

DOMAIN 1 - Curriculum, Pedagogy and Assessment
1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP
The school organizes orientation programmes and discussions for teachers on NEP and NCF.
Classrooms are observed regularly in relation to achievement of defined learning outcomes.
School leaders engage in regular data analysis to assess alignment of school curriculum and teaching learning practices with NEP and NCF.
Feedback and feedforward is given to the teachers at regular intervals to improve teaching learning process.
Teachers integrate recommendations of NCF and NEP in their lesson plans.
School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) is available.
School leaders have read the NEP and NCF documents and engaged in discussions.
Identified gaps are addressed with appropriate measures.
The school has integrated the recommendations of NCF and NEP in the school curriculum.
School leaders have identified the key recommendations of NEP and NCF.
Lesson plans are reviewed regularly in relation to achievement of defined learning outcomes.
The school organizes orientation programmes for parents on NEP and NCF.
1.1.2 The School Leaders and Teachers are familiar with the curriculum documents and support material brought out by CBSE.
Resources prepared by the teachers and their teaching practices are analysed regularly to gauge their understanding.

Areas of improvement are identified and action plans made accordingly.
All teachers have access to respective syllabi and Manuals/Handbooks developed by the Board.
Teachers are regularly engaged in micro discussions/dialogue to understand the impact of integrating the recommendations of the Board on achievement of learning outcomes.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
The school organizes orientation programme to familiarize the staff with the key recommendations of the Board.
Teachers are trained and mentored on a regular basis.
1.1.3 The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board.
Data is analysed regularly to identify strengths and areas of improvement and action plans made accordingly to strengthen the system.
Discussions are conducted with teachers on the format to be adopted while designing the Integrated Annual Curriculum and Pedagogical Plan keeping the CBSE guidelines in view.
Teachers engage in in-house training programmes to develop a teaching learning model most suited to local/classroom context that promotes 21st century skills.
The innovative ACPP is shared with the parents.
Integrated Annual Curriculum and Pedagogical Plan reflects Vision and Mission of the school and alignment with recommendations of NCF.
A syllabi bifurcation annual plan for all the classes is available.
Teachers are mentored on a regular basis.

The curriculum plan draws connections among different subjects and disciplines in order to promote interdisciplinary learning.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
The approved Annual Curriculum and Pedagogical Plan is effectively implemented.
The monthly syllabi plan is shared with the parents.
A draft for the ACPP is prepared subject wise, class wise and unit wise in collaboration with the teachers.
The curriculum plan details strategies on promoting multilingualism
The school team meets at regular intervals to evaluate the effectiveness of the implementation of ACPP.
Orientation programmes are held for teachers of all stages to acquaint them with the curricular and pedagogical and assessment approaches as recommended in NEP and NCF.
The school identifies professional development needs and organises CBPs accordingly.
The school Annual Curriculum and Pedagogical Plan reflects enhancement in 21st century skills, Values and Ethics, Health and Physical Education, Visual and Performing Arts, Vocational Skills etc. and is integrated with different aspects of learning.
1.1.4 Curriculum develops skills and abilities which prepares students for lifelong learning; fosters global citizenship leading to attainment of Sustainable Development Goals
The school team meets at regular intervals to evaluate the impact of the activities on learner outcomes.
The school leaders have oriented teachers on the learning outcomes.

School ACPP and Calendar reflects provision of opportunities and other innovative means for students to demonstrate their 21st century skills and abilities towards the attainment of SDGs.
More than 50% Students participate in competitions which aim at enhancing their problem-solving skills, logical reasoning skills and other 21st century skills.
Data is analysed regularly to identify strengths and areas of improvement and action plans made accordingly to strengthen the system.
The school identifies the required skills to be enhanced among the students at every stage.
Students are given opportunities to participate in intra/inter/district level competitions to enhance their 21st century skills.
The school creates opportunities for staff and students to interact with other schools or educational institutions at Regional Level, National Level and International Level to exchange and incorporate best practices.
Teachers are mentored on regular basis.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
The school is aware of the recommendations of the NCF and guidelines of the Board.
The time table and school calendar reflects age appropriate opportunities provided to students to enhance their 21st century skills.
1.2.1 School follows an optimum number of teaching days and teaching hours as defined by the Appropriate Authority/State/UT Government.
The published Time Table allows time to cover and revise all components of the curriculum along with the completion of published activities in school calendar.

The time table allocates time for better planning; preparation; and learning enhancement programmes and skill building practices to achieve learner outcomes.
Monitored implementation of time table and school calendar allows for all the students including those with special needs and belonging to diverse socio-economic backgrounds to move forward on their developmental continuum.
The school follows the working days and working hours as per norms.
The time table and school calendar are reviewed at regular intervals and improvement plans made accordingly.
Innovative Time Table and School Calendar allocates sufficient time for addressing the needs of all the children.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
Time table prepared provides sufficient time for the completion of syllabus and student activities.
1.2.2 The school follows Teacher – Student Ratio as per norms.
The school follows teacher – student ratio of 1 teacher for 40 students.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
The school follows the teacher-student ratio of 1 teacher for 36-39 students.
The school follows the teacher-student ratio of 1 teacher for 30 students at lower primary level and 1:35 for upper primary level.
The school follows the teacher-student ratio of 1 teacher for 31-35 students.
For secondary/higher secondary level, the school follows what is prescribed by the Board.

