



CONCISE CRITERIA DESCRIPTORS FOR ASSESSMENT
ONLY FOR THE YEAR 2022

PLEASE NOTE - THIS IS STRICTLY FOR THE PURPOSE OF SELF-EVALUATION AND NOT FOR CIRCULATION

1.LEADERSHIP Descriptors

TEEP Concise Assessment Criteria 2022

#	Reflective Prompts for the School	Level 1	Level 2	Level 3
1	What is the school's process to set and implement the VISION, MISSION and VALUES? What is the Intent for the digital transformation of the school?	The Vision , Mission and Values are formulated by the SMC/Principal and communicated to all stakeholders.	<ul style="list-style-type: none"> • The Vision, Mission and Values of the school are developed with inputs from Management, Teachers & staff, parents, students, Alumni. • They are communicated formally to all stakeholders. • They are displayed prominently in various locations across the school premises. • The school has in place some plans for digitization of the school. • 	<ul style="list-style-type: none"> • The Vision, Mission and Values of the school are developed with inputs from Management, Teachers & staff, parents, students, Alumni. • They are communicated formally to all stakeholders. • They are displayed prominently in various locations across the school premises. • The school's intents for digital transformation of the school are in line with the VMV, current needs and are included in the school's development plans. • The Vision is SMART(Specific, Measurable, Achievable, Realistic, Time-Bound) and implementable.
2	How does the school leadership participate in and demonstrate their commitment to Quality and Excellence in teaching - learning?	The Principal/VP are broadly aware of areas that need attention; act on issues in response to official mandate and immediate needs; the required change is rarely discussed and reflected upon.	<ul style="list-style-type: none"> • The Principal/VP, coordinators and HODs, in consultation with teachers, identify the strengths of the school, and areas that need improvement. • They reflect upon the required changes; identify action points and appropriately acts upon them; logically assess the progress and refine actions, where required. • They take note of the changes that are being reflected in the teaching-learning and other school practices. 	<ul style="list-style-type: none"> • The Principal/VP, Coordinators & HODs communicate, clearly the need for change to all the relevant stakeholders and enhance their understanding of the same. • They identify clear targets and formulate predictable improvement strategies on the basis of analysis of evidence and other sources collectively with relevant stakeholders. • They lead change and monitor incremental improvement regularly; distribute leadership roles and individual responsibilities for implementing change. They encourage teachers to engage in evidence- based improvement and change in school practices.

3	How does the school leadership communicate with and engage the workforce, parents, students, alumni, suppliers?	<p>The leadership has basic communication processes and mechanisms in place with teachers, students, parents, vendors in alignment with the Board Norms.</p>	<ul style="list-style-type: none"> • The School leadership has well-defined two-way communication mechanisms and processes in place. • These mechanisms and processes are tailored to suit the needs of various stakeholders. • The School leadership seeks feedback from the various stakeholders at regular intervals on the working of the School. • These communication mechanisms and processes have been made known to the various stakeholders. • The school leadership is open to receiving queries, suggestions, complaints and grievances from the various stakeholders. 	<ul style="list-style-type: none"> • The School leadership has well-defined two-way communication mechanisms and processes in place. • These mechanisms and processes are tailored to suit the needs of various stakeholders. • The School leadership seeks feedback from the various stakeholders at regular intervals on the working of the School. • The school leadership has in place a process for receiving queries, suggestions, complaints and grievances from the various stakeholders. • The school reverts promptly to the queries, suggestions, complaints, grievances within the specified/relevant time frame and closes the loop. • These communication mechanisms and processes have been made known to the various stakeholders. • The communication mechanisms and processes are reviewed for relevance, efficiency and effectiveness from time to time.
4	How do School heads promote and ensure ethical behaviour in all interactions?	<ul style="list-style-type: none"> • The Leadership team adheres to the norms of the Board affiliated to. • The school has a formal code of conduct defined for all its stakeholders. • The school values are communicated to all stakeholders. • The school website shares all mandatory information as specified by the Board. 	<ul style="list-style-type: none"> • The Leadership team adheres to the norms of the Board affiliated to and internally evaluates the same at periodic intervals. • The school has a formal code of conduct defined for and communicated to all its stakeholders. • The school website shares all mandatory information as specified by the Board including fee structure. • The school values are communicated to all stakeholders and discussed in various forums with relevant stakeholders. 	<ul style="list-style-type: none"> • The Leadership team adheres to the norms of the Board affiliated to and internally evaluates the same at periodic intervals. • The school has a formal Code-of-Conduct defined for and communicated to all its stakeholders. • All stakeholders are oriented to the same through sessions. • The school values are communicated to all stakeholders and discussed in detail in various forums with relevant stakeholders. • The values are internalised into the various processes and systems of the school. • The Leadership team reviews its code of conduct annually for any updations w.r.t to Board mandates or need of the hour.

