of tenses in it. 2) Enhancing Verbal Skills by presentation of a book review. <p>APPLICATION:</p> <ol style="list-style-type: none"> 1) Students to work in pairs to compare and contrast the characters in Mowgli. 2) Comprehension worksheet 3) Writing a book review after reading the book "How Mowgli met the wolves" using simple present <p>UNDERSTANDING:</p> <p>Class Activity: Book Review of a book based on animals using past tense.</p>	 	<p>The students will understand the correct usage of tenses.</p> <p>The students will gain the conceptual clarity of tenses with their application.</p> <p>The students will learn to write a book review of any literary device.</p>
<p>August No. of days-22 Theme- Plants</p>	<p>Bushfire Forests Use of Apostrophe-for Singular and plural nouns.</p> <p>Pronouns and possessive nouns and possessive pronouns</p> <p>Dialogue writing- Complete the given dialogue.</p>	<p>To enhance students' vocabulary.</p> <p>To understand the usage of apostrophe.</p>	<p>KNOWLEDGE-</p> <ol style="list-style-type: none"> 1) Usage of apostrophe for contraction and possession. 2) Concept of dialogue writing. 3) Video of some bushfires and a PPT on the various forest types in the world. <p>Spelling book -Unit 4 Grammar book-pages- 10,11</p> <p>Robin Hood of Sherwood-Chapter 3</p> <p>APPLICATION-</p> <ol style="list-style-type: none"> 1) Comprehension worksheet on plants. 2) Replacing pronouns in a paragraph. <p>Creative writing- "It is important to preserve the forests..."</p> <p>UNDERSTANDING-</p> <p>Cartoon strip- Students to write their own dialogues to make a cartoon strip.</p>		<p>The students' vocabulary will improve.</p> <p>They will learn the correct usage of apostrophe.</p> <p>Their writing skills will improve.</p>
<p>September-No. of days- 19 Theme - Food</p>	<p>The Ganges a holy river.</p> <p>Adjectives- quality, quantity ,degrees of adjectives.</p> <p>Conjunctions-coordinating conjunctions.</p> <p>Paragraph writing- Use paragraphs to organize sequences ideas.</p>	<p>To enhance vocabulary.</p> <p>To make students understand the importance of various adjectives.</p> <p>Robin Hood of Sherwood-Chapter 4</p> <p>Workbook page-4</p> <p>To understand the sequencing of paragraphs</p>	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> 1) Students to learn about the various types of adjectives. 2) Paragraph writing- Presenting information coherently separate paragraphs. 3) Research on clean Ganga Project. <p>SKILLS-</p> <p>Reading skills- Students to inculcate the habit of reading by reading Charlie and the chocolate factory.</p> <p>APPLICATION-</p> <ol style="list-style-type: none"> 1) Students to make their own food menu using adjectives. <p>Writing compound sentence using coordinating conjunctions to write a paragraph on healthy food of their choice/nutrients in food.</p>	 	<p>The students' language skill: will improve by using adjectives.</p> <p>The students will develop an interest in reading books.</p> <p>The oral and written expressions of the students will improve.</p> <p>The students will understand the correct usage of conjunctions.</p>

FLIPPED TEACHING: Flipped classroom is a pedagogical model in which the typical lecture and homework elements are reversed. Students share the responsibility of learning, and it gives them greater impetus to experiment. Short video lectures are viewed by students at home before the class session, and in-class time is devoted to projects, discussions and exercises.

For further details, check: www.uq.edu.au/teach/what-is-fc <https://net.educause.edu/pdf/eli708>

Following are the Multiple Intelligence Skills' Symbols used.

	Intrapersonal		Logical
	Visual-Spatial		Linguistic
	Interpersonal		Bodily Kinesthetic
	Natural		Musical

SECTION 4

**This section focuses on the domain School Life.
It includes the following sub-domains**

- A. Teaching-Learning and Assessment**
- B. Personal, Health, Social and Emotional Development**
- C. Safety and Hygiene**
- D. Inclusion**

4.1 ASSESSING THE QUALITY OF TEACHING-LEARNING

Teaching learning along with assessment constitutes the most important variable of the education process and hence must be reviewed with great care during inspection. The subdomain of Teaching Learning and Assessment under the Domain School Life is designed in such a way that it would enable the visiting inspection team to adjudge the quality of Teaching and Learning in the school.

Remember as a part of pre-requirements, you were asked to observe the teaching-learning sessions of 3 of your schoolteachers and rate them. So, here is a quick reflective task related to it for you.

While observing classroom teaching, what are the areas that may be focused upon?

The Process

In order to assess the quality of Teaching-Learning, the Inspection Committee is expected to observe classes. It is recommended that **a minimum 3 classes, chosen randomly, including one from each level Primary, Secondary and Senior Secondary, be observed** to understand the quality of teaching learning in the school. It is also recommended that ample time should be invested in this observation process to get a feel of the classroom dynamics in order to make a sound judgment. Hence, it is desired that the observer should spend a minimum of 25 to 30 minutes for observing each class.

The purpose of observing a specific lesson is to gain an insight into the teaching learning processes. What constitutes good practice is usually expressed as a list of characteristics or criteria. The quality framework details the elements, sub elements and the criteria for each of these. You need to be conversant with these and keep an open mind. The planning for teaching/instruction, process of teaching and assessment for teaching should be the areas of focus. Review of the observed teacher's instructional plans and observation of teaching learning process provide insight into this aspect of the School Life. As stated earlier, you must spend ample time in this exercise and also adopt a non-participant observer role. As the observation is, to a large extent structured, you have to seek unambiguous evidence of behaviors to support various elements. The framework elements of this sub-domain should guide you, yet you have the flexibility to note and record your specific observations. Your comments should be short notes of a descriptive and evaluative nature. Further, apart from rating, you must make subjective comments and provide positive and constructive feedback to the teacher after the process so as to promote a culture of feedback towards improvement and development in the school.

GOOD TEACHERS STICK TO THE LINE, GREAT TEACHERS INSPIRE NEW LINES	
Good Teachers	Differentiation Growth mindset Meaningful assesment Technology Creativity
Great Teachers	Beautiful Questions Unforeseen Connections Profound Thinking Thinking Beyond the Context Deeper Understanding

Adapted from <https://www.teachthrough.com/pedagogy>



The next section would provide you with the detailed rubrics on the first sub-domain of the domain of School Life, namely, Teaching, Learning and Assessment.

4.2 RUBRICS FOR THE SUB-DOMAIN ‘TEACHING-LEARNING AND ASSESSMENT’

Classroom teaching practices are the core of the instructional process. Strategic planning helps to create an optimal learning environment for teaching-learning that facilitates learners’ attainments in all aspects viz. academic, social, emotional, and physical and health. The process entails designing appropriate learning experiences for different aspects, use of a variety of instructional aids and strategies, effective classroom management procedures, and appropriate assessment procedures to suit diverse learning needs. The teachers’ content knowledge and pedagogical skills help to

determine the efficacy of the teaching-learning process and assessment procedures. The classroom and other formative assessments are a critical input that provide feedback to learners to help them improve as also enables teachers to reflect on their teaching and design appropriate remedial and alternate instructional strategies.

In the framework, the sub-domain of **Teaching, Learning and Assessment** comprises 20 elements. **The Rubrics for this domain is presented below:**

	Element	Level 3	Level 2	Level 1
1	Planning for Instruction (Comprehensive)	Extensive and comprehensive planning for instruction is undertaken in the school. Both short and long term plans are prepared. Time invested in planning and preparing for instruction is evident in the documents (Unit/Lesson plans; teachers' diaries etc.).	Some planning for instruction is undertaken by the teacher. Time is invested in planning and preparing of instruction is evident in the documents (Unit/Lesson plans; teachers' diaries).	Planning for instruction is undertaken by the teacher irregularly or on an ad-hoc basis. Not much time is invested in planning and preparing for instruction as evident in the documents (Unit/Lesson plans; teachers' diaries).
2	Planning for Instruction (Instructional Goals and Content)	Instructional goals and objectives are clearly defined. Plans reflect clear understanding of subject matter. Well structured, logical and sequential plans.	Instructional goals are not explicitly defined. Plans reflect an understanding of content but fails to reflect logical or sequential ordering of content.	Specific goals and sub-goals not identified. Generic terms (grow socially, emotionally etc.) are used to state goals and objectives. Plans fail to reflect adequate understanding of content and is not logical or sequentially ordered.
3	Planning for Instruction (Catering to Diverse Learning Styles, Needs and Interests)	Teaching plan incorporates suggestions of alternate teaching strategies to meet diverse learning needs, reflects use of multiple resources including technology and specifies formal & informal assessment techniques for different instructional units.	Acknowledges diversities and incorporates some suggestions and resources but not consistently done across various lessons.	Plan does not incorporate alternate strategies, resources and assessment strategies for diverse learners.
4	Teaching Process (As per the Needs of Learners)	Teacher demonstrates awareness of learners needs, interests and learning styles. Presentation reflects effective use of alternate strategies to meet varying learners' needs.	Teachers is not able to demonstrate effective use of relevant instructional strategies suited to diverse learners' needs.	Teacher focuses only on delivery of content unaware of learning needs and way to address them.
5	Teaching Process (Experiential)	Teacher adopts an experiential approach to teaching. Instruction is supported by methods that encourage students to apply knowledge and use higher order cognitive skills.	Teacher at times incorporates an experiential approach. Instruction is supported, only at times, by methods that encourage students to apply knowledge and use higher order cognitive skills.	Teacher adopts the traditional approach to teaching. Instruction is not supported by methods that encourage students to apply knowledge and use higher order cognitive skills.
6	Teaching Process (Content(s) Mastery of the Teacher)	Teacher has clarity of contents. Is able to explain well and answer all relevant questions of students.	Teacher finds it difficult to synchronize content. Gives satisfactory answers to student's questions. Some gaps in teaching are evident.	Teacher has difficulty explaining quite a few concepts. Is not able to give satisfactory explanation to students' questions.
7	Teaching Process (Communication & Clarity of Interaction)	Delivery is highly effective smooth and easy. Voice clear and modulated. Command over language. Able to communicate effectively and draw attention of learners.	Meaningful delivery of content is hampered by teachers communication and stance. Is not able to relate to all students. Command over language is fair.	Lacks confidence. Has difficulty in communicating with learners. Most of the students are passive and don't seem to be interested in the lesson/class.
8	Teaching Process (Pedagogical Knowledge)	Teacher is conversant with effective practices and uses them for effective delivery	Teacher tries to use some effective practices but is not very effective in their use	Teacher does not demonstrate familiarity with effective practices and fails to use them appropriately

9	Teaching Process (Use of Resources including Technology)	Teacher demonstrates effective integration of teaching resources for teaching. Focus on improvisation of learning resources. Teacher proficient in use of technology.	Limited use of available teaching learning resources. Not able to integrate technology effectively and/or use other resources to facilitate delivery.	Most of the classroom teaching is through direct instruction. The delivery is marked by absence of use of available resources and teaching-learning material. Not competent in use of technology.
10	Teaching Process (Classroom Management)	Students are disciplined and well behaved. The code of conduct seems to be internalized. Students are alert and paying attention to teacher.	Teacher commands control & order by force. Students display inattentiveness and do not always follow teachers instructions.	Chaos and confusion in class. Students are listless, inattentive and unmindful of teacher's presence.
11	Teaching Process (Learners' Participation)	Active learners' participation. Students responsive, alert and frequently ask questions to the teacher and seek clarification.	Students participate and perform activities as per instruction. Students do not take initiative and are complacent to respond.	Teacher seldom asks questions and students do not seem to be much interested and have difficulty following instructions.
12	Teaching Process (Classroom Environment)	Democratic classroom environment. Respect for all learners is evident in the interactions.	Largely a teacher controlled class. Democratic classroom environment at certain times during teaching.	Autocratic classroom environment. Teacher domination is evident in the interactions.
13	Assessment (Continuous)	Assessment done along with teaching and teaching is adapted accordingly	Assessment done along with teaching at certain times. However, teaching is not adapted accordingly.	Assessment of learners done only at the end of teaching.
14	Assessment (Varied)	Diverse forms of assessment used. These focus on different domains and skill sets.	Some forms of assessment used. Same procedure is used repetitively with limited focus on different forms.	Limited use of few forms of assessment used can. The used forms largely test memory.
15	Assessment (Quality)	Assessment techniques are open-ended and encourage critical and creative thinking.	Assessment techniques at times encourage critical and creative thinking.	Assessment techniques rarely encourage critical and creative thinking.
16	Assessment (Records)	The records of assessment (formal/informal) are maintained. Data is analyzed and leads to specific inputs for learners.	The records of assessment are maintained only at specific instances for individual requirements.	The records of assessment are not well maintained or analyzed to assist learning.
17	Assessment (Feedback to Students)	Exhaustive and constructive feedback is given to individual students. Feedback gives direction/guidance for improvement. Teacher also uses assessment data for diagnostic purposes.	Feedback is given to individual students. Feedback given is not focused and does not offer specific suggestions for improvement.	No qualitative inputs are given as feedback for individual improvement.
18	Assessment (Learning Outcomes)	Most students demonstrate attainment of stipulated learning outcomes as evident from assessment data.	Some students demonstrate attainment of stipulated learning outcomes as evident from assessment data.	Very few students demonstrate attainment of stipulated learning outcomes as evident from assessment data.
19	Reflection (Self)	Teacher engages in self-reflection on a regular basis. Evidence of reflection leading to innovation and changes/improvisation of teaching. Systems for this are in place. School encourages and provides space/time for this.	Teacher engages in self-reflection at times. Systems for this are not in place. Reflection is an individual initiative.	No evidence of teacher's reflection in practice exists.
20	Reflection (Collaborative)	Collaborative reflection on teaching is a regular part of the TL process. Systems for this are in place. School encourages and provides space/time for this.	Collaborative reflection on teaching is done irregularly. Systems for this are not in place.	No evidence of teacher's collaborative reflection in practice exists.

4.3 PERSONAL, HEALTH, SOCIAL AND EMOTIONAL DEVELOPMENT

This is the second sub-domain of the domain of School Life. I am sure you would agree that holistic development of children encompasses not only development of learners in the cognitive aspect but also affective and psycho-motor as well. Apart from scholastic progress, schools ought to promote personal, health, social and emotional well being of all learners. Before proceeding further, there is a small reflective task for you.

Think and list any 2 best practices being followed in your school to promote the areas mentioned.

Area	Best Practices
Mental well-being	
Emotional development of the learner	
Physical development of the learner	
Social development of the learner	
Personal development of the learner	
Values inculcation	



GO, PLAY

SPORTS & PHYSICAL EDUCATION

A number of activities need to be planned by a school to cater to various aspects of development: physical, health, social and emotional. These activities and experiences should not be sporadic but a sequence of coherent planned experiences with definite outcomes, procedures and assessment mechanisms. Further, these should be specific to different age groups of learners.

Schools have a major effect on children's health and should teach about health and promote healthy behaviors. Personal, social and emotional development involves helping children to develop a positive sense of themselves and others, to form positive relationship and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behavior in groups and to have confidence in their own abilities. Personal development helps children to understand who they are and what they can do, feel positive about themselves and the world around them. Social development helps them to understand themselves in relation to others, learn rules of the society and communicate effectively and develop conflict resolution skills. Emotional development help learners understand their own feelings, develop their ability to be empathetic and develop life skills that support well being and positive mental health and prevent the development of mental health difficulties in children who might otherwise be vulnerable. Teaching children social and emotional skills helps to promote resilience – the capacity to cope and stay positive and healthy in spite of negative things and difficult situations that happen throughout life.

4.4 RUBRICS FOR THE SUB-DOMAIN ‘PERSONAL, HEALTH, SOCIAL AND EMOTIONAL DEVELOPMENT’

In the framework, the sub-domain of **Physical, Health, Social and Emotional Development** comprises 20 elements. **The Rubrics for this sub-domain is presented below:**

Sl. No.	Element	Level 3	Level 2	Level 1
1	Personal-Social-Emotional Wellbeing and Development of Health	The school focuses on the personal, social and emotional development of the students and makes provisions and space for a variety of strategies and opportunities to promote them at all levels. The school environment is physically, socially and psychologically, healthful and promotes health-enhancing behaviors. The connectedness/positive relationships between teachers and students are evident. Teachers demonstrate skills related to dealing with different aspects of development of children. Student support teams and processes are well established.	The school focuses more on the academic domain in comparison to personal, social and emotional development of the students and makes some provisions and space for opportunities to promote them. The school environment is physically, socially and psychologically, healthful and promotes health-enhancing behaviors. The school promotes connectedness/positive relationships between teachers and students at times. Some teachers demonstrate skills related to dealing with different aspects of development of children. Student support teams and processes are not well established.	The school focuses only on the academic domain to the exclusion of personal, social and emotional development of the students. Provisions and space for opportunities to promote them are not evident. The relationships between teachers and students are formal. Student support teams and processes are not established.
2	Personal Development (Self-awareness and Self-image)	School, through formal and informal systems, encourages students to recognize personal attributes, talents and interests. Such recognition contributes towards students' personal growth, realistic goal setting and building self-esteem.	School encourages students to recognize personal attributes, talents and interests in an inconsistent manner. Thus, students' personal growth, realistic goal setting and self-esteem are not strengthened.	School does not have formal and informal systems that help students to recognize personal attributes, talents and interests. Focus towards students' personal growth, realistic goal setting and building self-esteem is non-existent.
3	Personal Development (Responsibility)	School, through formal and informal systems, plans and executes activities that enable students to take responsibility towards others, the community and the environment. There are systems in place to monitor and review these regularly/periodically.	School irregularly plans and executes activities that enable students to take responsibility towards others, the community and the environment. There are systems in place to monitor and review these but are largely inconsistent.	School does not have formal and informal systems to plan and execute activities that enable students to take responsibility towards others, the community and the environment.
4	Social Development (Participation in Democratic Structures, Leadership and Decision Making)	School ensures that students continuously engage in activities that foster leadership and decision making skills across all areas of school including co-curricular areas, outreach programs, but not restricted to – academic programmes, student leadership programs, other initiatives that encourage health and social well-being. There are systems in place to monitor and review these regularly/periodically.	School engages students in activities that foster leadership and decision making skills across areas of school. However, this is done in an ad-hoc/irregular manner. Systems do not exist to monitor and review these regularly/periodically and record progress.	School does not engage students in activities that foster leadership and decision making skills.