1.2.3 Teachers are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive

Teaching Learning Material (TLM) is available in each class as required.

Teachers use multiple modes of teaching learning strategies and digital and online teaching platforms.

Teachers support all the students including gifted students by preparing individual education plans and providing interventions in regional languages, if necessary.

Teachers are able to create nocost/low cost teaching aids/tools

Formative assessments are integrated in classroom teaching and used towards remediation and understanding the needs of students.

Guidelines for preparing integrated lesson plans and varied teaching learning approaches and tools are available.

Two or more innovative Teaching Learning material is developed by each teacher in each topic.

Teachers make use of innovative, age appropriate and experiential pedagogical approaches to create a joyful learning environment in their classrooms.

There are regular classroom observations and feedforward given to teachers.

Peer Learning and other collaborative/group work is encouraged.

Lesson plans are created keeping in view skills that students would need in the future.

Students design their own learning plans.

Lessons are planned and implemented with clear learning objectives.

All teachers attend the CBPs as mandated by the Board.

Informal assessments are integrated in the lesson plans.

Teachers share their learning experiences gained through capacity building programmes with their peers.
Teachers and students make extensive use of technology to go beyond the planned school curriculum.
Each teacher receives mentorship on making teaching learning process effective, experiential and joyful.
The experiences gained through the CBPs are reflected in the teaching learning process.
Teachers adopt pedagogical strategies that meet the requirements of divyang, students coming from diverse socio-economic groups.
Students are encouraged to design their own learning plans under the guidance of the teachers.
There are regular classroom observations and feedback given to the teachers.
Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students.
Teachers are mentored to reflect on their teaching practices and supported to bridge the gaps.
Teachers make use of textbooks while teaching.
Teachers are able to create no-cost/low cost teaching aids/tools.
Teachers focus on subject specific skills to meet the learner outcomes by using questioning and dialogue techniques together with whole group work and individual work.
Teachers recognize diverse learners with different learning styles.
Students are prepared to participate in events and competitions.

The teaching learning process is closely monitored , gaps identified and action plans made accordingly.
Innovative Teaching Learning material is developed by the teachers in collaboration with students.
1.2.4 The School uses NCERT defined Learning Outcomes (LOs) for all classes as success criteria.
The LOs are shared with the teachers.
The school has displayed Learning Outcomes as defined by NCERT in the school premises.
Posters/any other communicative material has been developed by the school to communicate the adopted LOs to the parents.
Each child demonstrates at least 10% enhancement in age appropriate skills/competencies every year.
Assessment of students' learning is conducted regularly against the defined LOs.
Teachers use innovative and varied modes of assessment which are aligned with the identified LOs and are in sync with the strategies for measuring the achievement of LOs.
Teachers are empowered to practice student centric teaching methods/strategies which are in sync with the identified strategies for achievement of LOs.
Achievement of LOs is discussed in PTMs
The lesson plans reflect an alignment of objectives, tasks and assessments with the LOs.
Each child demonstrates 30% or more enhancement in age appropriate skills/competencies every year.
The school has displayed Learning Outcomes as defined by NCERT in the school premises.

Heads of the Departments of different subjects along with the teachers are oriented on the use of LOs.
The Integrated Annual Curriculum and Pedagogical Plan helps in accomplishing the competencies defined in the LOs.
School has displayed LOs of each subject in each classroom and students are aware about it.
Parents are oriented on Learning Outcomes.
Teachers plan and implement their lessons in the light of the LOs defined by NCERT.
Each child demonstrates at least 20% enhancement in age appropriate skills/competencies every year.
The classroom practices are regularly monitored in the light of achievement of LOs.
Changes are made in the strategy/plan of action, if need be to ensure all students achieve the defined LOs.
The school uses the results of NAS/SLAS/third party/CBSE SAFAL assessment (3/5/8/10) to improve teaching learning practices for increasing the proficiency level of the students.
The school invites its alumni consistently and engages them in the activities of the alma mater.
1.3.1 The school provides ample opportunities for Art Education.
Through the implementation of arts curriculum, students are introduced to the rich and varied artistic and aesthetic traditions of the country.
Resources and opportunities are provided to nurture artistic capabilities of the students.
The school culture and environment reflects appreciation of art forms.
Teachers undergo CBP on Art Education.

The school maintains records of student participation.
All the four streams of arts i.e. music, dance, visual arts and theatre are a part of arts curriculum offered by the school.
All students of classes I to X undertake an art integrated project work under EBSB.
School encourages promotion of local art and craft.
Orientation programmes are organised to create awareness among the parents/guardians, school management about the importance of studying Art Education.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
There is a mechanism to mentor, monitor and review the practices to ensure the efficacy of the program.
The school provides opportunities for participation in different art forms.
The school premises display a range of age appropriate students' work.
Art activities are embedded in the Annual Curriculum and Pedagogical Plan of various subjects.
Students participate in art activities at the intra/inter/ district/state level.
Students participate in art activities at National and International Levels.
The school provides for an art, music and dance period in the time table.
Students are empowered to become the Resource Persons for building the skills of their peers and juniors in visual and performing arts.
1.3.2 The School Vocational Education Programme develops entrepreneurial and employability skills and provides opportunities for internship and apprenticeship at local