5	How does the school leadership incorporate societal well-being and benefit as part of school curriculum?	<ul style="list-style-type: none"> • The school Leadership has identified some community outreach programs. • Some student segments take part in these programs .The programs are not integrated into the curriculum of all classes. 	<ul style="list-style-type: none"> • The school leadership has adopted one or more sustainable project related to either Conservation of a Heritage Monument, cleanliness of a specific area, literacy drive, environmental beautification, adopting a school with special needs, preserving Indian art forms and/or any other. • Initiatives are planned in advance with relevant student segments. • Some programs are integrated at times into the curriculum of some classes. 	<p>The school has well-defined plans/policy to ensure the betterment of Community.</p> <ul style="list-style-type: none"> • Community outreach programmes are conducted to address different social issues. • Relevant contextualized community outreach programmes are well integrated in the school curriculum and conducted on regular basis. • Teachers, parents and the community are constructively involved in conducting Community Outreach programs. • Monitoring and reviewing practices for effectiveness at regular intervals are observed.
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Documents or evidences by the school are of 3 types:

- a) Reference Documents - Norms/ Guidelines and Frameworks, Registers, Government Orders, etc.*
- b) Supportive Documents – Records Available with the School*
- c) Evidences that a school should create*

The school is expected to proactively ATTACH/KEEP READY all documents or sections of documents as evidence to their responses in the form.

1.LEADERSHIP – DOCUMENTARY EVIDENCE

For categories b) and c) some suggestions have been given below.

- Documented/ written/ displayed school vision/ mission statement
- Documentation of the school's Digital Vision and its components.
- Record of members involved in the development and revision of the vision/ mission statement.
- Minutes of the SMC meetings held, records of action taken and communicated on pending points
- Code of Conduct for various stakeholders along with disciplinary action.
- Records of Revisions and refinements on the Code of Conduct over the years if any with reason.
- Records of various communication forums for physical meetings with and how these have been reviewed and refined
 - Parents
 - Students
 - Alumni
 - Faculty and Staff
 - Suppliers
 - SMC
- Records of various methods by which the school has involved the above stakeholders in the school's development.
 - a. Circulars to stakeholders seeking their suggestions on improving the current practices and processes in the school
 - i. Records of suggestions by various stakeholders
 - ii. Records of action taken on suggestions and information given to stakeholders.
 - b. Rewards and recognition to above stakeholders to appreciate them and how these mechanisms have evolved over the last two years.
 - c. Records of involvement of parents, alumni and vendor in school events
 - d. Records of referrals

- Records of how the school serves society - On what basis the plan is made, The budget, Extent of Involvement of students and teachers

Review and refinement of programme reach and effectiveness

1.LEADERSHIP - Outcome Sheet			TEEP Concise Assessment Criteria 2022	
#	Leadership	Strengths	Gaps	Level
1	What is the school's process to set and implement the VISION, MISSION and VALUES? What is the intent for the digital transformation of the school?			
2	How does the school leadership participate in and demonstrate their commitment to Quality and Excellence in teaching -learning?			
3	How does the school leadership communicate with and engage the workforce, parents, students, alumni, suppliers?			
4	How do School heads promote and ensure ethical behaviour in all interactions?			

5	How does the school leadership incorporate societal well-being and benefit as part of school curriculum?			
	Leadership Level			

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2.PLANNING Descriptors

TEEP Concise Assessment Criteria 2022

#	Reflective Prompts for School	Level 1	Level 2	Level 3
1	What is the school's plan with respect to the achievement of Vision and Mission that is shared with and understood by all?	The Principal develops a School Planning and Progress Chart (SPPC) or SDP(school Development Plan) as per the given mandate involving a few members of the SMC.	<ul style="list-style-type: none"> The Principal, coordinators and HODS develop a <u>School Planning and Progress Chart (SPPC)</u> or School Development Plan(SDP) as per the given mandate. teachers are involved in the creation of the SPPC, prioritization of tasks. responsibilities are allocated to majority teachers for SPPC implementation; Leadership provides direction for implementation of SPPC. 	<ul style="list-style-type: none"> The Principal, coordinators and HODS develop a School Planning and Progress Chart (SPPC) as per the given mandate, taking into account current practices, policies and programs which are subsequently documented. SPPC is created with inputs from all departments and stakeholders and is aligned to the vision/ mission statement. Appropriate prioritization is done for necessary action; all teachers understand their defined roles and responsibilities and act accordingly to make desired progress. Periodic review of Vision and SDP is undertaken regularly.
2	What are the school's long term and short term plans?	Daily, weekly planning by the teachers under the guidance of HODs/Coordinators/Principal based on the school curriculum and the syllabus by the board.	<ul style="list-style-type: none"> The school has written /documented long term plans defined by its Management or Governing Body. Daily, weekly, monthly planning by the teachers under the guidance of HODs /Coordinators /Principal based on the school curriculum and the syllabus by the board. 	<ul style="list-style-type: none"> The school has designed and developed short term and long term goals through a collective process (management, staff, alumni, parents and other stakeholders). Goals/Plans commensurate with the school's vision and mission statements are defined in terms of utility after analysing its financial and other resources.

