

Domain 2 : Infrastructure

2.1.1 The school has sufficient classrooms conducive to learning.

ICT facilities are available in all the classrooms.

Inventories are maintained.

ICT facilities are available in the classrooms.

The School Policy on Institutional Planning with regard to Infrastructure is in place.

Classrooms are easily accessible by students with special needs.

The school uses additional spaces for meaningful student learning experiences

Infrastructure is upgraded as and when required.

All classrooms have space for peer interactions and student–teacher interactions.

Classrooms are available in the school as per statutory norms.

There is an ongoing mechanism to assess the infrastructural needs of the institution in relation to the students' needs and plans for improvement made accordingly.

Teachers are trained to use the various classroom resources.

School has clean and aesthetically pleasing classrooms.

School ensures student classroom ratio (SCR) as per norms.

All classrooms are designed to provide for varied learning needs and suitable for different stages as per the norms.

2.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.

The Library is accessible to parents, alumni and community.

The Library is used as a resource for alternative modes of learning and teaching by the subject teachers.

The School Policy on Institutional Planning with regard to effective usage of Library is in place.

The content in the books respect the sentiments of all gender, race, religion or community.
The students are issued books to inculcate reading habits.
The school Library resources are utilized by teachers and students.
Capacity building programmes for librarian and teachers are organised to use library as a teaching learning resource.
The school library has aesthetic and flexible design to support varied learning experiences of learners.
The Librarian uses innovative techniques to encourage students to read.
Teachers' and Students' views and suggestions are taken to procure relevant and age appropriate books.
Regular review of the needs of students and staff and appropriate action plan is evidenced.
Inventories are maintained.
Library is open for the students even after school hours.
Library has separate reference section and a Reading Room.
The Librarian follows well-constructed age appropriate strategies to meet teaching learning needs of students.
School has a separate library room with adequate resources as per norms.
100% students in the school are issued library books.
At least 50% students in the school are issued library books.
Books are regularly updated to meet the developmental needs of learners of all the genders and all age groups.
At least 75% students in the school are issued library books.
The library provides access to internet, e-library and various digital media to both teachers and students.

Students visit the Library as per their allotted period.
The school librarian maintains records.
2.1.3 Laboratories are available to support learning activities.
Laboratories and related emergency management facilities are available.
All Laboratories are effectively utilised by students of different stages.
Teachers and students of all the genders are adequately trained to demonstrate safe and careful use of equipment.
The laboratories are equipped with a separate reference section.
The Laboratories are used as a resource for alternative modes of learning and teaching by the subject teachers.
The school has additional experiential lab(s) and mobile lab(s) for developing skills in all subjects as per the needs of the 21st century learner.
School collaborates with Parents, Alumni and Community Members to upgrade the Laboratories.
The Laboratories are equipped as per norms to meet the desired learning outcomes of students.
Student outcomes are displayed in the labs.
Safety and Security norms are reviewed at regular intervals.
The Lab Attendant(s) follow(s) well-constructed age appropriate strategies to meet teaching learning needs of students.
Ongoing review of resources and subsequent action plan is evidenced.
The equipment, reagents and specimens etc. kept in laboratories are in accordance with the laws, rules and regulations applicable.
School has a full time lab attendant/s.
The school has Science, Mathematics and Computer laboratories as per norms.

Capacity building programmes for Lab Attendants and Teachers are organised to use laboratories and their resources as a teaching learning tool.
Resources are added based on lab attendant(s)', teachers' and students' feedback.
All safety and security compliances are met with as per CBSE and NCPCR norms and guidelines.
Inventories are maintained.
The Lab Attendant(s) maintain(s) records.
Laboratories are regularly updated to meet the developmental needs of learners of all the genders and all age groups.
The School Policy on Institutional Planning with regard to the effective usage of Laboratories is in place.
2.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.
School has uninterrupted facility for electricity. It has internet facility along with modem and other allied technical instruments.
Available Computer and ICT facilities are used by teachers and students.
The School Website displays all the mandatory information.
School conducts orientation programmes for students on futuristic technologies keeping in view the market trends
Atleast 50% students in the school use digital devices (tablet/PC provided by the school) and access online content and use it.
There are more than adequate computers (1:2 students per computer / laptop/tablet) for a given class with high speed/strength internet facility.
The available Information, Media and Digital facilities for School Information Management are utilised in all the domains of school functioning.