Teachers are empowered to implement vocational education programme in the school.
Vocational courses on new and emerging skill demands of the industry such as AI, Data Science, Machine Learning, Robotics and other allied subjects are offered to the students.
Students are allowed to mix and match academic subjects with skill education.
Parental participation in the Vocational Education Programme of the students is evidenced.
The Programme is monitored regularly for achieving the desired student learning outcomes.
School offers vocational courses in classes 9-12.
Every child who passes out of grade 12 has learnt atleast one vocation.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
Teachers integrate the aspect of career guidance with the teaching of academic subjects as well.
At least 30% students are provided with internship/ entrepreneurship opportunities.
School offers bagless days on regular basis.
School conducts workshops/ expert talks to enable students to meet industry leaders/experts from time to time.
School offers pre-vocational exposure/education during the bagless days to students of classes 6-8 through in house resources.
Skill Based Aptitude Testing for students from class 8 onwards to provide guidance to students for making informed career choices.
The School Vocational Education Programme is reviewed at regular intervals in the light of the needs of the students and evolving industry trends.
Career Fairs are organized for students of classes 9-12.

Awareness on the importance of Vocational Education is generated among students and parents.
The School has guidelines on Vocational Education, and for provision of developing age appropriate entrepreneurial and employability skills across all classes.
At least 50% students are provided with internship/entrepreneurship opportunities.
The gaps in the system are identified and addressed accordingly.
School collaborates with the local industry to provide internship to the students of secondary classes in the courses taken by them.
Apart from new and emerging skill courses, school provides hands on experience of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. through yearlong fun based activities using local trades and crafts persons to the students of grades 6-12.
Career Counselling Sessions are organized for students of classes 9-12.
1.3.3 The school provides facilities to the students to participate in activities which enhance Literary and Reading Skills, Creative and Critical Thinking Skills; Scientific Skills;
At least 50% students participate in Intra School/Interschool events which focus on enhancing different skills essential for 21st century learner.
Students are encouraged to participate in different activities/competitions at National and International Levels.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
Parents are encouraged to contribute in the skill building programme.

At least 30% students participate in Intra School/Inter school events and other events organised by the school to enhance different skills essential for 21st century learner.
Teachers integrate age appropriate activities in the domains of digital, financial, scientific, environmental, citizenship, information & media, health literacy for the holistic skill development of students in their lesson plans.
The school provides for different activity clubs.
Students participate in different enrichment activities organised/referred by the Board.
There is a structured mechanism to track, analyse and evaluate the performance of each student.
Gaps in the system are identified and action plans made accordingly.
Students participate in common school events like Annual Day, Sports Day.
Regular feedback and feedforward is provided to parents on the degree of participation and levels of achievement of their wards.
The students are engaged in providing innovative solutions to problems related to self, school and the community.
The Policy is effectively implemented, monitored and reviewed at regular intervals to assess its impact on students.
Opportunities are provided to students to demonstrate their skills and abilities and records are maintained.
Teachers have access to digital, financial, environmental, citizenship, information & media, health literacy manuals/guidelines developed/referred by the Board/State.
Records of their participation and achievements are maintained.
Students are engaged in age appropriate activities that foster scientific temper and curiosity.

The school maintains records of activity clubs.
Each student is encouraged to participate in class/school/ interschool level activity to ensure that 'No Child is Left Behind'.
Students are exposed to futuristic technologies such as Artificial Intelligence, Machine Learning, 3-D Printing, IOT, Data Analytics, Space Technology, Business Intelligence, Augmented Reality/Virtual Reality, Cyber Security, Data Science, Robotics, etc.
Every year at least 5% students participate at District/ State/ National/ International level events/programmes which focus on enhancing their skills for the future.
The projects, clubs and subject enrichment activities focus on enhancing different skills and competencies of the students.
Teachers have clear guidelines for planning and executing skill based learning for the students.
The skill building programme is integrated into the institutional planning as a cohesive, well-structured and age appropriate programme.
1.3.4 The school has a Life Skills Development Programme focusing on Thinking, Social and Emotional skills.
Parents are oriented on regular basis on the need for Life Skills Programme and are invited to participate in the same.
All Teachers have access to CBSE Life Skills Manuals.
Life Skills Manuals are used by teachers to conduct different activities.
There is an ongoing capacity building programme on Life Skills development for teachers and students.
All Teachers undergo Capacity Building Programmes on Life Skills.

The Life Skills Programme is planned and implemented through student enrichment activities.
Preventive and corrective measures are taken at appropriate time.
The gaps in the system are identified and improvement plans made accordingly.
Teachers, students and parents contribute in creating resources for enhancing Life Skills curriculum.
Guidelines for implementing Life Skills Education Programme across all the classes is in place.
Student learning outcomes are visible in the 50% students (as reflected in the narrative anecdotal records, student portfolios and day to day observation and interaction by teachers).
School Counselor and class teachers are responsible for imparting Life Skills Education.
Selective students of classes IX and XI participate in CBSE Adolescent Peer Educators' Programme on Life Skills and Well-being.
Life Skills curriculum focusing on enhancing knowledge, skills and attitudes is planned, integrated and imparted for all the classes through regular class room teaching and other skill building, values education and vocational education programmes.
The students trained under CBSE Adolescent Peer Educators' Programme in Life Skills and Well Being are used as a resource to act as Peer Educators for the physical, intellectual, social, emotional well-being of their peers and juniors.