5	Social Development (Communication Skills)	School ensures that students continuously engage in activities that develop the ability to communicate effectively with peers, teachers and other adults. There are systems in place to monitor and review these regularly/periodically and record progress.	School engages students in activities that develop the ability to communicate effectively with peers, teachers and other adults. However, this is done in an ad-hoc/irregular manner. Systems do not exist to monitor and review these regularly/periodically and record progress.	School does not have systems in place to promote students to engage in activities that develop the ability to communicate effectively with peers, teachers and other adults.
6	Emotional Development (Empathy, Compassion)	School has formal systems in place to nurture and build emotional strength, compassion, empathy and inter - personal relationships among children. Systems have inbuilt mechanisms for group and individual reflections at specific grade levels.	School recognizes and nurtures emotional strength, compassion, empathy and inter - personal relationships among children. However, this is done in an ad-hoc/irregular manner. Systems do not have inbuilt mechanisms for group and individual reflections at specific grade levels.	School does not consistently focus to nurture and build emotional strength, compassion, empathy and inter-personal relationships among children.
7	Emotional Development (Resilience and Skills of Coping with Stress/Anger/Anxiety)	School has systems in place to build emotional resilience in children and empowers them with coping skills in all domains including academic, personal, social, emotional, health and physical through both in-house resources and with the support of outside experts.	School inconsistently attempts to build emotional resilience in children and empowers them with coping skills in all domains including academic, personal, social, emotional, health and physical.	School does not consciously focus to build emotional resilience in children and empowers them with coping skills in all domains-academic, personal, social, emotional, health and physical .
8	Value Inculcation	School plans and actively promotes awareness of constitutional and other universal values through various ways. It provides ample scope for discussion, reflection and debate on dilemmas and value-based issues.	School plans and promotes constitutional and other universal values but in an inconsistent and ad-hoc manner. It provides some scope for discussion, reflection and debate on dilemmas and value-based issues.	School has no specific and regular plans/activities to promote constitutional and other universal values. Evidence of discussion, reflection and debate on dilemmas and value-based issues non-existent.
9	Adolescence Education/Life Skills Education	School policy reflects clear focus on age appropriate life skills based adolescence/health/safety education for all classes across different levels. The teachers are oriented and the timetable and school calendar has allocated space for conduct of such activities. The activities are regularly conducted and monitored.	School policy reflects focus on age appropriate life skills based adolescence/health/safety education for some classes/levels. The teachers are oriented and time-table and school calendar has limited space for conduct of such activities. These irregularly conducted activities are however, not monitored.	School policy does not reflect a clear focus on age appropriate life skills education for all classes across different levels. The teachers are not specifically oriented and the time-table and school calendar does not have space for conduct of such activities.
10	Discipline	Students are well behaved, courteous and demonstrate restraint. Classroom practices encourage students to take responsibility for their actions and regulate their behavior. School has a discipline policy which apart from routine administrative issues of school fees, attendance and punctuality etc. also specifies agreed upon classroom rules for teachers and students along with suggested precautionary and remedial procedures in case of deviations. Code of conduct and expected behavior are reiterated at various times in classrooms, assembly and are posted at various places in school.	Students seem to be under control and do not demonstrate any initiative. School has a discipline policy which focuses on routine administrative issue of school fees, attendance and punctuality along with specific suggestion for dealing with conduct disorders. The code of conduct and expected behavior are displayed at various sites in the school and students are asked to conform to specified code of conduct religiously.	Students look passive and do not show any initiative. The school has a code of conduct as a discipline policy which simply include do's and don'ts for students on various issues of concern. These rules of behaviors are posted at important places in school and students are often reminded of them.

11	Mental Well Being	The school adopts a structured approach to ensure mental wellbeing of students through regular in-house activities and support of outside experts. There is a mechanism to review and monitor the program as well as progress of students.	The school recognizes the importance of mental wellbeing. Some activities are being organized but they are adhoc and on an irregular basis. Absence of follow up to review the programme conducted and progress.	No focused attention on mental wellbeing of students. Marked by absence of any specific activities to promote mental well being.
12	Identification and Prevention of Socio-Emotional Problem	School has clear policy, programs and procedure for identifying students who are experiencing difficulties or are at risk of experiencing behavioral, emotional and/or social difficulties.	School has no clear policy, program, procedure or processes for preventing and identifying students who are experiencing or are at risk of experiencing behavioral, emotional and social difficulties. However, teachers are directed to report/inform any unusual behavior to school authorities who then suggest follow-up.	Absence of formal policy and procedures. Identification is random and no conscious attempt at prevention.
13	Intervention Programs	A structured intervention program is in place to address issues of identified students who are experiencing difficulties social/emotional in aspects or at risk of experiencing difficulties and incidents such as violence, bullying, aggression, victimization, substance abuse etc. School offers a wide range of resources to offer support and has clearly spelt referral pathways. The issues are resolved with the collaboration of trained personnel and teachers. Students are assured of confidentiality during this. Students also feel comfortable reporting risk situations and behaviors which are dealt effectively.	The procedures for dealing with children facing difficulties are specified. Absence of consistent resources (counsellors or other expert) support. A lot of responsibility placed on class teachers alone to handle situations.	Absence of concern for children who are experiencing behavioral, social or emotional difficulties. No support provided by school and onus is shifted to parents.
14	Records and Follow up	The school has an evolved structure of recording incidents of bullying and other anti-social behaviors and a procedure to follow up and monitor students involved. Counsellors/teachers mentor students as a regular follow-up procedure.	The school has procedures of recording incidents of risk behaviour. However, a regular follow up process is not in place.	Though dealt with, the school does not provide evidence of any recording and follow up of such cases.
15	Motivation and Awareness Building (Towards Prevention of Anti-Social Behaviours)	School plans, provides and monitors enrichment opportunities to strengthen positive behavior and combat/curb anti-social tendencies (bullying, cyber-bullying, substance abuse etc.). Innovative practices involving specific groups of students or whole school are planned for creating awareness and building confidence.	School does engage in promoting observance of values and right conduct and occasionally programs to strengthen positive behavior and curb anti social tendencies are organized. Such programs are few in number and do not cater to identified needs of student/s.	No evidence of any awareness or enrichment activities being planned and organized.
16.	Promotion of Healthy Lifestyle	A concern for health is documented at various levels in the school plans/policy/programmes and curriculum. The school promotes eating of healthy food (canteen, student and parental awareness). Staying active is encouraged and time is allotted for physical exercises, games and sports across all classes & levels.	No formal documentation of health as an important concern in the school plans/policy/programmes and curriculum. Some related practices are observed. However, no consistent focus on promotion of health and active lifestyle.	An absence of conscious concern for health and development of healthy habits. Focus on Health and active lifestyle promotion is nonexistent.

17.	Health & Physical Education (HPE)	The school offers wide choices and resources for Health and Physical Education activities. Student participation is encouraged. Trained staff supports students' participation and monitors progress. Schools efforts towards HPE are evident in the awards and distinctions won by students.	The school offers Health and Physical Education activities. However limited choices and resources are available. Student participation is encouraged. Trained staff supports students' participation and monitors progress in an inconsistent manner. Some evidence of participation and distinction in interschool, state or national level meets.	Minimal activities and resources available for Health and Physical education activities. School offers and has resources for only limited outdoor and indoor activities. Absence of rewards and exemplary performances in the field.
18.	Preparedness for Health Emergency	The school has systems and trained personnel (doctor and nurse) to handle medical emergencies. School medical room is equipped with first aid box, emergency equipment and medicines. Periodic monitoring of facilities and training of key staff in first aid and specific emergency protocols is organized.	Availability of trained health personnel. Medical room is not well kept. Emergency medicines and equipment are available. Staff/students not oriented to first aid training and are largely unaware of emergency protocols.	No specific space or trained health personnel available. First-Aid box available and is kept in staff room/or any other place and a teacher/ staff is given duty to do the needful in emergent situations.
19.	Health Check-ups & Records	School has a defined system and trained personnel for regular and comprehensive health checkups of all students. Updated health records of all students are well maintained. Specific and important information (blood groups, allergies, important medication for specific health issues) are recorded and updated with parental support.	Annual health checkups of students undertaken and records maintained. Records of specific ailments of students not given any special attention and dealt in ad-hoc manner in emergent situations.	Random health checkup of students undertaken. Records of individual students prepared annually are not updated. Emergency situations dealt on as and where basis.
20.	Motivation and Awareness	Health is a regular part of the educational programme for students and staff. Events/ exercises (expert talks on issues like nutrition, obesity, life style diseases etc.) to build awareness are frequently undertaken.	Some events and exercises towards education for health are organized. These are irregular and not a part of the planned curriculum.	No evidence of any such motivational and awareness activities being conducted.

4.5 SAFETY AND HYGIENE

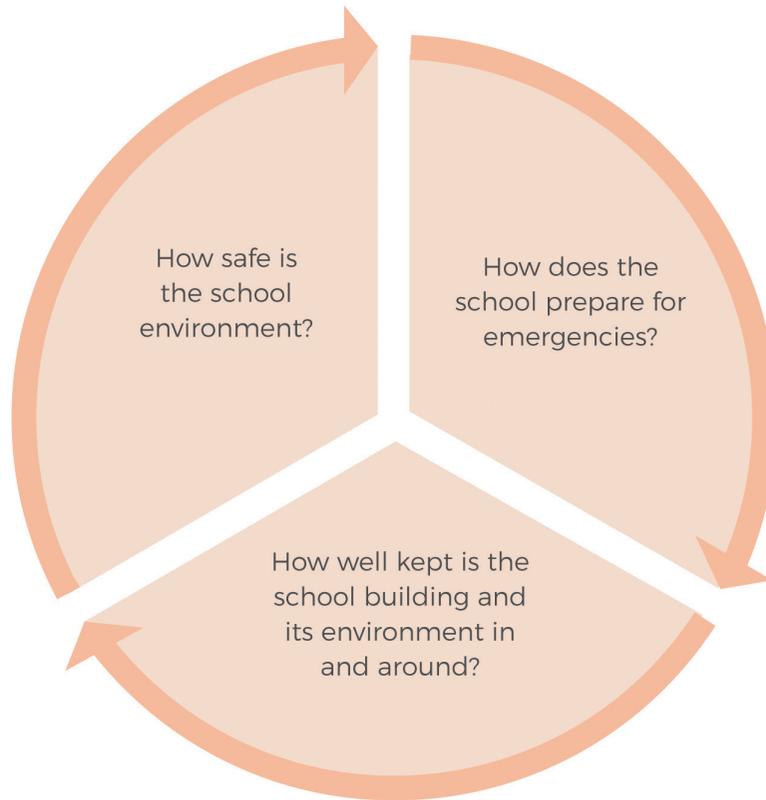
It is well established that health and safety issues impact the long term well being and academic success of learners. Creating a safe and clean environment is essential for the learning and growth of students of all classes. The third sub-domain of the domain of School Life is Safety and Hygiene.

In congruence to fundamental rights guaranteed in the constitution, children have a right to live with dignity and have access to an environment which is safe, protected and conducive to their growth and development. Schools need to be clean and healthy places for study and work where every learner feels safe.

As students spend a considerable amount of time in school, it becomes important for school authorities and teachers to ensure that every learner is safe inside the school premises and also while commuting to and fro from the school. Potable water, clean safe toilets, protection from fire, disaster and any other natural or manmade disaster

are important as also safety from any kind of abuse and insolence. Students learn a lot about hygiene and ways to protect themselves as well in schools. Safe and healthy environment ensures physical and emotional well being of all learners. Safety is not an option but a default priority

Questions for Reflection:



4.6 RUBRICS FOR THE SUB-DOMAIN 'SAFETY AND HYGIENE'

In the framework, the sub-domain of **Safety and Hygiene** comprises 5 elements. **The Rubrics for this sub-domain is presented below:**

	Element	Level 3	Level 2	Level 1
1	Safety (Physical Environment)	Systems are in place to ensure and monitor that the school premises provide a safe and secure environment. Regular supervision of students at all places occurs in the school.	The school premises provide a safe and secure environment. Periodic checks are done to ascertain safety of students.	The school premises provide a safe and secure environment though monitoring/checks are irregular.

2	School Safety (Preparedness)	The school has systems in place to ensure preparedness against disasters and emergencies. Regular drills are undertaken. All staff are aware of their roles in case of emergencies. Students are also aware of the emergency protocols.	The school has systems in place to ensure preparedness against disasters and emergencies. Some drills and training exercises are undertaken. But, awareness among staff and students regarding emergency protocols is not distinct.	The school has systems in place to ensure preparedness against disasters and emergencies. However, marked by absence of drills and training exercises to staff and students for emergency situations.
3	Hygiene (Cleanliness)	Absolute cleanliness is maintained in all spaces of the school premises - the classrooms, toilets, labs, canteen, storage spaces and open ground. Systems are in place for regular monitoring of the school hygiene. Regular monitoring of supply/availability of water, soap, tissues, and paper towels in all toilets is ensured. Existence/placement of garbage disposable dustbins. Waste management plan is in place.	Cleanliness is maintained in most spaces of the school premises - the classrooms, toilets, labs, canteen, storage spaces and open ground. Some monitoring of the school hygiene is done. Regular monitoring of supply/availability of water, soap, tissues, paper towels is lacking.	Cleanliness is not maintained in all school spaces- the classrooms, toilets, labs, canteen, storage spaces and open ground. No regular monitoring of the school hygiene is done.
4	Hygiene (Motivation and Education)	Hygiene is a regular part of the educational programme for students and staff. Awareness material in the form of charts/posters that emphasize the importance of clean/green school and waste disposal are displayed. Events/exercises to build awareness are frequently undertaken.	Some events and exercises towards education for hygiene are in place for students and staff. Some awareness material in the form of charts/posters is available that emphasize the importance of clean/green school and waste disposal.	Hygiene is not a focus of the educational programme for students and staff. No awareness material in the form of charts/posters that emphasize the importance of clean/green school and waste disposal evident.
5	Safety and Hygiene (School Vicinity)	The school ensures that the surrounding area/vicinity is clean and safe for the students.	Some efforts are made to ensure that the school surrounding area/vicinity is neat and safe.	Little attention is given to the school surrounding area/vicinity.

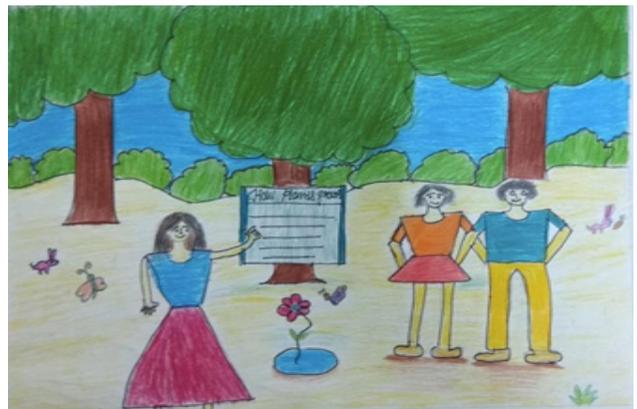
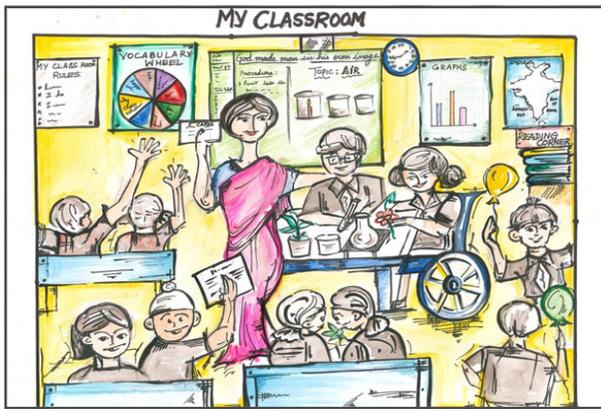
4.7 INCLUSION

This is the fourth Sub-domain of the domain of School Life.

You must have read Annexure IV, which was suggested as a pre-requirement task. As school heads, I am sure, you would be taking suitable measures to encourage inclusion in your school.

Inclusion is an ideology that secures opportunities for students with disabilities/different abilities and exceptions to learn alongside their normal/non-disabled peers in general education classrooms. Inclusive education is when all students regardless of any challenges they may have, are placed in age-appropriate general education classes to receive high quality instruction, interventions and supports that ensures their physical and emotional well being and enables them to meet success in the core curriculum. Successful inclusive education happens primarily through accepting, understanding and attending to student’s differences and diversity which includes all aspects-the physical, cognitive, academic, social and emotional. The central message implicit in the equity principle is simple: **‘Every learner matters and matters equally.’**

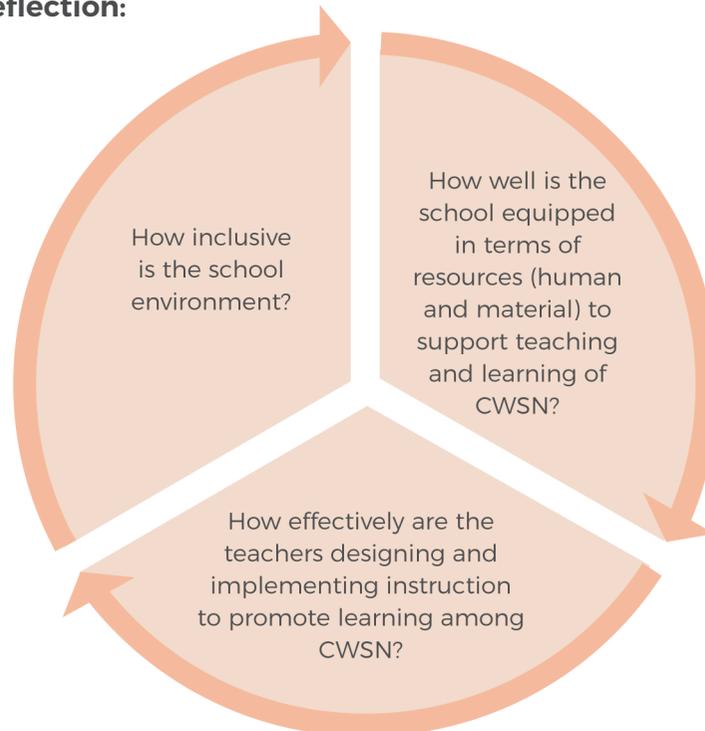
A few Illustrations by students



Aoujaswi Saxena, ITL Public School, Dwarka, Delhi

Ananya Dhawan, TL Public School, Dwarka, Delhi

Questions for Reflection:



4.8 RUBRICS FOR THE SUB DOMAIN 'INCLUSION'

In the framework, the sub-domain **Inclusion** comprises 5 elements. **The Rubrics for this domain is presented below:**

	Element	Level 3	Level 2	Level 1
1	Inclusive Culture	The school creates a culture of inclusion where all staff and students are regularly updated to the requirements and challenges of CWSN. The CWSN participate in all school activities in similar ways as other students. School is a barrier free zone	The school teachers are aware and sensitized towards the requirements of CWSN. However, this understanding does not extend to all staff and students. There is limited evidence of specific inputs given to CWSN within regular classrooms.	An absence of an inclusive culture. The school community is largely unaware of the needs of CWSN. Teachers are sensitive to the needs of children with visible disabilities. In regular classrooms, CWSN are isolated and not given the requisite support.
2	Early Identification Progress and Review	The school has effective systems in place to identify scholastic and other difficulties. The school has qualified personnel and systems to monitor and document their progress on a regular basis.	Systems are in place to identify scholastic difficulties. However, the effectiveness of established procedures is not consistent.	No formal systems of identification and monitoring of CWSN exist.
3	Differential Instruction	General and special education teachers demonstrate shared responsibility and collaborate to design, implement, and evaluate instruction/educational program/remedial teaching for CWSN. A variety of instructional material in accessible formats including written video, picture/symbols, actual objects, demonstrations, oral, etc. are used for CWSN.	Some specialized inputs provided to CWSN. Attempt to provide instruction through accessible formats is evident in the plans of the teacher and his/her instructions.	No specific planning/inputs for the instruction of CWSN are evident.
4	Enabling Resources	The school acquires and maintains ample resources to support the needs of CWSN in the form of assistive technology and provides training to the student, his/her family, peers and support personnel. Collaboration with Universities, hospitals, and professional training institutions is regularly sought by school.	The school's efforts to provide resources/assistive technology for CWSN are evident. However, these do not cater to individual requirements. Evidence of the training to all stakeholders is missing. Collaboration with Universities, hospitals and professional training institutions is sought at times.	The school has limited resources available to support needs of CWSN and lacks evidence of training to concerned stakeholders. Collaboration with Universities, hospitals, professional training institutions do not exist.
5	Collaboration with Parents	The school engages the parent community to provide quality inclusive educational experiences for CWSN. Families are guided and supported; their inputs, ideas and observations are taken on a regular basis; parents attend periodic review meetings.	The school engages/involves the parent community to provide inclusive educational experience for CWSN. However, this is on an ad-hoc basis.	No such effort to involve the parent community is made by the school.