Integration of ICT (Digital and online tools) with the learning design of subjects and activities is evidenced.
Digital online content is available for students and staff.
2.1.5 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre.
Inventories are maintained.
School provides training to teachers and staff in the use of ICT and other futuristic technologies like AR/VR, Smart Classrooms, etc.
Student outcomes reflecting technology usage are evidenced.
Student Learning outcomes are evidenced in the usage of technology by students, staff and community.
Information, Media and Digital Literacy are integrated with the learning design at all stages.
At least 80% students in the school use digital devices (tablet/PC provided by the school) and access online content and use it.
School has functional ICT Lab(s) with availability of computers as per norms.
Administrative staff uses available ICT facilities to improve their functioning.
Computer and ICT facilities for academic and non-academic activities are available and used by students.
Students participate and compete in ICT related intra/inter school events.
Facilities are regularly upgraded and effectively utilized by students, teachers and administrative staff.
There is a well-defined Policy on Institutional Planning with regard to Technology Integration and Digital literacy in school.
Parents are oriented towards digitalization of school processes.
Ongoing review of equipment and facilities is evidenced together with an action plan for improvement.

There is an evidence of computer learning in the school time table of all stages
Students participate and compete in ICT related state/national level events.
There is an evidence of computer aided learning.
Atleast 30% students in the school use digital devices (tablet/PC provided by the school) and access online content and use it.
School provides ongoing training to teachers and staff in the use of ICT and its integration in relevant subjects.
Parents, Alumni and the community collaborate with the school in improving the Information, Media and Digital facilities and their usage for enhanced learner outcomes.
Ongoing review of use of ICT facilities by teachers, students and administrative staff acts as an enabler to improve the system.
Inventories are maintained.
All safety and security measures are regularly reviewed.
Activity rooms are well designed and equipped to meet the diverse interests and needs of students.
School has an Innovation Centre that focuses on entrepreneurial projects that promote local art and culture.
Student outcomes are visible throughout the school.
School has either separate rooms for art and sculpture, music, dance, theatre activities or one multipurpose hall for these activities.
School has separate rooms for art and sculpture, music, dance, theatre activities along with a multi-purpose space which is utilized for different activities.
Age appropriate equipment is available in the activity rooms.

The School Policy on Institutional Planning with regard to development of Aesthetics, Art and Culture in students is well in place
Capacity building programmes are organised for teachers on setting up aesthetic activity rooms and integration of these art forms in teaching learning practices.
The needs of the teachers and students are regularly analysed, gaps identified and improvement plans made accordingly to strengthen the system.
All safety and security measures as per norms are in place.
Equipment for all the activities is utilized and maintained.
Open spaces are well utilized to develop a culture of art and aesthetics.
School has a Heritage Club that focuses on promotion of local art and culture.
School collaborates with parents, alumni, community and local artists to provide meaningful experiences in the field of arts and aesthetics to the students.
Feedback and feedforward is taken from the stakeholders to strengthen the system.
2.2.1 The school has sufficient space for Principal, staff and administration as per requirements.
There is a well-equipped office for administrative staff.
The administrative office is well equipped to accommodate the needs of stakeholders.
The School Policy on Institutional Planning with regard to provision of facilities for school staff and principal is in place.
The Principal engages in innovative practices to make the official work spaces more accessible and welcoming.
Feedback and Feedforward taken from students and staff to improve the system and action plans made accordingly.
The Principal's Office has a separate seating space for interaction with students, parents and teachers.

The Principal and staff (teaching and non-teaching) are trained on relationship management.
The school office is equipped with relevant ICT facilities for Principal, teaching staff and Administrative Staff as well as for non-teaching staff.
Equipment is regularly updated and well maintained.
The school has a designated for Principal, Teachers and Administrative Staff.
The school has a well-equipped office for the Principal.
The Principal has an open door policy.
There is a well-equipped staff room at every floor/level.
There is a well-equipped staff room for all the teachers.
The school has aesthetically and functionally designed offices.
Review of infrastructure and aesthetics as per school policy is evidenced at regular intervals.
Inventories are maintained.
2.3.1 The school has effective preventive health care and health management facilities.
School has full time nurse to attend to the needs of the students and records are maintained.
Preventive Health Check-ups of students are conducted.
School empowers students by educating them regarding bullying.
Reports of regular Preventive Health Check-ups are shared with the parents.
School has a Health and Wellness Club which is the focal point of school health promotion.
The School Health and Wellness Policy for a Health Promoting School is in place and implemented.
Effective communication system is in place for preventive health care and Health Management.
School has an infirmary/sick room.
School has a full time counsellor to attend to the mental health and well-being issues.
Health Cards of all students are maintained with special focus on immunization.

