



EDUCATION EXCELLENCE

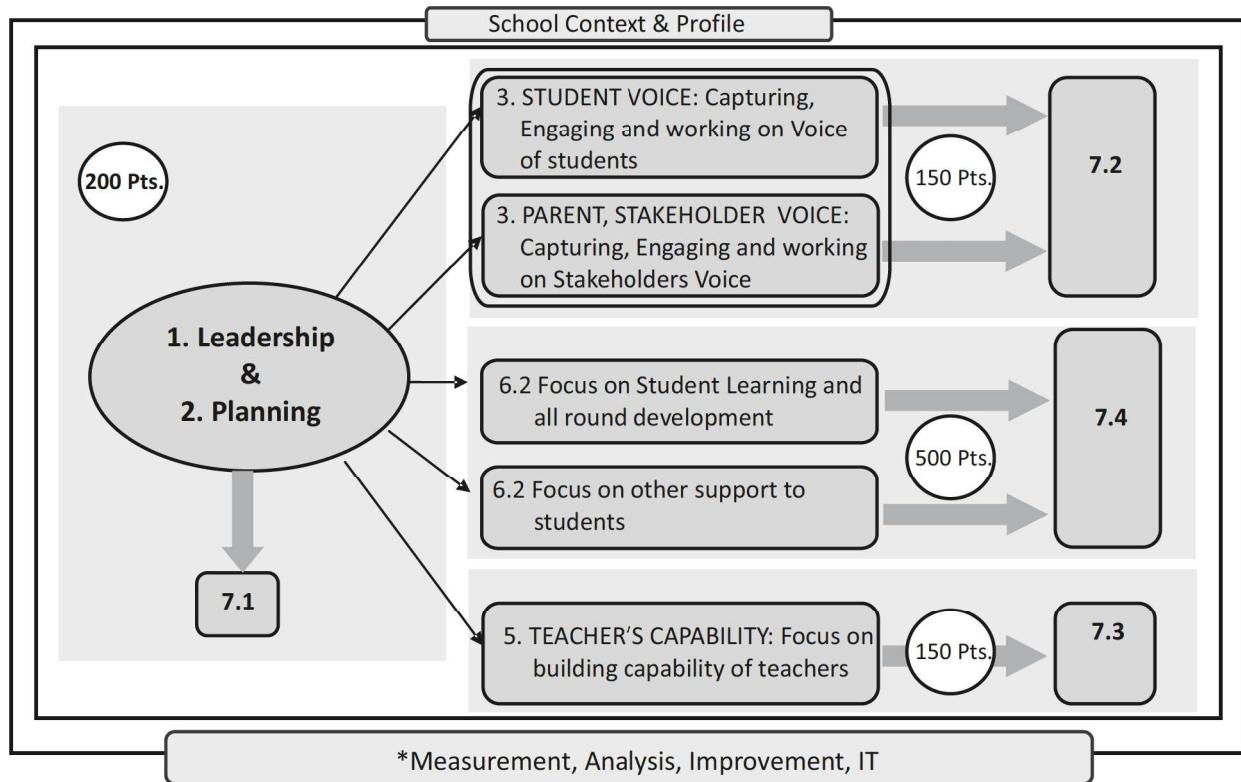
TATA STEEL

Education Excellence Criteria (Regular)
(2019 onwards)

Table of Contents

Chapter	Page No.
1. Introduction	(i)
2. TEEP System View	1
3. Index Page : TEEP Education Excellence Model	2
4. Using the TEEP Criteria	3
5. TEEP Criteria (Category1-7)	4-33
6. Process Scoring Guidelines	34
7. Results Scoring Guidelines	35-36
8. Score Band Descriptors	37
9. Common Performance Parameters	38
10. Key Stage outcomes of Education	38
11. School Planning & Progress Chart	39-40
12. Recognition Criteria & How to Apply	41
13. Initiatives under TEEP	42
14. Process & Time lines	43
15. List of Common Performance Parameters	44-46
16. Annexure	
i. Eligibility Form	47-48
ii. Declaration Form	49

TEEP System View



PERFORMANCE EXCELLENCE FRAMEWORK

The excellence concepts are embodied in seven basic categories as follows:

1. Leadership
2. Planning
3. Student , Parent and Stakeholder Focus
- *Measurement, Analysis, Improvement, IT (part of Planning Category)
5. Teacher and Staff Focus
6. School Operations
 - 6.1 Safe & Supportive Learning Environment
 - 6.2 Student Centre Teaching Learning Process
7. School Results
 - 7.1 Leadership and Planning Results
 - 7.2 Student , Parent and Stakeholder Results
 - 7.3 Teacher and Staff Results
 - 7.4 School Operations Results

The 7 categories form the building blocks and the integrating mechanism for the system. The heart of the system is School Operations (category 6). This includes the teaching learning process and the environment to support teaching and learning. The outcomes of the School Operations are reflected in School Operations Outcomes (Category 7.4).The core process of School Operations requires enablers to make desired level of teaching learning happen, viz. Teacher and Staff Focus (Category 5), as well as Student, Parent and Stakeholder Focus (category 3). The effectiveness of these enablers is reflected in Teacher and Staff Results (7.3) and Student, Parent and Stakeholder Results (7.2) respectively. Leadership (Category 1) & Planning (Category 2) drive these categories to work in an integrated manner, to achieve the desired results. The outcomes of these are visible in Leadership and Planning outcomes (7.1).

Index Page :

Preface : School Profile

P School's Description

Categories and Items	Point Values
1. Leadership	75
2. Planning	75
7.1 Leadership and Planning Focused Outcomes	50
3. Student, Parent and Stakeholder Focus	75
7.2 Student, Parent and Stakeholder Focused Outcomes	75
4. Measurement, Analysis and Knowledge Management	
(Refer to Category 1, 2 & 6)	
5. Focus on Teacher and Staff	75
7.3 Teacher and Staff Focused Outcomes	75
6. Focus on School Operations	250
6.1 Safe & Supportive Learning Environment	110
6.2 Student Centric Teaching-Learning Process	140
7.4 School Operations Outcomes	250
TOTAL POINTS	1000

Using the TEEP Criteria with understanding of the Basic, Overall and Multiple requirements

The Criteria requirements in each of the Process Categories have been defined as 'Basic', 'Overall' and 'Multiple'

In the TEEP criteria these have been defined in different "Fonts" for the convenience of TEEP Criteria users.

Basic Requirements: The term "basic requirements" refers to the most central concept of an Item. Basic requirements are the minimum Basic processes required to be followed.

In the Criteria, the basic requirements of each Item are presented in normal font.

e.g. VISION and VALUES: How do SENIOR LEADERS deploy school vision and values to teacher and staff, to students, parents and to KEY suppliers and other stakeholders as appropriate?

Overall requirements: The term "overall requirements" addresses the most significant features of the Item requirements.

In the Criteria, the overall requirements of each Item are presented in *Italicised Font*.

e.g. How do SENIOR LEADERS' personal actions reflect a commitment to quality and excellence?

Multiple Requirements: The term "multiple requirements" constitute the detailed requirements of processes within an Item.

In the Criteria these requirements are presented in **Bold Italicised Font**.

e.g. How do SENIOR LEADERS use school PERFORMANCE review findings for priorities for continuous improvement?

School Profile

P. School Profile

What are your School's KEY characteristics?

Describe your KEY relationships with students, parents, suppliers and PARTNERS. Describe your school's competitive environment and your system for performance improvement.

Within your response, include answers to the following questions:

a. School's Environment:

1. EDUCATIONAL PROGRAMS: What are your main EDUCATIONAL PROGRAMS ?
2. VISION and MISSION: What are the distinctive characteristics of your school culture? What are your stated VISION, MISSION & VALUES? What is your Vision for digital transformation of the School?
3. Teacher and Staff Profile: What are your Teacher and Staff SEGMENTS, including part time, contractual teachers and staff, as appropriate? What recent changes have you experienced with regard to your Faculty and Staff needs/composition over the years?
 - What are their educational levels?
 - What are the KEY needs, expectations and drivers that engage them?
4. Infrastructure: What are your major facilities, technologies and equipment?

b. Regulatory Requirements:

1. What are the mandated central and state standards, curricula and programs, administrator and teacher certification requirements, KEY applicable occupational health and safety regulations, as appropriate, under which your school operates?

c. School's Relationships :

1. School Structure: What is your school's structure and governance system? What are the reporting relationships between governing body, senior leaders and stakeholders (parents, teachers, students) as appropriate?

d. Students, Parents, and Stakeholders :

1. What are your KEY student & parent segments and stakeholder groups as appropriate? What are the KEY requirements and expectations for each of the student segments, parent segments, and other stakeholder segments, for your programs including services?
2. Suppliers and PARTNERS: What are your most important types of suppliers and partners? What role do they play in supporting & innovating your educational programs and service delivery?

e. Competitive Environment:

1. Competitive Position: Who do you compare your school performance with and why? What are the areas you compare?

f. PERFORMANCE Improvement System for the school:

1. What are the KEY elements of performance improvement system for the school? How do you engage teachers, students, parents and other stakeholders in performance improvement activities?

Notes :

The School Profile is a snapshot of your school and its strategic environment. It is the most appropriate starting point for self-assessment and for writing an application. It is critically important for the following reasons:

- You can use it as an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, use these topics for action planning.
- It sets the context for understanding your organization and how it operates and allows you to address unique aspects of your organization in your responses to the Education Criteria questions in categories 1–7. Your responses to all other questions in the Criteria should relate to the organizational context you describe in this profile.
- It helps you identify gaps in key information about your organization and focus on key performance requirements and results.

P.a.1 Programmes and services could cover the Curriculum followed by the school (which could be more than one)- CBSE, ICSE, ISC, IGCSE, NIOS etc. It could also include early childhood care and education; vocational programmes, as appropriate.

P.a.2 Your values are part of your School's culture. Other characteristics of your School culture might include shared beliefs and norms that contribute to the uniqueness of the environment within your School.

The Vision for digitalisation of the school may be supported by a complete blueprint, road map, milestones to be achieved in certain timelines, the budget, training and skilling of workforce and users & preparing for change management.

P.a.3 Workforce or faculty/staff groups and segments might be based on type of employment (part-time/full-time, temporary / permanent or contract-reporting relationship), gender segments and facilities for them, distance from workplace, similar work profiles etc. Schools that also rely on volunteers and interns to accomplish their work should include these groups as part of their workforce.

