Domain 3 : Human Resources
3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.
The school recruitment process employs flexible and multiple modes to assess basic, advanced and core competencies in 'real time' scenarios.
The school assigns duties and other responsibilities as per staff's professional competence.
Guidelines for recruitment of staff are available.
Monitoring and reviewing practices are in place to ensure that the process results in hiring of staff that is competent enough to meet the student developmental goals.
The school complies with all recruitment norms including background checks.
School reviews the staff requirements before the commencement of every session in the light of its mission and objectives.
The school appoints full time counselor(s) and special educator(s) as per requirement.
The School HR Policy that includes Recruitment is in place.
School appoints staff (teaching and non-teaching) from diverse backgrounds reflecting inclusion and equity.
Improvement plans are made accordingly to strengthen the system.
All the staff, teaching and non-teaching is appointed following the recruitment rules of the State Government where the school is located.
Guidelines for recruitment of staff along with defined roles and responsibilities are available.

School Leader is trained in Personnel Management.
The school periodically reviews its process to ensure the recruitment of best faculty and staff to cater to the developmental needs of all the students in alignment with its mission and objectives.
All employment decisions are made in collaboration with the School Leader.
The school employs required number of qualified and competent staff as per norms.
The school maintains teacher registry and service books of all categories of staff.
Feedback and Feedforward mechanism is in place.
3.1.2 The School Induction Programme lays strong foundations for productive relationship and high standards of performance.
Regular review meetings are organised to provide an opportunity for discussions, dialogues and questions.
Mentoring, Monitoring and Reviewing at regular intervals is demonstrated.
New staff members are: A introduced to the school staff and school facilities   B given a tour of the school   C informed about pay   D informed about school's Code of Conduct – making clear the expected standards of conduct and behaviour   E apprised of their responsibility to provide a safe environment in which children can learn F acquainted with other formalities to be completed.
Roles and responsibilities for each step in the induction programme are defined.
The school has an experienced employee who executes the role of a mentor through written/verbal instructions and demonstrations in a stress free environment.
The planning for the programme includes induction activities that cover the new employee's first weeks and months.

The induction not only acts as an enabler for the individuals to achieve their outcomes as per their roles but also always ensures their responsibilities in safeguarding and protecting the children, and abide by the standards of conduct and behaviour expected from them.
The principal assigns work/responsibilities to the staff as per their knowledge, competencies and skills.
Feedback and feedforward from the new staff to strengthen the induction programme.
School assigns a mentor to each new member recruited for a certain period of time.
New staff members are familiarized with the   A health and safety protocols and requirements for self and students B values, ethos, core purpose and the vision of the school C school's policies and procedures D acceptable use of ICT.
School HR Policy which includes Induction of new employees is in place.
Specific job training in developing knowledge, skills and efficiency in the job with hands-on experiences to face the challenges.
New staff members are: A. briefed by the concerned H.O.D./Principal/Manager regarding their duties and activities to be undertaken   B acquainted with terms and conditions of employment.
The school conducts an induction programme which is mandatory for all new staff to attend.
All staff members receive appropriate child protection training which is regularly updated.
The induction programme is formal, structured and documented.
Upon completion of the induction programme, the new staff is certified.
A road map for the personal and professional growth of the employees is generated with mutual consensus.