The school has tied up with a local nearest hospital to meet emergency needs.
The School Health Management facilities are monitored, reviewed at regular intervals and improvement plans made accordingly.
Nurse is available to attend to the needs of the students.
Annual health check-ups are conducted.
Students are aware of Manodarpan and avail support with regard to their Mental Health and well-being.
Teachers are trained in identifying early signs of mental health issues among students.
Equal comfort level in terms of medical facilities is offered to all the genders.
School plans and enforces an age and gender appropriate Annual School Mental Health Programme.
Emergency medical care numbers are displayed at prominent places in the school.
Inventories are maintained.
All teachers are trained in first aid.
Mechanism is in place for early identification of behavioural patterns in students.
Collaborations with parents and the community are evidenced.
School creates awareness among students about Mental Health Issues.
Capacity building of teachers on ensuring physical, socio emotional well-being of self and of students.
Activities for parents, students and teachers that focus on preventive health care management are integrated in the time table, school calendar and school curriculum.
School has a full-time doctor.
School has a Mental Health Advisory Panel comprising of Principal, Teachers, Parents, Students , Alumni and community Members.
School has a anti bullying committee.
Emergency protocols are in place.

The school adheres to statutory compliances.
The school medical room is equipped to handle medical emergencies.
Relevant medical records of all students are updated with parental support.
The infirmary has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period.
2.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.
Community projects are initiated on waste management practices.
Toilet(s) for divyang with necessary provisions is/are available.
School promotes use of organic sanitary pads among girl students.
All water, sanitation and hand washing areas are kept clean and in hygienic conditions are maintained.
All safety and security measures are regularly reviewed and action plans made to improve the system.
Visuals depicting key hygiene messages and use of water conserving techniques are available in all the toilets, hand washing and water drinking stations/areas.
Regular/daily inspection of water and sanitation facilities by a committee /person appointed for the task.
Water filter/purifier is available in the school.
There is proper disposal of waste and garbage.
2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.
Inventories are maintained.
The School Policy on Health and Wellness that includes Sanitation, Personal and Environmental Hygiene and Waste Management Practices is in place.

The school provides a platform for students to collaborate with parents, alumni and community to build a safe and clean environment.
Gaps are identified and action plans made accordingly.
Dust bins are available in all the corridors and classrooms in the school.
Doors have child-friendly latch.
There is provision of separate and clean toilets for male and female staff.
School has a drainage system and protocols for disposal of waste and garbage.
All safety and security measures as per norms are in place.
Sufficient water is available at all times for different purposes in the school.
There are working locks on the toilet doors.
School has provision of Organic Sanitary Pad vending machines in girls' toilets and eco-friendly incinerators for disposing menstrual waste.
The sanitary equipment is regularly monitored and repaired/replaced.
Capacity building of teachers, admin and housekeeping staff and students on personal and environmental hygiene and waste management.
Teachers integrate age appropriate personal and environmental hygiene and waste management practices into their curriculum.
Teachers take up projects that focus on personal and environmental hygiene and waste management practices.
There is a provision for disposal of menstrual waste in girls toilet.
There is facility for safe drinking water with adequate (as defined in CBSE affiliation Bye Laws) number of water taps for all the students, located at a convenient point within the building.
Students participate and compete in events on eco-friendly practices.

The waste generated is disposed off /recycled safely without any kind of contamination to any natural resources or endangering the health of its stakeholders and without compromising on the aesthetics in and around the school.
The school caters to a clean environment by enforcing stringent monitoring and review practices.
The school has adequate and separate functional and clean toilets for girls, boys and third gender as per norms.
Hand washing facility with soap dispensers is available and easily accessible for all age groups.
Water quality is tested periodically.
Institutional planning ensures that plumbing and drainage system and disposal of waste facilities are sustainable and scalable.
All disinfectants and cleaning materials are kept away from the reach of the children.
There is provision of proper lighting, exhaust fans and dust bins in the toilets.
There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc.
Students are empowered to execute innovative designs on waste management and maintenance of personal and environmental hygiene.
Inventories are maintained.
All safety and security measures are reviewed at regular intervals.
Appropriate furniture is available for differently abled students.
The furniture requirements are periodically reviewed and additions made as per needs.
All safety and security measures are in place.
Students engage in multiple activities while working in groups.
Age appropriate aesthetically designed furniture is available in the school.

Feedback and feedforward is taken from teachers and students on the functionality and adequacy of the furniture.
Age appropriate furniture in classrooms commensurates with the strength of students and staff.
Different seating arrangements are demonstrated by the teachers in correlation to their pedagogical strategies
The school organises capacity building programmes on classroom management for teachers.
The School Policy on Institutional Planning with regard to the provision of Furniture is in place.
All safety and security measures are regularly reviewed; gaps identified and improvement plans made accordingly.
2.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.
The window panes are clean.
The classrooms are painted in white or light non-glossy paint to improve the light quality in the rooms.
The indoor visual environment includes elements linked to task performance, visual comfort, health, safety and well-being of students.
Energy saving measures and the cleanroom design are monitored at regular intervals.
All the light points are working.
There are windows in classroom for natural lighting and cross ventilation.
Natural lighting and cross ventilation is a part of building design.
The School Policy with regard to eco-friendly practices and health and wellness is in place.
Entire school building is ventilated with temperatures conducive for learning and working as per norms.
The text on the Boards are clearly visible to all the students in the classroom.
Classrooms have working artificial light system.