P.b.1 Regulations could consider mandated Govt. (State and Central) & Board regulations, Board Safety norms, Tata Steel Safety norms.

P.c.1 The School Profile asks for the “what” of your leadership system (its structures and mechanisms). Questions in categories 1-5 ask how the system is used.

P.d.1 Student and parent groups might be based on common expectations, behaviours, preferences, or profiles. Within a group, there may be segments based on differences, commonalities, or both. You might subdivide your market into segments based on educational programs, services, or features; demography, delivery mechanisms; socio-economic and /or other defining factors.

P.d.2 Stakeholders include suppliers (eg suppliers of books, lab material, technology, services, IT & Infrastructure support & maintenance, etc). and partners (including those whom you collaborate with for the enhancement of education- British Council, local, national and global partnerships, student & teacher exchange programmes).

P.e.1 In identifying your competitors, you may require understanding which schools most of your students join, if they leave your school midway. Also, you could examine the schools preferred by parents if they do not admit their child from your school's first list. A set of competitor schools would also be those with a higher level of performance in few significant results (academic performance, safety, attrition, reward & recognition etc.), better facilities (infrastructure and equipment, activities for students, higher teacher competency). You can choose to compare with different schools in this set for different areas.

Leadership

1. Leadership

Process (75 pts)

The Leadership Category examines HOW the Principal/Vice Principal/Managing Body address/es the school's VALUES, direction and sustainability. It asks about the school's GOVERNANCE system. This category also examines HOW the school fulfils its legal, ethical, safety and environmental responsibilities and HOW it makes societal contributions. It also asks HOW the school reviews and uses reviews outcomes to improve its PERFORMANCE.

Also examined is HOW your school serves relevant communities.

a. VISION, MISSION and VALUES:

1. VISION and VALUES: HOW do SENIOR LEADERS deploy school VISION, MISSION and VALUES through the LEADERSHIP SYSTEM to the teachers and staff, to students, parents and to KEY suppliers and other stakeholders as appropriate?
2. *HOW do SENIOR LEADERS' personal actions reflect a commitment to quality and excellence? HOW do they promote sport and fitness in the school curriculum with a belief that physical well-being leads to overall growth and development of students?*

b. GOVERNANCE:

1. School GOVERNANCE: HOW does the managing body/management committee support and oversee the school's performance and guide towards accomplishment of school's OBJECTIVES?

c. Review of School Performance:

1. *HOW do SENIOR LEADERS review PERFORMANCE and ACTION PLANS to attain the school VISION and OBJECTIVES?*
2. *HOW do SENIOR LEADERS use school PERFORMANCE review findings for priorities for continuous improvement? HOW do they support & promote problem solving & INNOVATION in teachers and staff, students, parents, suppliers and others?*
3. *HOW do SENIOR LEADERS identify and select comparative data and information nationally/ internationally? HOW do they use it to drive improvement?*
4. *HOW do SENIOR LEADERS take an active role in reinforcing HIGH PERFORMANCE and in improvement of "teaching and learning"?*

d. Communication:

1. HOW do SENIOR LEADERS communicate with and engage the entire Teacher and Staff, students, parents and other stakeholders?

e. Legal, Ethical Behaviour, Environment and Safety:

- i. HOW do SENIOR LEADERS demonstrate their commitment to legal and regulatory requirements?
- ii. *HOW do they promote safety, ETHICAL BEHAVIOUR and*
- iii. *environmental consciousness?*

f. Social Service:

1. Community Support: *HOW do SENIOR LEADERS actively serve relevant communities to instil the value of service amongst students and teachers?*

Notes :

- 1.a.1 The School's Vision should set the context for the strategic objectives and action plans you describe in Cat 2.
- 1.b.1 The SMC's review of organizational performance and progress would be through the School Planning and Progress Chart (SPPC). The school managing committee/chairpersons need to play a significant role in the formulation and implementation of the SPPC (ref. Page 39-40) and in ensuring accomplishment of these objectives and plans. The School Managing Committee (SMC) may regularly monitor (bi-annually/quarterly, as appropriate) the achievement of targets in the strategic plan unit/department plans and individual plans, analyse trend data to harness its strengths for positive trends to take appropriate actions for negative trends.
- Transparency in the operations of your governance system should include your internal controls on governance processes. For some education organizations, the parent board or an external advisory board may provide some or all governance board functions. For education institutions like government funded schools, that serve as stewards of public funds, areas of emphasis are stewardship of those funds and transparency in operations.
- School Governance could include the following areas:
- Accountability for senior leaders' actions
 - Accountability for strategy
 - Fiscal accountability
 - Transparency in operations
 - Selection of governance board members and disclosure policies for them, as appropriate
 - Independence and effectiveness of internal and external audits and quality assessments
 - Protection of stakeholder interests
 - Succession planning for senior leaders
- 1.c.1 A sustainable school is capable of periodically reviewing school objectives which includes
- short term and long-term goals (2.b) (indicators and targets),
 - measures and indicators for tracking progress of action plans (2c), and
 - key operational performance measures (2d).
- 1.c.2 Priorities for improvement may be considered improvement initiatives such as EQUIP, INNOTEACHING etc in students, teachers and staff.
- 1.c.3 Comparison areas could include local / national comparison on academic performance/student learning board comparisons through CBSE, CISCE national as well as international level results.
- 1.c.4 Senior leaders' direct role in motivating the workforce may include initiation of and involvement in
- reward and recognition programs
 - KRA's for various categories of workforce
 - policies for workforce to pursue higher education
 - training and development
 - career progression
- 1.d Communication could include several forums and mechanisms of communication of the leadership, with the various stakeholders, along with their nature (one-way/two-way), frequency and purpose. It could include communication with use of technology eg. via SMS, WhatsApp, social media, emails etc as relevant and applicable.
- 1.e.i From 'compliance' to 'commitment' The first stage of commitment is 'compliance'. Gradually an institution can progress towards commitment.
- 1.e.(ii) Commitment to safety can be demonstrated through providing resources for promoting safety such as framing a safety policy, safety training, allocating responsibility and time for promotion of safety, acting on outcomes of safety audits.
- Promotion of ethical behaviour could be in the form of ethics manuals, code of conduct for all workforce, staff, students, their sensitization and adherence to the same, discussions of case studies on ethical behaviour as part of teacher training and student curriculum etc. Focus could also be tolerance & mutual respect for each other including for the opposite gender among all stakeholders.
- 1.f In describing school's support to communities, the responses could include
- contribution and active support of senior leaders, teacher & staff, and student communities,
 - activities that provide experiential learning opportunities to students and
 - your efforts to strengthen the local community services, community education, the social environment.
 - organizational or collaborative efforts to improve the environment, and support the practices of existing professional associations (eg. CRY, People for Change, ROTARY, LIONS etc.)

Planning

2. Planning

Process (75 Pts.)

The Planning Category examines HOW your school develops OBJECTIVES and ACTION PLANS, how these are these deployed and HOW progress is measured. Also examined is how your school tracks operational MEASURES.

a. Planning Process:

1. HOW do you conduct your planning? What are the KEY PROCESS steps? Who are the KEY participants? What are your short- & long-term planning time horizons?
2. *HOW do you collect and analyze relevant data and information for use in your strategic planning PROCESS ?*
 - (i) *HOW do you ensure that planning addresses your school's strengths, weaknesses, opportunities, threats (SWOT) and school CHALLENGES?*
 - (ii) *HOW do you ensure that your planning addresses Technological changes, changes in the education system, community demographics, stakeholders' preferences, competition or the regulatory and external environment as appropriate.*

Notes :

2. This category deals with your overall school strategy, which might include changes in educational programs, service offerings and processes for students, parents and other customer engagement. Strategy development refers to your organization's approach to preparing for the future. To make decisions and allocate resources, you might use various types of knowledge, analyses to envisioning the future. Strategy development might involve, students, parents, key suppliers, collaborators, distributors, partners and other customers. Strategy might be built around or lead to any or all these: new educational programs and services; services to new, changing, and special student populations; new partnerships, alliances, or roles within them; differentiation of your image; acquisitions or entry into new services; and new staff or volunteer relationships. It might also be directed toward meeting a community or public need.

2.a.1 Planning should start at the governance level and cascade to school, departmental level and eventually in the KRAS.

Planning could consider the following:

- Achievement of the school's Vision and Objectives
- Addressing the school's challenges and SWOT
- Development & maintenance of infrastructure, equipment, facilities for students and teachers
- Digitalisation of school and investment for the same (digitised assignments and assessments, digitised lesson plans, digitised report cards, digitised student and workforce profiles, intranets, gadgets (pads/laptops) for students, change management (training of users/stakeholders (teachers, parents, students etc))
- Opportunities for collaboration and sharing between schools, teachers, students
- Recruitment, training & development, recognition, retention & career progression of teachers & staff
- Outcomes-i) academic ii) extra-curricular outcomes (skills, facilities, resource persons, curriculum, syllabus)
- Addressing outcomes of parent student, teacher and staff survey outcomes and action plans
- Tactical planning - departmental purposes, aspirations and targets to be set and achieved
- Operational planning - syllabus, curriculum, events and programmes with adequate time allotted for teachers for planning for the following areas -syllabus, curriculum, KRA, ECA, CCA, events & programmes and any others.

2.a.2 (i) CHALLENGES Those pressures that exert a decisive influence on your school's likelihood of future success. These challenges are frequently driven by your school's anticipated collaborative environment and/or competitive position in the future relative to other schools with similar educational programs and services.

Strategic challenges are generally externally driven. However, in responding to externally driven strategic challenges, your organization may face internal strategic challenges.

External strategic challenges may relate to student, other customer, or market needs or expectations; changes in educational programs and services; technological changes; or budgetary, financial, societal, and other risks or needs. Internal strategic challenges may relate to capabilities or human and other resources.

The School may consider using survey and feedback outcomes, suggestions & complaints during planning. Understanding of school's SWOT outcomes & challenges form the basis for identifying and prioritizing objectives and goals for the year.

(ii) Technological changes that affect an educational institution could be

- opportunities for formal learning available online (eg. MOOCs, Khan academy, collaboration amongst schools & students on group projects),
- using technology-based tools such as Wiki and Google docs, smart phones, laptops, iPads in the classroom, apps, voice enabled devices etc.
- use of Information Technology (IT) as an enabler, by teachers.

