

## **Domain 5: Management and Governance**

### **5.1.1 The School Management and Governance System is driven by Standard Operating Procedures (SOPs) made in alignment with its policies, vision and mission.**

Before drafting SOPs, the school identifies task dependencies in order to reduce errors, increase efficiency and profitability, maintain consistency, improve communication and create a safe work environment.

The SOPs are monitored, reviewed and edited at regular intervals to ensure that the SOPs are appropriate, relevant and applicable to the requirements of the organisation.

The school management and governance system is defined and documented and practices are preventive and corrective in nature.

The school mission statement outlines how the school will translate its vision into action.

Records and inventories are maintained.

Staff is aware of their roles and responsibilities.

The SOPs are approved by the concerned authority.

The SOPs are prepared in collaboration with the stakeholders (teachers, parents and students, alumni, community) and are in alignment with the school's Vision and Mission.

The school uses the SOPs to adhere to a defined schedule and ensure the safety of all and avoid potential failures.

The School Management and Leadership Team ensures that the Vision is the guiding force behind all academic and non-academic standard operating procedures.

Guidelines, rules and regulations for running the school are available.

The Vision reflects the target audience, the goal(s) and the ways to achieve the intended goal(s).
Before being finalised, the SOPs are tested multiple times.
The school demonstrates benchmarked, defined and documented processes. The school management and governance system exhibits accountability, responsibility, self-evaluation and improvement planning.
The school management and governance system is in early constructive years and practices are corrective in nature.
Staff is regularly trained and empowered to use the SOPs.
The school has a Management and Governance Policy in alignment with its Vision and Mission.
The school has written Vision and Mission statements framed by its Management or Governing Body and communicated to its stakeholders.
The School SOP Manual provides policies, standards and processes for completion of different tasks and potential risks associated with each process.
The school uses the SOPs to guarantee that compliance standards are adhered to.
<b>5.2.1 The School Institutional Plan is based on the needs of the students and community and the principle of optimum utilization of resources available in the school and community.</b>
Institutional Planning follows the process of analysis, survey, improvement, implementation and evaluation in generating the desired outcomes (like improvement of the school environment and campus, teaching-learning materials, academic facilities, co-curricular activities; usage of technology; research; fairness and accountability; involvement of members

of educational institutions; recognition of rights and responsibilities; inculcation of morality and ethics and other school improvement projects)

The School Institutional Plan is based on the needs of the institution and the requirements of the affiliating body.

Strategies and support material required to achieve the goals are defined.

The School Institutional Plan: A provides equal opportunities to all the students and makes education available to all B aims at empowering teachers to be active and strategic thinkers and contributing members towards the improvement and development of institution and its programmes C accommodates the recommendations of the NEP and the Board D gives direction to the functioning of the institution E provides realistic, concrete and achievable ideas to orient the whole school educational programme towards the achievement of the desired learner outcomes.

The School Management and Governance Policy inclusive of Institutional Planning is in alignment with the Vision and Mission statements of the school.

The School Institutional Plan A is a working plan based the needs of the students B defines short term and long term goals C is made keeping in view available resources in the school.

The School Institutional Plan, is a dynamic working plan, made keeping in view the capacity of its staff, the needs of the students and the local community and available resources in the school.

All the stakeholders are aware of the institutional plan and their roles and responsibilities and work collaboratively to achieve the desired outcomes.

Institutional Planning is done with a perspective of: A Providing safe and secure environment B Bringing improvement in the institution C Giving proper direction to educational objectives D Maximum utilization of available resources E Encouraging individual and collective initiatives.

Duties are allocated as per the plan.

Institutional Planning is done in collaboration with staff, students, parents, alumni and community in a democratic environment.

School upgrades the knowledge and skills of its staff and students on a continuous basis to put institutional plan into practice to achieve the desired goals and objectives.

Records and inventories are maintained.

**5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.**

The school management system establishes effective and sustained internal, external, vertical and horizontal coordination systems from planning till the monitoring stage of different school functions.

Gaps are identified and improvement plans made accordingly to ensure efficiency, economy, team spirit in the efforts for accomplishing the goals.