The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes School Health and Wellness Guidelines.
The school tracks the abilities of students for adaptive and positive behaviour that enable them to deal effectively with the demands and challenges of everyday life.
The Programme is effectively implemented, monitored and reviewed at regular intervals to measure its impact on students' thinking, social and emotional skills.
The Programme is well integrated with cross-curricular links.
The students trained under CBSE Adolescent Peer Educators' Programme in Life Skills and Well Being are used as a resource to act as Peer Educators for the physical, intellectual, social, emotional well-being of their parents and the community.
1.4.1 School has a Policy and a strong leadership for promoting Health and Physical Education in Students.
School Leader organises advocacy programmes for stakeholders for ensuring health and wellbeing of students.
Provision of guidelines to ensure inclusivity in all PE activities are available.
School Leader ensures all teachers have access to CBSE Health Manuals.
Teachers are trained on ensuring health and wellbeing of students.
PE and sports are integrated in the school development plan and curriculum.
School participates in all the Health and Fitness (Fit India and Khelo India) programmes initiated by the Government of India.
PE and Sports plan prepared collaboratively by School Leader and Teachers is shared with the students and parents.

School Leader aids teachers in understanding and implementing appropriate practices for physical activity by students.
Alumni and Parents contribute as resource persons in the Health and Wellness Programme of the school.
Major physical/sports events are a part of school calendar.
The school has a regular and qualified PE Teacher.
The school leader has studied/read the CBSE Manual on PE and sports integration and all teachers are aware of the same.
School Leader ensures Health check-ups - height, weight, etc. of all the students at least once a year and records are maintained.
Teachers are trained on delivering quality PE activities and in the use of the Health Manuals to promote preventive health care measures and make healthy lifestyle choices.
The Policy is monitored and reviewed regularly at periodic intervals and changes made in accordance with the Health Standards.
School Leader is an active member of the School Health and Well-being Club established to cater to the needs of the students.
Students are given responsibility to organise Health and Wellness Programmes at regular intervals.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes School Health and Wellness Guidelines.
The School Calendar prepared in collaboration with stakeholders reflects ongoing health related programs for all stakeholders.

School Leader ensures Health check-ups - height, weight, etc. of all the students at least twice a year and maintenance of records.
School has a provision of sports/PE period for all classes in the school time table.
The record of immunisation of all the students is maintained by the school.
Appropriate activities for the age and stage of each student are planned.
School has guidelines for organising Annual Sports Day.
Students are provided with opportunities at regular intervals to participate in games and sports competitions both within and outside the school.
School Leader ensures periodical assessment of fitness of students and staff and regularly monitors the same.
School Leader establishes links with Public Sports Complex(es) and other local organisations that promote physical activity of students.
Records and data are maintained to identify measurable indicators.
Students are encouraged and prepared to participate in the CBSE Sports and Games Competition and Fit India Programmes.
School has a provision for before and after school sports activities for students.
1.4.2 Teaching and learning of PE, Sports, Yoga and other Fitness Activities is rich and engaging.
Teachers are qualified and trained in imparting Health Education.
Students are provided with opportunities to explore their talent and build skills.
Staff uses innovative strategies to generate interest in students in leading a healthy life style.
PE activities are carried out with a cross curricular approach.

Students are exposed to professional and passionate sports persons in order to encourage them to pursue a healthy life style.
The activities are monitored, and reviewed for their impact on student learning outcomes.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes School Health and Wellness Guidelines.
Students participate regularly in sports, PE, Yoga and other Fitness activities at District/State/National Level events.
Involvement of all teachers in promoting Health and Physical Education in students within their own subjects is evidenced.
All Students participate in activities around MPE for atleast one hour every day of the week (four to six hours in a week).
Yoga is evidenced in the school time table.
Gap areas in the system are identified and improvement plans made accordingly.
School celebrates 4 to 6 days in a week every year to promote a healthy and active lifestyle by indulging in various activities such as debates, quiz, essay writing, poster-making competitions, yoga and meditation, pledge of fitness, indigenous sports etc.
Teachers plan for such PE activities that are structured for maximum participation of students.
SEWA, Games and Sports, Adventure and Health and Fitness-all strands are interwoven in the curriculum and opportunities provided to each student to participate in these activities.
Teachers plan their lessons incorporating a wide range of physical activities.
Students play and practice Sports, Yoga and Fitness activities in the designated period.

School celebrates Yoga Day every year involving students and other stakeholders (teachers, parents and other community members).
Teachers are trained in enhancing the basic fitness skills of all students.
Yoga is taught scientifically and in an engaging manner in the school.
Students experiment with diverse PE activities.
A planned program of coordinating the diet, the mental health and physical well - being is evidenced.
1.4.3 Inclusive PE and Sport is an important aspect of school.
All students, regardless of ability, are involved in daily physical activity without any risk of injury to themselves or others.
Teachers engage students in varied and age appropriate activities to maintain their interest regardless of their abilities.
Students with special abilities are enabled to participate and compete in age appropriate physical activities.
PE Teachers are trained in conducting different types of physical activities for ensuring the fitness of all students.
Planned Programme for ensuring physical fitness of all students is evidenced.
Mentoring, Monitoring and Reviewing practices are in place and improvement plans made in the light of the needs of the students.
Students are empowered to take on leadership roles and train teams, regardless of any bias, to participate and compete in different events.
All students, regardless of ability enjoy weekly physical activities together in a safe and secure environment.