School practices energy saving measures.
The windows facilitate entry of daylight and provide a view.
The entire school building is well lit as per norms.
The design principles include clean room design, operation and maintenance, daylighting, diffused reflected light, discomfort glare, energy performance, illuminance, life of lamps.
Gaps are identified and improvement plans made accordingly.
2.7.1 The school follows eco-friendly/green practices to promote and inculcate organic lifestyle among students.
School Waste is segregated before disposal.
Recycling bins are placed across the school premises.
School has a kitchen/nutritional garden maintained by students.
Students participate in environment related events at intra/inter school level.
The school premises are neat and clean.
Rain water harvesting system is in place in the school.
Teachers build on the knowledge, skills and attitudes of the students towards environmental awareness and organic living through interdisciplinary approaches.
The eco-friendly practices adopted by the school are an example for the wider community.
School conducts age appropriate activities like nukkad nataks, hackathons, workshops, showcasing of films, documentaries, expert talks, etc. for all levels of classes (primary to secondary) to create awareness on environmental issues and organic lifestyle among the students and community members.
Students participate in environment related events at district/state level.
The school premises are aesthetically maintained with lawns and green plants.

Students participate in maintaining and sustaining neat, clean and green school surroundings.
The school uses energy saving and energy efficient electrical equipment.
School has solar panels installed in the campus.
E-waste is disposed of in an appropriate manner.
The Eco-friendly practices are monitored and reviewed at regular intervals.
Community members and alumni participate in and contribute to eco-friendly activities organised by the school.
The School Policy on Sustainable Eco-friendly/ Green Practices leading towards organic lifestyle is in place.
Students participate in identifying age appropriate environmental issues/ problems and find effective and innovative solutions that are executed in the school, community and at home.
Students carry out study of traditional practices related to protection of environment.
School has compost pits for the recycling of school organic waste.
School has green plants placed/grown in its premises.
School has an eco-club.
Students follow eco-friendly practices like use of recycled/ eco-friendly material for different projects and school events; "lights-off" hour once per week; water conservation practices; use of plastic free lunch boxes and reusable water bottles; energy, water and waste audits etc.
The institutional planning of the school reflects the use of eco-friendly materials in all the operational domains of the school – academic, non-academic and administrative.
The curricular transactions expose students to the real-life world, natural and social; enable them to analyse, evaluate, and draw inferences about environmental problems and concerns; add to their

understanding of environmental issues; promote sustainable environmental actions in order to facilitate the move towards organic living.
Students participate in environment related events at national/international level.
School assesses impact of eco-friendly practices on students periodically and make changes in the policy and curricular programme accordingly.
Teachers are trained to integrate Learning about the environment; Learning through the environment; and Learning for the environment in their lesson plans.
2.8.1 The school ensures Whole School Safety and Security Approach for all as per statutory norms.
The SOPs in every domain of school functioning are monitored from the perspective of safety and security at regular intervals by the designated teams of empowered stakeholders.
The defined roles and responsibilities ensure that the process owners take appropriate action, not only preventive but also compassionate and developmental, so that risk of any kind of incident which harms students or staff will be eliminated.
School follows 'Zero Tolerance Policy' against any negligence on the part of any individual or school member or management when it comes to the safety and security of children in school.
The school complies to NDMA guidelines in the area of physical infrastructure and disaster-related issues; safety and security guidelines given by NCPCR; safety and security guidelines given by CBSE.
Orientation programmes are conducted for all staff members on the statutory requirements (acts, policies, procedures, etc)
NDMA/NCPCR/CBSE guidelines are monitored by designated school teams for ensuring effective implementation.
The school empowers all the stakeholders, including the alumni and the community in co-creating a safe and secure school environment for the holistic development of students.

The School Safety and Security Policy to ensure Safety and Security of all is in place.
The accountability for keeping children safe and secure in schools (including while children are transported to and from, to attend school or go back to their homes in a school transport) is on School Management, Principal and Staff.
Emergency Protocols are in place.
Roles and Responsibilities are defined for all staff members to ensure safety and security for all students at all times.
All the school SOPs related to NDMA/NCPCR/CBSE reflect preventive and corrective safety and security protocols in all domains of school functioning.
The school has a mechanism to assess the satisfaction of stakeholders with respect to the safety and security approach followed in the school.
The Whole School Approach on Safety and Security is evidenced by the contribution of all stakeholders in all domains of school functioning to ensure that the students learn and grow in a joyful and safe environment.
The safety and security measures are reviewed/monitored at regular intervals; feedback and feedforward taken from stakeholders; gaps identified and action plans made accordingly.
The school provides clean and hygienic surroundings and potable water to the students.
The school has an all-hazards Safety Plan that takes into account all potential threats and hazards.
Collaborative partnership between students, teachers and parents is evidenced in the designing of effective monitoring practices to ensure the safety and security for all.
2.9.1 Indoor and outdoor sport facilities are available and support divyang.
School indoor and outdoor sports facilities are used to host national/international sports events.