			<ul style="list-style-type: none"> • The documented policies and procedures are shared amongst the management and the staff. • Specific targets are set and roles assigned. 	<ul style="list-style-type: none"> • Specific targets are set, strategies planned, support material listed, roles assigned to different stakeholders to achieve the goals. • The implementation process reviewed at regular intervals against the indicators of success and necessary changes made. • Action Plans for improvement are evidenced.
3	How does the School Leadership manage, and utilize the available financial, human and material resources?	<ul style="list-style-type: none"> • The School Principal manages routine activities and school resources (staff, material and financial). • He /She allocates responsibilities to a few; takes decisions; acts on the orders and instructions received from the authorities (Board, Trustees, Governing Body) for compliance; communicates decisions; shares the orders and instructions received. • Financial transactions are made and partial records are maintained. 	<ul style="list-style-type: none"> • The School Principal and staff plan and manage routine activities and school resources (staff, material and financial); involve staff in decision-making; • He/she communicates details of the SPPC and provides clear directions to staff members and takes the lead for its effective implementation. • Sales and purchase procedures are followed; appropriate balance is maintained between Income and Expenditure. • Sufficient financial powers are given to the Head of the School. 	<ul style="list-style-type: none"> • The School Principal and staff members collectively develop a shared vision and a strategic plan in consultation with parents and learners. • Details of the SPPC and provides clear directions to staff members and takes the lead for its effective implementation. • The responsibilities are distributed among the staff members on the basis of mutual consensus and areas of expertise. • Action is taken with mutual support, and the progress is monitored and evaluated collectively. • Appropriate opportunities are provided to the staff members to participate in determining financial priorities or preparing the budget. • The Principal is empowered with sufficient financial powers.
4	How does the School Leadership identify the developmental needs of the school and manage changes for continuous improvement?	<ul style="list-style-type: none"> • The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources. • Resource mobilization is the responsibility of the Principal and is restricted to fee collection. • The school has corrective measures in place to conserve resources. 	<ul style="list-style-type: none"> • The School Principal, in consultation with HODs, Coordinators, with inputs from students, parents and teachers, identifies the strengths of the school, and areas that need improvement. • He/ She reflects upon the required changes; identifies action points and appropriately acts upon them; logically assesses the progress and refines actions, where required; • He/ She takes note of the changes that are being reflected in the 	<ul style="list-style-type: none"> • The School Principal communicates clearly the need for change to all the stakeholders and enhances their understanding of the same. • He/ She identifies clear targets and formulates predictable improvement strategies on the basis of analysis of evidence and other sources collectively with stakeholders; leads change and monitors incremental improvement regularly.

			teaching- learning and other school practices.	<ul style="list-style-type: none"> • He/ She distributes leadership roles and individual responsibilities for implementing change; encourages teachers to engage in evidence- based improvement and change in school practices. • The school has in place various forums and mechanisms to identify and sustain a culture of innovation, creativity and problem-solving.
5	HOW does the school leadership achieve appropriate balance among varying and potentially competing school needs?	<ul style="list-style-type: none"> • The School Leadership is broadly aware of areas that need attention; acts on issues in response to official mandate and immediate needs. • The required change is rarely discussed and reflected upon. 	<ul style="list-style-type: none"> • The School leadership has an annual planning process in which inputs of all stakeholders are considered. • SWOT outputs are also considered. • Board Directives and future plans are taken into account. • Plans are revisited every quarter for feasibility and change in priorities 	<ul style="list-style-type: none"> • The School leadership has an annual planning process in which inputs of all stakeholders are considered. • SWOT (Strength Weakness Opportunities Threat) outputs are also considered. • Previous year's SPPC non-compliance is taken into consideration. • Board Directives and future plans are taken into account. • The school has planning tools and methodology in place. • Plans are revisited every quarter for feasibility and change in priorities

2.PLANNING - DOCUMENTARY EVIDENCE

- Written/ displayed school vision/ mission statement
- Record of members involved in the development and revision of the vision/ mission statement
- Copy of the SPPC/SDP
- Record of members involved in the preparation of the SPPC, the prioritization areas identified, action plans created, timelines and allocation of responsibilities for achieving the same
- Record showing regular tracking of implementation of the development plans
- Minutes of the SMC meetings held Minutes of the meetings of HODs, Coordinators and Principal, VP
- MOM of SWOT Outputs and action taken on them.
- Circulars sent out to all stakeholders seeking their suggestions on improving the current practices and processes in the school
- Previous year's SPPC and achievements and gaps
- Next year's SPPC with improvements planned.
- Records of SOT conduct if any and how outcomes have been used.
- Record showing the appraisal process of teachers in the school, including self-assessment by teachers, peer assessment, School Head/ in- charge assessment, discussions held and feedback of improvements agreed upon thereafter

- Availability of curricular standards and expected outcomes for every subject with every teacher (as recorded in lesson plans)
- Reports on learners' progress in various areas on a monthly basis
- Records by teachers of all the parent-teacher meetings held, teachers' comments about each learner's performance and the points that emerged during discussions with the parents

2.PLANNING - Outcome Sheet		TEEP Concise Assessment Criteria 2022		
#	Planning	Strengths	Gaps	Level
1	What is the school's plan with respect to the achievement of Vision and Mission that is shared with and understood by all?			
2	What are the school's long term and short term plans?			
3	How does the School Leadership manage, and utilize the available financial, human and material resources?			
4	How does the School Leadership identify the developmental needs of the school and manage changes for continuous improvement?			