4.9 CHECK YOUR PROGRESS

Two case studies are given. Read them and answer the following questions.

Case 1:

Background of the school: The school was established 15 years ago. It is running up to class 10 with strength of 900 students.

You have been appointed as a member of the Inspection Committee for the affiliation of a school (extension- senior secondary level). One of the task during your inspection visit, is to assess the aspects of Safety & Hygiene. For this, you plan to interact with various stakeholders.

Questions:

- Whom will you interact with?
- What questions would you ask?
- What inputs would you request for?

Case 2:

Background of the school: The school was established 7 years ago. It is running up to class 8 with strength of 650 students.

You have been appointed as a member of the Inspection Committee for the affiliation of this school (upto secondary level). One of the tasks during your inspection visit, is to assess the sub-domain of Inclusion.

Questions:

- Whom will you interact with?
- What questions would you ask?
- What inputs would you request for?

SECTION 5

This section focuses on the domain Teacher Development

5.1 TEACHER DEVELOPMENT

As a teacher, you might have experienced some difficult and challenging situations—maybe you found it difficult to explain some content area properly or discipline students. Following this, some of you might have had discussions with your colleagues or other experts to find solutions and manage your classes more effectively. Did you ever feel the need for support and upgradation of your teaching skills? Did you make any efforts towards it?

As a quick reflective task, list the steps taken by you towards your own professional development in the last two years.

Teachers are the greatest assets of an educational system. An important aspect of a school is to create an enabling environment for empowerment and professional development of teachers on a continual basis. A school's focus on creating a robust support system for its teachers pays rich dividends, as teachers are the ones who have the capacity to turn around growth outcomes for the students.

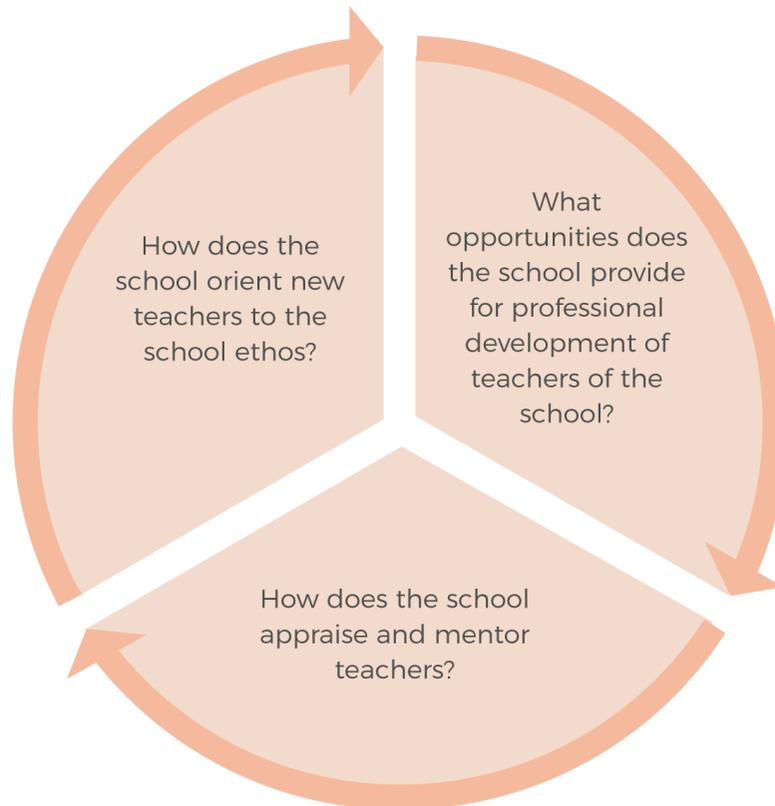
Empowering the Teachers



CBSE Capacity Building Workshops

Dedicated efforts for this aspect include attention to the required resources and planning for teacher development initiatives. Induction program for new teachers, mentoring and

monitoring of teachers, professional development programs on a continual basis are all crucial for optimal performance of teachers and go a long way to ensure their professional satisfaction. An environment that encourages creativity, innovation and independent thinking amongst teachers is as important as regular monitoring mechanisms and performance review which help to locate areas that need to be strengthened through capacity building of teachers.

Questions for Reflection:

5.2 RUBRICS FOR THE DOMAIN 'TEACHER DEVELOPMENT'

The key aspects of the domain Teacher Development are:

- **Induction/Orientation**
- **Capacity Building/Professional Development Programs**
- **Mentoring and Appraisals**
- **Collaboration and Reflections**

In the framework, the domain **Teacher Development** comprises 10 elements. **The Rubrics for this domain is presented below:**

	Element	Level 3	Level 2	Level 1
1	Induction/Orientation	The school has a support system and conducts an induction/ orientation programme for all new staff.	The school supports new staff and orients them informally but does not have a planned induction/orientation programme	The school does not orient new staff through any specific formal or informal induction/ orientation programme.
2	Induction/Orientation (Nature)	The induction/orientation programme is comprehensive. It informs/educates new staff about all aspects of school life including administration and HR rules and procedures; policies related to school operations – time tables, teachers diaries, reporting etc.; teacher responsibilities; school specific policies like inclusion policy, behaviour policies etc.; and use of technology and training for the same etc.	The orientation of new staff being informal, does not include all listed aspects- administrative and HR rules and procedures; policies related to school operations – time tables, teachers diaries, reporting etc.; teacher responsibilities; school specific policies like inclusion policy, behaviour policies etc.; and use of technology and training for the same etc.	In the absence of orientation/ induction programme, the new staff does not have any comprehensive details about day to day running of the school and the school expects them to learn about the same on the job.
3	Induction/Orientation (Design)	The induction/orientation programme is designed by taking inputs from all members of the staff and sections of the school.	The induction/orientation programme is designed by the senior leadership team with little inputs from most sections of the school.	There is no formal induction/ orientation programme.
4	Induction/Orientation (Execution)	The induction/orientation programme is conducted by Principal, HODs and senior teachers jointly.	The induction/orientation is most often done by Head/ Principal of the school or is delegated to a senior teacher.	No such formal mechanism is in place.
5	Plan for Professional Development (Provisions)	The school has provisions for continuous PD of teachers in terms of calendar and budget. Specific dedicated team/staff is responsible for planning and executing it. The PD programme is a regular and continuous feature and promotes self-development, encourage participation in conferences/seminars/lectures and sharing of experiences.	The school encourages PD of teachers but has no dedicated plan, personnel, finances or space in their annual plan for this.	No conscious/deliberate planning is done for PD of teachers. Incidental and random participation of teachers is observed in conferences/ seminars etc.
6	Plan for Professional Development (Resource Centre)	The school has provision of a resource center with dedicated staff and enabling resources that encourage teachers to experiment and innovate.	The school lacks a definite resource center but the heads of the departments have infrequent meetings to encourage use of available alternative pedagogies, identify areas where teachers need support and resources.	The school does not have a resource center. Teachers' requirement for resources and support are not focused upon.
7	Self Development of Teachers	The school encourages all staff to take responsibility for their own professional development and encourages the same through financial support, identifying training opportunities and/or giving official offs/on duty leave/s for the same.	The school encourages teachers to take responsibility for their own professional development. However, it supports only some by providing financial support, identifying training opportunities and/or giving official offs on duty leave/s for the same.	The school does not seem to encourage staff to take responsibility for their own professional development.
8	Staff Development (Maintaining Data)	The school maintains records of professional trainings/ qualifications obtained across all levels and subjects.	The records of teachers' professional development across levels and subjects are irregularly maintained.	The school maintains no records of teacher's obtained qualifications or trainings received.

9	Staff Development (Mentoring)	The individual and collective support is provided to teachers for identified needs. Workshops and conferences are organized for enrichment of teachers and counseling and expert guidance is provided to individual teachers.	Though there is no formal procedure, yet support is provided to teachers in case of perceived needs in emergent situations.	No formal/informal mechanism of mentoring exists.
10	Staff Development (Monitoring)	A systematic formal procedure exists that reviews the PD undertaken by teachers and monitors the transfer of learning and its impact in classroom transactions.	Informal monitoring of PD undertaken but its transfer and impact not adjudged.	No follow up of individual teachers done.

5.3 CHECK YOUR PROGRESS



Case Study

Vishal Bharti Public School is an old established senior secondary school with student strength of about 2000 students. It has a teaching staff of 65 teachers. For the forthcoming academic session, plan Teacher Development of this school.

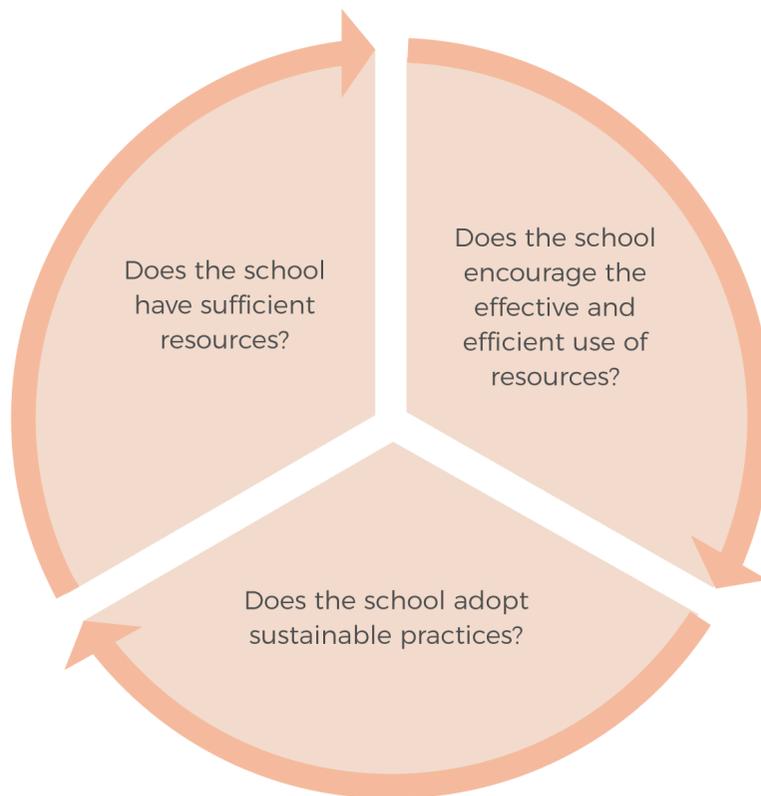
SECTION 6

This section focuses on the domain Enabling Resources

6.1 ENABLING RESOURCES

Resources are reported to have an impact on instructional capability of the school. Every school requires a variety of resources for its operation—infrastructure, finances, materials and equipment and human resource. The constraint in the availability of resources often calls for flexible and optimum utilization of available resources to improve teaching learning process. Enabling resources in this context does not include accessibility but refers to the efficiency—the quality and extent of its usability to promote student’s learning.

Questions for Reflection:



The key aspects of the domain Enabling Resources are:

- **Physical Resources**
- **Educational Resources**
- **Sustainability**

On this basis, the rubrics for this domain with 10 elements follows in the next section.

6.2 RUBRICS FOR THE DOMAIN 'ENABLING RESOURCES'

In the framework, the domain **Enabling Resources** comprises 10 elements. **The Rubrics for this domain is presented below:**

	Element	Level 3	Level 2	Level 1
1	Resources Physical Spaces (Lighting system, Ventilation)	The classrooms are well lit and ventilated. CR furniture has scope for flexible arrangements. Teachers use classrooms and other available spaces for collaborative work and group exercises	The classrooms are adequately lit and ventilated. CR furniture offers limited scope for flexible arrangement. TL transaction is largely limited to classrooms.	Lighting and ventilation need improvement. CR furniture is not suited for flexible arrangement. Teachers rarely use classroom and other spaces for collaborative and group exercises
2	Resources Physical Spaces- Playground, Lawns, Open spaces, MPR (Use for Educational Purposes)	The physical spaces- grounds, open spaces, MPR, auditorium are adapted and frequently used for various educational purposes.	The physical spaces- grounds, open spaces, MPR, auditorium are some times used for various educational purposes.	The physical spaces- grounds, open spaces, MPR, auditorium are rarely used for various educational purposes.
3	Resources Physical- Laboratories (Use for Educational Purposes)	Laboratories are equipped with variety of resources and frequently used for various educational purposes across all classes. The focus is on enquiry culminating in innovation.	Laboratories are often used for various educational purposes across most classes. Equipment used largely to transact syllabus.	Laboratories are rarely used for various educational purposes. It is used mostly for senior classes for conduct of specified experiments.
4	Resources for Health and Physical Education	The school has sufficient space and equipments specifically designed for encouraging all levels of learners to practice sports and games. Wide choice is available to students for different sports and games.	There is limited space and equipments. Options for Health and Physical Education activities are limited.	There is insufficient space, equipments and very few options for Health and Physical Education activities.
5	Educational Resources- Instructional Materials including visual/ display materials, Worksheets, Assessment exercises, Aids etc. (Curated, Developed by Teachers)	Resources for learning are curated, designed and developed by the school teachers in a systematic and planned manner. Teachers are encouraged to develop resources in-house and/ or to curate from available sources. Quality of these resources is monitored and is appreciable. Improvisation and innovation are evident in the curation and use of these resources.	Resources for learning are at times curated, designed and developed by the school staff. Quality of these resources is fair.	Resources for learning are rarely curated, designed and developed by the school staff.
6	Resources Library (Provision)	Extensive good quality text and digital resources in diverse areas in the library for students and teachers are available.	There is availability of quality text and digital resources related to curricular areas in the library for students and teachers.	Limited availability of text resources in the library for students and teachers.

SELF LEARNING RESOURCE

7	Resources Library (Use)	The library resources are extensively used by teachers and students. Books are regularly issued. There exists a culture of reading. Initiatives are taken to actively promote reading and the use of library.	The available library resources are used by teachers for supplementing classroom instruction. Books are often issued.	The library resources are occasionally used by teachers and students. Books are not regularly issued.
8	IT related Resources (Provision and Use)	Availability of smart classrooms and/or a repertoire of software/ resources procured, curated or developed in-house. Technology enabled learning solutions to enhance students' learning and assessment are available. There exists strong evidence of teacher and student engagement with the resources.	Availability of smart classrooms and/or a repertoire of software/ resources procured, curated or developed in-house. Technology enabled learning solutions to enhance students' learning and assessment are few in number. Teacher and student engagement with the resources is infrequent and routine.	Non-availability of smart classrooms and/or absence of teacher developed or collected software/resources to enhance teaching learning and assessment.
9	Use of Community and other Resources (Expert Inputs)	Evidence of well established linkages with community to support students. Experts from parent and larger community frequently invited to strengthen student learning and broadening their horizons. The inputs of experts also frequently sought by the school to provide inputs to teachers and other staff. Experts invited are established and reputed in different fields.	Experts from parent and larger community invited at times to strengthen student learning and broadening their horizons. The input of experts is sought at times by the school to provide inputs to teachers and other staff.	Experts from parent and larger community rarely invited to strengthen student learning and broadening their horizons. The input of experts is rarely sought by the school to provide inputs to teachers and other staff.
10	Sustainability	The school adopts and promotes eco-friendly practices (colour coded dust bins for waste segregation, water-harvesting, solar lighting/heating, recycling, waste disposal etc.). School encourages stakeholders to adopt sustainable practices in their lifestyles.	Some sustainable practices are adopted. Observance of adopted practices is not consistently reinforced and promoted to create awareness and further adoption in stakeholders.	Focus is not evident on adopting eco-friendly solutions for developing and maintaining resources of schools that contribute to sustainability.

6.3 CHECK YOUR PROGRESS



Case Study

Referring to the rubrics for Enabling Resources (Sec 6.2), reflect on the teaching concepts given below. What possible resources can be used for the teaching of these concepts?

1. Science
Class 9 : Classification
2. Mathematics
Class 8 ; Mensuration
3. Social Sciences
Class X : Major Landforms
4. English
Class X : Formal letter/Complaint or Inquiry

SECTION 7

Unit-End Exercise

UNIT END EXERCISE



1. Fill in the blanks with appropriate answers.
 - a) Periodic review of school policies and practices is an important responsibility of _____.
 - b) Suggesting teaching strategies, resources and assessment procedures for different aspects viz., cognitive, social, emotional and health refers to _____ in curriculum planning.
 - c) The three important 21st century skills are _____, _____ and _____.
 - d) A teacher needs to _____ for effective delivery.
 - e) Use of open-ended assessment techniques encourage _____ and _____ in students.
 - f) The leadership and decision making in student's can be fostered through _____.
 - g) If in a school, you find students are comfortable reporting risk situations and behaviors, it is a sign of _____.
 - h) Classroom practices that encourage students to take responsibility for their actions and regulate their behavior leads to _____ in students.
 - i) Assistive technology is an enabling resource for _____.
2. Match the following: -

(i) Review and Accountability	a. Curriculum Plan
(ii) Experiential Teaching	b. Planning for Instruction
(iii) Instructional goals and content	c. Personal Development
(iv) Linearity and Progression	d. Emotional Development
(v) Self Awareness	e. School Governance
(vi) Resilience	f. Teaching process

- | | |
|---------------------------------|----------------------|
| (vii) Fire Drills | g. School Safety |
| (viii) Differential Instruction | h. Inclusion |
| | i. Enabling Resource |
| | j. Assessment |

3. List the different domains, subdomains and weightage given to them in the new CBSE Outcome-based Inspection framework.
4. List the key aspect of School Governance.
5. How would you determine if the school governance focuses on learning outcomes?
6. What evidence would you seek to ensure that all stakeholders are involved and decision making is collaborative in a school?
7. What are the diverse forms of assessment?
8. How would you ensure that school practices promote 21st century skills?
9. List five important criteria that would help you judge the effectiveness of teaching learning process in the classroom you observed.
10. A teacher makes optimal use of available resources can be adjudged through_____.
11. List the tasks/activities which schools can undertake to promote the below given aspects:
 - Personal Development _____
 - Social Development _____
 - Emotional Development _____
 - Healthy lifestyle _____
12. What awareness activities should schools undertake to curb anti-social tendencies of bullying, cyber-bullying or/substance abuse amongst children?
13. List the evidence you would seek to ensure that the school has an inclusive culture.
14. What evidence would you seek to find out if assessment of students is a continuous and comprehensive process in the school?