The physical accessibility of the playground is also regularly assessed to ensure all equipment can be used by all students including divyang.
Students participate in inter school sports events.
School has a provision of equal indoor and outdoor sports and games facilities and equipment to all students regardless of gender and abilities.
School playground is used to host interschool sports events.
Sports facilities and equipment are maintained and the staff ensures safety and security of students at all times.
School playground has the facility of safe shades and rest areas.
Indoor and outdoor game areas are creatively and aesthetically designed using different safe and age appropriate surfacing materials, colours and patterns and regularly maintained.
Facility for coaching or special training in specific game(s) is available for students.
Improvement plans are made to strengthen the system.
PE Teachers are trained in conducting indoor and outdoor physical activities for ensuring the fitness of all students including divyang.
School has dedicated area for the storage of age and game appropriate indoor and outdoor sports equipment.
School playground is being used as a teaching tool by the teachers.
School has a playground meeting minimum statutory requirements.
Intra level sports events are organised in the school.
School has a designated area within the school premises for indoor games/sports.
The School Policy on Institutional Planning with reference to indoor and outdoor sports facilities is in place.

The school has a plan of action which includes evaluating, assessing, and changing routines and equipment to meet accessibility and inclusive standards.
Facility of changing rooms and easy access to wash rooms and potable drinking water is available to the students.
Indoor and outdoor sports facilities are accessible to students, staff, parents, alumni and community.
There is provision of multi courts and diverse sports and games facilities in the school.
School has indoor and outdoor sports material/equipment as per norms.
Records and inventories are maintained.
Sports and games equipment catering to the needs of all students is maintained and made available as and when required.
School facilities are used for multiple sports and other activities including yoga.
2.10.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of pastoral care staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room.
Washrooms are available as per norms.
Furniture in the dormitories is as per norms.
Records and inventories are maintained.
There is provision for Visitors' room and common room for guests and boarders.
The infrastructural requirements are assessed at regular intervals and met accordingly.
Sufficient number (1:6) of toilets, bathing rooms, wash basins, urinal pots as per the standard norms.
Kitchen and dining area are separate and equipped with necessary infrastructural requirements.
Visitor's room, laundry, tuck shop, and other daily need facilities are available.
There is a provision for residential accommodation for Pastoral care staff within the hostel.

Waste Management System(s) is/are available.
There is a resource room with internet facility for academic use.
All facilities are in working condition.
There is a separate wing for boys and girls.
Potable water is available.
Running water supply available throughout the year.
The school complies with all statutory safety and security norms.
Number of Toilets, bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:8.
There is provision for back up facility for electricity.
Potable water is available together with water coolers.
There is provision in the infrastructure for individual and common recreational spaces.
There is a provision for central heating and plumbing for hot water supply in winters.
Boarding has a recreational/common room with a library, TV corner and games.
Dormitories/Twin share/three share are spacious with ventilation and natural light.
There is a separate area for drying personal laundry.
Number of Toilets bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:10.
Dorm Guardian's Room is inside the hostel.
Kitchen and dining area is available.
There is a provision for telephonic lines for communication to and from parents.
Guidelines for maintenance and governance of Hostel infrastructure with laid out roles and responsibilities are in place.

Water and other facilities like soap etc. is available in the washrooms at all times.
Hot water supply is provided in winters.
Dormitories/twin share/three share options are available.
Provision for temperature- controlled storage of food items and storage of additional bedding is available.
Dorm Guardian's office and residence is within the hostel.
The School Policy on Institutional Planning with SOPs for Hostel Infrastructure is in place.
A periodical review of the infrastructural needs is undertaken by the school; gaps identified and improvement plans made to strengthen the system.
Sufficient number (1:4) of toilets, bathing rooms, wash basins, urinal pots as per the standard norms.
Boarders have an easy and supervised access to school's playground, library and other resources after school hours.
Guidelines for infrastructural facilities, maintenance and governance for boarding are available.
Dormitories are available for boarders.
2.10.2 School has a separate clean and hygienic Kitchen and Dining Area.
There is adequate space and furniture for cooking and dining.
Availability of fresh, clean water for cooking.
Waste management practices are in place.
Infrastructure for implementing Waste management practices is in place.
The cooking, serving and cleaning staff is trained on waste management practices.
Monitoring and reviewing practices are in place.
Guidelines for environmental hygiene with reference to dining area are in place.
Serving trays and cutlery is available.