5	HOW does the school leadership achieve appropriate balance among varying and potentially competing school needs?			
	Planning Level			

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3.STUDENT, PARENT AND STAKEHOLDER FOCUS Descriptors

TEEP Concise Assessment Criteria 2022

#	Reflective Prompts for School	Level 1	Level 2	Level 3
1	How are the school's student, parent and stakeholder segments identified?	<ul style="list-style-type: none"> • The school identifies broad segments of students, parents, vendors and other stakeholders on the curriculum and board requirements. • The segments are basic and minimal in order for functional purpose. 	<ul style="list-style-type: none"> • The school identifies student, parent and stakeholder segments based not only on the curriculum and board requirements but also based on the needs and requirements of the stakeholders. • These segments are used for communication to relevant stakeholders for a specific purpose. • The teaching learning processes also address these segments to a small extent. 	<ul style="list-style-type: none"> • The school identifies student, parent and stakeholder segments based not only on the curriculum and board requirements but also based on the needs, aspirations and requirements of the stakeholders. • These segments are represented and covered adequately in all two-way communication to the stakeholders. • These segments are adequately covered for taking inputs for the school's annual plans. • The teaching learning process and support processes address many of these segments w.r.t. their needs and expectations.

2	<p>What mechanisms does the school have in place to capture the needs, expectations, aspirations, satisfaction and dissatisfaction of students, parents, alumni and vendors?</p>	<ul style="list-style-type: none"> • The school has basic communication mechanisms in place in the form of written (website, school prospectus, circulars and notices, notice boards, emails, whatsapp, sms) to communicate necessary and important information to stakeholder. • Communication from stakeholders is via (school prospectus, letters, emails, telephone calls to the school office, in-person meetings during visiting hours). The school has specified visiting hours for parents. Feedback is the stakeholder's prerogative through above mechanisms. • The school has the student council selected from the senior school which takes care of designated roles. • Parent representatives in the School's SMC is as per the Board's mandates. • There is a reward and recognition system for academic achievements of students. 	<ul style="list-style-type: none"> • The school has basic communication mechanisms in place in the form of written (website, school prospectus, circulars and notices, notice boards, emails, whatsapp, sms) to communicate necessary and important information to stakeholder. • Communication from stakeholders is via school prospectus, letters, emails, telephone calls to the school office, in-person meeting during visiting hours. • The school has in place- satisfaction survey forms which are available in the school office and during p/t meetings in every classroom for Interested stakeholders. The survey outcomes are aggregated once a year. • The school has a well-documented process for selection of student council. The student council is engaged effectively in formulating school improvement plans. Selective students are provided with an opportunity to become leaders. Buddy programmes with students who drive it are observed in selective classes. • There is a reward and recognition system in place for academic and co-curricular achievements of students. • Parents are welcome to participate in school functions as volunteers and are thanked for their efforts formally. 	<ul style="list-style-type: none"> • The school has basic communication mechanisms in place in the form of written (website, school prospectus, circulars and notices, notice boards, emails, whatsapp, sms) to communicate necessary and important information to stakeholder. • Communication from stakeholders is via school prospectus, letters, emails, telephone calls to the school office, in-person meeting during visiting hours. • Online satisfaction survey forms are sent to samples of all stakeholder segments to fill. Manual formats are distributed for those segments who are not online. The survey outcomes are aggregated, analysed twice or more /year. The outcomes are also considered during school planning. • There is provision on the school website to log in any grievances and/or complaints. Complaints can also be given in person. Confidentiality is ensured and a system is in place for handling the same in time. • There are policies in place for regular and consistent involvement of students (peer or buddy learning, school council etc.), parents and alumni in the improvement of the school. abilities and competencies of students are used in mentoring the lower segments of students. • There is a policy for reward and recognition for academic, co-curricular as well as other special skills for students, parents and alumni. Vendors and suppliers are also acknowledged for the quality of their service.
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3	How does the school use IT for communication with students, parents and other stakeholders?	<ul style="list-style-type: none"> • The school has a website for communication of important, urgent and basic information about the school as per board norms. • The school has made provision for 2-way communication with stakeholders via email. • Parents can visit the school during visiting hours as specified in the prospectus • Information is conveyed through the prospectus to students and parents. 	<ul style="list-style-type: none"> • The school has a website along with provision of email for 2-way communication with stakeholders as per board norms. • The school also allows use of WhatsApp and bulk sms for communication with Parents. • The school attendance system being digital, communication on this is sent to parents on a daily, weekly, monthly basis to parents. • The school allows for fee payment via payment apps through the school's website. 	<ul style="list-style-type: none"> • The school has a website along with provision of email for 2-way communication with stakeholders as per board norms. • The school also allows use of whatsapp and bulk sms for communication. • The school attendance system being digital. communication on this is sent to parents on a daily, weekly, monthly basis to parents. • The school allows for fee payment via payment apps through the school's website. • The school has digital report cards for students and home assignments are also sent digitally. • Vendor quotes and orders are also digitised. • The alumni corner in the website allows for registration by alumni along with communication to them and from them, • All important events are notified via, sms, whatsapp and email and are also on the school website. • The website also has a provision for stakeholders to take the satisfaction survey and give suggestions .
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4	<p>How does the school involve the students, parents, alumni and other stakeholders in the continuous improvement of the school processes?</p>	<ul style="list-style-type: none"> • The school invites stakeholders for all relevant functions and events. • The school communicates all relevant and important information to stakeholders. 	<ul style="list-style-type: none"> • The school communicates all important events and functions to the stakeholders. • Inputs from Complaints and grievances and feedback are used to improve processes. • The school has a reward and recognition system in place for students. 	<ul style="list-style-type: none"> • The school has a suggestion management system in place for stakeholders along with rewards and recognition for the best suggestions. • The school also has a curriculum based involvement of stakeholders to interact with and address students. • Appreciation letters are given to stakeholders for their involvement in the school's well-being. • The school has in place events where parental participation is sought. • The school has a process to capture vendor ideas, suggestions. These are acknowledged and worked upon. During the vendor's night programme vendors are recognised for quality of products or services and for their suggestions and ideas. • The school has a platform for students to innovate and improve school processes. This is then piloted and institutionalised. • The school maintains an integrated database of Student and parent database along with all details.
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3. STUDENT, PARENT AND STAKEHOLDER FOCUS - Documentary Evidence