The institution analyses the impact of the coordination system and takes suitable remedial measures to strengthen the system.

While functioning in their respective roles at different levels, the school staff along with the parents, students, alumni and other community stakeholders work in perfect synchronization and harmony for the realization of the common school goals without wastage, delays, indifferences and other organisational problems.

Coordination is evidenced between the School Head and the Departmental Heads.

The school management: A ensures a working relationship with the school head and staff; B has clearly defined their roles and responsibilities in the realization of its objectives.
Capacity Building Programmes on establishing effective internal, external, vertical and horizontal coordination systems with clear cut roles and responsibilities are organized for staff.
The School Management and Governance Policy inclusive of establishing effective co-ordination within the school and with outside community is in alignment with the Vision and Mission statements of the school.
The monitoring practices for ensuring effective internal, external, vertical and horizontal coordination systems, regulate the direction of the institution involving measuring performances, correcting deviations and assuring the accomplishment of plans.
There is cooperative and effective working relationship between the Management/Governing Body and Head of the school.
School coordinates with external bodies as and when required.
The school coordination system is evidenced in the form of meetings - larger group, smaller group and one on one that promotes cooperation and collaboration and development of interpersonal and horizontal relationships.
The institution has an effective coordination system to build relationships with the external forces (community in which the school exists, vendors, agencies, Govt. Policies, materials, economics, science and technology) that affect the environment in which the institution works.
The Head of the School is responsible for ensuring realization of objectives stated in the vision and mission statement.
Records and inventories are maintained.
The school coordinates with external bodies to achieve institutional goals.

Coordination is established: A using effective communication system in the form of emails, letters, documented procedures, reports, circulars and also through personal interactions; and B by building relationships with the fellow staff, school leaders, vendors and other community members.

**5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.**

The school resource management system uses tools, techniques and technology to encourage innovation and target resources towards the needs of the students and uses data-driven insights to manage its assets.

The school resource management system identifies valuable and cost effective resources in and outside school as to secure the best outcome for pupils, and value for money for the parent.

Gaps are identified and improvement plans made to facilitate optimal use of resources and create a positive and supportive environment for the growth of the school.

Convergence with Govt. bodies – local/regional/national for different provisions (like playgrounds, electrification, maintenance of toilets, solar panel, ramps and handrails etc.).

The school resource management system ensures: A no child drops out of school B students regularly attend the school C resources are optimally utilised D low attrition of staff.

The school staff raises their need for resources only after the review of the existing resources.

The school is an active member of the Hub of Learning/Cluster of Schools and practices sharing and exchanging of resources with others for mutual benefit.

The school organises activities for creating awareness among students for the effective usage of resources.

The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources.
Principal ensures fee collection.
The school forms connections with the community to share their resources for the promotion of the wellbeing of all the students.
School resources are optimally utilized and augmented on the basis of need analysis.
The school resource management system enables partnership with individuals, organizations, and businesses; draws on their experiences to promote students' social, emotional, physical, and intellectual development.
School has a mechanism for monitoring the: A programmes for developing human resources B equipment and facilities for teachers to deliver high quality teaching and learning C usage of physical resources D usage of technology E impact of the resource management system on the students and the overall growth of the school.
Records and inventories are maintained.
The school environmental club engages in corrective measures to conserve resources.
The Integrated Annual Curriculum and Pedagogical Plan reflects strategies and approaches to build capacity of students for effective and optimal usage of resources inside and outside the school.
The School Management and Governance Policy inclusive of Resource Management is in place.
Students are involved in designing, implementing and monitoring programmes for resource management.
Regular Monitoring and reporting of usage of available resources as mandated is evidenced.

Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students.
Capacity Building Programmes on establishing effective school resource management system with clear cut roles and responsibilities are organized for staff.
The school staff and students are responsible for the management of school resources to make the best possible decisions.
<b>5.5.1 The School Relationship Management System nurtures and sustains meaningful relationships with its stakeholders to foster increased student achievement.</b>
The school staff accepts routine queries of the parents.
Guidelines for communicating with students, parents and community are in place with the underlying philosophy of ensuring physical and socio emotional safety.
Open-Door Policy supports the school in maintaining a healthy relationship with stakeholders.
All staff is regularly trained in interpersonal, consensus building, analytical and communication skills.
A record of communication with parents and staff is maintained.
School sends timely communication to parents and students.
The staff is oriented on addressing the queries of the students and parents.
Guidelines for maintaining relationships with the stakeholders – students, parents, community, alumni and vendors with underlying philosophy of inclusivity, equity and mutual respect are in place and reviewed by the leadership team.
The School Relationship Management System relies on its Communication System, Feedback and Feedforward Mechanism, Quick Response Time and Open Door Policy.
Feedback and Feedforward is invited from the stakeholders.



The School Management and Governance Policy inclusive of Relationship Management is in place.
Records and inventories are maintained.
The school staff responds to routine and challenging queries of the parents.
School Staff is trained on maintaining relationships with the stakeholders respectfully and responding to them within time.
Follow ups are done and corrective actions are taken immediately.
The school relationship management system maintains an ongoing level of engagement with its stakeholders thus building and strengthening new and existing relationships with its stakeholders.
The school relationship management system keeps track of all the dealings and communication with the stakeholders, community and vendors, analyzes the data; identifies trends and issues that could be useful in designing plans for developing, nurturing and sustaining meaningful relationships with the stakeholders.
School communicates using different channels both online and offline to communicate with its stakeholders and others in the community.
The school communicates either telephonically or face to face.
<b>5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of the school.</b>
The school time table depicts all the activities defined in the school calendar.
Records and inventories are maintained.
Activities are planned by the school staff keeping in view the existing resources – human and physical.

Guidelines for management of all school activities (school calendar; teachers, parents, alumni and community involvement calendar) along with defined roles and responsibilities for all staff members are well in place.
Risk assessment of the proposed activities is done to ensure safety and security; avoid duplication; and maintain budgetary provisions.
Corrective actions are in place.
There is representation of students, teachers, alumni, parents and community in planning, implementation, monitoring and reviewing of the school activities.
The school activity management system makes use of technology in accelerating and managing workflow of all school activities, tracking their progress, data collection, record maintenance and reporting.
School Staff is aware of their roles and responsibilities.
Documented guidelines are available for preparing school activity calendar.
Supervision of activities is evidenced.
Involvement of students, parents and community members in planning, organising and managing different activities of the school is evidenced.
The school activity management system details guidelines for planning, implementation, monitoring and reviewing of activities.
The school activity management system ensures all safety and security norms are in place before, during and after the activities.
Gaps are identified during the monitoring process and action taken for accelerating and managing the effective and efficient conduct of all planned school activities.
Record of activities conducted as per the time table are maintained.

All safety and security norms are followed during the conduct of the planned activities.
Work flows for the conduct of different activities are evidenced.
The responsibilities for execution of school activities are decentralized after meticulous planning and are systematically executed.
Staff is trained in planning, organising and managing all the school activities.
The School Management and Governance Policy inclusive of Activity Management is in place.
The school activity management system ensures planning, scheduling and allocating institutional activities as per the available resources, budgetary provisions and needs of the students.
The school activity management system: A ensures feedback and feedforward from stakeholders B tracks the performance of each process owner C tracks the progress of each activity as per the defined plan D analyses the data E assesses the impact of the activities on the students' performance and achievement.
<b>5.7.1 The School Data and Record Maintenance System assists in making informed decisions for increased efficiency and productivity.</b>
School records provide information for teachers, counsellors, curriculum planners and instructional supervisors for planning and implementing instructional and administrative activities.
The School Management and Governance Policy inclusive of Data and Record Management System is in place.
The maintained data is accessible to all the concerned.
The school data and record management system helps teachers, administrators, and other support staff to keep track of their operational and functional activities.

The school data and record management system allows all the concerned to: A track data and record-keeping related to various academic and non-academic aspects of school functioning at regular intervals to manage operational and functional requirements B identify deviations and areas of concern C measure the impact of the implementation of the planned activities on the overall growth of the students and the school.

The data is accessible to the staff.