15. As a part of school inspection, you would meet parents of children studying in the school. List the various aspects you would seek information from him/her. Construct/frame relevant question to secure information.
16. What strategies do you consider effective for capacity building of teachers?
17. List any five enabling resources of the school.
18. Suggest various eco-friendly and sustainable practices that schools need to adopt.
19. Name different digital resources available to support classroom teaching.
20. As a school administrator, what provisions would you make to ensure that teachers are autonomous and given freedom?
21. In your visit to a particular school, you find that though school has sufficient technology resources, teachers are reluctant to use them. What suggestions would you offer to ensure their integration and use in the classroom?
22. What are the functions of the school governing body/SMC?
23. Who prepares the school programme and calendar?
24. Should school heads discuss with the teaching staff about the methods for effective teaching and improving academic performance of student?
Yes/No.

If yes, what are the best methods?
25. Suggest ways to curb the misbehavior of students in class.

ANSWERS TO CHECK YOUR PROGRESS



1.5. ANSWERS- CHECK YOUR PROGRESS

1. A CBSE School
 - Denotes adherence to norms
 - Has a set standard definite
 - Provides holistic education
 - Organizes capacity building and empowerment programs for teachers
 - Encourages use of varied assessment techniques to ensure achievement of learning outcomes.

You would have given similar responses that characterize quality schooling. CBSE in its advisory and monitoring capacity is continuously engaged in introducing innovative reform initiatives to ensure quality in their schools.

2. Inspection as envisaged in the Affiliation by-laws as a quality oriented process with a focus on providing guidelines for future development. The task is thus, constructive, resulting in a feedback that would provide directions to school for further quality enhancement.

Thus, uses of verbs

-Like inspire, inform, encourage, affirm, reassure, help, organize, understand, validate, learn is appropriate and justified.

-Like warn, question, alert, provoke, train, judge, excite, surprise, intrigue, reprimand is undesirable and inappropriate.

-Like advice, teach, influence, protect, persuade, transform, coach, though not undesirable but would be viewed more as an imposition or may be as a command from outside.

In case you have selected these words we want you to reflect and be aware of the authority implicit in the use of these words.

3. Refer to Section 1.3
4. Refer to Section 1.3

2.3 ANSWERS- CHECK YOUR PROGRESS

- a) Level 3: The vision is clear and explicitly stated. It clearly specifies the values to be instilled in children and for what purposes.
- b) Level 3: The vision is clear and explicit. The vision specifically underlines the importance of creating a warm and joyful learning environment to ensure students optimal performance.
- c) Level 2: The vision is not distinctly focused. The use of phrase peaceful, productive and orderly learning environment dose not clearly suggest the ways or correspond to any acceptable ways of arriving at this. Further, it does not specify the purposes for which this environment is being created.
- d) Level 1: The vision glorifies its past and proclaims it being an institution of higher esteem that is well recognized. Further, use of terms like summary of education or life force do not have any specific connotation, are vague and makes it unfocused.
- e) Level 1: it is motto, rather than a vision which is meant to inform the purpose and means.
- f) Level 2: The vision, though specific about the purposes, is unspecific about the ways. The loose connect between the purpose i.e. confident citizens and leaders in tomorrow's world and defining characteristics- constantly curious, pioneering and changing, makes it imprecise.
- g) Level 1: The vision portrays a dream- instead of explicitly conveying the purposes for which the institution is established and which would help institution to achieve that status.

3.1 ANSWERS TO THE REFLECTIVE TASK

- | | |
|----------------------|---------------|
| 1. Correct | 8. Incorrect |
| 2. Correct | 9. Correct |
| 3. Incorrect | 10. Incorrect |
| 4. Incorrect | 11. Correct |
| 5. Partially correct | 12. Correct |
| 6. Correct | 13. Correct |
| 7. Partially correct | 14. Correct |

3.3 ANSWERS- CHECK YOUR PROGRESS

- i. Aspects which can be judged
 - a) Alignment with National policies/CBSE Guidelines Child centered/NCERT text books/Activity Based question.
Level 2: Linkages not apparently visible
 - b) Long and Short Term Planning
Level 3: The available term and month level provide ample evidence of long and term planning.
 - c) Comprehensiveness
Level 2: Focus largely on cognitive outcomes. Assessment tasks not explained.
 - d) Linearity and progression
Level 3: Concepts logically organized
 - e) Catering to diversity
Level 1: Not Specified
 - f) Inclusive
Level 1: Not Specified
 - g) Progressive
Level 3: Use of varied learning strategies and efforts to make authentic visible
 - h) Inter-disciplinary
Level 1: Not specified
 - i) Promoting 21st century skills
Level 3: Authentic and use of multiple intelligence
- ii. Aspects which can't be assessed
 - a) Dissemination: Circulars and Records to establish availability to all stakeholders, student diaries, website, parents information record.
 - b) Collaboratively planned
 - c) Revision and modification
- iii. As evinced in answers to i. and ii. above, only certain elements are explicit and those that can be judged effectively with all descriptors would be marked at Level 3, while other elements that are not addressed would be marked at Level 1. Elements that are partially addressed (in the absence of complete information) would be marked at Level 2.

4.9 ANSWERS- CHECK YOUR PROGRESS

Case 1:

- Interactions will be done with all stakeholders viz. principal, teachers, students counsellor and parents.

Some suggestive question for various stakeholders are as follow:

- Principal:
 - i) What safety measures have been adopted by the school?
 - ii) What procedures are adopted/steps are taken to ensure hygiene and cleanliness in and around school.
- Teachers:
 - i) What training/orientation has been given to deal with emergencies?
 - ii) How safe is the school?
 - iii) How are safety and cleanliness in and around school ensured by school authorities?
- Students:
 - i) How safe do you feel at school?
 - ii) Have you been given any orientation/training like fire drill for safety?
 - iii) Are your school environment and surroundings clean and hygienic? What role as a student you play to maintain cleanliness and hygiene?
 - iv) What would you do if there is an emergency?
 - v) How often are toilets cleaned in your school?
- Parents:
 - i) Are you familiar with the safety procedures adopted by the school?
 - ii) If so, who informed you?
 - iii) Do you find the school environment surrounding in and around school safe and hygienic?
 - iv) Does your child feel safe and secure at school?

Case 2:

- I. Interactions would be done with various stakeholders viz Principal, Teachers, Parents and School counsellor
 - Principal:
 - i) Do you consider your school an inclusive school?
 - ii) What practices have you adopted for inclusion of children in your school?
 - Teacher:
 - i) Is your school an inclusive school?
 - ii) Have teachers been given any orientation/training to identify and promote learning of CWSN?
 - iii) How comfortable do you feel handling these children in the school?
 - iv) Does the school have relevant resources to support learning of CWSN?
 - Parents (of CWSN):
 - i) How frequently are you contacted by school and for what purposes?
 - ii) Has school informed/oriented you to presence of CWSN in the school? If yes, by whom and when?
 - iii) How comfortable you and your child feel with the presence of CWSN in your child's case?
- II. Interaction with the School Counsellor:
 - i) Do you have enough resources in school to support learning of children with special needs?
 - ii) Has any orientation has been given to teachers for identification and teaching of CWSN?
 - iii) If so, its nature and frequency?
 - iv) How conversant are teachers with philosophy and practice of inclusion?
 - v) Is there a systematic procedure for identification and support learning of CWSN?

III. Inputs form school

- Records of orientation/awareness programs/workshop conducted for teachers.
- School inclusion policy
- List of available resources to support learning of CWSN.
- Record of CWSN.
- Minutes of meeting to plan program
- Record of meetings with parents.

5.3 ANSWERS- CHECK YOUR PROGRESS

Case: Teacher Development

- Development of Resource Center/Strengthening Resource Center.
-Procurement of Teaching Learning materials
- Supporting teacher's regular participation in CBSE capacity building programmes and programmes of other national bodies like NCERT, NUEPA etc.
- Making provision for in-house teacher's development programme Providing space in time table for enrichment workshops and expert talks, financial allocations for the same.
- Encouraging teacher's reflection and providing space for group reflection.
- Mentoring Teachers Identifying needs and providing support.

6.3 ANSWERS- CHECK YOUR PROGRESS

There are no right/wrong responses to this question. The variety and uniqueness of the resource used may depend on the ingenuity and experience of the teacher. Some of the probable resources are listed below.

1. Science:

For teaching concepts in the chapter Classification, the following resources may be used.

Classroom boards with some form of organization- to teach the principle of classification; school garden and fields- to examine the flora/fauna; plants, ants, their characteristics etc.

2. Mathematics

For teaching concepts in the Unit Mensuration, the following resources may be used:

Classroom walls, classroom furniture, blackboard, stairs etc.

3. Social Science:

For teaching concepts on Major Landforms, the teacher may use pictures/images; tourist brochures/postcards, atlas, travel videos/documentaries; travelogues; blogs etc.

4. English:

For teaching writing of formal letters (complaint/inquiry), original written complaints may be used.

ANSWERS TO 'UNIT END EXERCISE'



1. (a) School Governance

(b) Comprehensiveness

(c) Any three of the following:

Problems Solving, Decision Making, Independent and Critical thinking, Communication

(d) Plan instruction/resources

(e) Critical and creative thinking

(f) Participation of children in democratic structures, outreach and co-curricular activities.

(g) Effective intervention program in place

(h) Good discipline

(i) CWSN

2.
 - (i) - (e)
 - (ii) - (f)
 - (iii) - (b)
 - (iv) - (a)
 - (v) - (c)
 - (vi) - (d)
 - (vii) - (g)
 - (viii) - (h)
3. Refer to Section 1.3
4. Refer to Section 2.2
5. Regular appraisals of learning outcomes of all domains and modification of pedagogical processes.
6. Minutes of meetings conducted to check participation of different stakeholders.
7. Use of alternate techniques/diverse forms such as observation (checklist, rating scales), portfolio, anecdotal records, role play, quizzes, narrative reports, interviews, self-assessment, peer assessment, journal writing, oral assessment, experimentation, multi-media presentation, group discussion etc. It also includes measurement of learning outcomes in physical, social, health and emotional domains along with cognitive.
8. Focus on creating an inquiry based classroom environment that encourages creativity, problem solving, decision making, critical thinking and collaboration etc.
9. Any five of the following: planned instruction, content mastery of teacher, instruction suited to individual needs, rapport/communication ability of teachers, effective discipline and learner participation.
10. Improvisation and proficiency in use of available resources.
11. Personal Development: 'Who am I' writing assignment, self-portraits drawing, journal writing.
Social Development: outreach programs, shared learning, group work
Emotional Development: mindfulness training, conflict resolution.
Healthy life style: health education lectures, expert talks on nutrition, obesity etc. physical and health check ups.

12. Organising activities to make students aware of behavior, mentoring and counseling, setting clear guidelines of expected behavior and informing students, observance of consistent, clear and fair disciplinary practices.
13. Ensure that school is a safe place, use of inclusive language by teacher, establish clear expectation from students, physical environment accessibility, differential instruction, availability of enabling resources, presence of counsellor.
14. Observation of assessment tasks and their frequency, feedback mechanisms (analysis of comments) and follow up.
15. Parents: Participation in school governance, information regarding curriculum plan, school visits and purpose, school vision and focus (personal, social, emotional and health development along with academic), Details of participation in orientation or other programmes of schools, value and life skills education, management of antisocial behavior, hygiene and inclusive practices (Refer to Annexure II).
16. Participation of teachers in academic enrichment programs, subject workshops, focus group meetings to encourage reflection and sharing, exposure to best practices, need analysis.
17. Refer to Section 6.2
18. Establish a green school, plantation, encouraging judicious use of resources, viz. energy, fuel, fostering practices such as proper disposal of waste (managing garbage), discouraging pollution and environmental degradation, adoption of eco-friendly practices, conservation of water and other resources like energy, electricity and ventilation, energy audit, cleanliness audit, noise audit etc.
19. Some of them are:

OERUS-Homi Bhabha Center for Science Education; SHAGUN, DIKSHA Govt. of India; CDAC- OLABS etc. (this is not a conclusive list)
20. Encouragement given to teachers for use of alternate and innovative pedagogy, resources and assessment procedures. Acknowledging teachers for their contribution.
21. Identifying the cause and need based remediation measures viz. training of teachers, supporting them through mentoring and expert help.
22. Ensure smooth functioning of school by setting clear vision, goals and policies, doing clear role allocation for effective management, providing clear directions, financial management, setting standards for student's behavior and discipline, ensure safe and secure school infrastructure, monitoring school aims and policies.

23. School head along with teaching staff

24. Yes (ideal practice)

Best methods are those that encourage participative and are inquiry based learning and encourage self-learning like flipped classroom, differentiated instruction.

- 25.
- Have a clear set of well defined classroom rules.
 - Use proximity to limit negative action.
 - Empathize.
 - Have a good rapport with students-connect.
 - Set clear expectations.
 - Follow firm and consistent disciplinary practices (be fair and consistent).
 - Plan engaging instruction.

SECTION 8

Glossary

Annexures

References

GLOSSARY

- **Accountability:** Refers to obligation of an individual or an institution to account for its activity, accept responsibility for it and ability to give a satisfactory reason for the degree to which it happens and disclose results in a transparent manner.
- **Affiliation Bye-Laws:** A set of norms, procedures, processes and requirements for affiliation of a school with the Board for the purpose of preparing students for admission to Board's Examinations.
- **Assessment:** The act of judging or deciding the amount, value, quality or importance of something. In teaching context, it specifically refers to learning outcomes.
- **Collaboration:** Engagement of two or more people to achieve the same goal or thing.
- **Curriculum Plan:** It is a document where staff/school personnel define intended learning outcomes, content, pedagogical requirements and assessment procedures for students across an entire curriculum.
- **Differentiated Instruction:** Refers to tailoring instruction to meet individual learner's needs and learning styles.
- **Experiential Learning:** Aligned to constructivist learning, it denotes learning from experience where reflection about the experience is encouraged to develop new skills, new attitudes or new ways of thinking in students.
- **Pedagogical Content Knowledge:** It is a type of knowledge where teachers relate their pedagogy knowledge (what they know about teaching) to their subject matter knowledge.
- **Pedagogical Plan:** It represents the logical thinking behind an entire lesson or specific learning activity.
- **Inclusion:** In general, refers to the act of making someone or something a part of the group or a list. More specifically, as a policy it secures opportunities for CWSN to learn alongside their non-disabled peers in general education classes.
- **Induction:** Refers to processes used by school authorities and administrators to orient new teachers and prepare them for their new roles.
- **Mentoring:** The process of helping, giving support and advising someone with less experience to help them develop in their work.

- **Mission:** It explains what an institution is and why it exists. Specifies the work that an institution believes it is their duty to do.
- **Monitoring:** Refers to supervision of activities in progress to ensure that they are on-course and on-schedule in meeting the objectives and performance targets.
- **Professional Development:** The process of improving and increasing professional competence, skills and effectiveness of teachers/staff through in-house training or through outside agencies.
- **Reflection:** Fixing the mind on the same subject and doing serious thinking carefully. It is often equated with contemplation.
- **Reflective Teaching:** It is a personal tool that teachers can use to observe and evaluate the way they behave in their classrooms. It is a way of studying their own teaching practice/experiences adopted by teachers to improve the way they teach.
- **Resource:** Stock/supply of financial, materials and equipment, staff and other assets that can be used by the institution/individuals to function effectively.
- **School Governance:** Refers to structures and processes that establish policies and continuously monitor their proper implementation to ensure accountability, transparency and responsibility.
- **Sustainability:** Refers to practices that avoid depletion of natural resources and cause little or no damage to environment in order to maintain ecological balance and be able to continue for a long time.
- **Teacher Autonomy:** It refers to professional independence of teachers in schools, especially the degree to which they can make autonomous decisions about what they teach to students and how they teach it.
- **Teacher Reflection:** It is a process where teachers think about their teaching practices, analyze and find out how the practice might be improved or changed for better learning outcomes.
- **Vision:** It is a well thought out plan of an institution. It clearly describes the long term desired changes.
- **21st Century Skills:** They refer to certain core competencies like critical thinking, problem solving, collaboration etc. that advocates school's need to teach to help students thrive in today's world.