Safety checks for ensuring quality of food served to students exist.
Guidelines for environmental hygiene with reference to kitchen and dining area are in place.
There is a separate washing and cleaning area for food items and utensils.
Nourishing and wholesome food is prepared in the cooking area.
Students and staff take the responsibility to keep their used cutlery/utensils in designated spots.
Quality checks are organized by the school to ensure clean and hygienic surroundings, preparation of nutritious food and disposal of waste.
All the safety measures as per the standard norms are periodically checked. (pest control, separate gas cylinder storage area, fire alarm, fire extinguishers and quality check of food and water)
Kitchen and dining areas are equipped with appliances and furniture as per requirement.
Kitchen has adequate and appropriate storage facility for different products (groceries, vegetables, fruits and dairy products).
Dining area promotes interaction between peers and students.
Feedback is taken from staff and students to improve quality of food.
Quarterly health checkups of cooking, serving and cleaning staff working in kitchen and dining area is conducted.
Students as part of their SEWA Programme assist the cooking, serving and cleaning staff on a rotational basis.
Staff and students integrate values of humility, care, compassion, sensitivity, systems thinking into designing strategies (eg. SEWA, Design Thinking etc.) for bringing about improvement in the kitchen and dining area.
Drinking water facility areas are clean.
Food items are brought from an authorized agency (as per FSSAI).

Records and inventories are maintained.
Cooking vessels, serving trays, cutlery etc. are available as per norms.
Staff for cooking, cleaning and serving is available.
Students and staff are encouraged not to waste food
The Kitchen and serving staff maintain high degree of personal hygiene and cleanliness.
Procurement, storing, cooking and handling of food is safe, healthy and hygienic as per FSSAI norms.
Training for personal and environmental hygiene and self-grooming is provided to the cooking, serving and cleaning staff.
Menu is displayed in the dining area.
Drinking water and water for hand wash available both in kitchen and in dining area.
Separate hand wash area is available in dining room.
Biannual health checks up of the kitchen and serving staff are undertaken to ensure their fitness for the job.
The school policy on Institutional Planning with regard to kitchen and dining area infrastructure/human resource & quality control is in place.
Nutritious and balanced menus are planned in collaboration with staff and students.
Feedback and Feedforward practices are in place.
Separate Hand wash facility for the serving staff and students is available.
The dining area is neat and clean.
All safety and security measures are in place as per norms.
There is a separate area for preparing and serving food.
Kitchen and dining area is well ventilated and illuminated.
Staff and students form teams on rotation, to serve others.

Annual health checks up of the kitchen and serving staff are undertaken to ensure their fitness for the job.
Kitchen has adequate temperature -controlled storage facility for provisions (groceries, vegetables, fruits and dairy products).
The roles and responsibilities with respect to maintaining hygienic kitchen and dining area are in place.
2.10.3 The school fosters a culture of cleanliness and hygiene.
Guidelines for maintenance of cleanliness and hygiene in hostels are available.
All safety and security measures are in place as per norms.
The housekeeping maintenance schedule (daily/ weekly/ monthly) for monitoring cleanliness of dormitories, recreational spaces, visitors' room, offices, drinking water areas, wash basins, urinals, sanitary fittings, tiles, floors, walls, corners, dustbins, doors, windows, ventilators, plumbing pipes, laundry areas, kitchen and dining areas, storage facilities-food and clothing etc. is followed.
The Housekeeping staff is trained and follow all safety and security measures.
Cleanliness and maintenance schedules are displayed prominently in the designated areas.
The staff, including housekeeping staff and students collaborate to introduce strategies and activities that involve all stakeholders in maintaining cleanliness and hygiene in the hostel.
The monitoring and reviewing mechanism allows for the evaluation of cleanliness and hygiene practices in the hostel at regular intervals.
Surprise checks are organized.
Guidelines for maintenance of cleanliness and hygiene in hostels along with clearly defined roles and responsibilities are available.
All safety and security measures are regularly monitored.