The data is accessible to the staff and is utilized to enhance school processes and systems.

The data is used to make timely decisions on activities that are integral to the smooth functioning of the school.

All types of data and records as per norms are maintained and kept safe in the school.

The school data and record management system allows all the concerned to: A be aware of the type of records available B document accurate and relevant academic and non-academic data and records in a physical/digital safe and secure environment C locate and access them easily D use them to increase the efficiency and effectiveness of the school systems E save administrative costs in terms of time, money, resources and storage F meet all statutory requirements G take timely and informed decisions based on due analysis of data H interpret patterns/trends I protect/safeguard the interests of staff and stakeholders.

Process Owners/ Concerned Staff are responsible for recording, storing, updating and retrieving information.

Action Plans are made on the basis of the trends and patterns that are analysed to improve the efficiency and productivity of the operational and functional activities of the school.

The school computerizes the data of all types of records (students, teachers, finances, resources, curricular and co-curricular activities, facilities, etc.)

The staff is trained on data maintenance aspects like A which documents to be stored B how they should be stored C duration of storage D location of the documents E control of documents F accessibility of documents G updation of documents.

Data analysis of school records inform teachers on how to encourage students to explore their learning paths they enjoy, and pave their path to their success in conventional and offbeat career choices.

**5.8.1 The School Communication System facilitates the school staff to stay connected with its stakeholders and community anytime, anywhere.**

Guidelines are in place for the optimal usage of school communication system with defined roles and responsibilities to reach out to all the stakeholders in time.

The school has an effective horizontal, vertical, internal and external communication system to establish transparent systems

The school updates digital and non-digital requirements as per the budgetary allocations and needs of the stakeholders.

The school communication system facilitates the stakeholders to communicate with the school staff and the leaders.

Evidence that the two-way communication brings about progress in the students' developmental continuum is clearly visible.

The School Management and Governance Policy inclusive of Communication System is in place.

The school communication system allows the school to A keep track of all the communications sent/received to/from the stakeholders B take feedback and feedforward from the stakeholders about the authenticity and relevance of the delivery mechanism/communication

channel used C analyse the impact of the communications on the beneficiary satisfaction D use the data /feedback to identify deviations and non-compliances in the system.
School communicates all the necessary information to its stakeholders.
The school has formal channels/modes to communicate with its stakeholders and the staff is trained to use them effectively.
The school communication system enables the school staff to: A be flexible in using any of the available channels in an appropriate and cost effective manner B supplement their communications through digital channels C communicate to all concerned in real time and safe and secured manner.
Improvement Plans are made to enhance efficacy of the communication system.
The communication systems like written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. are used.
The communication is two ways.
The school has a complete automated communication system which uses data base, manages student information, engages parents, communicates important information to its stakeholders, manages school administration etc.
The school communication system facilitates coordination within and outside school with its stakeholders.
Records and inventories are maintained.
The school communication system ensures reaching out to non-digital and digital parents.
The school staff is involved in making informed decisions on optimising the type of communication channel/ equipment system to be used.

The school has a mechanism to take feedback and feedforward from stakeholders on the efficacy of the communication system at least twice/thrice a year.

**5.9.1 The School Financial and Fee Administration System is based on rationality, admissibility and allocability.**

Fee is charged as per the approved heads of the concerned state govt./policy.

Records and inventories are maintained.

Sales and purchase procedures are followed; appropriate balance is maintained between Income and Expenditure.

The authorised staff is aware of its roles and responsibilities.

The school financial and fee administration system: A allows for transparent internal and external auditing of the accounts B tracks income and expenditure on ongoing basis C monitors the actions of the authorised and concerned staff in performing their duties while dealing with funds at regular intervals D aids in identifying needed areas of improvement in the system using feedback and feedforward mechanism E uses the monitoring practices on an ongoing basis to ensure compliance to all statutory norms F lays the foundation for continuous improvement in the system.

Compliance with organizational policies and applicable laws and regulations are evidenced.

The school has disclosed its fee structure on its website and the heads are as per norms.