3.1.3 The school staff appraisal is a supportive and developmental process to ensure positive outcomes for students.
Staff Appraisal is done.
The appraisal system is used for recognising and rewarding effective teaching.
School conducts 360 degree staff appraisal on the basis of data collected through multiple sources (like student feedback, student performance analysis, Parent feedback, Peer Feedback, lesson observations learning walks, self-assessment).
The school authorities take supportive and developmental action after analyzing the results of the appraisal of the staff.
The school has HR Policy which includes Staff Appraisal and Professional Development Measures to motivate and retain employees.
Opportunity is given to the staff to discuss the result of their appraisal as per norms.
Mid Term Appraisals assist the staff to self-assess their progress; identify areas for development; and set their future goals.
School conducts an appraisal of all categories of staff based on pre- defined criteria known to the staff.
The teaching staff is also encouraged to do self-assessment using Teacher's Self-Assessment Rubrics (TSAR) developed by NCERT.
The Principal/HR Head schedules one to one discussion with staff at regular intervals over a period of a year wherein a SWOT analysis is done.
The school uses the appraisal system to: A create a culture of collaboration, self-evaluation, transparency, openness, peer learning B identify competencies and skills of the staff and assign new roles and responsibilities C develop a professional learning community.

The teacher appraisal and feedback system acts as a mechanism to increase teacher effectiveness and ensures positive outcomes for students.
Guidelines for staff appraisal are made in consultation with the staff.
The staff is provided with a written appraisal report which reflects the areas to celebrate and areas to improve.
Staff shares their satisfaction or concern areas with the school authorities.
The appraisal system is monitored at regular intervals; gaps identified and improvement plans made in collaboration with the staff to strengthen the system.
3.1.4 The school is committed to achieving student learning outcomes by building the capacity of teachers through collaborative, reflective and experiential processes.
The school adopts both online and offline methods for building capacity of teachers.
School makes arrangements to orient teachers on the use of DIKSHA.
Teachers who have completed online courses on DIKSHA are acknowledged by the school.
Teachers are provided with a dedicated time to reflect on their practices, identify gaps in student outcomes and collaborate with each other to improve their classroom transaction practices.
Coaching and Mentoring of the staff is an ongoing process.
The system of capacity building of teachers is assessed at regular intervals; gaps identified; and interventions provided.
Technology is used as a tool for scalability and for providing individual attention to the professional needs of teachers.

The school ensures that targeted and structured teacher training is conducted on identifying and closing the learning gaps in self and students through collaborative, reflective and experiential processes.
School maintains teacher registry.
There is provision for teacher development in the Annual Budget.
Annual training calendar prepared based on identification of professional development needs of teachers and school leader is published and made available to the staff.
Teachers avail online support for lesson plans, use of TLM, pedagogic transactions, online reference materials, competency based evaluation tools etc. available on DIKSHA.
The teachers write a report on the CBPs attended and the learning is reflected in their lesson plans.
The Principal along with the teaching staff constantly search for making improvements in teaching learning practices.
The process of implementation of key learnings by the staff members from the CBPs is monitored regularly in a non-threatening environment.
Teachers are a part of various forums and discussion groups on DIKSHA and interact with peer teachers and share resources and their learning with each other.
The school adopts multiple methods of developing a professional learning community (like inviting experts, facilitated workshops, internships in other schools, exchange visits, action research learning groups, peer support groups, mentoring, coaching, etc.).
The school collaborates with the schools in its hub/cluster and/or other partners to enhance capacity building of its teachers.
Teachers attend CBPs as per norms defined by the Board.

All teachers are registered on DIKSHA.
Teachers have completed online modules available on DIKSHA.
The school adopts online, offline and hybrid methods for building capacity of teachers.
The impact on students as an outcome of implementation of new ideas/learnings is recorded.
The School HR Policy inclusive of Capacity Building of its principal and teachers as per their need is in place.
The school has a pool of teacher mentors and master trainers who constantly update their knowledge, skills and competencies.
Feedback and feedforward is taken at regular intervals to assess the efficacy of the programme(s).
3.1.5 The school decides the salary and other allowances as per state norms/central norms.
Salary of the school staff is paid as per the CBSE affiliation bye laws or as per state norms.
School HR Policy with regard to salary and other allowances to the staff is in place.
School has welfare schemes for staff members.
The school gives salary according to the latest Pay Commission.
DA and other admissible allowances as per Central or respective State Govt. rates are paid to the staff.
The school provides staff allowances, incentives and appreciation for additional work including rewards like sponsoring training.
3.1.6 The school creates a positive organisational culture of engagement that strengthens employee-leader relationships.