- Student segments with details along with how used and maintained
- Parent segment details and how used and maintained
- Student, parent, alumni survey forms
- Collated outputs from various surveys along with how used
- Suggestions compiled and how acted on.
- Reward and Recognition mechanisms to acknowledge parents, students, vendors and suppliers, alumni and any others.
- M.O.M s of meetings with parents, alumni forums and how maintained and followed up on.

3.STUDENT,PARENT & STAKEHOLDER FOCUS - Outcome Sheet			TEEP Concise Assessment Criteria 2022	
#	Student, Parent and Stakeholder Focus	Strengths	Gaps	Level
1	How are the school's student, parent and stakeholder segments identified?			
2	What mechanisms does the school have in place to capture the needs, expectations, aspirations, satisfaction and dissatisfaction of students, parents, alumni and vendors?			
3	How does the school use IT for communication with students, parents and other stakeholders?			
4	How does the school involve the students, parents, alumni and other stakeholders in the continuous improvement of the school processes?			
	Student, Parent and Stakeholder Focus Level			

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5.TEACHER AND STAFF FOCUS Descriptors

TEEP Concise Assessment Criteria 2022

#	Reflective Prompts for School	Level 1	Level 2	Level 3
1	How does the school align workforce to the school culture?	<ul style="list-style-type: none"> • While recruitment the selected teachers are given the requisite documents like appointment letter, the VMV of the school, the code of conduct and the curriculum along with the schedule. • The teacher understands the school culture over time by observation. 	<ul style="list-style-type: none"> • While recruitment the selected teachers are given the requisite documents like appointment letter, the VMV of the school, the code of conduct and the curriculum along with the schedule. The teacher understands the school culture over time by observation. • The school conducts orientation sessions for new recruits which they are briefed about the code of conduct, rules and regulations and school policies. • The teacher understands the school culture over time by observation and experience. 	<ul style="list-style-type: none"> • While recruitment the selected teachers are given the requisite documents like appointment letter, the VMV of the school, the code of conduct and the curriculum along with the schedule. The teacher understands the school culture over time by observation. • Along with requisite documents the school conducts orientation sessions for new recruits (teaching and non-teaching) as soon as they join in which they are briefed about the culture and the policies of the school. • All categories of new workforce (new recruits and new work profile) are assigned to a formal mentoring process for a period of 1 year. • The Principal also has a cup of tea with new recruits and workforce with new profiles every 3 months to understand their alignment to their roles.
2	How does the school keep a focus on Teacher and staff development and capability building?	<ul style="list-style-type: none"> • Some senior teachers are given the opportunity for attending some Capacity Building Programmes. • Mandatory training programs by the Board are informed to all teachers to attend. 	<ul style="list-style-type: none"> • The Principal along with the teaching staff are periodically involved in self and team development and management programmes. • Equal opportunities are provided to all the staff members. • Mandatory training programs by the Board are informed to all teachers to attend and their participation is noted. • The Teachers' Development Report tracks their involvement in activities other than teaching. 	<ul style="list-style-type: none"> • Newly appointed faculty undergo a period of probation where they undergo induction and on-the-job training. • The school has proper written/ documented plan/policy for the capacity building of its principal, teachers and other staff members as per their need. • The school ensures that all teachers have gone through Knowledge, Skills and Competencies based workshops over a period of each academic year. • The school follows up with the faculty to check implementation the takeaways of the trainings attended. • The faculty is mentored and reviewed at regular intervals. • Other than identifying training needs in scholastic and co-scholastics, the school also encourages self-upgradation in those domains or areas which go beyond the classroom. • The Annual Budget takes into account the training and development plans for the year.