The maintenance schedule is adhered to, and monitored and reviewed by a safety and security committee on a regular basis.
The School Policy on Institutional Planning with regard to maintenance of Hostels is in place.
Feedback and Feedforward practices are in place.
There is a schedule for cleaning of the Hostels - dormitories, recreational spaces, visitors' room, corridors, toilets, bathing rooms, kitchen and dining areas.
Records and inventories are maintained.
Students are empowered and made responsible for the upkeep of their own rooms.
The staff and students undergo orientation and sensitization programmes on importance of eco-sanitation.
Eco friendly practices are followed for management of all kinds of waste generated in the hostel(s).
Recognition and appreciation is provided to students for exhibiting good hygiene practices.
Improvement plans are made in collaboration with staff and students and standard operating procedures followed to ensure compliance.
2.10.4 School provides for safety and security of students.
24X7 security guards are available at entry and exit gates and records maintained.
Electric wires and cables are insulated with proper earthing and are beyond the reach of the students.
Emergency medical care numbers are displayed in the hostel.
POCSO training and CPC committees as per statutory norms.
Guidelines for providing safety and security to students along with defined roles and responsibilities are available.
The dorm warden uses systems thinking approach in collaboration with students, staff, parents and alumni to improve and strengthen the safety and security system in the hostel.

Fire Extinguishers and First Aid kits are available at appropriate places and staff and students are trained to use them.
Police verification is done before hiring of teaching, non-teaching contractual, voluntary and other staff.
All staff and students are trained to deal with common medical emergencies.
Registered parents/ guardians (with the Id card issued by the school) can only visit the students.
School has viable communication system in place (eg. phone, fire alarm, etc.)
Students are empowered to take care of their own physical safety and also of others.
The hostel campus is enclosed and secured with permanent boundary walls.
Fire Extinguishers and First Aid kits are centrally located in the hostel and regularly checked for expiry and functioning.
School has tie up with a nearby Hospital for emergencies.
Evacuation plan is displayed in the hostel building.
Feedback and Feedforward is taken from students and teachers at regular intervals to bridge the gaps.
Records and inventories are maintained.
Availability of an ambulance on campus.
School provides age appropriate and safe furniture in the hostel.
Safety and security measures are regularly reviewed.
The school has installed cameras at all gates, corridors and common rooms in the hostel.
There is a mechanism to redress issues of bullying, harassment and abuse.
The School Safety and Security Policy with Emergency Protocols is in place.
Guidelines for providing safety and security to students are available.
Entry to the hostels restricted to authorized personal only.
The hostel has the provision of infirmary with full time doctor and nurse.

There is a roster to monitor safety and security of students on an everyday basis in the hostel campus.
Visitors have the access to the area designated by the school by using a visitors' pass.
The school adheres to all statutory compliances.
Routine health check-ups of students are conducted and health cards are maintained.
Evacuation plan for each room and the building displayed in all the rooms and corridors and regularly practiced.
Isolated areas of the school hostel are well lit and under frequent invigilation.
Individual health files are maintained with details of congenital issues, disability if any, allergies, etc.
There is regular monitoring of health status of students.
Monitoring of building entrances, hallways, classrooms and hostel before, during and after school hours.
2.10.5 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.
Defined routine schedules are followed by students and monitored by dorm teacher.
In case of behavioural or academic issue, student is referred to the school counsellor.
School conducts orientation programme for teachers for understanding wellbeing of students.
Regular preparatory classes are organized by campus teachers to build the academic competencies and life skills in the resident students.
Anti-bullying practices are in place.
Full time dorm guardian/warden in ratio (1:45)
Boarders are assigned Mentors (teachers on campus) to help them in their academic and personal life.

Full time doctor and nurse organize health checkups at regular intervals and collaborate with students and staff to introduce new activities and strategies that focus on healthy lifestyle and physical well-being.
School provides a regular connect of the resident students with their respective parents.
Feedback and feedforward mechanisms are in place.
Teacher cum dorm guardian in ratio (1:60)
Academic routine is conducted as per schedule.
Records and inventories are maintained.
Teacher cum dorm guardian in ratio (1:50).
Buddy system is evidenced.
Suggestion boxes are placed at prominent places for staff and students to give their suggestions to improve hostel life.
Physical and cultural activities/ Intra Hostel Competition / Yearly Calendar in place for the overall holistic development of the resident students.
Age appropriate circle time is organized to identify and solve problems.
Students are assigned designated leadership roles who work in collaboration with Dorm guardians/wardens and other students.
Guidelines for the upkeep of the students' health and wellbeing are available.
Schedules for physical activities before and after classes are monitored.
Full time doctor and nurse are available.
Sessions on life skills, values, health and well-being are organized for and by the students.
Physical and cultural activities are conducted for the resident students.
Career counselling is available to senior students.