The school focuses on creating and providing equal opportunities to all children in the school, without any bias.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes Inclusive School Health and Wellness Guidelines.
Consent is taken from Parents while involving all students in physical activity/activities.
Innovative PE programmes are organised in collaboration with parents and students.
Parents contribute regularly in the inclusive PE and Sports Programme.
Teaching strategies, equipment, environments, and assessments have been adapted to meet the needs of all students.
1.5.1 The school nurtures values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.
The school practices are well supported by data and reflect a moral and ethical code of equity and dignity, and are in the best interest of students.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes Inclusive School Health and Wellness Guidelines.
Gaps in the programme are identified and action plans made accordingly.
Guidelines to address discrimination, inequity, bullying and disrespect are in place and prepared in collaboration with students.
The Projects, SEWA Programme and Student Enrichment Activities enable students to develop a global perspective.

The students, staff, school leaders, parents, and the community foster a culture of respect, compassion, care and inclusivity through a collaborative stakeholder involvement programme.
Teachers are oriented on these resources.
Guidelines for acceptable behaviour and relationships within the school are available.
The school celebrates the progress and achievements of school, groups and individuals together.
Students learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observation and interactions.
The Values Education Programme is effectively implemented, monitored and reviewed regularly.
The school welcomes students and teachers of different backgrounds and perspectives.
Guidelines for behaviour and relationships within the school are inclusive, respectful, ethical and compassionate and prepared in collaboration with students.
Students engage with, and learn from each other.
The school creates a conducive environment to promote values through a well-structured experiential learning programme.
School has CBSE Values Education Kit, Life Skills Manuals, Health Manuals, Gender Sensitivity Manual and Cards, Handbook on Inclusive Practices, Guidelines for Mainstreaming of Health and Physical Education.
Values are imbibed through different co-curricular activities.
The students take up SEWA projects.

The school clearly spells out the values that the institution believes in and those are reflected in every practice and process.
Teachers design activities and projects in their lesson plans to enable students to demonstrate the intended values.
The school celebrates special events / occasions.
1.5.2 The school inculcates pride towards Indian heritage and civilization and encourages students to be conscious of their duties towards society, living beings and nature.
School integrates EBSB activities in the annual academic calendar of the school, by linking each activity to a life skill/ learning skill/ media skill.
School integrates Constitutional Values, Fundamental duties, cultural heritage and citizenship skills in subject specific lesson plans of all classes.
The programme is effectively implemented, monitored and reviewed regularly.
School organizes at least 1-2 different activities in a year as suggested by the Board under 'Ek Bharat Shrestha Bharat' Programme during the year.
Students undertake SEWA Projects that make them conscious of their duties towards society, living beings and the nature.
All students of classes I to X undertake an art integrated project work under EBSB.
Students learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observations and interactions.
Organize at least 3-4 different activities in a year as suggested by the Board under 'Ek Bharat Shrestha Bharat' Programme during the year.

Teachers make use of such stories, arts, toys, games, sports, examples, videos of inspirational luminaries of India, ancient and modern, in science and beyond etc. which are rooted in the Indian and local geographic context.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes Inclusive School Health and Wellness Guidelines.
Students participate in the cultural exchange programmes within the country.
There is an ongoing effort to identify and bridge the gaps.
The school provides opportunities to students to become aware of Constitutional values, Fundamental duties, cultural heritage, citizenship skills.
School integrates Constitutional values, Fundamental duties, cultural heritage and citizenship skills in subject specific lesson plans.
All Students organise and participate in age appropriate fun and indigenous activities related to Constitutional values, Fundamental duties, cultural heritage and citizenship skills and also which encourages them to be conscious of their duties towards society, living beings and nature.
All students undertake age appropriate SEWA Projects that make them conscious of their duties towards society, living beings and the nature.
1.6.1 The school ensures 75% attendance of its students and reduces drop outs.
The Principal, teachers and other stakeholders have informed interactions of the student's regular absenteeism.
Strategies are in place to bring back the drop outs back in school.
The school ensures 75% attendance of its students.

Students at risk (girl child, students belonging to diverse socio economic disadvantaged groups and divyang) are supported and encouraged to complete their schooling.
The school maintains student registry and attendance records of the students.
Monitoring and Reviewing Practices of the system are in place.
The school allocates funds for student welfare.
All student drop outs are tracked and brought back to the classroom in collaboration with the parents.
The School Policy on Health and Wellness is in place.
The Principal and teachers have identified students who are regularly absent.
Teachers are trained as first aid counsellors to cater to the socio emotional needs of the students.
The school ensures 90% attendance of its students every year.
Gaps are identified and action plans made accordingly.
The Principal, teachers and other stakeholders create joint plans to improve student attendance.
Parents are informed about students who are regularly absent.
School identifies the reason for student drop out.
Regular communication, counselling and follow ups are done to encourage attendance and reduce drop outs.
School ensures Zero drop out, 100% transition and retention.
1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning.
Assessment practices adopted are in alignment with CBSE recommendations.