ANNEXURES

ANNEXURE I: EVIDENCES AVAILABLE IN SUPPORTING DOCUMENTS

DOMAIN: GOVERNANCE		
1	Vision (Clarity)	Any document informing vision for example school website, magazine, diary etc.
2	Vision (Dissemination)	School website, Almanac (student's dairies), Magazine, Teachers' diaries/teacher planner. Display at various sites in school.
3	Leading by Planning and Decision Making (Comprehensive)	<ul style="list-style-type: none"> • SDPs showing timeline and specific targets for different aspects detailed for the whole session • Minutes of meetings held. • School budget showing allocation under different heads
4	Leading by Planning and Decision Making (Defined Roles and Responsibilities)	<ul style="list-style-type: none"> • School organogram/hierarchy document • Duty lists/job description • Circulars • Minutes of meetings • School Roster • Display of names of responsible staff members at relevant locations
5	Leading by Planning and Decision Making (Collaborative Decision Making)	<ul style="list-style-type: none"> • Minutes of meeting (list of members includes different stakeholders)
6	Operational Leadership (Awareness and their compliance of Statutory and Regulatory requirements)	(Through Interview/interaction)
7	Operational Leadership	<ul style="list-style-type: none"> • Documents defining procedures • Documents pertaining to monitoring of operational procedure for various things like purchases, maintenance and other activities including emergency protocols.
8	Educational Leadership (Understanding of Educational goals and their alignment to the School Vision)	(Largely through interaction) Following documents may also reflect understanding such as themes of school's assembly, annual day, newsletter, website management, students' wellbeing, sports planning in alignment to school vision.
9	Educational Leadership (Awareness of Effective School Practice)	(Largely through interaction)

SELF LEARNING RESOURCE

10	Educational Leadership (Monitoring and Feedback of T- L Process)	<ul style="list-style-type: none"> • Observation schedule/plan • Records of class observations or any other procedure of feedback • Feedback inputs • Any other evidence of their involvement
11	Educational Leadership (Focus on Learning Outcomes)	<ul style="list-style-type: none"> • Appraisal procedure, Data analysis, Feedback (for all domains) • Minutes of meetings with respect to specific agenda to discuss achievements of students and follow up measures
12	Educational Leadership (Providing autonomy to teachers)	(Largely through Principal and teacher interactions)
13	Relationship with Stakeholders	Circulars, emails, minutes of PTA meeting and other meetings where parents are involved – SDP
14	Innovation (Display/Training)	<ul style="list-style-type: none"> • Records of specific inputs given to promote a culture of innovation- School magazine, newsletter, website, log-book; Records of recognition given to individual teacher for innovation; Records of specific workshop/lectures organized to promote Innovation
15	Review and accountability	<ul style="list-style-type: none"> • Minutes of review meetings and circulars, notices of follow up actions, monitoring procedure protocol

DOMAIN: CURRICULUM

1	Curriculum Plan	School curriculum plan. Documents show planning for subjects/domains at different levels.
2	Dissemination	Evidence of dissemination of Curriculum Plan- Students diaries/almanac, website, parent's information document.
3	Collaboratively Planned	Minutes of the meeting of curriculum plan committee along with members list to know the extent of involvement of stakeholders.
4	Alignment with National policies/ CBSE guidelines	School curriculum plan. Documents showing planning for subjects/domain at different levels.
5	Long and Short Term Planning (Curriculum Plan/Documents)	
6	Comprehensive (Curriculum Plan/Documents)	
7	Linearity and Progression (Curriculum Plan/Documents)	
8	Catering to diversity (Curriculum Plan/Documents)	
9	Inclusive (Curriculum Plan/Documents)	
10	Progressive (Curriculum Plan/Documents)	
11	Inter-disciplinary (Curriculum Plan/Documents)	
12	Promoting 21 st Century Skills (Curriculum Plan/Documents)	

13	Implementation	Minutes of curriculum committee or an alternate procedure with definite responsibilities of members to ensure effective implementation. Evidence of support given to teachers.
14	Review and Monitoring	Space for review and monitoring in school calendar exists, Constitution of a review committee and minutes of the meetings conducted.
15	Revision/Modification	Minutes of meetings and records of modifications/revisions done. Circulars of follow up action, Monitoring procedure/protocol documents.

SUB-DOMAIN: TEACHING-LEARNING ASSESSMENT

1	Planning for Instruction	* Teaching Plan; teaching resources.
2	Planning for Instruction (Instructional Goals and Content)	
3	Planning for Instruction (Catering to Diverse Learning Styles, Needs and Interests)	
4	Teaching Process (As per the Needs of Learners)	Through observation and study of teaching resources.
5	Teaching Process (Experiential)	
6	Teaching Process (Content(s) Mastery of the Teacher)	
7	Teaching Process (Communication & Clarity of Interaction)	
8	Teaching Process (Pedagogical Knowledge)	
9	Teaching Process (Use of Resources including Technology)	
10	Teaching Process (Classroom Management)	
11	Teaching Process (Learners' Participation)	
12	Teaching Process (Class room Environment)	Through observation <ul style="list-style-type: none"> • teaching resources • assessment exercises • feedback • data analysis
13	Assessment (Continuous)	
14	Assessment (Varied)	
15	Assessment (Quality)	
16	Assessment (Records)	Teacher's feedback comments
17	Assessment (Feedback to Students)	

18	Assessment (Learning Outcomes)	<ul style="list-style-type: none"> • Analysis of results- school reports
19	Reflection (self)	<ul style="list-style-type: none"> • Time table/calendar for time and space provided for reflection • Reflective diary, journal
20	Reflection (Collaborative)	<ul style="list-style-type: none"> • Time table/calendar for time and space provided for reflection • Observation feedback, records of team reflection

SUB-DOMAIN: PHSE
CR Observation and student interaction would be for all domains

1	Personal-Social-Emotional Wellbeing/Development	SDP curriculum plan and any other document that demonstrates focus on social, personal, health and emotional components and details the learning goals, activities and assessment procedure for each.
2	Personal Development (Self-awareness and Self-image)	Evidence of any specific instruction given to teachers for promotion and encouragement of personal talents. Recognition of individual talents - Existence of a variety of activities and Lobby options for students and space in time-table for nurturing these talents.
3	Personal Development (Responsibility)	-Encouragement given to volunteers to allocate CR Observation/duties. -SDP, CP or any other documents that shows a definite plan of activities in the domain. Evidence of students assessment done periodically in the domain. -Evidences of students involvement in environment conservation, hospitals, old age homes and other socially relevant issues. Extent of planning and extent of student participation becomes the basis to determine level.
4	Social Development (Participation in Democratic Structures, Leadership and Decision Making)	Evidences of student's participation in student government, council, place in calendar for such meetings, minutes of these meetings and follow up. Mock parliament and minutes and other decision making in school where students are members or given responsibility like sports day or annual day celebration.
5	Social Development (Communication skills)	Evidences of student's participation in debates, drama and other activities that have a focus on communication.
6	Emotional development (Empathy, Compassion)	Anecdotal records and records of exemplary evidence of compassionate acts.
7	Emotional development (Resilience and Skills of coping with Stress/Anger/Anxiety)	Evidences of Mindfulness training, relaxation techniques, yoga, meditation, training focused on dealing with pressure, role play etc.
8	Values Inculcation	Apart from story telling, relating anecdote, that point towards value clarification and reflection amongst stakeholders, Community work evidence spirit of showing solidarity and selfless service.
9	Adolescence Education/ Life Skills Education	Student's records of participation in these activities and teacher's observations.
10	Discipline	The school has a written code of regulation/rules for students/discipline policy and procedures which are widely discussed and disseminated.

11	Mental Well Being	School calendar reports of programs organized and list of experts invited
12	Identification and Prevention of Socio-Emotional Problem	Relevant policy and procedure protocol copies. Evidence of training and orientation to teacher to prevent occurrence of such problems.
13	Intervention programs	A copy of the intervention program procedures and records of referrals and follow-ups.
14	Records and follow up	Written records of identified individual cases.
15	Motivation and awareness building (Towards Prevention of Anti-Social behaviours)	Records of activities and programs conducted. Space in school calendar.
16	Promotion of Healthy Lifestyle	SDP, Policy, CP acknowledge and providing space for table on healthy life style and place for sports and PE in school timetable at all level.
17	HPE	RS-Self Evident
18	Preparedness for Health Emergency	RS-Self Evident
19	Health Check-ups & Records	RS-Self Evident
20	Motivation and Awareness	Records of activities conducted

SUB-DOMAIN: SAFETY & HYGIENE

1	Safety (Physical Environment)	<ul style="list-style-type: none"> • Safety Protection Policy • Minutes of Student Protection Committee • Evidence of regular monitoring and follow up (Also through staff interaction)
2	School Safety (Preparedness)	<ul style="list-style-type: none"> • Record of emergency drills and training • Emergency numbers display at various places (Also through student and staff interaction)
3	Hygiene (Cleanliness)	<ul style="list-style-type: none"> • Reports of regular inspection (Team members) • Duty assigned for inspection/Monitoring, its records, procedures and follow ups. • Minutes of regular review meeting Also through observation
4	Hygiene (Motivation and Education)	<ul style="list-style-type: none"> • Dissemination of hygiene information and desirable practices. • Records of activities conducted, check for frequency and quality.
5	Safety and Hygiene (School Vicinity)	<ul style="list-style-type: none"> • Monitoring evidence. • Interaction with community records. • Records of advocacy and public education.

DOMAIN: INCLUSION		
1	Inclusive Culture	<ul style="list-style-type: none"> Records of awareness programs conducted for teachers/staff Space allocated for such program in SDP and CP School facilities like classrooms, play area – accessible for CWSN. (Also through Teaching-Learning Observation)
2	Identification/ Progress Review	<ul style="list-style-type: none"> Availability of trained counselor. School Inclusion Policy/Framework that details identification procedures and monitoring procedure to support the learning of CWSN. Individual records maintained.
3	Teaching-Learning Support	<ul style="list-style-type: none"> Evidence of collaborative planning and teaching. IEPs Record of training programmes, refresher programmes, workshops or expert talks organized
4	Enabling Resources	<ul style="list-style-type: none"> Availability of wide range of resources Instructional resources for CWSN Records of training provided to stakeholders. Evidence of linkages with community/institution to support CWSN- invites/talks/inputs/minutes/reports
5	Parent	<ul style="list-style-type: none"> Minutes and agenda of meeting conducted with parents of CWSN. Records to document and incorporate parents' feedback to modify instructional procedures.

DOMAIN: TEACHER DEVELOPMENT		
1	Induction/Orientation (Existence of a Programme)	<ul style="list-style-type: none"> Procedure/schedule/copy of the induction/orientation program.
2	Induction/Orientation (Nature)	<ul style="list-style-type: none"> Procedure/schedule/copy of the induction/orientation program.
3	Induction/Orientation (Design)	<ul style="list-style-type: none"> Records of inputs/Minutes of meetings to ensure the collaborative development of the program.
4	Induction/Orientation (Execution)	<ul style="list-style-type: none"> Induction/orientation program copy and minutes for the programs conducted/duty assigned or circular issued to senior faculty.
5	Plan for Professional Development (Provisions)	<ul style="list-style-type: none"> Training plan School budget and calendar. Name of committee members and minutes of the meetings conducted to plan program of PD for teachers
6	Plan for Professional Development (Resource Centre)	Availability of a resource center and quality of resources available in it.
7	Self-Development of Teachers	School Budget. Evidence of teachers requests, permissions granted and programs attended.

8	Staff Development (Maintaining Data)	Evidence of an evolved independent system to records teacher's PD activities. (Not restricted to entry in her personal files only).
9	Staff Development (Mentoring)	A system of mentoring where senior subject teachers discuss issues with new junior teachers. Space, provisions allocated for individual and collective discussions. Evidence of workshops and conferences organized.
10	Staff Development (Monitoring)	Evidence of monitoring and follow up after teachers participation in workshops and conferences for PD.

DOMAIN: ENABLING RESOURCES

1	Resources Physical Spaces (Lighting system, Ventilation)	<ul style="list-style-type: none"> • Observation of furniture and physical aspects • Photographs & videos of CR being used for collaborative group work activities. • Extent of use would determine the level.
2	Resources Physical Spaces- Playground, lawns, open spaces, MPR (Use for Educational Purposes)	Photographs and videos as evidence for alternate use of available spaces.
3	Resources Physical- Laboratories (Use for Educational Purposes)	Students note-books and practical files for evidence of exploratory activities which focus on enquiry. Photographs and videos to substantiate.
4	Resources for Health and Physical Education	Range of activities and availability of ample and wide range of equipment. (Evident in RS)
5	Educational resources- Instructional Material Including Visual/ Display materials, worksheets, Assessment Exercises, aids etc. (Curated, Developed by teachers)	<ul style="list-style-type: none"> • Evidence of improvised apparatus and use of existing resources innovatively. Developed worksheets and other assessment exercises • Students portfolios etc.
6	Resources Library (Provision)	Observation and Catalogues of available books and digital resources for teachers and students. (Evident in RT)
7	Resources Library (Use)	<ul style="list-style-type: none"> • Issue register of books, entry/exit register of library, allocated periods per class in time-table, orientation, sensitization and other activities like story telling session
8	IT related Resources (Provision and Use)	<ul style="list-style-type: none"> • Perusal of available hardware and software resources • Use of e-resources. (Evident in RT)
9	Use of Community and other Resources (Expert Inputs)	List of experts invited, minutes/summary reports of sessions conducted.
10	Sustainability	Observation waste disposal mechanism, solar energy utilization, rain water harvesting and other environment conservation activities. Records of demonstration talks and activities on related issues conducted in-house and in the community. (Evident in RT)

ANNEXURE II: SUGGESTED QUESTIONS FOR INTERACTIONS

PRINCIPAL

Interviewee Name _____

Designation _____

Teaching Experience _____

Qualifications _____

School Governance: Leadership and Management

Notes of I/C Member(s)

- 1 What is the vision of your school?
- 2 How do you involve all stakeholders when making SDP and CP?
- 3 Does is your school to all statutory and regulatory requirements?
- 4 Complaint are the operational procedures for different tasks well defined? How do you monitor them?
- 5 What according to you, are the educational goals and learning outcomes for students in your school?
- 6 According to you, which are the effective curricular and instructional practices?
- 7 How do your monitor teaching learning processes in your school and provide feedback to teachers?
- 8 Do you encourage experimentation and use of alternative strategies by teachers in class? If found successful, do you give recognition or any incentive to teachers?
- 9 How much importance do you give to getting views of different stakeholders in planning activities of the school? In what ways do you ensure their participation?
- 10 Which innovative practices are being followed in your school?
- 11 How often do you review the policy and procedures of your school and in what manner?
- 12 How much satisfied are you with the teaching learning practices of your teachers and learning outcomes of students?
- 13 In what way do your give feedback to teachers?

Curriculum Design, Planning and Review

- 1 What is the focus/thrust of the curriculum in your school?
- 2 Which criteria are the basis of the curriculum plan of your school?
- 3 How do you ensure that the curriculum plan is implemented in the desired manner?
- 4 When and how often do you review curriculum plan?

School Life**Teaching-Learning and Assessment**

- 1 Are you happy with the performance of students in your school?
- 2 How do you monitor teaching-learning and assessment strategies of teachers?
- 3 What are the innovative strategies used by teachers in your school?
- 4 Are teachers comfortable in the use of technology and multimedia devices?

Personal, Health, Social and Emotional Development

- 1 Apart from academic learning, what is the focus of curricular activities of your school?
- 2 Do you consider value inculcation in children important? What practices your teachers and school observe to inculcate values?
- 3 What are life skills and how does school ensure development of life skills in students?
- 4 What activities has the school organized recently to promote mental wellbeing of students?
- 5 What is the extent of behavioral and emotional problems in students in your school?
- 6 How are these children identified? And what procedures are followed to deal with them?
- 7 What activities does the school conduct to promote healthy life style in children?

Safety and Hygiene

- 1 What procedures have you adopted to ensure safety of children in your school?
- 2 How do you motivate your student and staff to maintain hygiene and cleanliness in and around school?

Inclusion

- 1 To what extent, is your school an inclusive school?
- 2 What practices have you adopted to ensure effective teaching learning practices for CWSN?

Teacher Development

- 1 What is the focus of professional development activities for teachers in your school?
- 2 In what ways does school administration mentor and provide support to teachers?

Enabling Resources

- 1 Do you find the existing resources being used optimally in your school? In what ways have they been used innovatively in your school?
- 2 What are the specific ways in which community resources have been used to strengthen curricular practices of the school?

TEACHERS

School _____

Interviewee Name _____

Subject _____

Classes taught _____

Teaching Experience _____

Qualification _____

School Governance: Leadership and Management

Notes of I/C Member(s)

- 1 What is the vision of your school?
- 2 What are the different duties and responsibilities you are entrusted with? How are these duties and responsibilities allocated?
- 3 Do you/other teachers have a role in making important decisions regarding curriculum, teaching learning materials or conduct of activities in your school? If so, how often and in what manner?
- 4 According to you, does the school have specific rules and procedures for all matters related to students, teaching and learning, which are known to all?
- 5 Does your principal or any other member of the management committee come and observe your and other teacher's classes? If so, how often?
- 6 Do the school authorities monitor the learning outcomes of students and revise the curricular strategies accordingly?
- 7 As teachers, are you given freedom to use alternate/ innovative practices in teaching and assessment? If so, give 1 or 2 examples.

Curriculum Design, Planning and Review

- 1 Are you conversant with the curriculum plans of the classes you teach? If so, how were you informed about it?
- 2 Is the curriculum plan developed in consultation with teachers teaching particular classes?

- 3 Are teachers involved in monitoring the implementation and review of the curriculum plan? If so, what is the procedure? What monitoring mechanism in your school exist to ensure that curriculum is implemented in the planned way?
- 4 Are you/other teachers members of the review and modification committee? How often are these meeting conducted?

School Life**Teaching Learning and Assessment**

- 1 What teaching strategies do you adopt to meet varying need and interests of students?
- 2 Are you able to answer all content related question of students?
- 3 How effectively can you use technology and multimedia to supplement your teaching?
- 4 Are you able to discipline children and manage classes effectively? Do you often reflect on your teaching?
- 5 Mention the improvisations you have done or innovative practices you have used while teaching in the class?
- 6 Do teachers in you school collectively reflect on their teaching? Does your school encourage this or do you do so informally?
- 7 How often do you interact with parents of children and for what purposes?

Personal, Health, Social and Emotional Development

- 1 What activities do you conduct for the personal, health, social and emotional development of children in your classes?
- 2 Is life skills education a regular part of curriculum of all classes? If so, who conducts these classes?
- 3 Does the school have a definite code of behavior and a discipline policy? If so, are your students informed about it? Do your students willingly observe rules and regulations that are stipulated?

- 4 Do you find most of your students are in a good mental state? Are there any programs conducted by teachers in classes/in your school to support mental wellbeing of students? If so, how frequently?
- 5 If you find a student/or a group of students demonstrate anti-social behavior or any other emotional problem, how do you address it?
- 6 Does your school have a redressal mechanism to deal with these children?
- 7 How competent do you feel individually to handle such children?
- 8 Are there any talks/workshops/discussions held on common behavioral issues and promotion of healthy lifestyle in your school?

Safety and Hygiene

- 1 According to you, is your school environment safe for you and children in school?
- 2 Have you and your students been given any training to deal with emergencies and disasters?
- 3 Does your school have committee to monitor school spaces and areas in the vicinity for cleanliness and safety? Are you a member of any such committee?
- 4 Have there been any awareness programmes conducted to inform staff and students regarding hygiene and sustainable practices? If so, how often?

Inclusion

- 1 How inclusive is your school?
- 2
 - a) Have you been oriented/received any training to identify and promote learning of CWSN? How confident do you feel handling these children in your class?
 - b) Are the procedures to identify CWSN well defined and informed to all staff in your school?
- 3 Does school have enough relevant resources to support learning of CWSN?

STUDENTS

School _____

Name of Interviewee _____

Class _____

School Governance: Leadership and Management

Notes of I/C Member(s)

- 1 What is the vision of your school?
- 2 Have you or any one of your classmate/other students of your school has been part of the meetings that took policy decisions for school?

Curriculum Design, Planning and Review

- 1 Are you familiar with the curriculum for the whole year? Are you informed of the curriculum for the whole year? If so, how?