(ii) Changes in the education system could be changes as mandated by the school boards (CISCE, CBSE, State) or any changes by the ministry of Human Resource Development.

(ii) Community demographics that may be considered for planning are: socio-economic background (caste, gender, income), learning levels.

(ii) Stakeholders' preferences: The school may consider using information on students, parents, other stakeholders, and educational program and service offerings to identify current and anticipate future student needs and aspirations.

It may also consider expectations of different segments of parents, students, teachers, availability of various streams in XI & XII, opportunities for games & sports, laboratories, CCA & ECA, field trips and internships, support for special students.

2. Planning

Contd...

2b. KEY School OBJECTIVES

Based on the Planning PROCESS mentioned above

1. What are your KEY School OBJECTIVES* and time frames for accomplishing them?
2. *What are your KEY PERFORMANCE INDICATORS (KPI) for the above OBJECTIVES? What are your GOALS (targets) for these INDICATORS? HOW frequently do you track these INDICATORS? Explain the logic of your school's target setting.*

c. ACTION PLAN Development and Deployment

1. *HOW do you develop ACTION PLANS to achieve your OBJECTIVES & GOALS?*
2. ***What KEY Performance Indicators (KPI) do you use to track the achievement and effectiveness of your action Plans?***

d. School KEY Operational Performance

What are your school's KEY OPERATIONAL PERFORMANCE INDICATORS (KPI)? HOW do you use these INDICATORS to track daily (weekly/monthly as appropriate) and overall school PERFORMANCE?

(responses to 2.b 1 ,2.b2, 2.c2 may be given in Schools' Planning and Progress Chart*-refer SPPC pg. 40)

2. Planning

Contd...

Notes:

2b.1 OBJECTIVES are the aims or responses that your school articulates to address major change or improvement, competitiveness or social issues, and organizational advantages.

Strategic objectives are generally focused both externally and internally and relate to significant student, other customer, market, program, service, or technological opportunities and challenges (strategic challenges). They are what your school must achieve to remain or become competitive and ensure its long-term success. Strategic objectives set your school's longer-term directions and guide resource allocation and redistribution.

The School Planning & Progress Chart (SPPC) should describe set of Objectives and Actions to realise the progress in line with the school's Goals & Long-term Vision.

The school may identify 4-5 KEY (most important) objectives. A few of these objectives could be

- I. Student Centric (teaching & learning) Objectives. (keeping in mind the key stage outcomes of Education -pg. 38) & 21st century skills.
- II. Teacher centric objectives could be related to building capacities and capabilities in teaching (21st century teaching skills)
- III. The school objectives may also address the challenges identified by the school.

2.b.1 Time horizons for Planning could be set keeping in mind, the cycle time of most of the academic processes, (eg. term-wise) to accelerate review and improvement.

2.b.2 GOALS are future conditions or performance levels that your school intends or desires to attain. Goals can be both short and longer term. Quantitative goals or targets include a numerical point or range. Targets might be desired performance based on comparative or competitive data. Stretch goals are goals for desired major, discontinuous (non-incremental) or "breakthrough" improvements, usually in areas most critical to your school's future success.

2.c.1 ACTION PLANS are Specific actions that your organization takes to reach its strategic objectives. These plans specify the resources committed to and the time horizons for accomplishing the plans. Action plan development is the critical stage in planning when you make strategic objectives and goals specific so that you can effectively deploy them throughout the organization in an understandable way.

Deploying action plans may include i) creating aligned measures for all affected departments and work units. ii) specialized training for some workforce members or recruitment of personnel.

For example, a strategic objective for a school/university in a highly competitive market might be to achieve student performance in the top quartile of the Board performance on an annually administered normalized test. Action plans could entail determining in which subjects' students have scored the lowest, understanding skill deficiencies in those subjects, and developing curricula that enable students to master those skills.

To deploy the action plans, the school might need to train faculty in instructional and assessment methods. Organizational-level analysis and review would likely emphasize student learning, budgetary performance, and student and other customer satisfaction.

2.b, 2.c, 2.d All performance measures and indicators should be reflected under this category. Some may be related to objectives (2b); some to track action plans (2c) and the rest to track daily, weekly, and monthly data and for tracking overall school performance (2d).

2.d School KEY Operational Performance Measures are those that school may track to assess the school's progress towards achievements of its Vision. (eg. compliance to time-table, compliance to syllabus plan, students' attendance may be tracked as operational measures (monthly) to improve student performance. However, the school where student attendance has been poor, over a period, may like to identify "student attendance" as a KEY School Objective.

The development and deployment of your strategy and action plans are closely linked to other Education Criteria items. The following are examples of key linkages:

- Category 1: how senior leaders set and communicate organizational direction
- Category 3: how you gather student, other customer, and market knowledge as input to your strategy and action plans and to use in deploying action plans.
- Category 5: how you meet workforce capability and capacity needs, determine needs and design your workforce learning and development system, and implement workforce-related changes resulting from action plans
- Category 6: how you measure and analyse data and manage knowledge to support key information needs, support the development of strategy, provide an effective basis for performance measurements, and track progress on achieving strategic objectives and action plans, how you address changes to your work processes resulting from action plans.
- Category 7.1: results for leadership, overall strategy and action plan achievement.
- Category 7.2-7.4: specific accomplishments relative to your organizational strategy and action plans.

7. School Results

7.1 Leadership and Planning Outcomes

Results (50 Pts.)

Summarize your school KEY leadership and GOVERNANCE results. Summarize your school's KEY budgetary and financial PERFORMANCE RESULTS by student SEGMENTS, STAKEHOLDER groups as appropriate. Include appropriate comparative data

7.1 Leadership and Planning Outcomes:

What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of:

- a. Leadership and Planning Outcomes
 - 1. GOVERNANCE Outcomes
 - 2. Legal, Ethical, Environment Outcomes
 - 3. Social service outcomes
 - 4. School Planning Outcomes (Achievement of school objectives)
 - 5. Budgetary and Financial Outcomes

Refer to Section on 'Common Performance Parameters' to report mandatory parameters for comparison.

2. Planning

Contd...

Notes :

7.1a.2. Environment Outcomes could include:

Water conservation: Gallons saved annually/ /amount spent on water consumption (use of renewable energy resources and recycled water, waste reduction and utilization, alternative approaches to conserving resources)

Energy conservation: Electricity usage /billing (reduced energy consumption)

7.1a.4 could include overall strategy and objective achievement (% objectives achieved, % compliance to action plans, % achievement of action plans, efficiency of planning system- (manhours, adherence to cycle time)

Student, Parent & Stakeholder Focus

3. Student, Parent and Stakeholder Focus

Process (75 Pts.)

The Student, Parent and STAKEHOLDER Focus Category examines HOW your school listens to and engages with students, parents and other STAKEHOLDERS and uses student, parent and STAKEHOLDER information to serve their needs and exceed their expectations.

a. Complaints:

- i. HOW do you capture student, parent and STAKEHOLDER complaints (including concerns & discomforts)?
- ii. *HOW does the complaint management system ensure that complaints are resolved promptly?*
- iii. ***HOW does your management of those complaints enable you to reduce repetitive complaints in the future and thereby retain and enhance the satisfaction and engagement of your students and other CUSTOMERS?***

b. Listening & Satisfaction:

- i. HOW do you listen to the voice of students (current & alumni), parents and other STAKEHOLDERS, to understand their needs and expectations?
- ii. *HOW do you seek formal feedback with students, Parents and other STAKEHOLDERS? This may include listening on Safe & Supportive Learning Environment (6.1) and Student Centric Teaching Learning PROCESS (6.2) and other relevant areas?*
- iii. ***HOW do these formal feedback mechanisms differ amongst various groups, as appropriate? HOW do you identify factors on which feedback surveys questionnaires are designed? HOW do you use them for building a student-learning culture?***

c. ENGAGEMENT:

HOW do you manage relationships with students, parents and other stakeholders to meet their requirements, and exceed their expectations in each stage of their relationship with you; and thereby increase their ENGAGEMENT with you?

d. Use of IT:

HOW do you use Information Technology (IT) for all of the above (listening, conducting surveys, managing complaints etc. for students, Parents and STAKEHOLDERS as appropriate)?

Notes :

- 3.a Complaint aggregation, analysis, and root-cause determination should lead to effective elimination of the causes of complaints and to the setting of priorities for process, program, and service improvements.
- 3.b.i School Website, Facebook pages, E-mail, WhatsApp, Alumni groups are some forums where stakeholders voice their impressions of your programs and services, which can be valuable sources of information. Listening through social media may include monitoring comments on social media outlets you moderate and on those you do not control.
- 3.b.iii Assessment of factors for surveys could be based upon i) needs and requirements of students, parents, & stakeholders; ii) objectives and aspirations of the school, iii) any new initiatives. Determining student and other customer satisfaction/dissatisfaction should be more than reviewing low satisfaction scores. It should be independently determined to identify root causes and enable a systematic remedy to avoid future dissatisfaction.
- 3.c Schools may initiate engagement through establishing processes for 'complaint management', 'listening' and 'assessing satisfaction' to understand the needs and expectations of students, parents and stakeholders.
'Engagement' refers to your students' and /or stakeholders' investment in or commitment to your school and its educational programmes and services. It is based on the school's ability to serve their needs and build relationship so that they will demonstrate loyalty, commitment and willingness to actively seek, advocate and recommend your school and its programmes and services. (eg. Motivation Cards, Suggestion Mela, Group counselling for Parents, parent bodies, Parent forum, Mothers' meet, Mother volunteers, Orientation etc., policies like subsidy for workforce wards, preference for siblings, alumni wards etc. during admission).
- 3.a,3.b & 3.c Schools should interpret 'students' & 'parents' in terms of segments of students & parents as identified and stated in school profile.
- 3.d. Use of IT may also be for communicating information to the school, receiving information from school (through the school website, apps, e-mail etc.)

7. School Results

7.2 Student, Parent and Stakeholder Focused Outcomes Results (75 Pts)

Summarize your school's KEY student, parent and stakeholder-focused RESULTS for student and satisfaction, and engagement. Segment your results by student, parent segments and STAKEHOLDER groups as appropriate. Include appropriate comparative data.