Teachers prepare the question papers and more than two outcome driven tasks to assess students' performance.
There is an Annual Calendar for conducting assessments.
Defined rubric with criteria, levels and descriptors is used by staff.
School assesses the achievement of LOs of all the students in all the classes.
The assessment practices are regularly reviewed in the light of achievement of Learner Outcomes.
There is an ongoing capacity building of teachers on assessments.
Modes of assessment include research work, writing journals, making of portfolio, presentations and other project work involving experiential learning for all the classes.
ICT is integrated in the assessment practices.
Teachers are mentored and enabled to design varied assessment tasks.
Teachers attend capacity building programmes on designing outcome driven tasks.
Gaps are identified and action plans made accordingly.
Both individual and group work is assessed.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
Peer evaluation is done to determine validity, reliability and authenticity of the designed assessment tasks.
Teachers reflect after every assessment of learning and design improvement plans in their teaching learning practices.
School assesses the achievement of learning outcomes at classes 3, 5 and 8.
Teachers integrate assessment of learning in their lesson plans.

Assessment practices are in alignment with NEP and CBSE recommendations.
There is a well-defined blue print for framing different kinds of questions using multiple modes.
Student inputs are taken to design outcome driven tasks.
1.6.3 The school has defined procedures and criteria to regularly assess the students performance; adopts varied assessment tools and techniques to assess the performance of the students – Assessment for Learning and As Learning.
Tasks contribute to the construction of other learning activities, line of inquiry and generation of other questions.
Feedback about the students' performance is communicated to parents at regular intervals.
Teachers hold discussions with parents to communicate assessment criteria.
School provides opportunities for students to improve on their performance.
Guidelines for assessments and evaluation are available with Heads of Departments and teachers.
Teachers are trained in the development of competency focused assessment tasks.
There is a process for effective data collection and its analysis.
School provides opportunities to students to improve on their performance and their improved performance is recorded.
Teachers use data for the purpose of remediation and performance enhancement.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
Assessments include pen and paper tests to assess the performance of students.

Assignments, worksheets, projects and other competency focused tasks are used to assess the performance of students.
Teachers conduct and employ different types of assessment tools and techniques into their teaching practices which enable them to assess the higher order thinking skills of students.
Individual Education Plans are made and effectively monitored to assess the achievement of learner outcomes.
There are evidences to show how far each student has progressed on her/his developmental continuum.
Teachers periodically design and use different formative assessment tools and techniques as per the needs of the students.
Teachers and students co-construct learning, assessment and learning progress map.
Assessments are regular and periodic.
Teachers assess students on the basis of pre-defined criteria.
Teachers consult students in defining assessment criteria
Students reflect on and monitor their own progress and make efforts to improve their performance.
Teachers use assessment data to improve their own teaching learning practices.
The gaps in the system are identified and action plans made accordingly.
1.6.4 Assessment of skills and competencies (visual and performing arts, life skills, values and ethos, vocational skills, health and physical education, scientific skills, computational skills, literacy skills, digital skills, reading skills and other skills) is done on the basis of Learning Outcomes and the criteria given in the Holistic Progress Card (HPC).

Assessment of different skills & competencies is done and recorded by the class teacher.
Assessment of skills and competencies is done on the basis of performance of students in different projects, quizzes, role plays, group work, portfolios and other outcome driven tasks.
Most staff are competent in the use of assessment standards.
Digital Records are maintained.
Action plans are made as per the gaps identified in the system.
Assessment of skills and competencies is ongoing and comprehensive.
School uses the data for bringing in quality interventions for enhanced LOs.
Records are maintained, updated and tracked regularly.
Assessment of skills and competencies is done in collaboration with teachers from different streams.
Students show atleast 20% progress on their developmental continuum in age appropriate skills/competencies every year.
Guidelines for assessment and evaluation are available with the Heads of the Departments and teachers
Teachers are trained in the use of HPC and assessment standards.
The Holistic Progress Card reflects self, peer, teacher and parent assessment of skills/competencies acquired by the child.
Students show atleast 30% progress on their developmental continuum in age appropriate skills/competencies every year.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
Self-Assessment and Peer Assessment practices are evident.

The progress of students on different skills and competencies is discussed with parents during the PTMs. Feedback from Parents is recorded.
School has adopted the prototype of HPC developed by the Board for recording of students' performance.
Assessment of skills and competencies is done by more than two teachers
Students show atleast 10% progress on their developmental continuum in age appropriate skills/competencies every year.
There is a mechanism for mentoring, monitoring and reviewing the assessment practices to ensure learners achieve their individual and group developmental goals.
All Staff is competent in assessing cognitive, affective, psychomotor domains of the learners as per HPC framework.
School is using AI based software to track the growth of their students. The data is shared with students and their parents depicting their strengths, areas of interest and areas to be focused upon.
1.6.5 The school uses the results of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment to ensure all students progress on their developmental continuum.
Teachers and students co-construct learning, assessment and learning progress map.
The school organises discussions on the analysis of the data of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment
Teachers identify the each students' location on their developmental continuum on different skills.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).