Dorm Guardian/Hostel Warden and hostel staff are trained to foster collaboration, care, support, safety, positivity, self-dependence (routine) and self-care among students and enable students to appreciate diversity.
School counselor plans preventive sessions to identify any symptoms of mental/emotional health issues and counsels students in times of need.
Career counselling and Coaching facility by the school staff or Online faculty for preparing for competitive examinations in different fields is available.
The whole pastoral care programmes is regularly monitored and reviewed; gaps identified and improvement plans made accordingly.
The School Health and Wellness policy is in place.
Full time dorm guardian/warden in ratio (1:30).
The school ensures provision of safe, nutritious, wholesome and affordable food to the students.
Disposable crockery is used to serve the food items in the canteen.
School is a health promoting school that supports healthy practices by integrating them in school curriculum.
Teachers use school canteen as a home economics laboratory.
Feedback and Feedforward mechanisms are in place.
The School Policy on Institutional Planning with reference to school canteen is in place.
Poster depicting healthy and nutritious food guide is displayed in the canteen.
Waste segregation and disposal mechanism is in place.
School arranges and conducts training sessions for the canteen vendor/school canteen management staff on food safety management systems.

School arranges for demonstration sessions by the experts from the community on the common and doable food tests to detect adulteration in food items.
All food handlers in the school canteen have a health certificate that they are free of contagious diseases.
Quality checks are done by designated school staff.
The school has Canteen Committee irrespective of whether the canteen is self-managed by the school or by private operator/vendor.
Parents, students, teachers work together in building a school culture where students engage in leading an organic life style.
Students are involved in running the canteen as part of their entrepreneurial curriculum.
The running of school canteen is monitored and reviewed regularly, gaps identified and improvement plans made to strengthen the system.
Guidelines/SOP for school canteen are available.
Regular training of canteen vendor/school canteen management staff is conducted on food safety management systems.
Records and inventories are maintained.
School plans well balanced, tasty, wholesome and nutritious food to be served in the canteen in collaboration with students, teachers and parents.
Eco friendly crockery is used to serve the food items in the canteen.
School Canteen adheres to locally legislated rules on food safety.
The School Canteen Committee comprising of teachers ensures an efficient service, compliance to the Canteen Guidelines and Food Safety Standards.
Promotion of junk foods and soft drinks is prohibited in the school canteen and other school premises.

Students create apps to measure nutritional value of food items served in the canteen and conduct poll surveys to invite feedback for further improvement.
The school canteen is managed by outside licensed/registered vendor/self-managed and provides precooked or packaged food bought from licensed vendor as per the written contract.
Menu and price list of different food items are displayed in the canteen.
The school canteen reflects the educational goals of the school and supports student learning and assisting them in making healthy and organic food choices.
School canteen employs eco-friendly practices.
School conducts survey among students, staff and parents on the kind of food to be made available in the school canteen.
The Canteen Committee comprising of Principal, teachers, parent representatives, student representatives supervises and monitors the operation of the school canteen.
The school canteen complies with the FSS Act 2006 and the FSSAI food standards.
The school canteen is well ventilated and illuminated; has sufficient seating space with adequate furniture and has hand washing facility.
Awareness about healthy and nutritious food is created among students through different activities and events like nutrition week, healthy snacking day, healthy tiffin competitions, nutritious recipe competition.
School organizes orientation programmes for the students and parents on consumption of healthy foods and beverages.
Records and inventories are maintained.
School conducts Awareness Program on Traffic Rules for students, teachers and other stakeholders.

School has an effective communication system between the school bus driver, the school, teachers and the parents.
School has well trained and reliable drivers, conductors and escorts who are appointed after due verification.
Emergency numbers are displayed in the school buses.
The school transportation system is regularly monitored and reviewed, gaps identified and improvement plans made in collaboration with stakeholders to strengthen the system.
Parents and students are empowered to notify the school administration of any offence or negligence noticed in the bus.
School Transport Management system gives a platform to the parents to get instant alerts regarding the routes of the buses, bus trip status, schedule changes, and arrival/departure times.
The school extends transport facility/ies to those areas o which are within prescribed area norm o where setting up of a new school is not feasible o where there is no State scheme for supporting transportability.
School Transportation Committee comprising of Principal, Teachers, Student and Parent Representatives regularly monitors the adherence to the safety and security measures in the school buses.
All the school buses have GPS, CCTV and fitted with speed governors.
The school adheres to all safety and security measures.
There is code of conduct defined for all those who avail school transportation facility.
Students below 12 years of age are not left unattended while dropping off at their designated bus stops.
Regular training of all categories of staff on safety and security measures to be adopted pre-during-post boarding/deboarding is conducted.

Feedback and Feedforward practices are in place.
The school provides transport as per mandated norms.
Students in the school bus are accompanied by trained attendants/escorts to ensure their safety.
Safety audit of buses is conducted at regular intervals and records are maintained.
Guidelines for School Transportation along with roles and responsibilities are in place.
School Policy on Institutional Planning with reference to Transportation is in place.
The parents participate in transport duties.
School staff including bus drivers, conductors and escorts are trained to understand and implement inclusive practices.
Students are empowered to create safe spaces within the buses in collaboration with their teachers.