7.2

a. **Student, Parent and STAKEHOLDER Focused Outcomes**

1. Student, Parent and STAKEHOLDER Complaints: What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of Students', Parents' and STAKEHOLDERS' complaints?
2. Student, Parent and STAKEHOLDER voice Satisfaction & Engagement: What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of Students', Parents' and STAKEHOLDERS' satisfaction and ENGAGEMENT as appropriate?

Refer to Section on 'Common Performance Parameters' to report mandatory parameters for comparison.

4. Measurement, Analysis and Knowledge Management

Process

Criteria Questions from Category 4 have been included in Categories 1, 2 & 6 and should not be responded to separately.

Focus On Teacher & Staff

5. Focus on Teacher and Staff

Process (75 pts.)

The Teacher and Staff Focus Category examines HOW your school engages, manages and develops your Teachers and Staff to utilize their full potential, in alignment with your school's overall VISION, strategy and ACTION PLANS.

- a. Recruitment: HOW do you recruit, hire and place Teacher and Staff including part time, contractual teachers and staff, as applicable? HOW do you ensure the fit of new workforce members with your school culture?
- b. Teacher and Staff Development
 1. HOW do you continuously create a focus on Teacher and Staff development and CAPABILITY building?
 2. *HOW do you assess your teacher and staff CAPABILITY needs, including skills and competencies? How do you improve upon them?*
 3. ***How do you evaluate EFFECTIVENESS of your Teacher and Staff development and capability building?***
- c. Teacher and Staff Motivation
 1. Teacher and Staff Satisfaction and ENGAGEMENT
 - (i) Teacher and Staff Satisfaction: HOW do you seek formal feedback from your Teacher and Staff to assess their level of satisfaction?
 - (ii) Teacher and Staff ENGAGEMENT: HOW do you engage your teacher and staff for improving school performance?
 - (iii) *HOW do you retain your teachers and staff?*
 - (iv) *HOW do you improve teacher and staff satisfaction and ENGAGEMENT levels?*
 2. *HOW do you plan & ensure adequate quality time for the teachers for planning throughout the year?*

Notes :

5.a Recruitment may consider establishing pre-service teacher education requirements for various levels of your curriculum, recruitment norms such as formal release letter/s from previous school/s. Recruitment can be impacted by the following – changes in workforce composition (male/female ratio, distance from workplace, part-time/full-time) as well as needs with respect to the workforce (eg. Changes in curriculum- introduction of yoga, early childhood & education, artificial intelligence). The recruitment process could also include release & transfer of teachers & staff, as well as conditions for Termination of service.

The school could consider formal processes like induction with orientation and mentoring or any others to help new recruits fit into the school culture.

5.b1 For effective teacher and staff development & training, schools may need to focus on

- Training in alignment with the School Vision and goals
- Training in alignment with the Vision of the school for digitalisation, change management (where digitalisation may include digital lesson plans, digital assessments and assignments, e-communication and sharing of work domain electronically by teachers, etc)
- segment-wise training such as leadership development for Principal, Vice Principal, Heads of Department etc.
- Subject related workshops & training, question paper setting, office administration
- in-service training & development such as observing teachers' classes, formal/informal interactions, co-teacher, mentoring, paper presentations, online courses, study groups
- number of hours of training to be imparted per teacher in a year

5.b2 Assessment of capability could include

- teachers' preference for training
- skills required for various roles for a teacher to be effective (eg. skills /competencies expected of a teacher for subject mastery, classroom delivery, lesson planning, corrections, performance analysis, error analysis, question-paper setting, managing club activities, documentation, use of technology, and building relationship with students etc. as applicable)
- assessment of the teachers' existing skills and identifying gaps based on the above
- providing requisite training to address the gaps in KRA outcomes.

5b3. Evaluation of training effectiveness can follow the following steps:

- evaluation through feedback immediately after training
- evaluation through lessons planning, pre & post classroom observation (on identified areas)
- evaluation through KRA's & feedback from HOD, Principal & Vice Principal
- capability of sharing knowledge learnt through training
- evaluation through student performance, student feedback, peer feedback, pre & post skill levels.

5.c.1 (ii) & (iv) Motivation could also consider how the school promotes a culture of enquiry, dialogue and reflection, and ensures sharing through regular staff meetings. Engagement refers to the extent of commitment, both emotional and intellectual, by teachers & staff, to accomplish the work of the school. Engagement is dependent on building relationships with students & parents, training and development, reward & recognition systems, equal opportunity, fair treatment.

5.c.2 Optimizing teachers' work load through the following could be a means to ensure quality time for teachers

- adequate time for planning for various activities (syllabus, lessons, assignments, assessments, discussions, ECA, CCA, events, programmes, training & development)
- assessing the role of teachers vis-a-vis their workload (substitution, correction and grading of assignments and assessments)
- involving all teachers in the improvement journey. (analysis of student performance, discussions,

5. Focus on Teacher and Staff

contd...

Process (75 pts.)

5.c Teacher and Staff Motivation

contd...

3. ***HOW do you determine the KEY factors that affect Teacher and Staff satisfaction and ENGAGEMENT? HOW are these factors determined for different Teacher and Staff categories and types?***
4. **Teacher and Staff Policies and Benefits:** HOW do you motivate your Teacher and Staff by refining your policies, services and benefits and keeping it current with national norms, as appropriate?
5. **Teacher Key Result Area (KRA) System:**
 - i. ***HOW do you motivate, inspire and EMPOWER your teachers and assign clarity of accountability through an appropriate KRA System?***
 - ii. ***How does your teacher KRA promote***
 - ***Improvement and INNOVATION in “teaching and LEARNING”***
 - ***Co-operation & skill sharing among all teachers, across classrooms, departments and locations, as appropriate***
 - ***Focus on achievement of school's ACTION PLANS/objectives***

Notes:

5.c.3 Engagement is the extent of workforce members' emotional and intellectual commitment to accomplishing your school's work, mission, and vision. Schools with high levels of workforce engagement are often characterized by high-performance work environments in which people are motivated to do their utmost for their students' and other customers' benefit and the school's success. In general, workforce members feel engaged when they find personal meaning and motivation in their work and receive interpersonal and workplace support. An engaged workforce benefits from trusting relationships, a safe and cooperative environment, good communication and information flow, empowerment, and accountability for performance. Key factors contributing to engagement include training and career development, effective recognition and reward systems, equal opportunity and fair treatment, and family-friendliness. Engagement could be Cognitive (intensity, attention, involvement, competency in work), Emotional (exciting, happy, passionate, loving one's work), Social (students & colleagues) empathetic & warm with students, awareness of their problems, connecting well with colleagues, helpful to colleagues, caring about colleagues' problems, valuing colleague relationships).

Some factors for Engagement are effective problem & grievance resolution; development and career opportunities; the work environment & management support; workplace safety & security; the workload; effective communication, cooperation and teamwork; the degree of empowerment; job security; appreciation of the differing needs of diverse workforce groups; and organizational support for serving students, parents and other customers as appropriate.

5.c.4 The focus is on refinement of

- policies such as leave encashment, extension policy, 45 minutes leave, paid leave on exam days (B. Ed & others) TADA for teachers travelling on duty
- benefits such as graded salary structure, loan facility, special leave for health upkeep, double increment for exemplary contribution, good attendance allowance, in line with national norms.

5.c.5 Teachers' KRA system could include various methods of rating- KRA, class observation, peer rating & student feedback. Gaps in KRA outcomes could drive the individual training and development plans.

5.c.5.ii Skill sharing could include sharing of good teaching practices.

7. School Results

7.3 Teacher and Staff Focused Outcomes

Results (75 Pts)

Summarize your school's KEY Teacher and Staff-focused Outcomes, for Teacher and Staff recruitment, development & motivation. Segment your results to address the diversity of your Teacher and Staff and to address your Teacher and Staff groups and segments, as appropriate. Include appropriate comparative data.

7.3

a. **Teacher and Staff Outcomes**

1. Teacher and Staff Recruitment: What are your current LEVELS and TRENDS in KEY MEASURES or indicators of Teacher and Staff recruitment including staffing levels?
2. Teacher and Staff Development: What are your current LEVELS and TRENDS in KEY MEASURES or indicators of Teacher and Staff development including appropriate skills?
3. Teacher and Staff Motivation: What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of Teacher and Staff Motivation & retention?

Refer to Section on 'Common Performance Parameters' to report mandatory parameters for comparison.

Notes:

Outcomes on engagement could be through measures of loyalty, surveys and self-assessments.

Focus On School Operations

6.1 Safe, Supportive and Learning Environment

6. Focus on School Operations

Process (250 Pts.)

The School Operations Category examines HOW your school builds a supportive work environment and manages teaching LEARNING processes to improve overall school operation and to facilitate EFFECTIVE LEARNING.

6.1 Safe, Supportive and Learning Environment

(110 Pts.)

a. Learning Environment

1. HOW do you create an orderly, cooperative and disciplinary LEARNING environment in school? HOW do you assess the overall impact of these on student behaviour?
2. *Student Teacher Relationship:* HOW do you create amicable and supportive teacher-student relations that extend beyond the walls of the classroom?
3. **Student Teacher Ratio:** HOW do you make a conscious effort towards optimising the Student-teacher ratio for effective learning?

b. Infrastructure and Support Services

1. HOW do you ensure, maintenance and upkeep of school's infrastructure, support services and equipment as appropriate? HOW do you assess their effectiveness? HOW do you improve upon these services?
 2. HOW does the school maintain and improve the school infrastructure related to games and sports, fine arts? HOW do these support differently abled students?
- c. Management of Data and Information: (Refer to your Vision as mentioned in School Profile & your Strategy for digitalisation)
1. HOW do you select, collect, align and integrate data and information (electronic & hard copy) to use in tracking daily operations and overall school performance?
 2. HOW do you verify and ensure the quality of school data and information?
 3. HOW do you make needed data and information available in a user-friendly format and timely manner to your teachers and staff, students, parents and other stakeholders as appropriate?
 4. HOW do you ensure security and cyber security of sensitive data and information? HOW do you manage electronic and other data and information to ensure their accuracy, integrity, reliability and confidentiality?
 5. HOW do you upgrade and leverage Information Technology (IT) to enable school operations? HOW do you ensure that your IT systems are reliable and user friendly?
 6. HOW do you create and manage your knowledge repository (manual or electronic) for usage by teachers? HOW do you identify best practices within and outside your school? HOW do you share best practices within your school and with other schools?