Students' achievement against defined LOs is monitored regularly and improvement plans prepared accordingly.
Teachers design interventions keeping in mind learning outcomes to be achieved.
Teachers tailor the teaching learning practices as per each student's needs.
Teachers undergo ongoing capacity building programmes on inclusive practices and skill/competency focused teaching learning and assessment practices.
School participates in NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment (3/5/8/10).
School keeps a track of the students' progress on their developmental continuum.
Teachers enable students to use self-assessment techniques to assist them in monitoring their own growth and achievement.
Teachers have access to NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment results.
Teachers undergo capacity building programmes on inclusive practices and skill/competency focused teaching learning and assessment practices.
Achievement levels of students at different levels and in different subjects/domains surpass the national average at those levels and subjects /domains as per NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment results.
1.7.1 The school organises content and teaching learning material based on defined Learning Outcomes, principles and guidelines given in NCF for Foundational Stage along with consideration for the local context.
Teachers prepare teaching learning material using local resources.
Environmental awareness is integrated in the curriculum.

At least 50% students are using mother tongue/local/home language in reading and writing.
Teachers are oriented on implementation of the recommendations of the NCFFS.
Apart from the mother tongue/local/ home language, students are also exposed to one or two more languages.
The concept of reading and writing is initially developed through the mother tongue/local/home language of the students.
School focuses on the use of mother tongue / local/ home language as a medium of instruction.
Local traditions, songs, poems, games, art are a part of the curriculum at this stage.
100% students are using mother tongue/local/home language in reading and writing.
Audio books are also available to cater to the diverse needs of the students.
The teachers co relate content with real life experiences of the child.
From simple toys for play to specific manipulatives, a variety of TLM is used by the school to cater to the diverse needs of the students.
The content selected/ developed/adopted/adapted by the school focuses on the cognitive, physical and socio-emotional & ethical and cultural and aesthetic development of the students.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
Teachers make use of worksheets, workbooks, activity sheets, flash cards and other audio visual material to achieve LOs.
The content selected/developed/adopted/adapted by the school focuses on the cognitive, physical and socio-emotional & ethical development of the students.

The students imbibe values through specially designed experiential activities.
Teachers make use of textbooks, stories and poems to achieve LOs.
School focuses on teaching students about personal and public hygiene.
Teachers have created literacy and numeracy corners in the classroom itself to promote reading, writing and numeracy skills among the students.
Monitoring and reviewing practices are evidenced to strengthen the system.
At least 75% students at this stage have access to teaching learning material in their local language.
School has separate children's library and has books available in the home language/local language/mother tongue of the students.
Teachers are engaged in ongoing capacity building programmes.
Children make simple TLMs as part of their art and craft which is used by the teachers in their classrooms.
School has good collection of pictorial and textual children's literature in its library.
Teachers attend capacity building programmes.
The school accommodates the needs and interests of all the students by using diverse and inclusive content and teaching learning material.
Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.
The content selected/developed/adopted/ adapted by the school focuses more on the cognitive and physical development of the students.
School has an annual calendar for the foundational stage classes.

At least 50% students at this stage have access to teaching learning material in their local language.
Improvement plans are made in the light of achievement of LOs.
The school focuses on developing Foundation Literacy and Numeracy skills among students.
School has adopted an inclusive approach that is engaging, contextual and experiential approach to deliver the content for learning.
100% students in foundational years have access to teaching learning material in their mother tongue/local /home language.
School has an attractive display of books in the classroom/library to capture the attention of the students which is changed periodically.
1.7.2 The school adopts an inclusive approach to pedagogy that is play based, engaging, contextual and experiential.
Classroom rules are made by the teachers in collaboration with the students.
Students are given opportunities to spend time in and with nature and learn through their senses.
Classrooms are clean, cheerful, well lit learning spaces.
Teachers locate their students on their developmental continuum and keep a track of their progress.
Teachers collaborate within the school and learn from each other.
Teaching plans are made in the light of the Learning Outcomes to be achieved.
School focuses on the use of mother tongue / local /home language as a medium of instruction.

Teachers make use of worksheets/activity sheets, workbooks, reading cards, flash cards and other supplementary graded teaching learning material.
Learning experiences are designed to build on children's previous knowledge and understanding.
The activities pertaining to physical development, socio-emotional and ethical development, cognitive development, aesthetic and cultural development are regularly monitored and feedback and feedforward given to teachers on how to improve their teaching learning practices.
The classroom rules are based on positive behavioural outcomes.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
The best practices are benchmarked and integrated into the teaching learning practices.
Teachers undergo capacity building programmes on developmental milestones and pedagogical approaches.
Teachers make use of toy based/game based pedagogy, sports integrated learning to provide experiential learning opportunities to the students.
Teachers design structured, playful and experiential activities for the students to achieve the defined LOs
Children are encouraged to express themselves as much as possible in the language in which they are comfortable.
Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.

Teachers make use of stories, music, art and craft activities to provide learning experiences to the students.
Teachers undergo ongoing capacity building programmes on developmental milestones and pedagogical approaches.
Plans for differentiated instruction are prepared by teachers to address the individual needs of the students.
Improvement plans are made keeping in view the needs of the students.
Students are engaged in joyful learning experiences like conversations, listening, playing with toys, games, painting, drawing, singing, dancing and other such activities.
Puzzles, Board games, field trips ludo, clay activities are used to provide joyful learning experiences to students.
Opportunities are provided to all the students to participate in the classroom activities in ways that suit each child best.
Parents are equal partners in helping students to achieve their learning outcomes.
The Annual Curriculum Plan gives an overview of the activities to be undertaken throughout the year for the Foundational Stage Classes.
Outdoor games are a part of the teaching strategy.
Teachers plan for their teaching as per the guidelines given in the NCFFS.
1.7.3 The schools designs and conducts age appropriate, regular and ongoing assessments that check for the achievement of the defined Learning Outcomes.
Teachers attend capacity building programmes on assessments and HPC.
Most of the assessments are observation based and recorded in the anecdotal record on a regular basis.