3	How does the school measure and manage Teacher and staff performance?	<ul style="list-style-type: none"> • The Principal/VP/HOD School Head monitor the teachers' performance as reflected in the departmental records and plans. • They also check the teachers in their classrooms for classroom management and observe their teaching occasionally. 	<ul style="list-style-type: none"> • The Principal/VP/HOD School Head monitor the teachers' performance as reflected in the departmental records and plans. • They often observe the teachers in their classrooms for classroom management and observe their teaching informally. • Progress towards goals is checked annually at the end of the academic year. 	<ul style="list-style-type: none"> • The Principal/VP/HOD review the teachers' and administrative staff's performance through syllabus, lesson plans and class observations and give feedback. • Teachers also review their own performance based on the classroom experiences and identify areas of improvement. • Feedback for the plans and class observation are usually given daily/weekly as the case may be. Progress against goals is reviewed monthly by teachers. • Corrective strategies are developed by the teachers. • Sub staff are supervised through checklists for performance efficiency and effectiveness.
4	What are the mechanisms in the school to measure Teacher and Staff satisfaction, engagement and motivation?	<ul style="list-style-type: none"> • The SMC and Principal check with teachers during meetings verbally if the teachers are satisfied with the school processes. • The teachers can approach the Principal or SMC on prior information to discuss any grievances, or dissatisfaction areas. • Once in a while the a few members of the teaching staff are appreciated either verbally or with appreciation letters . 	<ul style="list-style-type: none"> • In addition to approaching Principal and SMC to voice any dissatisfaction area verbally or in person, the school has in place an annual satisfaction survey for teachers. • The SMC along with Principal goes through the survey outcomes and identifies those points which can be addressed and takes relevant on those points. • The school has a policy or plan of action for incentives and appreciation to all its staff members. • The number of staff members who receive appreciation or incentives during the year is high. 	<ul style="list-style-type: none"> • A formal plan or policy for provision of incentives and appreciation to teaching and nonteaching staff is in place. • There is regular interaction of Leadership with staff. The school has in place an annual satisfaction survey for teachers. The outcomes are shared with the various segments of workforce and inputs and suggestions on possible solutions are discussed in the SMC and leadership teams. • A suggestion management system is in place for faculty and staff. Survey outcomes are also discussed during the annual school planning process to be incorporated into the planning process. Mechanisms to motivate staff for good performance are embedded in the system. • Faculty is involved is involved in the School Planning Process as inputs are taken from them every year for the same. • The school policies are friendly and ensure the needs of all segments of workforce are met. (working parents, single parents, pregnant teachers, teachers with health issues etc.) • The school also has pastoral counsellor and an in-house nurse and tie-ups with the local hospital for the workforce.
5	How does the school use IT to enable the any/all of the above?	<ul style="list-style-type: none"> • The school has a website for communication of important, urgent and basic information about the school as per board norms. • The school has made provision for 2-way communication with stakeholders via email. 	<ul style="list-style-type: none"> • The school has a website along with provision of email for 2-way communication with stakeholders as per board norms. All teachers belong to a Whatsapp group through which urgent and immediate communication is done with leadership and each other. • Teachers are also intimated of urgent and important information from school leadership and Administration via emails. 	<ul style="list-style-type: none"> • The school has a website along with provision of email for 2-way communication with stakeholders as per board norms. • All teachers belong to a Whatsapp group through which urgent and immediate communication is done with leadership and each other. • Teachers are also intimated of urgent and important information from school leadership and Administration via emails.

			<ul style="list-style-type: none"> • The workforce attendance system being digital, communication on this is sent to whenever leave is availed of and the end of each month by SMS. • The school transfers salaries via internet banking for faculty and administrative staff. • Teachers maintain Whatsapp groups with students class-wise for one-way communication. 	<ul style="list-style-type: none"> • The workforce attendance system being digital, communication on this is sent to whenever leave is availed of and the end of each month by SMS. • The school transfers salaries via internet banking for faculty and administrative staff. • All workforce essential data and information is maintained and updated regularly on a centralised database. • The teacher Performance Measurement System is digitised and integrated with the Workforce database. • The Teacher Performance Management System is also linked to the Training and Development system. • It is also available stand-alone for other categories of workforce. • The Workforce Reward and Recognition system is digitised with a record of various segments of workforce along with award categories , winners and reward values.
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5.TEACHER AND STAFF FOCUS - Documentary Evidence

- File of appointment letters.
- List of documents information given to newly recruited teachers
- Orientation meeting agenda, attendance and minutes.
- Performance management system of Teachers – KRAs, action plans, goals and how KRA is used for and by teachers for their growth and improvement.
- Teacher training programmes with the list attended. (beyond board compliance to be checked).
- Survey aggregates and outcomes and they have been used for Evaluation and Improvement (E & I).
- Documentation w.r.t. suggestion management system of school and how used for E & I.
- Documentation w.r.t. complaint and grievance management of Workforce and how used for E & I.
- Segment-wise list of roles and responsibilities of teachers and staff.
- Document with details of R & R of teachers and staff along with criteria.