School Life

Teaching Learning and Assessment

- 1 How happy are you with the teaching learning processes in your school?
- 2 Do your teachers use a variety of teaching aids to clarify the content?
- 3 How often do your teachers use computer and other technology to teach and assess you?
- 4 Do your teachers involve students in teaching and encourage participation of students while teaching?
- 5 Do you feel comfortable in your classes? If not, what things bother you or your fellow students?
- 6 Do your teachers regularly ask question or give you some exercises to know if you are following them or not?
- 7 Do your teachers use different ways to assess you?
- 8 Are you happy with your school performance?
- 9 Do your teachers support you and give you proper feedback to help you learn and perform better (academic and co-scholastic activities area)?

Personal, Health, Social and Emotional Development

Notes of I/C Member(s)

- 1 What do you want to become in life? How confident are you of achieving your goal?
- 2 Do you support your friends or other persons or any other cause in some way?
- 3 Do you participate in your student's council, student assembly or any other activity in your school?
- 4 Does your teachers/school encourage group activities? Do you use your classroom for conduct of such group activities?
- 5 Do you easily make friends and talk freely with others including adults?
- 6 If you meet some people who are not privileged as you, how do you respond? What do you do?
- 7 Does school provide training in yoga, meditation and other programs to control anger and reduce stress? How often?
- 8 Suppose you encounter a situation, which require you to deviate from normal practice, what do you do?
- 9 If there are some children who are mischievous and regularly bully other children, what does your teacher do?
- 10 What does the school do to handle these children?
- 11 Are there some special lectures/workshops on current social issues being organized in your class/school?
- 12 Does your school provide healthy snacks and meals at school and encourage development of other healthy habits?
- 13 Do you enjoy participating in sports and physical education activities your school offers?
- 14 If your friend falls sick or meets an accident in school, what do you and your teachers do?
- 15 How regularly are the health checkups done in your school?

Safety and Hygiene

Notes of I/C Member(s)

- 1 Do you feel safe at school? If at any time you feel unsafe in school, what do you do?
- 2 Have you ever been given any training to deal with emergencies or fire or any other disaster in school?
- 3 Does your teacher insist on keeping your desk, classroom and other surroundings clean and adopting eco-friendly practices like use of paper bags instead of plastic?
- 4 Have you participated in a school cleanliness campaign or a tree plantation drive? Does your school organize similar activities? If so, how often?
- 5 Do you feel safe and comfortable while travelling to and from school?

Inclusion

- 1 Do you interact with children who have some special needs/Do you have children with special needs as your friends?
- 2 Are CWSN/children treated equally by all? Are these children given the same respect as other children?

PARENTS

School _____

Name of the Interviewee _____

Education _____

Occupation _____

Name of the Child _____

Class _____

School Governance: Leadership and Management

Notes of I/C Member(s)

- 1 What is the vision/the goal of the school?
- 2 Have you or do you know, if any other parents have been parts of the meetings when some policy or important decision were being taken?

Curriculum Design, Planning and Review

- 1 Are you familiar with your child's school curriculum-courses and the other activities being conducted in the year? If so, how do you know? (PTA meeting etc.)

School Life

Teaching Learning and Assessment

- 1 Are you satisfied with the teaching in school?
- 2 Is your child encouraged and given proper guidance and support in school?
- 3 How frequently do you meet the teachers of your child and why?

Personal, Health, Social, and Emotional Development

- 1 Do you think, the school focuses on personal, health, social and emotional development of children?
- 2 Does the school provide any education/training to help your child cope with difficult situations? If yes, name the programs you found useful?
- 3 Are yoga and meditation activities conducted for your child in school? How often are these conducted?
- 4 In what ways, do you think school has been helping your child to inculcate values?

- 5 Is life skills education a part of your child's school education? If yes, specify activities you remember?
- 6 Are you happy with the disciplinary practice of the school? If no, why?
- 7 According to you, does the school cares about the mental health of children? If so, how?
- 8 Do you think school identifies and takes good care of children who have some behavioral or emotional problems?
- 9 In what ways does the school encourage development of the healthy lifestyle?
- 10 Have you ever been invited to school to attend a seminar/talk or have been addressed by class teacher or an eminent personality in school on themes related to child wellbeing?
- 11 Does your child enjoy sports and physical education activities? Has she/he been allotted games and sports of his/her choice? Are you happy with the time and coaching she/he gets for these sports?

Safety and Hygiene

- 1 Have you been oriented by school on safe practices adopted by school? If so, how and when?
- 2 Do the school authorities visit the neighborhood or community and address issue of safety and cleanliness in surroundings?

Inclusion

*In case of a special child

- *1 How often does school interacts with you to identify his/her need; inform you about his/her progress and provides other support for his/her wellbeing?
- 2 (Normal child parents)
 - a) Have you ever been oriented/briefed regarding presence of CWSN in your child's class? If so, how, when and by whom?
 - b) Does your child accept/makes friends with these children?

Enabling Resources

- 1 Have you/or any other parent/any member of the community been invited as an expert? If yes, for what purposes and when?

ANNEXURE III: THE QUALITY FRAMEWORK

CBSE Affiliation Bye-Laws 2018- Outcome Based Inspection

THE QUALITY FRAMEWORK

	Domains	Weightage
I.	School Governance: Leadership and Management	15
II.	Curriculum Design, Planning and Review	15
III.	School Life	50
	A. Teaching-Learning and Assessment	(20
	B. Personal Health Social and Emotional Development	20
	C. Safety and Hygiene	5
	D. Inclusion	5)
IV.	Teacher Development	10
V.	Enabling Resources	10

The Appraisal Procedure: Each of the 08-domains/subdomains in the framework has been divided into a number of elements. The number of elements corresponds to the weightage given to each domain/sub-domain. The total number of elements in the framework adds up to 100. Three-point rating scale for each domain/subdomain has been developed. The levels and their corresponding marks are as follows:

Level 3	2
Level 2	1
Level 1	0

Each domain has to be evaluated as per the descriptors in the rating scales by the inspection committee and the level arrived at/marks allocated have to be substantiated by stating the available evidence. The IC would also give qualitative remarks for elements that would be a feedback for the school. The range of marks arrived at would be 200 to 0. The following conditions should be met for the school for affiliation:

1. The total marks should be 100 or more than 100 (out of possible 200).
2. Minimum marks in the domain of School Life must be 50 (out of possible 100).
3. No domain/subdomain should get a score of 0

Rubrics Scales for appraisal of Domains

1 School Governance: Leadership and Management

	Element	Level 3	Level 2	Level 1
1	Vision	The Vision/Mission is clearly and explicitly stated.	The Vision/Mission exists but is not distinctly focused.	The mission/vision statements are vague and fail to reflect clear focus.
2	Vision (Dissemination)	Effective communication of the mission/vision to all stakeholders. All stakeholders are aware of the same and participate actively in promoting it.	Mission/vision is shared with all stakeholders. However, not all stakeholders reflect this awareness.	Communication of the mission/vision to all stakeholders is ineffective and only some are aware of the stated mission.

3	Leading by Planning and Decision Making (Comprehensive)	The school development plan shows evidence being comprehensive and quantifiable planning in all areas- Curriculum; Infrastructure; Resources; Physical education and other Co- curricular areas; and Staff development	The school development plan shows evidence of planning in most of the following areas, with few quantifiable domains- Curriculum; Infrastructure; Resources; Physical education and other Co- curricular areas; and Staff development	The school development plan shows evidence of planning in none or few of the following areas with no quantifiable domains- Curriculum; Infrastructure; Resources; Physical education and other Co- curricular areas; and Staff development
4	Leading by Planning and Decision Making (Defined Roles and Responsibilities)	All members of staff have clearly defined roles and responsibilities. They are informed about it at the start of the session. These are fully aligned to the mission/vision of the school.	The roles and responsibilities aligned to the mission/vision of the school are defined but allocations are not done systematically.	The roles and responsibilities are generally defined and allocated to staff at random.
5	Leading by Planning and Decision Making (Collaborative Decision Making)	Decision making processes always include all stakeholders in the school. Leadership duties are widely shared.	Decision making processes generally include select people who share responsibilities amongst themselves.	Decision making processes are restricted to one or two people in the school who make all decisions on behalf of all stakeholders and delegate responsibilities to others
6	Leading by Planning and Decision Making (Statutory/Regulatory)	The leadership is fully aware of statutory and regulatory requirements and ensures compliance to stipulated rules and regulations.	The leadership is aware of statutory and regulatory requirements but fails to ensure strict compliance to stipulated rules and regulations.	The leadership does not reflect complete awareness of statutory and regulatory requirements and thus fails to ensure their compliance.
7	Leading by Planning and Decision Making (Operational Leadership)	Operational procedures of the school are well defined and strictly observed. Accountability checks are in place and are regularly monitored.	Operational procedures are defined but quite a few exceptions are observed in practice. No regular monitoring is evinced.	The operational procedures are not explicit and a lot of randomness in allocation of duties is observed. Infrequent monitoring of processes and procedures.
8	Educational Leadership (Understanding of Educational Goals)	The school leadership is conversant and fluent with educational outcomes in all domains.	The school leadership is familiar with educational goals but cannot readily translate them into educational outcomes for learners.	The school leadership does not demonstrate a clear understanding of educational goals and corresponding outcomes in all domains.
9	Educational Leadership (Awareness of Effective School Practices)	Leadership across the school, including the Principal display an in depth understanding of the curricular practices that improve students' learning experiences across all domains. They apply effective strategies to improve the learning of students in all aspects. They are mindful of possible impediments to sustained improvement and address these effectively.	Leadership across the school, including the Principal displays a partial understanding of the curricular practices that improve students' learning experiences across most domains. The school demonstrates the use of some strategies to improve the school aspects. Some impediments to sustained improvement are recognized but are not effectively addressed.	Leadership across the school, including the Principal do not clearly understand the curricular practices that improve students' learning experiences across most domains. Only the top leadership is engaged in strategizing for school improvement. They are also unable to anticipate impediments to sustained improvement.
10	Educational Leadership (Monitoring of Teaching-Learning Process)	School Management and Principal are active participants in the monitoring of the Teaching-Learning process. They undertake the supervision of classes and have effective mechanism to provide feedback to teachers.	School Management and Principal consider it important to monitor the Teaching-Learning process and delegate it to a team of senior teachers.	Inspection of the classroom teaching process is done erratically.
11	Educational Leadership (Focus on Learning Outcomes)	Learning outcomes in all domains are regularly appraised and appropriate modification of pedagogical practices are done to improve Teaching-Learning processes.	Learning outcomes are intermittently appraised and requisite modification in pedagogical practices is not a regular feature.	Main focus is on learning outcomes in the cognitive domain to the exclusion of other domains.

12	Educational Leadership (Providing Autonomy to Teachers)	Teachers are given autonomy and are encouraged to use alternative pedagogy/ resources/assessment procedures. The new innovative practices or procedures are acknowledged and given recognition.	Focus on observation of established policies and procedures. The policies and procedures are altered when instructed/detailed by concerned board/authorities.	Strict compliance to established/conventional policies and procedures is ordained.
13	Relationship with Stakeholders	The school actively builds a positive relationship with all stakeholders (parents, management/SMC and local community) that is likely to enrich students and their learning experiences. Regular meeting and interaction are scheduled and conducted with stakeholders and their suggestions are incorporated in school development plans.	Limited interaction with stakeholders as a routine is seen with an agenda to inform them of school policies and procedures.	The school does not display any evidence of building positive relationship with stakeholders (parents, SMC and local community). Infrequent interaction with stakeholders done in emergency situations.
14	Innovation	The school policies and practices promote innovation in all areas including curriculum; teaching learning; assessment; resource planning and allocation; and administration.	The school policies and practices promote innovation in some areas including (curriculum; teaching learning; assessment; resource planning and allocation; and administration).	The school policies and practices do not promote innovation in any area.
15	Review and Accountability	The school management and leadership engages in periodic review of the school policies and practices and study their impact on various areas of the school. Definite procedure is in operation for review and monitoring.	The school management and leadership rarely engage in review of the school policies and practices and do not focus on their impact. Review of policies is done in emergent situations.	The school management and leadership do not engage in review of the school policies and practices. The policies are deemed pious and their failure is attributed to inefficiency of others.

Remarks of the Inspection Committee:

2 Curriculum: Planning, Implementation and Review

	Element	Level 3	Level 2	Level 1
1	Curriculum Plan	The school has annual/term-wise written curriculum plans for all subjects and domains at all levels.	The school has annual/term-wise plans for most subjects/domains at most levels	The school does not plan its curriculum for all subjects, domains and levels. The curriculum refers only to subjects/syllabus content from textbooks.
2	Dissemination	The curriculum plan is available for all stakeholders.	The curriculum plan is available with the head of the departments and some teachers.	The curriculum plan is available with only the central authorities and only a few staff members are aware of its existence.
3	Collaboratively Planned	The curriculum has been collaboratively planned along with inputs from stakeholders.	The curriculum has been planned along with inputs from some stakeholders only.	The curriculum has not been collaboratively planned taking inputs from stakeholders.
4	Alignment with National Policies/ CBSE Guidelines	The curriculum shows alignment to national policies/frameworks and the CBSE guidelines across all subjects/domains/levels. Specific additional inputs are incorporated in the curriculum as per the mandate/guidelines.	The curriculum shows alignment to national policies/frameworks and the CBSE guidelines in principle. However, specific inputs are not regularly incorporated as per the guidelines.	The curriculum fails to show alignment to national policies/frameworks and the CBSE guidelines. Little or no evidence of specific inputs incorporated as per guidelines.
5	Long and Short Term Planning	The curriculum gives evidence of both short term and long term planning. Balanced time allocation to different subjects/aspects has been made in alignment to the school mission/vision.	There is no evidence of specific long and short term planning. Time allocation to different subjects/ aspects has been made. However, this may not be in consonance with the school mission/vision.	There is no evidence of any detailed planning. As the curriculum focus is largely academic, textbooks continue to exercise a dominant influence.
6	Comprehensive	The curriculum plan is detailed and includes specific suggestions for teaching strategies, resources and assessment procedures for all aspects- cognitive, social, emotional and health and for all levels.	A general guideline is provided to teachers on various aspects. Suggestions are general and not specifically related to teaching strategies, resources or assessment procedures at any level.	More focus on academic with less attention to other aspects. Marked by an absence of specific suggestions of teaching strategies, resources or assessment procedures for various aspects.
7	Linearity and Progression	The written curriculum progresses sequentially from one level to another, both in terms of content and skills in all subject areas, ensuring no learning gaps.	The written curriculum progresses sequentially from one level to another, both in terms of content and skills in most subject areas. However, some learning gaps are evident.	The written curriculum does not progress sequentially from one level to another, in terms of content or skills and shows many learning gaps.
8	Catering to Diversity	The curriculum plan incorporates suggestions for adaption of instructional and assessment strategies to cater to varying needs and styles of learners.	The curriculum plan incorporates only limited suggestions for adaption of instructional and assessment strategies to cater to diverse learners.	The curriculum plan is marked by absence of any suggestions for adaption/accommodation of instruction.
9	Inclusive	The curriculum plan includes specific strategies, resources and assessment ideas for inclusion of CWSN.	The curriculum plan suggests only few specific strategies, resources and assessment ideas for inclusion of CWSN.	The curriculum plan does not reflect specific concern and inputs for meeting the needs of CWSN.
10	Progressive	The curriculum plan is child-centered and reflects awareness of progressive educational ideas and pedagogical practices.	The curriculum plan largely continues to be subject centered with occasional references to progressive ideas and practices.	The curriculum is subject centric and the focus is on mastering of specified subject content area.

11	Inter-disciplinary	The curriculum plan acknowledges the inter-disciplinary nature of learning and mentions overlapping/related concepts and suggests common activities across subjects.	The curriculum plan mentions overlapping/related concepts at some places and suggests a few common activities across subjects.	The curriculum plan does not mention overlapping/related concepts and/or suggests common activities across subjects.
12	Promoting 21st Century Skills	The curriculum, in a focused manner, guides teachers to incorporate teaching methodologies that encourage problem solving, decision making, independent and critical thinking.	The curriculum gives occasional references and guidelines to teachers for incorporating teaching methodologies that encourage independent thinking and problem solving	The curriculum plan focuses on memory and includes no suggestions on development of higher order thinking skills
13	Implementation	A systematic procedure exists to ensure that the curriculum is implemented in the planned manner. Responsibilities and time lines for the implementation of the different aspects of the curriculum are clearly indicated. Teachers are guided/supported for this.	The curriculum is implemented by assigning responsibilities of different aspects of the curriculum to different teachers. However, timelines are not specified and observed seriously. Teachers are not given regular guidance and support for its implementation in a planned manner.	Implementation of the plan is left primarily to individual teachers as the focus is mainly on syllabus/textbook. The chapters covered in different terms become criteria of implementation.
14	Review and Monitoring	Definite procedures are in operation for review and monitoring of the curriculum implementation. Regular meetings for review are scheduled to monitor all aspects/domains at all levels.	Random checks are undertaken to review and monitor the curriculum implementation of all aspects/ domains at all levels.	There is no visible check to ensure implementation of curriculum in the planned manner.
15	Revision/Modification	The systematic review procedure of the curriculum implementation leads to modifications in the existing plan.	Review in case of emergent situations rarely leads to incorporations of modifications in the existing plan.	Absence of a systematic procedure or any exercise done for modifications in the curriculum plan even in emergent situations.