Teachers use formative tasks to assess students' skills and competencies and record of the same is maintained.
The artefacts created by the students during the teaching learning process are maintained by the teachers.
School has adopted the prototype of HPC developed by the Board for recording of students' performance.
Teachers have the autonomy to choose appropriate tool for assessment and the periodicity of assessing.
Teachers make use of multiple sources of information before making conclusions about a student's learning.
Feedback about the child's progress is given at regular intervals throughout the year to the parents.
Checklists are used by the teachers to record observations.
Teachers maintain portfolios of each child in their class which contains the worksheets, artefacts created by the students to mark the child's progress against the defined competencies.
Parents are partners in helping the child to grow on her/his developmental continuum.
Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.
School makes use of observation and worksheets/activity sheets as tools of assessment.
Parents are oriented about the Learning Outcomes to be achieved during the academic session along with the type of assessments to be undertaken throughout the year.

Students' progress is analysed through systematic collection of evidences at regular intervals and individual education plans designed accordingly.
The assessment practices are monitored at regular intervals; gaps identified and improvement plans made accordingly to strengthen the system.
Teachers attend capacity building programmes on designing and creating skill based formative assessment tasks.
HPC contains not just the assessments done by the Teacher but also include simple self-assessments by the children themselves.
The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).
Teachers keep track of the rate of progression over a period of time for each student.
Guidelines for assessment and evaluation are available with the Heads of the Departments and teachers.
Feedback about the student's progress is given to the parents.
Assessments are a part of the teaching learning process and designed in the light of the defined Learning Outcome(s).
Observation of performance of the students in class and out of class activities is done.
Feedback and feedforward about the child's progress is given at least thrice a year to the parents.
Teachers are trained to design and implement multiple modes of assessment to assess the achievement of the same Learning Outcome in order to cater to differential needs in the classroom.
Teachers make use of event sampling to record their observations about the students.

Parents' feedback, observations and comments about their child's performance is recorded in the Child's Holistic Progress Card.

1.7.4 The school has created a suitable ecosystem for attaining Foundational Literacy and Numeracy (FLN) targets for all children.

At least 30% students have acquired grade level competencies in Literacy and Numeracy as evidenced in HPC.

The walls and corridors display a colourful, cheerful and vibrant atmosphere.

The progress of each student's learning is monitored and tracked.

The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).

School has separate classrooms for students at this level.

School focuses on the use of mother tongue / local / home language as a medium of instruction.

3 month play based 'School Preparation Module' developed by NCERT for Grade 1 Students is administered in the beginning of class I to bolster the child's pre-literacy, pre-numeracy, cognitive and social skills.

School makes use of the school building as a teaching aid.

School has recruited trained and appropriate number of teachers to teach students at this level.

Teachers are aware of stage wise targets to be achieved at this level.

School conducts regular health check-ups and records of 100% immunisation of each child are maintained. Health cards are issued to the students to monitor the same.

Teachers have created safe learning spaces with appropriate displays at the eye level of the students in the classroom itself to enhance literacy, numeracy competencies esp. reading, writing, counting, arithmetic and mathematical thinking skills among the students.
Platforms for peer learning are available for students under the guided supervision of the teachers.
Monitoring and reviewing practices are in place to assess the efficacy of the ecosystem created for attaining Foundational Literacy and Numeracy programme.
Parents are kept updated on the student's progress and improvement plans made in collaboration.
All teachers have access to quality resources for achieving the set targets of FLN.
Teachers make individualised education plans for each student to achieve the intended learning outcomes.
More than 80% students have acquired grade level competencies in Literacy and Numeracy as evidenced in HPC.
School has functional classroom boards, material for arts/crafts, range of children's literature.
The plan is shared with all the parents and is available at the school website.
Teachers design age appropriate activities in alignment with the LOs to enhance literacy, numeracy and artistic competencies of the students.
At least 50% students have acquired grade level competencies in Literacy and Numeracy as evidenced in HPC.
School invites volunteers from both local community and beyond to achieve the set targets of FLN.

Learning gaps identified with their probable reasons and various strategies/improvement plans initiated keeping in view the needs of the students.
Teachers are provided with resource rich environment to plan, design and create joyful learning environment for the students.
Parents are oriented on health related needs of children.
All the teachers teaching at this stage have completed FLN-NISTHA Modules.
Teachers are mentored and provided support to achieve the learning outcomes.
School maintains the appropriate Pupil Teacher Ratio as recommended by the Board/NCFFS.
School has safe outdoor spaces and/or small gardens for children to play.
School has accessible annual plan calendar detailing all the important events/activities to be organised at this level.
Teachers are engaged in professional development activities through a variety of means.
Teachers are aware of the NIPUN Bharat Guidelines.