Notes :

6.1.a.1 Cooperative learning environment can be enhanced through Small Group Activities (SGA), system of peer help & peer teaching, mentoring, counselling, Assembly etc.

Creating rules, COC, houses, in-charges, coordinators, committees are ways of enhancing discipline, and order in school.

'Managing student behaviour' could include defining and managing positive as well as disruptive behavioural traits in students. Ways of managing student behaviour could be through providing opportunities for introspection and motivation.

6.1.a.2 Enhancing teacher student relationship indicates going out of the way to support students and building a lasting relationship. This may include providing additional help to students in need, ensuring fairness in treatment for all, picnics, excursions and celebrations, building relationships with their parents/guardians as well.

6.1.a.3 Optimum student teacher ratio, as suggested through National curriculum framework is, 30:1.

School's policies should be in the direction of this ratio. Optimising student teacher ratio could also include 2 teachers /class; dividing a class into two, involving mother volunteers etc.

6.1.b.1 This could include library, internet, various clubs, laboratories, hygiene & health services, suppliers, book stores, food services, security, transportation, financial aid, housing, placement services etc. Effectiveness of infrastructure maintenance & upkeep can be through feedback from students, parents and teachers.

Your approaches to improve process performance and reduce variability should be part of the performance improvement system you describe in P. f. in the School Profile.

Your stakeholders, including suppliers could also play a role in contributing to problem solving & INNOVATION.

6.1.b.2 Plans for improvement/enhancement/maintenance of school infrastructure related to games, sports, and fine arts may be considered during annual school planning (Cat 2 a)

'Differently-abled students' could refer to

- students with specific talents/ skills and abilities in fine arts, sports, games etc.
- students with physical disabilities

6.1.c.1 The data collection process should cover the following areas:

- What data to collect (scope & relevance)
- Where is the data from (source)
- How to collect the data (methodology – survey, interview etc)
- When to collect the data (frequency) and
- Who to collect the data (ownership).

6.1.c.4 Managing cyber security includes protecting against the loss of sensitive information about employees, students, other customers, and schools; protecting assets, including intellectual property; and protecting against the financial, legal, and reputational aspects of breaches.

6.1.c.5 Upgrading and leveraging IT systems based on the school's vision and strategy for digitalisation, leads to enhanced efficiency, minimising of errors and rework and effectiveness in school operations. It would also include ensuring that teachers and staff are trained for use of the upgraded IT systems as appropriate. Areas of school operation for leveraging IT could include: Database of students, student attendance, report cards, teacher & staff training records, knowledge management, accounting systems, website, internet, email & SMS, SMART classes etc.

6.1.c.6 Knowledge repositories may be created through systematic collection of teacher & staff knowledge to ensure rapid sharing and learning. Knowledge repository may include the school's best practices, innovative teaching methods adopted by teachers, Innovative lesson plans, model question papers, workshops/seminar material, teachers' PPTs, digital lesson plans, modified SMART class modules, improvements/EQUIP Undertaken etc.). Knowledge repository could be manual or through IT.

It is also important to monitor unused/outdated Knowledge to ensure relevance of knowledge pieces.

The School should be able to **differentiate between 'New/Unique initiative' & 'Best Practice'**. Best practices are long standing practices which give good results and mature over time. New initiative is usually an innovation which may take time to stabilise and generate consistently good results.

Sharing Best practices could also mean adapting best practices from other schools and sharing these within the school.

6.1 Safe, Supportive and Learning Environment

Contd...

d. Safety and Emergency Readiness:

1. HOW do you ensure safety in school? *HOW does your safety system address accident prevention, inspection, root cause ANALYSIS of failures, behavioural change and recovery?*
2. HOW do you plan workplace preparedness for disasters or emergencies?
3. ***HOW does your disaster and emergency preparedness system consider prevention, management, continuity of operations and recovery including data?***

e. Admission:

HOW do you ensure that approach and standards applied for admission are rigorous, fair and appropriate to STAKEHOLDERS? HOW is the digital platform used to achieve access and fairness of the admission system?

Notes:

6.1.d.1 Schools should ensure a safe environment for students, teachers, staff, part time, contractual where

- Sexual and reproductive health education is integrated into the curriculum
- Bullying, harassing, intimidating and use of derogatory or demeaning language with or by students, teachers and staff is discouraged
- Confidentiality of sensitive information (regarding a student's background and circumstances) is maintained
- Threat/physical punishment is not used
- Inequity based on caste, gender, socio-economic conditions, physical characteristics or performance of children is not tolerated
- Students feel safe enough to take intellectual risks, make mistakes, experiment and freely express their opinions without the anxiety of being ridiculed, reprimanded or punished.

To ensure cyber safety schools may consider -use of dumb terminals, restriction on the use of pen drives in labs., cleaning cookies after net browsing, two-way authentication for email account access by registered person. Cybersecurity may involve training workforce members not directly involved in information technology matters and educating students, other customers, suppliers, and partners. It may also involve communicating with these stakeholders to inform them of potential cyber threats, inform them of breaches, and report recovery efforts to maintain their confidence in your organization.

6.1.d.2 Types of emergencies could be: unplanned leave by teachers, sudden teacher & staff attrition, accidents in school, injury/sickness, Bandh/Strike, unscheduled holidays, heavy rains, breakdown of IT systems, Lab related, electrical etc.

6.1.e The Admission process may consider admission of students at all levels, not merely at entry level.

Focus On School Operations

6.2 Student Centric Teaching Learning

6. Focus on School Operations

Contd....

6.2 Student Centric Teaching Learning

(140 Pts.)

a. LEARNING Objectives:

1. HOW are the overall learning objectives established at different stages of student learning ensuring appropriate balance between knowledge, skill acquisition and character building, including all round development? *HOW do you ensure that the learning outcomes identified by your school for students are aligned with your Learning objectives? HOW do the learning objectives prepare students for the future?*
- b. Teaching Method & Teaching Environment:
 1. (i) HOW are teaching methods designed to achieve specific learning objectives?
(ii) HOW do these teaching methods promote student through a) practical work, b) interactive discussions and c) group work d) assignments, and thereby ensure "learning with understanding"?
(iii) HOW are these teaching methods evaluated for their EFFECTIVENESS with feedback from students and others?
(iv) HOW does your teaching environment ensure "learning with joy"? through e) Encouraging Innovation; f) Make students do as they learn; g) Let them create; h) Change the norms of a conventional classrooms?
(v) HOW do you promote INNOVATION in teaching methods including by usage of technology?
 2. **Different learning abilities:** *HOW do you identify, support and track the progress of different segments of learners?*

c. Learning Assessment:

1. i. HOW do you maintain a balance between "written" exams and alternative modes of assessment?
ii. HOW are assessments, tests and examinations designed to discourage "rote learning" and for getting a continuous and comprehensive monitoring of students' LEARNING progress and their quality of work?
iii. *HOW do you ensure that assessments, tests and examinations do not create stress and anxiety amongst the students?*
iv. **HOW do you ensure that student responses reflect 'learning with understanding'?**

Notes:

Ref. "keys stage outcomes of Education" Pg. 38 .

6.2a1 Education should primarily aim to focus on creating an environment for Learning with Joy. Learning Objectives may also include early childhood care & educational programmes and Vocational programmes, as appropriate. The focus of Pre-school curriculum is on early childhood care & education to ensure development of motor skills and other age-appropriate skills and **not programs which are merely downward extensions of the primary curriculum.**

Learning objectives may consider all round development of students including Intellectual (knowledge), physical, moral (values, ethics) & spiritual (self-reflection), promotion of gender equality and girls' empowerment. Schools may consider defining learning objectives in terms of required knowledge & appropriate skills at various levels of learning (Prep/ Primary/Secondary/Sr. Secondary)). Curriculum may account for development of skills in students to prepare them for the future. It may also consider shifts in learning methods to serve the new generation of 21st century learners.

Subject Knowledge may also include Current affairs, Technology, Language, Social Science, Art & Craft, Health, Hygiene & Safety, Careers.

Skill Acquisition may include Social, Emotional, Thinking, Motor, Communication, Literary & Creative, Health & Physical Activity, fine arts.

Character building may include Integrity, Ethical behaviour, mutual respect (including the opposite gender), Civic Responsibility, Excellence, Consciousness towards Environment.

6.2.b.1 Having established learning objectives for different stages of student learning, the school needs to ensure teaching mechanisms to address the same.

6.2.b.1.ii Create assignments that focus on students' thinking in ways that are creative, challenging, relevant & motivating.

6.2.b.1.iii Evaluation of teaching methods could include

- Feedback from students (subject-wise)
- Classroom Assessment Techniques (CATs) to quickly gauge students' comprehension and use as feedback to refine teaching style, such as speeding/slowing the pace of teaching or explicitly addressing areas of confusion.

6.2.b.1.v Innovation in teaching methods could include leveraging social media (Facebook, WhatsApp, twitter, Instagram) for healthy and meaningful debate and discussion on relevant global topics. Innovation may also consider Leveraging Technology eg. Connected classrooms- a shift from the traditional forms of interacting to the methods more suited to the incoming 21st century learners, like the use of iPads/laptops rather than textbooks to create projects and share work with teachers and classmates; establishing digital contact between students and their teachers with questions on their assignments.

6.2.b.2 Students with different learning abilities could include students

- who are high achievers, students with advanced thinking skills and abilities
- with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopaedic impairments, autism, traumatic brain injury, other health impairments, or
- with special learning disabilities, such as dyslexia, ADHD
- facing social neglect, absence of support system at home inadequate/inappropriate facilities and assistive devices.

6.2.c1. i & ii Schools may consider the following as different assessment methods: team based projects /innovations, oral and activity-based assessments, online testing & assessments; case study analysis, evaluation on completion of class-work/home-work, presentation skills etc.

6.2.c1.(iii) &(iv) To reduce stress levels in students during examination, few practices schools may consider

- communication of subject-wise, term-wise syllabus to students/parents at the beginning of the year
- explaining the marking scheme to students/parents,
- limited syllabi for various assessment
- application based questions that reflect learning with understanding
- open book system
- 'Learning with understanding' could be ensured through assignments, classroom assessment techniques, assessing group work, concept tests, questions promoting Higher Order Thinking Skills.
- Schools may also consider innovative assignments and projects and ask students to generate their own ideas for doing these.