5.TEACHER AND STAFF FOCUS - Outcome Sheet		TEEP Concise Assessment Criteria 2022		
#	Teacher and Staff Focus	Strengths	Gaps	Level
1	How does the school align teachers and staff to the school culture?			
2	How does the school keep a focus on Teacher and staff development and capability building?			
3	How does the school measure and manage Teacher and staff performance?			
4	What are the mechanisms in the school to measure Teacher and staff satisfaction, engagement and motivation?			
5	How does the school use IT to enable the any/all of the above?			
	Teacher and Staff Focus Level			

PLEASE NOTE - THIS IS STRICTLY FOR THE PURPOSE OF SELF-EVALUATION AND NOT FOR CIRCULATION

6.1.FOCUS ON SCHOOL OPERATIONS Descriptors

TEEP Concise Assessment Criteria 2022

#	Reflective Prompts for School	Level 1	Level 2	Level 3
1	How does the school ensure maintenance and upkeep of the its infrastructure, support services and equipment ?	<ul style="list-style-type: none"> • Open area is insufficient with limited space for assembly/No boundary wall/ fence or discontinuous with big gaps; no garden/ trees in the compound. • assembly ground is uneven; premises appear unclean and lacking maintenance; major repairs are needed in floor/walls/ roof/ doors/ windows, etc. • Playground is unavailable; school occasionally uses the playground of neighbourhood school or a community Space; • no or limited equipment/ material is available. Learners sometimes play only those games for which no or minimum equipment is needed; • no guidance and supervision is available. • Classrooms are crowded; no other rooms for leadership and administrative staff are available except for School Head; furniture (mats in the case of primary classrooms) is available but not sufficient. Rooms are poorly ventilated with inadequate natural/ electric light; some classrooms have poor quality of blackboards with few displays like charts and maps; furniture is of poor quality and requires repairs or replacement. • No provision for electricity; The school borrows/ hires generator/ battery and other electrical equipment for special occasions. • The school has no proper lighting and ventilation in the classrooms and other rooms. 	<ul style="list-style-type: none"> • Open and built area is just sufficient with available assembly hall/ space but inadequate to accommodate • all learners comfortably; pucca building exists with boundary wall/ fence without gate; few garden/trees in the compound. Assembly space/ hall is used for organizing other activities such as physical exercises, organizing functions, etc.; ground is even; minor repairs are needed in floor/ walls/ roof/ doors; occasional maintenance is undertaken. • Playground is of inadequate size; playground of a neighbouring school is used occasionally for certain games; adequate material and equipment available only for a few games. Learners utilize the playground well, for limited number of games; specific time is allocated for sports/games; • Some of the lower classes have supervised play-time. • A few classrooms are crowded; rooms for School Head and staff room for teachers are available; furniture is adequate as per requirements of the school. Majority of classrooms have good ventilation, natural light and fans (where needed); most classrooms have charts and maps displayed on the walls; furniture is comfortable and caters to the needs of the learners. Every classroom has good ventilation, light; other rooms are appropriately furnished; • Electric supply is irregular; no alternative arrangements for power failure/ cuts; Wiring and switch boards are in good condition; electrical equipment (fans, etc.) is serviced from time to time. School borrows/ hires generator/ battery and other electrical equipment for special occasions. • There is illumination and cross ventilation in most of the classrooms. 	<ul style="list-style-type: none"> • Ample open and built spaces available for free movement of learners with designated space for assembly; boundary wall/ fencing with plantation and gate exists; well-maintained garden and lawn. Open space and building are clean and well-maintained; repairs are undertaken in a timely manner. • Playground of adequate size is available within school premises; adequate sports equipment and material are also available for a variety of games. Students participate in a variety of games/ sports in a planned manner through a timetable for the same; facility for training/ coaching for sports is available; school maintains inventories of all equipment and replenishes material as and when necessary; organizes inter-school sports meet every year. Playground activity is always supervised; equipment is maintained and made available as and when required; sports events are conducted in the school playground . • Rooms are assigned for the school leadership and administrative staff. Staffroom is provided for teachers. All the classrooms have adequate space for students for group work and other activities; additional rooms are used as store, craft, etc. are available; each classroom has sufficient number of benches and chairs; teachers have lockers/ cupboards. The furniture is well-arranged, age-appropriate and friendly for differently-abled learners also. Every class has appropriate visual displays and teaching aids displayed. • The school has its own power back-up facility, such as generator or inverter to deal with power failures; all rooms have adequate electric lights and fans; public address system is in place. All rooms have electric lights and fans are available an attractive environment; electronic equipment (T.V, radio, etc.) Miniature Circuit Breaker switches (MCB), are in place to prevent fire due to short circuit; all electrical and electronic equipment are regularly checked, maintained and kept in working order.