The school financial and fee administration system A gives sufficient financial powers to the school leaders to ensure timely and efficient functioning of the school system B facilitates preparation of school budget to meet all the operational expenses and improvement plans C sets procedures for determining rationality, admissibility and allocability of funds D ensures timely and efficient transfer of funds E safeguards all the assets to ensure that they are used

solely for authorized purposes F safeguards funds against fraud and misuse G ensures use of qualitative or quantitative methods to prioritize and identify higher risk activities H allows for use of technology for efficient handling of financial resources.
Opportunities are provided to the staff members to participate in determining financial priorities or preparing the budget that have an impact on the learner outcome.
The School Management and Governance Policy inclusive of Financial and Fee Administration System is in place.
School adopts internal control procedures to ensure efficient usage of school funds to accomplish goals and objectives.
School has a budget that is based on the principle of rationality, admissibility and allocability of funds.
The responsibility of overseeing and managing the finances is entrusted to a person with appropriate qualification and abilities.
The school financial and fee administration system: A allows for transparent internal auditing of the accounts B tracks income and expenditure C monitors the actions of the authorised and concerned staff in performing their duties while dealing with funds.
Code of conduct and other policies regarding acceptable institutional practices, conflicts of interest, and expected standards of ethical and moral behavior are clearly defined and conveyed to the staff.
Supervisory activities are evidenced.
All concerned staff is trained in making of the budget and in optimal usage of funds.
Financial transactions are made and records are maintained.



**5.10.1 The School Admission Policy is in consonance with Board's and RTE Act norms and is inclusive of bringing OoSC (Out of School Children) and children from deprived communities in the school system.**

School ensures tracking of every child in all classes.

Records and inventories are maintained.

The staff is trained on inclusive education practices.

Adequate and appropriate information is available on the school Website/ promotional material to ensure transparency in the admission process.

A seamless and ongoing communication with prospective parents especially of OoSC and children from deprived communities is evidenced.

The School Admission Policy based on the principles of being non-discriminatory, rational, transparent is in consonance with Board's and RTE Act guidelines and norms.

Information obtained from the parents regarding the student is evaluated and accordingly programmes/activities are offered to the child.

The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category or deprived communities as per guidelines.

Roles and responsibilities are clearly defined for following the admission process in a non-discriminatory, rational, and transparent manner.

School conducts 12 weeks School Readiness Module for all class 1 entrants.

Guidelines for ensuring admissions on a non-discriminatory, rational, transparent basis are in place.

Sensitization and orientation programmes are conducted for students and staff to address equity, inclusivity and diversity.

Regular interactions with the parents to assess the location of the students on their developmental continuum is evidenced.
The school admission process: A ensures feedback and feedforward from stakeholders at regular intervals B tracks the performance of each process owner C tracks the progress of each child as per the Individual Education Plan (IEP) D analyses the data E assesses the impact of the activities on the students' performance and achievement F assesses the impact of the process on the stakeholders.
Regular consultation and counselling sessions organised with the community and parents of OoSC and Deprived Communities.
The school's promotional material and activities are in consonance with the Vision and Mission of the school.
The staff engages in inclusive practices before, during and after admissions.
The school organises activities to identify and mainstream all the OoSC and ensures that no child in the school vicinity is out of school system.
Admissions process is non-discriminatory, rational, and transparent and conducted in a safe and secure environment.
School conducts regular household survey for identification of Out of School Children (OoSC) every year.
All admission documentation is complete.
Digital and non-digital means of communication are used to convey acceptability of students, especially OoSC and children from deprived communities.
The school collaborates with the existing students and parents in mainstreaming new admissions especially OoSC and children from deprived communities

Special remedial classes and bridge courses are arranged to mainstream EWS and students from socially disadvantaged groups before they join school.
The school uses digital and non-digital interventions to strengthen the system.
Gaps are identified during the monitoring process and action taken for mainstreaming all the students into the existing school system.
10% enrolment increase in school is maintained in a financial year, if admissible.
20% enrolment increase in school is maintained in a financial year, if admissible.
30% enrolment increase in school is maintained in a financial year, if admissible.
40% enrolment increase in school is maintained in a financial year, if admissible.