6.2 Student Centric Teaching Learning

contd...

c. Learning Assessment

contd...

2. HOW do the assessments, tests and examination systems help students to understand shortcomings and areas of improvement (related to subject knowledge, skills and behaviour) and thereby enhance their LEARNING and self-confidence? HOW do you create and use rubrics to assess student learning as appropriate, and identify gaps in learning? HOW are the gaps communicated to parents?
3. HOW do you ensure objectivity of assessment and protect it from abuse by individuals? HOW do you deal with cases of cheating (in tests/examinations) and plagiarism (in project work)?
4. **HOW is assessment analysis used to improve/innovate assessment / examination system as well as teaching approaches and thereby achieve learning objectives? What actions do you plan based on analysis?**

d. All Round Development of students:

1. HOW are co-curricular/ extracurricular approaches planned in line with various developmental needs including ETHICAL behaviour and character building?
2. HOW does the school ensure and track students' participation and progress in
 - I. games and sports
 - ii. extra-curricular activities
 - iii. **various programmes at National level and International level**
3. Promoting skills, instilling excellence, self-confidence and creativity
 - i. *HOW do you promote acquisition of relevant skills in students?*
 - ii. **HOW do you instil concepts of excellence in students? HOW do you promote analytical thinking, effective communication, problem solving, creativity, self-reflection, and collaborative learning amongst students?**

e. Student Support:

1. Counselling of Students: HOW do you instil a sense of confidence and self-esteem in students by addressing and managing their emotions? HOW is student counselling organized through designated counsellors, to encourage students to seek assistance? HOW do you ensure that their problems are diagnosed at an early stage and remedied where possible?
2. **Higher aspirations: HOW do you support/counsel students in their aspirations for admissions into professional courses/ higher studies?**
3. Socio-economic Background: HOW do you analyze student population in terms of socio-economic background (e.g. socially disadvantaged) and other relevant factors which can influence the student LEARNING? HOW do you use this information to support disadvantaged students and improve their performance?

Notes:

6.2.c.2 While designing & implementing an assessment system the factors to be considered are :

- Evaluation of all areas as identified in your 'Learning Objectives'.
- Ensuring that for each course, the assessment principles, processes, methods and practices are aligned with the learning outcomes and contents and the academic boards and/or examinations, as appropriate.
- Discussion of common errors, showing and discussing answer papers with students and parents to help them understand their shortcomings.
- Ensuring the integrity of any assessment and not compromising on the assessment standards set by the academic and examination boards. Assessments should be valid, reliable and fair to the students.

6.2.c.3 Objectivity of assessment:

- Validity of grading as an indication of the "consistency" of scores across different teachers.
- Reliability of an assessment as an indication of how "well" an assessment actually measures the learning outcomes and process.
- Fairness of an assessment, meaning that it must not be biased (e.g. gender, ethnic background etc) so that all students have an equal chance of performing well.
- Ensuring online assessment and detection of plagiarism through online submission of work.

6.2.c.4 Use of Assessment results by the academic and/or examination boards to review the course content, delivery and assessments.

6.2.d.1& 6.2.d.2 Promoting students with special talent for games and sport and appointment of specialized coaches for games and sports could be methods to ensure all round development.

6.2d.3.(i) Developing skills in students to prepare them for the future may consider life skills and vocational & entrepreneurial skills. Accordingly, teachers and staff may be adequately equipped in these skills to ensure students' learning.

6.2.d.3 (ii) An emphasis on developing critical thinking and problem-solving skills, will equip students to see problems from different angles and formulate their own solutions. Various ways of promoting excellence could be through

- inclusion of concepts of quality & excellence in curriculum, individual goal setting and action planning, project work.
- involvement in improvement teams (e.g. EQUIP, PANKH, Activity Clubs), suggestions
- promoting empowerment through assigning responsibilities for planning and conducting of various school functions and events, and through club activities etc.
- creating platforms/student bodies like school councils, cabinets & committees, 'Bal panchayats', 'Bal Saansads' and 'Bal Sabhas', strengthening and empowering of school councils, activity clubs, alumni and other student bodies to help students voice concerns and issues.

6.2.e.1 Students may need to seek assistance to manage emotions such as stress, anxiety, worry, guilt, jealousy, shyness, depression, apprehension, fear etc.

6.2.e.2 This could include regular programmes by teachers, external/ internal facilitators on career awareness for students from middle school level onwards. Enabling students to choose the right careers means identifying students with different skill sets and promoting and encouraging these. This could also include motivating teachers to upgrade their knowledge on career options and sharing the same with students at counselling sessions.

7. School Results

7.4 School Operations Outcomes

Results (250 Pts)

Summarize your school's KEY RESULTS of safe & supportive learning environment and student centric teaching learning process. Segment your RESULTS by student groups as appropriate. Include appropriate comparative data.

7.4 School Operations Outcomes

- a. What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of:
1. Safe & supportive learning environment outcomes
 2. Student Learning Outcomes (Outcomes of Student Centric Teaching Learning Processes)
What are your results for key measures or indicators of student learning outcomes and the performance of services that are important to and directly serve your students and other customers? How do these results differ by educational program and service offerings, student and other customer groups, and market segments, as appropriate?

Refer to Section on 'Common Performance Parameters' to report mandatory parameters for comparison.

Notes:

7.4a1 All results related to safe, supportive & Learning environment – such as maintenance & upkeep of infrastructure; internal and external audit results; results for simplification of internal jobs (reducing time & effort); waste reduction; safe audit outcomes, reportable incidents; results of emergency drills or simulations, such as cycle time, containment, and meeting of standards; compliance to syllabus & lesson plan, loss of teaching periods due to substitution etc

7.4a2 Student learning outcomes may also include longitudinal study of batch-wise performance, progress and achievement.

PROCESS SCORING GUIDELINES : FOR USE WITH CATEGORY 1-6

Factor	10-25%			30-45%			50-65%			70-85%			90-100%							
APPROACH:	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	100+
Clear rationale, defined process, focuses on stakeholder needs	Beginning of a systematic approach			Effective, Systematic approach			Effective, Systematic approach			Effective, Systematic approach			Effective, Systematic approach			Effective, Systematic approach			Effective, Systematic approach	
APPLICABILITY	BASIC ITEMS			BASIC ITEMS			OVERALL ITEMS			MULTIPLE ITEMS			MULTIPLE ITEMS			MULTIPLE ITEMS			MULTIPLE ITEMS	
DEPLOYMENT	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	100+
IMPLEMENTED IN A STRUCTURED WAY	Early stage of deployment in most areas inhibiting progress in achieving basic requirements			Approach is deployed although some areas or work units are in early stage of deployment			Approach is well deployed although deployment may vary in some areas			The Approach is well deployed with no significant gap			Approach is fully deployed, without significant weakness or gaps in areas or work.			Approach is fully deployed, without significant weakness or gaps in areas or work.			Approach is fully deployed, without significant weakness or gaps in areas or work.	
LEVEL	Some improvements and /or early good performance* in few areas. No Target/ anecdotal			Target set appropriately and achieved for about 25% of areas of importance**			Target set appropriately and achieved for about 50% of areas of importance**			Target set appropriately and achieved for about 75% of areas of importance**			Target set appropriately and achieved for most (over 80%) of areas of importance**			Target set appropriately and achieved for most (over 80%) of areas of importance**			Target set appropriately and achieved for most (over 80%) of areas of importance**	
TREND	Good performance* for 10% of areas of importance			Good performance* for 25% of areas of importance** over 3 years			Good performance* for about 50% of areas of importance** over 3 years			Good performance* for about 75% of areas of importance** over 3 years			Good performance* for about 75% of areas of importance** over 3 years			Good performance* for about 75% of areas of importance** over 3 years			Good performance* for about 75% of areas of importance** over 3 years	
IMPROVEMENT	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	100+
(In Approach/Deployment)	1 Measurements; effectiveness of approach & deployment			Beginning of a systematic approach to evaluation and Improvement of KEY processes			Beginning of a systematic approach to evaluation and Improvement of KEY processes			Fact based Improvements, including some innovation are in place for improving the efficiency and effectiveness of some KEY processes			Fact based Improvements & Innovations becoming key management tools.			Fact based Improvements & Innovations becoming key management tools.			Fact based Improvements & Innovations becoming key management tools.	
1) Learning	Reacting to problems to a general improvement																		Refinements as a result of analysis and sharing	
2) Improvement																			Refinements as a result of analysis and sharing	
3) Improvement																			Refinements as a result of analysis and sharing	

PROCESS SCORING GUIDELINES : FOR USE WITH CATEGORY 7

	10%/25%				30%/45%				50%/65%				70%/85%				90%/100%				
Factor	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	100+	
SCOPE	Results are reported for few areas of importance **	(25%)	Results are reported for many (25%), areas of importance **		(50%)	Results are reported for most (50%) areas of importance **		(75%)	Results are reported for most (75%) areas of importance **		(100%)	Results are reported for most (100%) areas of importance **									
LEVEL	Some improvements and/or early good performance* in few areas. No Target/anecdotal	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	100+
TREND	Good performance* for 10% of Key results	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	100+
COMPARISON	Little or no comparison is reported	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	100+

NOTES:

*Good Performance should be interpreted based on the context of the school as defined in School Profile & the target set by the school in the School objective chart. One-year dip in any parameter needs to be understood holistically, taking account of factors beyond the school's control.

There could be a situation where a school has taken a very challenging target and been able to achieve only 90% of the target (underachieved), whereas there could be another situation where the school has set moderate targets and achieved 110% (overachieved). In such circumstances, the former would qualify for good performance.

Good performance also means accomplishment of targets with systematic efforts on planned actions. If the targets are not accomplished, one needs to analyze the planned actions, and do the necessary refinements.