Remarks of the Inspection Committee:

3.1: Teaching-Learning and Assessment

	Element	Level 3	Level 2	Level 1
1	Planning for Instruction (Comprehensive)	Extensive and comprehensive planning for instruction is undertaken in the school. Both short and long term plans are prepared. Time invested in planning and preparing for instruction is evident in the documents (Unit/Lesson plans; teachers' diaries etc.).	Some planning for instruction is undertaken by the teacher. Time is invested in planning and preparing of instruction is evident in the documents (Unit/Lesson plans; teachers' diaries).	Planning for instruction is undertaken by the teacher irregularly or on an ad-hoc basis. Not much time is invested in planning and preparing for instruction as evident in the documents (Unit/Lesson plans; teachers' diaries).
2	Planning for Instruction (Instructional Goals and Content)	Instructional goals and objectives are clearly defined. Plans reflect clear understanding of subject matter. Well structured, logical and sequential plans.	Instructional goals are not explicitly defined. Plans reflect an understanding of content but fails to reflect logical or sequential ordering of content.	Specific goals and sub-goals not identified. Generic terms (grow socially, emotionally etc.) are used to state goals and objectives. Plans fail to reflect adequate understanding of content and is not logical or sequentially ordered.
3	Planning for Instruction (Catering to Diverse Learning Styles, Needs and Interests)	Teaching plan incorporates suggestions of alternate teaching strategies to meet diverse learning needs, reflects use of multiple resources including technology and specifies formal & informal assessment techniques for different instructional units.	Acknowledges diversities and incorporates some suggestions and resources but not consistently done across various lessons.	Plan does not incorporate alternate strategies, resources and assessment strategies for diverse learners.
4	Teaching Process (As per the Needs of Learners)	Teacher demonstrates awareness of learners needs, interests and learning styles. Presentation reflects effective use of alternate strategies to meet varying learners' needs.	Teachers is not able to demonstrate effective use of relevant instructional strategies suited to diverse learners' needs.	Teacher focuses only on delivery of content unaware of learning needs and way to address them.
5	Teaching Process (Experiential)	Teacher adopts an experiential approach to teaching. Instruction is supported by methods that encourage students to apply knowledge and use higher order cognitive skills.	Teacher at times incorporates an experiential approach. Instruction is supported, only at times, by methods that encourage students to apply knowledge and use higher order cognitive skills.	Teacher adopts the traditional approach to teaching. Instruction is not supported by methods that encourage students to apply knowledge and use higher order cognitive skills.
6	Teaching Process (Content(s) Mastery of the Teacher)	Teacher has clarity of contents. Is able to explain well and answer all relevant questions of students.	Teacher finds it difficult to synchronize content. Gives satisfactory answers to student's questions. Some gaps in teaching are evident.	Teacher has difficulty explaining quite a few concepts. Is not able to give satisfactory explanation to students' questions.
7	Teaching Process (Communication & Clarity of Interaction)	Delivery is highly effective smooth and easy. Voice clear and modulated. Command over language. Able to communicate effectively and draw attention of learners.	Meaningful delivery of content is hampered by teachers communication and stance. Is not able to relate to all students. Command over language is fair.	Lacks confidence. Has difficulty in communicating with learners. Most of the students are passive and don't seem to be interested in the lesson/class.
8	Teaching Process (Pedagogical Knowledge)	Teacher is conversant with effective practices and uses them for effective delivery	Teacher tries to use some effective practices but is not very effective in their use	Teacher does not demonstrate familiarity with effective practices and fails to use them appropriately
9	Teaching Process (Use of Resources including Technology)	Teacher demonstrates effective integration of teaching resources for teaching. Focus on improvisation of learning resources. Teacher proficient in use of technology.	Limited use of available teaching learning resources. Not able to integrate technology effectively and/or use other resources to facilitate delivery.	Most of the classroom teaching is through direct instruction. The delivery is marked by absence of use of available resources and teaching-learning material. Not competent in use of technology.

10	Teaching Process (Classroom Management)	Students are disciplined and well behaved. The code of conduct seems to be internalized. Students are alert and paying attention to teacher.	Teacher commands control & order by force. Students display inattentiveness and do not always follow teachers instructions.	Chaos and confusion in class. Students are listless, inattentive and unmindful of teacher's presence.
11	Teaching Process (Learners' Participation)	Active learners' participation. Students responsive, alert and frequently ask questions to the teacher and seek clarification.	Students participate and perform activities as per instruction. Students do not take initiative and are complacent to respond.	Teacher seldom asks questions and students do not seem to be much interested and have difficulty following instructions.
12	Teaching Process (Classroom Environment)	Democratic classroom environment. Respect for all learners is evident in the interactions.	Largely a teacher controlled class. Democratic classroom environment at certain times during teaching.	Autocratic classroom environment. Teacher domination is evident in the interactions.
13	Assessment (Continuous)	Assessment done along with teaching and teaching is adapted accordingly	Assessment done along with teaching at certain times. However, teaching is not adapted accordingly.	Assessment of learners done only at the end of teaching.
14	Assessment (Varied)	Diverse forms of assessment used. These focus on different domains and skill sets.	Some forms of assessment used. Same procedure is used repetitively with limited focus on different forms.	Limited use of few forms of assessment used can. The used forms largely test memory.
15	Assessment (Quality)	Assessment techniques are open-ended and encourage critical and creative thinking.	Assessment techniques at times encourage critical and creative thinking.	Assessment techniques rarely encourage critical and creative thinking.
16	Assessment (Records)	The records of assessment (formal/informal) are maintained. Data is analyzed and leads to specific inputs for learners.	The records of assessment are maintained only at specific instances for individual requirements.	The records of assessment are not well maintained or analyzed to assist learning.
17	Assessment (Feedback to Students)	Exhaustive and constructive feedback is given to individual students. Feedback gives direction/guidance for improvement. Teacher also uses assessment data for diagnostic purposes.	Feedback is given to individual students. Feedback given is not focused and does not offer specific suggestions for improvement.	No qualitative inputs are given as feedback for individual improvement.
18	Assessment (Learning Outcomes)	Most students demonstrate attainment of stipulated learning outcomes as evident from assessment data.	Some students demonstrate attainment of stipulated learning outcomes as evident from assessment data.	Very few students demonstrate attainment of stipulated learning outcomes as evident from assessment data.
19	Reflection (Self)	Teacher engages in self-reflection on a regular basis. Evidence of reflection leading to innovation and changes/improvisation of teaching. Systems for this are in place. School encourages and provides space/time for this.	Teacher engages in self-reflection at times. Systems for this are not in place. Reflection is an individual initiative.	No evidence of teacher's reflection in practice exists.
20	Reflection (Collaborative)	Collaborative reflection on teaching is a regular part of the TL process. Systems for this are in place. School encourages and provides space/time for this.	Collaborative reflection on teaching is done irregularly. Systems for this are not in place.	No evidence of teacher's collaborative reflection in practice exists.

Remarks of the Inspection Committee:

3.2: Personal, Health, Social and Emotional Development

Sl. No.	Element	Level 3	Level 2	Level 1
1	Personal-Social-Emotional Wellbeing and Development of Health	The school focuses on the personal, social and emotional development of the students and makes provisions and space for a variety of strategies and opportunities to promote them at all levels. The school environment is physically, socially and psychologically, healthful and promotes health-enhancing behaviors. The connectedness/ positive relationships between teachers and students are evident. Teachers demonstrate skills related to dealing with different aspects of development of children. Student support teams and processes are well established.	The school focuses more on the academic domain in comparison to personal, social and emotional development of the students and makes some provisions and space for opportunities to promote them. The school environment is physically, socially and psychologically, healthful and promotes health-enhancing behaviors. The school promotes connectedness/ positive relationships between teachers and students at times. Some teachers demonstrate skills related to dealing with different aspects of development of children. Student support teams and processes are not well established.	The school focuses only on the academic domain to the exclusion of personal, social and emotional development of the students. Provisions and space for opportunities to promote them are not evident. The relationships between teachers and students are formal. Student support teams and processes are not established.
2	Personal Development (Self-awareness and Self-image)	School, through formal and informal systems, encourages students to recognize personal attributes, talents and interests. Such recognition contributes towards students' personal growth, realistic goal setting and building self-esteem.	School encourages students to recognize personal attributes, talents and interests in an inconsistent manner. Thus, students' personal growth, realistic goal setting and self-esteem are not strengthened.	School does not have formal and informal systems that help students to recognize personal attributes, talents and interests. Focus towards students' personal growth, realistic goal setting and building self-esteem is non-existent.
3	Personal Development (Responsibility)	School, through formal and informal systems, plans and executes activities that enable students to take responsibility towards others, the community and the environment. There are systems in place to monitor and review these regularly/ periodically.	School irregularly plans and executes activities that enable students to take responsibility towards others, the community and the environment. There are systems in place to monitor and review these but are largely inconsistent.	School does not have formal and informal systems to plan and execute activities that enable students to take responsibility towards others, the community and the environment.

4	Social Development (Participation in Democratic Structures, Leadership and Decision Making)	School ensures that students continuously engage in activities that foster leadership and decision making skills across all areas of school including co-curricular areas, outreach programs, but not restricted to – academic programmes, student leadership programs, other initiatives that encourage health and social well-being. There are systems in place to monitor and review these regularly/periodically.	School engages students in activities that foster leadership and decision making skills across areas of school. However, this is done in an ad-hoc/irregular manner. Systems do not exist to monitor and review these regularly/periodically and record progress.	School does not engage students in activities that foster leadership and decision making skills.
5	Social Development (Communication Skills)	School ensures that students continuously engage in activities that develop the ability to communicate effectively with peers, teachers and other adults. There are systems in place to monitor and review these regularly/periodically and record progress.	School engages students in activities that develop the ability to communicate effectively with peers, teachers and other adults. However, this is done in an ad-hoc/irregular manner. Systems do not exist to monitor and review these regularly/periodically and record progress.	School does not have systems in place to promote students to engage in activities that develop the ability to communicate effectively with peers, teachers and other adults.
6	Emotional Development (Empathy, Compassion)	School has formal systems in place to nurture and build emotional strength, compassion, empathy and inter - personal relationships among children. Systems have inbuilt mechanisms for group and individual reflections at specific grade levels.	School recognizes and nurtures emotional strength, compassion, empathy and inter - personal relationships among children. However, this is done in an ad-hoc/irregular manner. Systems do not have inbuilt mechanisms for group and individual reflections at specific grade levels.	School does not consistently focus to nurture and build emotional strength, compassion, empathy and inter-personal relationships among children.
7	Emotional Development (Resilience and Skills of Coping with Stress/Anger/Anxiety)	School has systems in place to build emotional resilience in children and empowers them with coping skills in all domains including academic, personal, social, emotional, health and physical through both in-house resources and with the support of outside experts.	School inconsistently attempts to build emotional resilience in children and empowers them with coping skills in all domains including academic, personal, social, emotional, health and physical.	School does not consciously focus to build emotional resilience in children and empowers them with coping skills in all domains-academic, personal, social, emotional, health and physical .
8	Value Inculcation	School plans and actively promotes awareness of constitutional and other universal values through various ways. It provides ample scope for discussion, reflection and debate on dilemmas and value-based issues.	School plans and promotes constitutional and other universal values but in an inconsistent and ad-hoc manner. It provides some scope for discussion, reflection and debate on dilemmas and value-based issues.	School has no specific and regular plans/activities to promote constitutional and other universal values. Evidence of discussion, reflection and debate on dilemmas and value-based issues non-existent.
9	Adolescence Education/Life Skills Education	School policy reflects clear focus on age appropriate life skills based adolescence/health/safety education for all classes across different levels. The teachers are oriented and the timetable and school calendar has allocated space for conduct of such activities. The activities are regularly conducted and monitored.	School policy reflects focus on age appropriate life skills based adolescence/health/safety education for some classes/levels. The teachers are oriented and time-table and school calendar has limited space for conduct of such activities. These irregularly conducted activities are however, not monitored.	School policy does not reflect a clear focus on age appropriate life skills education for all classes across different levels. The teachers are not specifically oriented and the time-table and school calendar does not have space for conduct of such activities.

10	Discipline	Students are well behaved, courteous and demonstrate restraint. Classroom practices encourage students to take responsibility for their actions and regulate their behavior. School has a discipline policy which apart from routine administrative issues of school fees, attendance and punctuality etc. also specifies agreed upon classroom rules for teachers and students along with suggested precautionary and remedial procedures in case of deviations. Code of conduct and expected behavior are reiterated at various times in classrooms, assembly and are posted at various places in school.	Students seem to be under control and do not demonstrate any initiative. School has a discipline policy which focuses on routine administrative issue of school fees, attendance and punctuality along with specific suggestion for dealing with conduct disorders. The code of conduct and expected behavior are displayed at various sites in the school and students are asked to conform to specified code of conduct religiously.	Students look passive and do not show any initiative. The school has a code of conduct as a discipline policy which simply include do's and don'ts for students on various issues of concern. These rules of behaviors are posted at important places in school and students are often reminded of them.
11	Mental Well Being	The school adopts a structured approach to ensure mental wellbeing of students through regular in - house activities and support of outside experts. There is a mechanism to review and monitor the program as well as progress of students.	The school recognizes the importance of mental wellbeing. Some activities are being organized but they are adhoc and on an irregular basis. Absence of follow up to review the programme conducted and progress.	No focused attention on mental wellbeing of students. Marked by absence of any specific activities to promote mental well being.
12	Identification and Prevention of Socio-Emotional Problem	School has clear policy, programs and procedure for identifying students who are experiencing difficulties or are at risk of experiencing behavioral, emotional and/or social difficulties.	School has no clear policy, program, procedure or processes for preventing and identifying students who are experiencing or are at risk of experiencing behavioral, emotional and social difficulties. However, teachers are directed to report/inform any unusual behavior to school authorities who then suggest follow-up.	Absence of formal policy and procedures. Identification is random and no conscious attempt at prevention.
13	Intervention Programs	A structured intervention program is in place to address issues of identified students who are experiencing difficulties social/emotional in aspects or at risk of experiencing difficulties and incidents such as violence, bullying, aggression, victimization, substance abuse etc. School offers a wide range of resources to offer support and has clearly spelt referral pathways. The issues are resolved with the collaboration of trained personnel and teachers. Students are assured of confidentiality during this. Students also feel comfortable reporting risk situations and behaviors which are dealt effectively.	The procedures for dealing with children facing difficulties are specified. Absence of consistent resources (counsellors or other expert) support. A lot of responsibility placed on class teachers alone to handle situations.	Absence of concern for children who are experiencing behavioral, social or emotional difficulties. No support provided by school and onus is shifted to parents.
14	Records and Follow up	The school has an evolved structure of recording incidents of bullying and other anti-social behaviors and a procedure to follow up and monitor students involved. Counsellors/teachers mentor students as a regular follow-up procedure.	The school has procedures of recording incidents of risk behaviour. However, a regular follow up process is not in place.	Though dealt with, the school does not provide evidence of any recording and follow up of such cases.

15.	Motivation and Awareness Building (Towards Prevention of Anti-Social Behaviours)	School plans, provides and monitors enrichment opportunities to strengthen positive behavior and combat/curb anti-social tendencies (bullying, cyber-bullying, substance abuse etc.). Innovative practices involving specific groups of students or whole school are planned for creating awareness and building confidence.	School does engage in promoting observance of values and right conduct and occasionally programs to strengthen positive behavior and curb anti social tendencies are organized. Such programs are few in number and do not cater to identified needs of student/s.	No evidence of any awareness or enrichment activities being planned and organized.
16.	Promotion of Healthy Lifestyle	A concern for health is documented at various levels in the school plans/policy/programmes and curriculum. The school promotes eating of healthy food (canteen, student and parental awareness). Staying active is encouraged and time is allotted for physical exercises, games and sports across all classes & levels.	No formal documentation of health as an important concern in the school plans/policy/programmes and curriculum. Some related practices are observed. However, no consistent focus on promotion of health and active lifestyle.	An absence of conscious concern for health and development of healthy habits. Focus on Health and active lifestyle promotion is nonexistent.
17.	Health & Physical Education (HPE)	The school offers wide choices and resources for Health and Physical Education activities. Student participation is encouraged. Trained staff supports students' participation and monitors progress. Schools efforts towards HPE are evident in the awards and distinctions won by students.	The school offers Health and Physical Education activities. However limited choices and resources are available. Student participation is encouraged. Trained staff supports students' participation and monitors progress in an inconsistent manner. Some evidence of participation and distinction in interschool, state or national level meets.	Minimal activities and resources available for Health and Physical education activities. School offers and has resources for only limited outdoor and indoor activities. Absence of rewards and exemplary performances in the field.
18.	Preparedness for Health Emergency	The school has systems and trained personnel (doctor and nurse) to handle medical emergencies. School medical room is equipped with first aid box, emergency equipment and medicines. Periodic monitoring of facilities and training of key staff in first aid and specific emergency protocols is organized.	Availability of trained health personnel. Medical room is not well kept. Emergency medicines and equipment are available. Staff/students not oriented to first aid training and are largely unaware of emergency protocols.	No specific space or trained health personnel available. First-Aid box available and is kept in staff room/or any other place and a teacher/ staff is given duty to do the needful in emergent situations.
19.	Health Check-ups & Records	School has a defined system and trained personnel for regular and comprehensive health checkups of all students. Updated health records of all students are well maintained. Specific and important information (blood groups, allergies, important medication for specific health issues) are recorded and updated with parental support.	Annual health checkups of students undertaken and records maintained. Records of specific ailments of students not given any special attention and dealt in ad-hoc manner in emergent situations.	Random health checkup of students undertaken. Records of individual students prepared annually are not updated. Emergency situations dealt on as and where basis.
20.	Motivation and Awareness	Health is a regular part of the educational programme for students and staff. Events/ exercises (expert talks on issues like nutrition, obesity, life style diseases etc.) to build awareness are frequently undertaken.	Some events and exercises towards education for health are organized. These are irregular and not a part of the planned curriculum.	No evidence of any such motivational and awareness activities being conducted.

Remarks of the Inspection Committee:				

3.3: Safety and Hygiene

	Element	Level 3	Level 2	Level 1
1	Safety (Physical Environment)	Systems are in place to ensure and monitor that the school premises provide a safe and secure environment. Regular supervision of students at all places occurs in the school.	The school premises provide a safe and secure environment. Periodic checks are done to ascertain safety of students.	The school premises provide a safe and secure environment though monitoring/checks are irregular.
2	School Safety (Preparedness)	The school has systems in place to ensure preparedness against disasters and emergencies. Regular drills are undertaken. All staff are aware of their roles in case of emergencies. Students are also aware of the emergency protocols.	The school has systems in place to ensure preparedness against disasters and emergencies. Some drills and training exercises are undertaken. But, awareness among staff and students regarding emergency protocols is not distinct.	The school has systems in place to ensure preparedness against disasters and emergencies. However, marked by absence of drills and training exercises to staff and students for emergency situations.
3	Hygiene (Cleanliness)	Absolute cleanliness is maintained in all spaces of the school premises - the classrooms, toilets, labs, canteen, storage spaces and open ground. Systems are in place for regular monitoring of the school hygiene. Regular monitoring of supply/availability of water, soap, tissues, and paper towels in all toilets is ensured. Existence/placement of garbage disposable dustbins. Waste management plan is in place.	Cleanliness is maintained in most spaces of the school premises - the classrooms, toilets, labs, canteen, storage spaces and open ground. Some monitoring of the school hygiene is done. Regular monitoring of supply/availability of water, soap, tissues, paper towels is lacking.	Cleanliness is not maintained in all school spaces- the classrooms, toilets, labs, canteen, storage spaces and open ground. No regular monitoring of the school hygiene is done.
4	Hygiene (Motivation and Education)	Hygiene is a regular part of the educational programme for students and staff. Awareness material in the form of charts/posters that emphasize the importance of clean/green school and waste disposal are displayed. Events/exercises to build awareness are frequently undertaken.	Some events and exercises towards education for hygiene are in place for students and staff. Some awareness material in the form of charts/posters is available that emphasize the importance of clean/green school and waste disposal.	Hygiene is not a focus of the educational programme for students and staff. No awareness material in the form of charts/posters that emphasize the importance of clean/green school and waste disposal evident.