Teachers are made aware about various awards and other incentive schemes given by the school and the State/Central Govt.
Guidelines for engagement of employees are available.
At-least one teacher has received some award at district/State/National level.
Innovative practices to strengthen Recognition Programme are embedded in the system.
Feedback mechanism to gauge satisfaction of employees is in place.
The Leadership Team identifies the gaps in the system and plans improvements accordingly.
Workplace morale is enhanced and creates a ripple effect in the workplace.
Staff members (teaching and administrative) are recognised and appreciated either verbally or through letters of appreciation in a timely manner.
Teams from across the school and across all streams are appreciated and recognised in diverse areas.
School HR Policy inclusive of Recognition Programme for staff that increases engagement and strengthens employee-leader relationship is in place.
Individuals are recognised and given positive feedback based on results or performance.
School recognises a culture of punctuality and accountability amongst teachers.
Ongoing recognition practices add value to the employee engagement and productivity.
Staff is provided residential quarters. (if school is located in remote and difficult area or is a residential school)
3.2.1 Parents are equal and vital partners in education.
Communication between parents and school stakeholders is two-ways.
Parents collaborate with the school in developing and implementing school policies.

School recognizes that student achievement and success increases when parents are welcomed and respected as partners.
Parents are partners in growth of the children and thus school has an open-door policy for parents.
'No Parent Left Behind' is evidenced.
School has a Parent Teacher Association (PTA)* and the members meet once in a year other than PTMs.
School invites suggestions from parents regarding school and student development at regular intervals.
Structured, formal and informal interventions of parents in school activities are evident in the school calendar.
Communication Tree is in place.
Effective Complaint/ Suggestion Management System is in place.
The school has an HR Policy inclusive of Parental Involvement and Engagement in the education of their wards.
Facilities like Library, Computer Labs and Playgrounds are accessible to the parents.
The practice of engaging parents as an effective resource is assessed at regular intervals; gaps identified and improvement plans made accordingly to strengthen the system.
Parent teacher meetings are conducted in the school.
Orientation and Capacity Building Programmes are organised for parents to cater to the learning needs of their wards at home.
PTA provides feedback to school for development wherever asked for.
School has a designated place in its premises for meeting with the parents.

All parents are encouraged to participate in all interventions.
Parents are provided with the support they need to contribute in the enhancement of positive outcomes for students.
School takes structured feedback and feedforward from parents and has an immediate response system in place.
Parents are invited to school events like annual day.
PTMs are regular and attended by most parents and a platform to engage parents meaningfully in the developing needs of their wards.
3.3.1 Student engagement as fundamental to schooling outcome.
Students are involved in activities that view education as integral to their personal wellbeing and relevant to meet future employment/ entrepreneurial needs.
Student participation, involvement and engagement is linked to their economic success and long term health and wellbeing.
The abilities and competencies of students are used effectively to provide meaningful inputs to their juniors.
Regular monitoring and reviewing of the policy and its implementation is evidenced; gaps are identified and improvement plans made accordingly.
Feedback from students is used for Action Research and to set SMART goals for setting up specific quality processes.
School creates opportunities for students to feel accepted and valued by their peers, and by others in the school.
Students are used as resource for sharing insights into their world which can help school formulate Health Promoting School Policy.