**Areas of importance should consider in order of priority results on

1. Key School Objectives (enough rigour should be visible in arriving at KSO and their respective targets- Category 2)
2. CPP
3. Other Processes

Results should also consider in order of importance:

1. Performance Results vs. Perception Results
2. School level Results vs. Class level and Section level results

Scoring Band Descriptors

Score Card	Band Number	Band Description
0-250	1	The School demonstrates the early stage of developing and implementing approaches to Category requirements. However, important gaps exist in most Categories
251- 350	2	The School demonstrates the beginning of a systematic approach responsive to the basic requirements of Item, but major gaps exist in approach and development in some categories. The school is in the early stages of obtaining results stemming from approach, with some improvement and good performance observed.
351- 450	3	The School demonstrates effective, systematic approaches responsive to the basic requirements of most Items, but deployment in some key areas or work units is still too early to demonstrate results. Early improvement trends and comparative data in areas of importance to key school requirements are evident
451- 550	4	The School demonstrates effective, systematic approaches to the overall requirement of the Items, but deployment may vary in some areas or work units. Fact-based evaluation and improvement address key customer/stakeholder, market, and process requirements and they demonstrate some areas of strength and/or good performance
551- 650	5	The School demonstrates effective, systematic approaches responsive to the overall requirement of the items and to key School's needs, with a fact-based, systematic evaluation and improvement process resulting in overall School learning. There are no major gaps in deployment. Improvement trends and /or good performance are reported for most areas of importance Results address most key customer / stakeholder, market and process requirements and demonstrate area of strength.
651-750	6	The School demonstrates refined approaches, including key measures, good deployment, and very good results in most areas. Organizational alignment, learning and sharing are key management tools. Some outstanding activities and results address key customer / stakeholder, market process, and activities and results address key customer/ stakeholder market, process and action plan requirements. The organization is an industry*leader in some areas.
751- 875	7	The School demonstrates refined approaches, innovation, excellent deployment, and good to excellent performance improvement and levels in most areas. Good to excellent integration and alignment are evident, with organizational analysis, learning and sharing of best practices as key management strategies. Industry leadership and some benchmark leadership are demonstrated in results that address most key customer / stakeholder, market, process and action plan requirements.
876-1000	8	The School demonstrates outstanding approaches, innovation, full deployment, and excellent and sustained performance result. Excellent integration and alignment are evident, and organizational analysis, learning and sharing of best practices are pervasive. National and world leadership is demonstrated in results that fully address key customer / stakeholder, market process and action plan requirement.

*Industry refers to other organizations performing substantially the same functions, thereby facilitating direct comparisons

Common Performance Parameters (CPP)

- a. Common Performance Parameters have been introduced as a platform to enable comparisons as a means for improvement.
- b. CPP represent only some selected parameters in the Results Category; the school may use more parameters to manage its performance.
- c. Even for surveys, the school may have additional factors; however, for CPP reporting, only specified factors need to be considered. Refer CPP in this booklet

The Key Stage Outcomes of Education

Areas of Overall Development & Character	At the end of Primary school, students should	At the end of Secondary school, students should:	At the end of Senior Secondary education students should:
Righteousness	be able to distinguish right from wrong	have moral integrity	have moral courage to stand up for what is right
Indomitableness	know their strengths and areas for growth	believe in their abilities and be able to adapt to change	be resilient in the face of adversity
Collaboration	be able to cooperate, share and care for others	be able to work in teams and show empathy for others	be able to collaborate across cultures and be socially responsible
Creativity & Innovation	have a lively curiosity about things	be creative and have an inquiring mind	be innovative and enterprising
Critical thinking & persuasiveness	be able to think for and express confidently themselves	be able to appreciate diverse views effectively and communicate	be able to think critically and communicate persuasively
Responsibility	take pride in their work	take responsibility for own learning	be purposeful in pursuit of excellence
Athletics	have healthy habits and awareness of the arts	enjoy physical activities and appreciate the arts	pursue a healthy lifestyle and have an appreciation for aesthetics
Citizenship	know and love their country	believe in their country and understand what matters to their country	be proud to be a citizen of their country and understand their country in relation to the world
Academic Performance			

School SWOT & Objectives

SCHOOL SWOT & OBJECTIVES - (20....20....)	
Period when was SWOT conducted	
Participants in SWOT	
SWOT OUTCOMES	OBJECTIVES/ PLANS TO ADDRESS THESE
STRENGTHS	
WEAKNESSES	
OPPORTUNITIES	
THREATS	

School Planning & Progress Chart

The School Planning & Progress Chart should describe set of Objectives and Actions to realise the progress in line with the school's Goals & Long term

Recognition Criteria

Levels of Recognition

The school scoring 600 or more on a 1000 point scale will be presented the Dr. Jamshed J. Irani Award for Excellence in Education.



How to Apply

Dr. Jamshed J Irani Award Application for Regular Assessment

Applying for the award is a two-step process. The first step is the submission of the eligibility form (Annexure II), to be examined by TEEP team.

The second step consists of preparing and submitting copies of the award application document based on the criteria guidelines of Tata Education Excellence model.

The applicant will have to submit 2 (two) hard copies and one soft copy of the application. The application will contain a school profile of maximum 5 pages, and the application document addressing the criteria in a maximum of **35 pages**.

Application Format :

- Application exceeding **35 pages** will be disqualified
- Application must include a 'Content' page indicating number of pages per category.
- Results should be reported along with corresponding Process (e.g. Category 1 & 2 followed by results by 7.1; Category 3 followed by results by 7.2; Category 5 followed by results by 7.3; Category 6 followed by results by 7.4).
- Application must include a declaration by the principal of the school before the content page (Annexure II)
- Other Annexures to be submitted by Applied School:
 1. Year wise list of Improvements Category wise
 2. Declaration by Principal
 3. School Planning & Progress Chart
 4. Details of EQUIP, PANKH, INNOTEACHING, OUTSTANDING ACTIVITY CLUB, DARE TO TRY, TEACHER AWARD

Page Set up :

- Software : Microsoft Word
- Page Size-A4 (210 x 297 mm); Orientation-Portrait
- Margins (Minimum)- Top-1.5 cm; Right-1.25 cm; Bottom-1.5 cm; Left-2 cm
- Font : Minimum Size-11' Preferred-Times New Roman or Arial

Initiatives under TEEP

Initiatives under TEEP

Schools can consider participation in any or all of the various initiatives offered under the TEEP.

PEARL or Good Practices are fundamental processes of the school, implanted and nurtured over the years, & improved upon. These practices may be identified by Assessment teams as part of their assessment. School not applying for Assessment may also identify and upload their good practices in the prescribed format.

PEARL Evaluation Parameters: Benefits of implementation, Uniqueness, Adaptability (Can it be adapted by other schools? extent of resource involved, time taken, limitations) and Robustness.

PANKH: Improvements implemented in the school by students in various areas such as academics, co-curricular activities, club activities, community services, safety etc may be submitted as Concept Papers.

PANKH Evaluation Parameters: Trigger (what caused the project to be taken up), Implementation and, Impact

INNOTEACHING: Papers on innovation in teaching methodologies may be submitted by teachers/groups of teachers detailing their experiments with teaching practices'.

INNOTEACHING Evaluation Parameters: Implementation of new method/methods, Impact, Applicability in other subjects/schools

Education Quality Improvement Projects (EQUIP): 5-6 member teams comprising of teachers/senior students may submit Improvement Projects under three areas: a) Executing Task, b) Innovation, c) Problem Solving. All projects are to be submitted in the prescribed workbooks.

EQUIP Evaluation Parameters: Definition of the Problem, Analysis of Root Cause, Implementation of Solutions/Counter Measures, its Impact/Benefit, Irreversibility, Originality of innovation (as appropriate), Selection of Alternate Approaches (as appropriate).

DARE TO TRY: All innovations & experimental effort may not end in success, especially those which are big and audacious. Teams which have attempted such projects but failed to achieve the desired results and learnt through these failures, may submit such projects in the prescribed format.

DARE TO TRY Evaluation Parameters: Project Definition, Relevance to School Objective, Trial of Ideas, logic for selection, Efforts made & Lessons learnt from failures and Novelty / Uniqueness of the overall story.

OUTSTANDING ACTIVITY CLUB (OAC): Teacher moderator / student members of Activity Clubs that have significantly contributed to the holistic development of students may submit nominations for Outstanding Activity Club, with necessary supporting documents.

OAC Evaluation Parameters: Objectives, Plans & Implementation, Role of Teacher and Student Moderators, Student participation and skill development, Challenges and Outcomes.

TEACHER EXCELLENCE: Nominations for Teacher Award may be submitted by a teacher in the prescribed format with supporting documents.

TEACHER EXCELLENCE Evaluation Parameters: Lesson Planning, Classroom Management, Relationship Building, Team Building, Leadership Roles, Outcomes and Analysis & Improvements.

GOOD PRACTICE AWARD (GPA): A team of teachers may identify and implement a good practice from another school, and further improve upon the practice to yield the desired outcome/s.

GPA Evaluation Parameters: Relevance to School Objectives, Selection of the source of the practice, Adaptation & implementation and Benefits.

For all initiatives:

- Nominations need to be submitted to the school Principal.
- The school Principal will **select a maximum of 2 papers in each award category** and submit it to the TEEP team
- A team of experts will evaluate all submitted projects/papers on the defined parameters and, where necessary, seek clarifications with the authors
- Authors of Shortlisted projects/papers will be requested to make a presentation before a panel of Jury on EQUIP Day / EduQuest Day.
- All selected projects/papers will be recognized at the TEEP Award Function

TEEP Regular Assessment - Process and Time lines

Eligibility Form for “TEEP Regular Assessment”	Prepare and submit the completed eligibility certification form (Annexure II) to Tata Education Excellence Programme Total Quality Management 3rd Floor, Commercial Centre, Bistupur, Jamshedpur- 831001 Jharkhand, India Email: teep@tatasteel.com
Award Application Between 30 th June to 15 th July	Prepare and submit two copies of the application report to Head TQM, TEEP, Tata Steel Limited. Institution is expected to update & submit all results during the site visit. These updates will become part of the official application. Note: The application should not exceed 35 pages. No corrections/additions will be entertained after the application has been submitted.
Stage - 1 : Independent Review	The application package is reviewed independently by a team of experts.
Stage - 2 : Consensus Review	The application package is reviewed jointly by a team of assessors, led by a senior assessor.
Stage - 3 : Site Visit Review	The assessing team led by the senior assessor conducts an on-site verification and clarification of the application package. Site visits consist primarily of a review of pertinent records, data and interviews.
Stage -4: Review by Mentors	Each assessment team will submit the feedback report to TEEP team. The assessment team will discuss the findings with a panel of mentors from Tata Steel before finalising the feedback report & presentation.
Stage 1 to Stage 4	
Executive Committee Review and Jury Review	The Executive Committee conducts final reviews and approves recommendations for the awards.
Feedback Reports	Each applicant receives a feedback report. Feedback reports are prepared by members of the team of assessors based on applicants' responses to the Criteria for Performance Excellence. The feedback reports contain applicant-specific descriptions of strengths and opportunities for improvement based on the Criteria for Performance Excellence.
Award Ceremony	Presentation of Awards during a special ceremony in Jamshedpur.