5	Safety and Hygiene (School Vicinity)	The school ensures that the surrounding area/vicinity is clean and safe for the students.	Some efforts are made to ensure that the school surrounding area/vicinity is neat and safe.	Little attention is given to the school surrounding area/vicinity.
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Remarks of the Inspection Committee:

3.4: Inclusion

	Element	Level 3	Level 2	Level 1
1	Inclusive Culture	The school creates a culture of inclusion where all staff and students are regularly updated to the requirements and challenges of CWSN. The CWSN participate in all school activities in similar ways as other students. School is a barrier free zone	The school teachers are aware and sensitized towards the requirements of CWSN. However, this understanding does not extend to all staff and students. There is limited evidence of specific inputs given to CWSN within regular classrooms.	An absence of an inclusive culture. The school community is largely unaware of the needs of CWSN. Teachers are sensitive to the needs of children with visible disabilities. In regular classrooms, CWSN are isolated and not given the requisite support.
2	Early Identification Progress and Review	The school has effective systems in place to identify scholastic and other difficulties. The school has qualified personnel and systems to monitor and document their progress on a regular basis.	Systems are in place to identify scholastic difficulties. However, the effectiveness of established procedures is not consistent.	No formal systems of identification and monitoring of CWSN exist.
3	Differential Instruction	General and special education teachers demonstrate shared responsibility and collaborate to design, implement, and evaluate instruction/educational program/remedial teaching for CWSN. A variety of instructional material in accessible formats including written video, picture/symbols, actual objects, demonstrations, oral, etc. are used for CWSN.	Some specialized inputs provided to CWSN. Attempt to provide instruction through accessible formats is evident in the plans of the teacher and his/her instructions.	No specific planning/inputs for the instruction of CWSN are evident.

4	Enabling Resources	The school acquires and maintains ample resources to support the needs of CWSN in the form of assistive technology and provides training to the student, his/her family, peers and support personnel. Collaboration with Universities, hospitals, and professional training institutions is regularly sought by school.	The school's efforts to provide resources/assistive technology for CWSN are evident. However, these do not cater to individual requirements. Evidence of the training to all stakeholders is missing. Collaboration with Universities, hospitals and professional training institutions is sought at times.	The school has limited resources available to support needs of CWSN and lacks evidence of training to concerned stakeholders. Collaboration with Universities, hospitals, professional training institutions do not exist.
5	Collaboration with Parents	The school engages the parent community to provide quality inclusive educational experiences for CWSN. Families are guided and supported; their inputs, ideas and observations are taken on a regular basis; parents attend periodic review meetings.	The school engages/involves the parent community to provide inclusive educational experience for CWSN. However, this is on an ad-hoc basis.	No such effort to involve the parent community is made by the school.

Remarks of the Inspection Committee:

4: Teacher Development

	Element	Level 3	Level 2	Level 1
1	Induction/Orientation	The school has a support system and conducts an induction/ orientation programme for all new staff.	The school supports new staff and orients them informally but does not have a planned induction/orientation programme	The school does not orient new staff through any specific formal or informal induction/ orientation programme.

2	Induction/Orientation (Nature)	The induction/orientation programme is comprehensive. It informs/educates new staff about all aspects of school life including administration and HR rules and procedures; policies related to school operations – time tables, teachers diaries, reporting etc.; teacher responsibilities; school specific policies like inclusion policy, behaviour policies etc.; and use of technology and training for the same etc.	The orientation of new staff being informal, does not include all listed aspects- administrative and HR rules and procedures; policies related to school operations – time tables, teachers diaries, reporting etc.; teacher responsibilities; school specific policies like inclusion policy, behaviour policies etc.; and use of technology and training for the same etc.	In the absence of orientation/ induction programme, the new staff does not have any comprehensive details about day to day running of the school and the school expects them to learn about the same on the job.
3	Induction/Orientation (Design)	The induction/orientation programme is designed by taking inputs from all members of the staff and sections of the school.	The induction/orientation programme is designed by the senior leadership team with little inputs from most sections of the school.	There is no formal induction/ orientation programme.
4	Induction/Orientation (Execution)	The induction/orientation programme is conducted by Principal, HODs and senior teachers jointly.	The induction/orientation is most often done by Head/ Principal of the school or is delegated to a senior teacher.	No such formal mechanism is in place.
5	Plan for Professional Development (Provisions)	The school has provisions for continuous PD of teachers in terms of calendar and budget. Specific dedicated team/staff is responsible for planning and executing it. The PD programme is a regular and continuous feature and promotes self-development, encourage participation in conferences/seminars/lectures and sharing of experiences.	The school encourages PD of teachers but has no dedicated plan, personnel, finances or space in their annual plan for this.	No conscious/deliberate planning is done for PD of teachers. Incidental and random participation of teachers is observed in conferences/ seminars etc.
6	Plan for Professional Development (Resource Centre)	The school has provision of a resource center with dedicated staff and enabling resources that encourage teachers to experiment and innovate.	The school lacks a definite resource center but the heads of the departments have infrequent meetings to encourage use of available alternative pedagogies, identify areas where teachers need support and resources.	The school does not have a resource center. Teachers' requirement for resources and support are not focused upon.
7	Self Development of Teachers	The school encourages all staff to take responsibility for their own professional development and encourages the same through financial support, identifying training opportunities and/or giving official offs/on duty leave/s for the same.	The school encourages teachers to take responsibility for their own professional development. However, it supports only some by providing financial support, identifying training opportunities and/or giving official offs on duty leave/s for the same.	The school does not seem to encourage staff to take responsibility for their own professional development.
8	Staff Development (Maintaining Data)	The school maintains records of professional trainings/ qualifications obtained across all levels and subjects.	The records of teachers' professional development across levels and subjects are irregularly maintained.	The school maintains no records of teacher's obtained qualifications or trainings received.
9	Staff Development (Mentoring)	The individual and collective support is provided to teachers for identified needs. Workshops and conferences are organized for enrichment of teachers and counseling and expert guidance is provided to individual teachers.	Though there is no formal procedure, yet support is provided to teachers in case of perceived needs in emergent situations.	No formal/informal mechanism of mentoring exists.
10	Staff Development (Monitoring)	A systematic formal procedure exists that reviews the PD undertaken by teachers and monitors the transfer of learning and its impact in classroom transactions.	Informal monitoring of PD undertaken but its transfer and impact not adjudged.	No follow up of individual teachers done.

Remarks of the Inspection Committee:				

5: Enabling Resources

	Element	Level 3	Level 2	Level 1
1	Resources Physical Spaces (Lighting system, Ventilation)	The classrooms are well lit and ventilated. CR furniture has scope for flexible arrangements. Teachers use classrooms and other available spaces for collaborative work and group exercises	The classrooms are adequately lit and ventilated. CR furniture offers limited scope for flexible arrangement. TL transaction is largely limited to classrooms.	Lighting and ventilation need improvement. CR furniture is not suited for flexible arrangement. Teachers rarely use classroom and other spaces for collaborative and group exercises
2	Resources Physical Spaces- Playground, Lawns, Open spaces, MPR (Use for Educational Purposes)	The physical spaces- grounds, open spaces, MPR, auditorium are adapted and frequently used for various educational purposes.	The physical spaces- grounds, open spaces, MPR, auditorium are some times used for various educational purposes.	The physical spaces- grounds, open spaces, MPR, auditorium are rarely used for various educational purposes.
3	Resources Physical- Laboratories (Use for Educational Purposes)	Laboratories are equipped with variety of resources and frequently used for various educational purposes across all classes. The focus is on enquiry culminating in innovation.	Laboratories are often used for various educational purposes across most classes. Equipment used largely to transact syllabus.	Laboratories are rarely used for various educational purposes. It is used mostly for senior classes for conduct of specified experiments.
4	Resources for Health and Physical Education	The school has sufficient space and equipments specifically designed for encouraging all levels of learners to practice sports and games. Wide choice is available to students for different sports and games.	There is limited space and equipments. Options for Health and Physical Education activities are limited.	There is insufficient space, equipments and very few options for Health and Physical Education activities.

5	Educational Resources- Instructional Materials including visual/ display materials, Worksheets, Assessment exercises, Aids etc. (Curated, Developed by Teachers)	Resources for learning are curated, designed and developed by the school teachers in a systematic and planned manner. Teachers are encouraged to develop resources in-house and/ or to curate from available sources. Quality of these resources is monitored and is appreciable. Improvisation and innovation are evident in the curation and use of these resources.	Resources for learning are at times curated, designed and developed by the school staff. Quality of these resources is fair.	Resources for learning are rarely curated, designed and developed by the school staff.
6	Resources Library (Provision)	Extensive good quality text and digital resources in diverse areas in the library for students and teachers are available.	There is availability of quality text and digital resources related to curricular areas in the library for students and teachers.	Limited availability of text resources in the library for students and teachers.
7	Resources Library (Use)	The library resources are extensively used by teachers and students. Books are regularly issued. There exists a culture of reading. Initiatives are taken to actively promote reading and the use of library.	The available library resources are used by teachers for supplementing classroom instruction. Books are often issued.	The library resources are occasionally used by teachers and students. Books are not regularly issued.
8	IT related Resources (Provision and Use)	Availability of smart classrooms and/or a repertoire of software/ resources procured, curated or developed in-house. Technology enabled learning solutions to enhance students' learning and assessment are available. There exists strong evidence of teacher and student engagement with the resources.	Availability of smart classrooms and/or a repertoire of software/ resources procured, curated or developed in-house. Technology enabled learning solutions to enhance students' learning and assessment are few in number. Teacher and student engagement with the resources is infrequent and routine.	Non-availability of smart classrooms and/or absence of teacher developed or collected software/resources to enhance teaching learning and assessment.
9	Use of Community and other Resources (Expert Inputs)	Evidence of well established linkages with community to support students. Experts from parent and larger community frequently invited to strengthen student learning and broadening their horizons. The inputs of experts also frequently sought by the school to provide inputs to teachers and other staff. Experts invited are established and reputed in different fields.	Experts from parent and larger community invited at times to strengthen student learning and broadening their horizons. The input of experts is sought at times by the school to provide inputs to teachers and other staff.	Experts from parent and larger community rarely invited to strengthen student learning and broadening their horizons. The input of experts is rarely sought by the school to provide inputs to teachers and other staff.
10	Sustainability	The school adopts and promotes eco-friendly practices (colour coded dust bins for waste segregation, water-harvesting, solar lighting/heating, recycling, waste disposal etc.). School encourages stakeholders to adopt sustainable practices in their lifestyles.	Some sustainable practices are adopted. Observance of adopted practices is not consistently reinforced and promoted to create awareness and further adoption in stakeholders.	Focus is not evident on adopting eco-friendly solutions for developing and maintaining resources of schools that contribute to sustainability.

Remarks of the Inspection Committee:

ANNEXURE IV: PRE-READING

INCLUSIVE EDUCATION

Inclusion as a philosophy that views every life as of equal worth and intends to reduce exclusion, discrimination and barriers to learning and participation of children in education. It, thus, means that,

- No child will be rejected or separated for the reasons such as ability, gender, language, caste, social status, family income, disability or religion.
- All children will participate to their maximum ability in the class/school.
- Learning would be more meaningful and relevant to the specific needs of the student.

Thus, Inclusive education intends to include the Children with Special Needs, regardless of their strengths or weaknesses in any area, in a regular class with other children. It is based on the child's right to be with other children. The term inclusive classroom means that all students have the right to feel safe, supported and included at school and in the regular classroom as much as possible.

Inclusive Teaching

A teacher can make a difference in an inclusive environment by developing an understanding that every child in their class is their responsibility. To address the diverse needs of the students, they need to know a variety of instructional strategies and use them effectively. This includes the ability to modify objectives, utilize resources and strategies to suit the child's need. Inclusive education involves working as a team with parents and special education teachers to learn what skill a child needs and to adopt suitable teaching approach. To achieve this, it is important to view the challenges of every child in the class as an opportunity to become a better teacher rather than a problem to be coped with. Inclusive education, thus, requires a teacher to have flexibility and a high tolerance for diversity.

Based on field experiences, suggested below are some steps that are found successful for effective inclusion of children in classroom

Step 1: Making Curriculum and Teaching Flexible and Process Oriented

A popular saying is "if I can't learn the way you teach, teach me the way I learn." It may be an overused line but the truth it portrays makes it necessary. In most instances the classroom teaching involves reading, listening, copying and discussions. In such a scenario we are seen helping children who are primarily auditory learners and to

a limited extent visual learners. But where do we address the needs of a tactile or a kinesthetic learner? Once we look at teaching based on learning styles, we next need to look at the content. There are certain topics that may be too abstract for children with special needs.

The classroom is a beehive of activity and students should be engaged in problem solving activities. Students need to be active - not passive learners. Children should be encouraged to make choices as often as possible. Most of the goals are always clearly stated prior to students' engagement in learning activities. Students with disabilities must be free to learn at their own pace and have accommodations/modifications and alternative assessment strategies in place to meet their unique needs. They need to experience success, Learning goals need to be specific, attainable and measurable and have some challenge to them.

Step 2: Observe and Create Alternate Strategies for Learning and Assessment

A teacher has a special role to play when trying to maximize learning potential of students with special needs. Observation is the key- knowing what to look for is critical. Does the child give up easily? Does the child persevere? Is the child able to show how he got the task right? How closely does the individual remain on task? Why or why not? How does the student feel about the activity? What are their thinking processes? The teacher targets a few learning goals per day and a few students per day to observe for goal attainment.

The teacher facilitates the learning by encouraging, prompting, interacting, and probing with good questioning techniques, such as 'How do you know it is right - can you show me how? The teacher provides various activities that address multiple learning styles and enables students to make choices. For instance, in a spelling activity, a student may choose to cut and paste the letters from newspapers or use magnetic letters to work over spellings. The teacher provides many learning opportunities for small group learning. It becomes the educator's role to create a welcoming environment and provide students with ongoing opportunities to learn, share, and engage in all classroom activities. Determining what alternate assessment is needed, is another area where the educator needs to make changes to specifically support the special needs student in the class.

Step 3: Creating an Accessible Classroom Physical Environment

While attitudes, teaching styles and inclusive activities are important components of inclusion; the classroom's physical environment can help or hinder the process. This in turn, can affect feelings of belonging, success, and self-esteem. Carefully planning the physical space of the classroom is required to create an inclusive learning environment. As teachers and schools gradually move to more inclusive education, it becomes necessary for them to pay closer attention to the physical space and design inclusive classroom.

In fact, the physical arrangement of a classroom environment will largely determine if and how inclusion will happen. The physical environment needs to be made disabled friendly. This in itself is a difficult task. It has many parts to it. To list a few changes that might be made: ramps or lifts for children on wheelchairs, disability friendly classes and corridors, furniture that helps, low sound work areas for children with ADHD and children on the Autism Spectrum, alternatives to sound cues like the bells to mark the ends of the period for children with hearing impairment, special tactile cues for children with visual impairment.

Below are several suggestions to arrange the physical space of a classroom in order to facilitate inclusion:

- i) Place Student Desks in Groups** – Put desks in small groups (2-4 desks per group) so that all students have opportunities for cooperative learning, collaboration and discussion. The teacher’s desk should be placed on the periphery of the classroom.
- ii) Provide Learning Centres** – Centres appeal to various learning styles but they must also be accessible and open. The materials and manipulatives at each centre must be appropriate and stored where all students can reach them. Placing books on a high shelf is limiting for a smaller student or one who is in a wheelchair.
- iii) Meeting Spot** – Create one area of the classroom where the students can come together to have discussions, develop social skills and participate in large group activities. This space must have enough room for ALL students to gather.
- iv) Classroom Decor** – An inclusive classroom needs to be decorated in a way that does not create distraction and sensory overload. Too many bright colors, posters, clutter and furniture can easily distract even the most focused child!
- v) Safety/Emergency Preparedness** – Ensure adequate space for all students to move safely around the room. Clear bulky items, stabilize furniture, tape down wires and cables, and place signs/symbols around the room that point out exit/entry ways in case of emergency.

Step 4: Using Peer Support

Peer support is one of the most essential ingredients in the inclusive classroom setting. Peer support helps to build rapport and a sense of belonging and fellow-feelings among students. Students with special needs often become the target for inappropriate behavioral conduct from other students. By having members of the class become peer supporters, the problem of teasing/bullying is often minimized. Provide opportunities for cooperative learning. Working together in groups often helps to clarify misconceptions for students with learning difficulties. Extra assistance when needed can be through a peer.

Have methods to enable the fellow student to write for the child where he/she can dictate answers. Create supports that help kids do the work. Appreciate and reinforce students who are willing to help CWSN for e.g. when the partner who has a good speed in copying or writing notes copies problems from the book or the board in the notebook for those who are slow.

Step 5: Involving Parents of the CWSN

The last step is involving the parents of the children with special needs. One can't even begin to enumerate the daily struggles these parents face. Imagine if every second of our life was a battle to be fought and fought with courage because others and most importantly your own child is watching you. And the fight is not an easy one to say the least. It's a fight against family, friends, neighbours, schools, education system and attitudes of people who are so-called part of their life and even the strangers on the road. The pressures they deal with are often passed on to the child to do better or the school to mainstream the child. It is here that a lot of work is required with patience. The things we expect of them are not small. We can help them to accept the child as she/he is. We need them to help him/her develop their skills and to help with reinforcement of the learning that happens. We need them to face the pressures of the world, society and not pass them on to the children in the form of unfair expectations. We have a long way to go in this direction, where we make them feel special (not deprived or insensitive) and provide the support to face life with all its challenges. But first of all we need to accept the parent with their anger, guilt, frustration and even envy.

'Overall inclusion' is a goal we need to aim for. In this path, we have a lot of hurdles that we need to overcome. Each society has its own way of moving on this path and we all learn as we go. There is nothing absolutely right or wrong here. Nothing is certain. What works for one may or may not work for the others. Thus, it's a unique model that we need to follow for each child, each family and each society.

The aim is to help all children irrespective of their disabilities, to be able to learn, enjoy, play and grow while taking care of their physical and emotional needs. Agreed it's a tall order, but it needs to be achieved nonetheless.

Some specific suggestions for making the classroom more inclusive that have been found useful for CWSN in practice include:

- Seating the student close to the blackboard and the teacher.
- Using visual aids; large print and alternative medium.
- Allowing extra time for completion of assignment, having alternative assignments, or allowing the use of calculator.

- Giving alternative to written test. Allowing the use of study guide during the class test or dividing the test into parts and giving it over a period of days.
- Using co-students to monitor and change behavior. Peers could be used for helping the child in taking down notes, preparing for exams and completing pending work.
- Providing paraprofessional to assist him/her.
- Giving additional study skills for e.g., memory strategies, test-taking skills, etc.

(Sourced from the CBSE Teachers' Capacity Building Manual on Inclusive Education)

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