School has a well-integrated calendar to ensure that students have a voice in the target setting of a school improvement plan.
The students become positive enablers for others.
Students participate in academic and non-academic school activities.
All the members of the Student Council have clarity about their roles.
Students are provided opportunities to exhibit their leadership skills and take on responsibility and accountability of age appropriate practices in the school.
Students assist in peer and buddy learning in academic and non-academic activities.
School has a process for selection of student council from senior school.
Mechanism for taking feedback from students is in place and complaints and suggestions are addressed.
Student council is engaged in formulating school improvement plans in collaboration with teachers.
School has an HR Policy inclusive of student as a resource for bringing about improvement in the school practices.
School has a student council selected from the senior school and has defined roles and responsibilities.
Buddy programmes and students as enablers are evidenced in selective classes.
The school has a documented process for selection of student council consisting of students from all wings.
3.4.1 Alumni act as Stakeholders in Quality Education and School Development
School has well-maintained record of all its pass out students.
Alumni are the Brand Ambassadors of the school.

Alumni engages in providing assistance to underprivileged students with no gender bias to enhance their learning experiences.
Monitoring and Reviewing practices are in place to assess the effectiveness of the Alumni Partnership Programme and its impact on the learner outcomes; gaps identified and improvement plans made accordingly.
Alumni contributes and engages in improvement of school infrastructure, and teaching learning processes.
The Alumni widen the school network and provide educational opportunities to students.
Alumni supports the school in designing school improvement plans, widening the school network and sharing their resources/expertise with the school.
The school has structured tracking mechanisms regarding alumni.
The Alumni sustains the school's educational development programme by acting as role models, volunteers, experts and resource providers for the students' higher education and career readiness, and their schools' community engagement programmes.
The school has an Alumni Association that meets once a year.
School has an alumni management system to track the alumni network.
The Alumni Association in collaboration with school organizes events inside or outside campus to add value to the school educational programme.
Alumni organises career development programmes, mentoring programmes, job placement programs, online social networking events and provides internship opportunities.
The School HR Policy inclusive of Alumni Partnership Programme is in place.

The school organises home coming events for all its alumni irrespective of their present status, gender, caste, creed, religion to appreciate, recognize and value their contributions in the society.
School invites its alumni to share their ideas and experiences with the school and the students.
Alumni Association helps students to connect with the higher educational institutions.
3.5.1 The school collaborates with community for student achievement and wellbeing and facilitates volunteerism.
The school community partnership initiatives provide interventions for promoting student achievement and wellbeing.
The school invests in mentorships for students with professionals in the community.
Community representatives are the members of the School Managing Committee (SMC).
School collaborates with Central Govt./Private Schools/Higher Educational Institutions/TEIs.
Collaborations with Central Govt./Private Schools/ Higher Educational Institutions/ TEIs are utilised for being mentored once or twice a year in the identified areas.
Collaborations with Central Govt./Private Schools/Higher Educational Institutions/TEIs are utilised for being mentored on a regular basis.
School invites community representatives for different activities at special occasions.
Community representative members of the SMC are involved in School Improvement Planning.
The school enters into partnerships with the community to empower students to solve real-world challenges and exposes them to professional opportunities.

School facilitates engagement with Gram Panchayat/Urban Local Body for the overall growth of the school.
School has obtained support through Vidyanjali in atleast three areas/facility.
School facilities are open and accessible for the community beyond school hours.
The community partners in collaboration with the school staff introduce students to age appropriate real life partnerships that align with students' interests.
The School HR Policy inclusive of School Community Partnership is in place.
School facilitates volunteerism through Vidyanjali to give back, reconnect and inspire the community.
Regular monitoring and reviewing of the efficacy of the School Community Partnership Programme and its impact on learner outcomes is evidenced.
The school provides opportunities to students and staff to collaborate with community in meaningful projects that enhance their achievement and wellbeing.
School leadership, teachers and community representatives design, create, develop and establish a meaningful and sustainable Community Partnership Programme that benefits students and community members.
The school invites community partners to   pitch projects on which they'd benefit from student involvement.
Feedback and Feedforward is taken at regular intervals; gaps identified and improvement plans made accordingly.
School is registered on Vidyanjali.
School has obtained support through Vidyanjali in at least one area/facility.

School Development Plan clearly outlines the role of the community representatives or partners in achieving the desired goals.