List of Common Performance Parameters

Annexure III

CATEGORY	PARAMETER	COMMON PERFORMANCE PARAMETER
7.1 Leadership & Planning Focussed Outcomes		
7.1a.5 Budgetary and Financial Outcomes	Expense Head %	Salary
		Rewards for teacher and staff
		Rewards of students
		Infrastructure (includes Library, Labs)
		Maintenance
		Training
		Social Responsibility and Community Services
		Library
		Laboratories(Labs)
		Freeship & Scholarship
Activities-Clubs/Sports	Cost per student	Cost per student
7.2 Student, Parent & Stakeholder Focussed Outcomes		
7.2a.2 Student, Parent and Stakeholder Satisfaction	Parent satisfaction	Overall score (considering only factors below)
		Score for Academics
		Score for Co-curricular Activities
		Score for Extra curricular Activities
		Score for infrastructure
		Score for Communication
		Score for Discipline
	Student Satisfaction	Overall score in scale of 1 to 5 , considering only the factors below.
		Score for Teaching / Learning
		Score for Co-curricular Activities
		Score for Extra curricular Activities
		Score for Infrastructure
		Score for Safety
		Score for School Environment (Includes Teacher Student Relationship , Accessability, Belongingness, Discipline)
		Student Attrition
Suggestions received from students or parents	Suggestions received from students or parents	
Suggestions implemented from students or parents	Suggestions implemented from students or parents	
7.3 Teacher & Staff Focussed Outcomes		
7.3a.1 Teacher and Staff Recruitment	Trained Teachers	Trained Teachers
	Student Teacher Ratio	Student Teacher Ratio
	7.3a.2 Teacher and Staff Development	Training Man-Hours per teacher per year
7.3a.3 Teacher and Staff Motivation	Teacher and Staff Satisfaction (Entire Workforce)	Overall score in scale of 1 to 5 , considering only the factors below - Entire Workforce
		Score for Leadership -Entire Workforce
		Score for Work Environment (Job Security, Rules, Climate for improvement, Innovation, Suggestions, Co-operation & Teamwork)-Entire Workforce
		Score for Reward and Recognition -Entire Workforce
		Score for Training-Entire Workforce
		Score for Skills Utilised-Entire Workforce
	Teacher Satisfaction (Only Teachers)	Overall score in scale of 1 to 5 , considering only the factors below - Only Teachers
		Score for Leadership -Only Teachers
		Score for Work Environment (Job Security, Rules, Climate for Improvement, Innovation, Suggestions, Co-operation & Teamwork) - Only Teachers
		Score for Reward and Recognition-Only Teachers
Score for Training-Only Teachers		
Score for Skills Utilised-Only Teachers		

CATEGORY	PARAMETER	COMMON PERFORMANCE PARAMETER
	Staff Satisfaction (Only Staff and workforce other than teachers)	Overall score in scale of 1 to 5 , considering only the factors below - Non-teaching staff Score for Leadership-Non teaching staf Score for Work Environment (Job Security, Rules, Climate for Improvement, Innovation, Suggestions, Co-operation & Teamwork)-Non Teaching Staff Score for Reward and Recognition-Non Teaching Staff Score for Training-Non Teaching Staff Score for Skills Utilised-Non teaching Staff
	Suggestions Received from teachers	Suggestions Received from teachers
	Suggestions Implemented from Teachers	Suggestions Implemented from Teachers
	Teachers attrition rate (all reasons)	Teachers attrition rate (all reasons)
	Teachers Attrition Rate (better opportunities)	Teachers Attrition Rate (better opportunities)
7.4 School Operations Outcomes		
7.4a.1 Safe and Supportive Learning Environment Outcomes	Safety Compliance	Safety Compliance
7.4a.2 Student Learning Outcomes	Average % Marks (Class 12-Board)	Class 12 Overall Class 12 Science Stream Class 12 Arts Stream Class 12 Commerce Stream
		Class 10
	Average % Marks(Class wise)	Class 7
		Class 4
		Lower KG
		Class 4
		Class 4
		Class 4
		Class 7
		Class 7
		Class 7
		Class 10
	Distribution of Average % Marks <40 40-60 60.1-80.9 81-100	Class 10
		Class 10-CISCE/CBSE/State Overall
		Class 12-CISCE/CBSE/State Science Stream
		Class 12 -CISCE/CBSE/State Arts Stream
		Class 12 -CISCE/CBSE/State Arts Stream
		Class 12 -CISCE/CBSE/State Arts Stream
		Class 12 -CISCE/CBSE/State Commerce Stream
		Class 12 -CISCE/CBSE/State Commerce Stream
		Class 12 -CISCE/CBSE/State Commerce Stream
		Class 12 -CISCE/CBSE/State Commerce Stream
	Lower KG-English	
	Lower KG-Maths	
	Lower KG-Hindi	

CATEGORY	PARAMETER	COMMON PERFORMANCE PARAMETER
7.4a.2 Student Learning Outcomes		Lower KG-Science/EVS Class 4- English Lit Class 4- English Lang Class 4- Hindi Lit Class 4 - Hindi Lang Class 4- Maths Class 4- Science/EVS Class 4-Comp. Science Class 4- Social Studies Class 7-English Class 7 - Hindi Class 7-Maths Class 7-EVS Class 7-History Civics Class 7-Geography Class 7-Comp.Science Class 7-Physics Class 7-Chemistry Class 7-Biology Class 7-Sanskrit Class 7-Social Studies Class 7-Science Class 10-English Lit Class 10-English Lang Class 10-Hindi Class 10-Maths Class 10 -Science Class 10-History/Civics Class 10-Geography Class 10 -Comp Science Class 10 -Economics Class 10-Physics Class 10-Chemistry Class 10 - Biology Class 10-Commercial Studies Class 10-Social Studies Class 12-CISCE/CBSE/State -English Lit Class 12-CISCE/CBSE/State English Lang Class 12-CISCE/CBSE/State Physics Class 12-CISCE/CBSE/State Chemistry Class 12-CISCE/CBSE/State Maths Class 12-CISCE/CBSE/State Hindi Class 12-CISCE/CBSE/State Comp Science Class 12-CISCE/CBSE/State Biology Class 12-CISCE/CBSE/State Economics Class 12-CISCE/CBSE/State Commerce Class 12-CISCE/CBSE/State Accounts Class 12-CISCE/CBSE/State History Class 12-CISCE/CBSE/State Geography Class 12-CICSE/CBSE/State -Business Maths Class 12-CICSE/CBSE/State -Business Studies Class 12-CICSE/CBSE/State -Psychology Class 12-CICSE/CBSE/State -Political Science
		Subject wise Average %
		Awards won in inter school events Awards won in inter school events Awards won in events outside school Student Stress Levels
	Upto Class V Class VI and above Awards won in events outside school Class 8	

Eligibility Form

Annexure I

Dr. Jamshed J. Irani Award for Excellence in Education

1. Applicant

Official Name of the School

Address

2. Principal's Details

Name: _____

Mr./Mrs./Miss : _____

Tel. No: _____ Mobile : _____

E-mail: _____

2. School's Details

School Tel. No. : _____

School Mobile No. (if any) _____

School Email: _____

3. Details of Excellence Coordinator

Name: Mr./Mrs./Miss : _____

Tel. No: _____

Mobile : _____

E-mail: _____

4. Application Status

Date of Registration of the School

The school falls under following category (Please Tick ✓)

Government Schools

Private Schools

Others

5a. The body / parent organization with which the school is registered

Name of the body / parent organization /

Address of the body / parent organization /

5b. The board with which the school is registered

Name of the board

Address of the board

6. Highest level of education provided by the school

7. Size of Applicant

a. Total number of

- Students _____
- Faculty _____ Visiting faculty _____
- Staff _____ Sub-Staff _____

b. No. of Branches / Sub-units (if more than one, please specify)

c. In the event the applicant receives an award, can the applicant make available sufficient personnel and documentation to share its best practices in various seminars and other schools?

Yes No

d. Is the applicant self-sufficient enough to respond to all categories of the Tata Excellence in Education Model?

Yes No (Briefly Explain)

8. Self-Certification Statement, Signature of the Head of the Institution

I state and attest that

- 1) I have reviewed the information provided by my School in this Eligibility Form.
- 2) To the best of my knowledge no untrue statement of a material fact is contained in this Eligibility Form, and no omission of a material fact has been made in this form.
- 3) I understand that at any time during the Award Process cycle, if the information given in the application or the eligibility certification form is found not correct, my organization will no longer receive consideration for the Award.

Date

Signature of Head of the Institution

Send the completed Eligibility Form as per the instructions in the communication.

Declaration Form

Annexure II

To be submitted as part of Dr. Jamshed J Irani Award Application

I hereby affirm that I have gone through the contents of the Dr. J.J. Irani Award Application
(Year) for..... (Name of School).

I certify that the facts, data and information contained in the application are true and correct to the best of my knowledge.

I understand that at any time during the Award Process cycle, if the information given in the application or the eligibility certification form is found not correct, my organization will no longer receive consideration for the Award.

Signed,

Principal,

Date:

Who to Contact

Mr. Ankur Gandotra
Head TQM,
Tata Education Excellence Programme,
Business Excellence & Strategy
Tata Steel Limited
Email: ankur.gandotra@tatasteel.com
Mob no.: 8092085836

Mr. Rahul Kumar
Area Manager TQM,
Tata Education Excellence Programme
Tata Steel Limited
Email: rahul.kumar61@tatasteel.com

Ms. Vidya P. Battiwalla
Project Executive TQM,
Tata Education Excellence Programme
Tata Steel Limited
Email: vidya.battiwalla@partners.tatasteel.com

EDUCATION EXCELLENCE

Mailing Address

Tata Education Excellence Programme
Total Quality Management
3rd Floor, Commercial Centre
Bistupur, Jamshedpur – 831001
Jharkhand, India
Email: teep@tatasteel.com