				<ul style="list-style-type: none"> • The entire school building is well lit and ventilated with temperatures conducive for learning and working as per norms.
2	How does the school provide for and manage for Lab facilities ?	<ul style="list-style-type: none"> • Lab is sub-optimally utilized. • Safety measures are not in place. • Basic equipment for demonstration is available; composite laboratory for science and mathematics exists (applicable to upper primary and secondary school) • Teachers demonstrate some of the experiments in the class; learners seldom get an opportunity to perform experiment. 	<ul style="list-style-type: none"> • All required laboratories are available • Equipment for demonstration is available; composite laboratory for science and mathematics exists (applicable to upper primary and secondary school). • Laboratories and related emergency management facilities are available. • Teachers and students of both the genders are adequately trained to demonstrate safe and careful use of equipment. • Teachers give exposure to learners by demonstrating prescribed experiments as per the syllabus; • learners sometimes get an opportunity to conduct experiments in the laboratories; safety measures are in place. 	<ul style="list-style-type: none"> • The laboratory facilities are more than adequate, and there is optimal utilization by all students. • Resources are added based on teacher and student feedback. • All safety and security compliances are met with. • The school has additional experiential lab(s) and mobile lab(s) for developing scientific temperament. • Ongoing review of resources and subsequent action plan is evidenced. • instruments are as per board norms and specifications; running water and electric supply is ensure • Teachers and students of both the genders are adequately trained to demonstrate safe and careful use of equipment. • Every learner is given an opportunity to conduct all prescribed experiments in the laboratory; teacher utilizes/ uses the laboratory to conducts experiments simultaneously while transacting the relevant topic in the class.
3	How does the school provide for and manage for drinking water and Toilet facilities?	<ul style="list-style-type: none"> • Drinking water facility is available but supply is insufficient. • Drinking water is used as supplied from the source/s without any quality check. • Inadequate number of hand-wash outlets/ stations; no provision for soap. • Hand-wash stations/ water containers are seldom cleaned and maintained; Teachers rarely communicate to learners the importance of hand-washing; learners seldom wash hands or wash them without soap. • None or insufficient number of toilets are available; no separate toilets for boys, girls and CWSN. 	<ul style="list-style-type: none"> • Sufficient and regular supply of drinking water; if underground water, then facility for purification is available. • Drinking water is purified, if required; water storage facility is cleaned regularly. • Sufficient supply of water but inadequate hand-wash outlets/ stations; inadequate supply for soap is made. • Hand-wash stations/ water containers are cleaned and maintained on a regular basis; teachers communicate the importance of hand-washing during school assembly; the monitoring of hand-washing is undertaken occasionally. • Separate toilets for boys and girls are available; number of seats and urinals not sufficient (as per norms). • The no. of toilets in proportion to the no of students is adequate. 	<ul style="list-style-type: none"> • There is continuous supply of safe drinking water; retrofitting of drinking water facilities is done, if required, for maintenance and purification. • cleanliness is maintained around drinking water facilities. • adequate number of hand-wash outlets/ stations available; adequate and regular supply of soap. • Hand-wash stations are cleaned daily; school organizes hand-washing and hygiene drives through posters, slogans, songs, skits, etc.; regular sessions at various forums are held to develop a habit and stress the importance of hand-washing; • School Head monitor learners' personal hygiene regularly. • Separate toilet seats and urinals for boys and girls are available in sufficient number; CWSN friendly toilet available.

		<ul style="list-style-type: none"> Toilets are in poor condition and cleaned irregularly; sufficient water is not available for flushing and cleaning toilets. Faculty and students share toilets. 	<ul style="list-style-type: none"> Toilets are functional and cleaned at least once a day; water is available for flushing and cleaning for a limited time; maintenance of toilets is undertaken occasionally. Separate toilet for staff are provided. Adequate dustbins are provided. 	<ul style="list-style-type: none"> All the toilets are functional and maintained at all times; cleaning of toilets is undertaken regularly; continuous supply of water is available for flushing and cleaning; The no. of toilets in proportion to the students and in terms of accessibility on every floor is adequate. Separate toilets (Indian and western for male and female staff.). Sanitary pad vending machine or equivalent . Appropriate Waste disposal practices (including sanitary napkins) Visuals for maintaining hygiene are visible at appropriate places. Child-friendly locks are provided on toilet doors.
4	What are the school's policies and practices to promote diversity and inclusivity as part of the school culture?	<p>The school</p> <ul style="list-style-type: none"> ensures that no child is denied admission on the basis of caste, gender, language, economic status, disability, etc.; works with parents of diverse backgrounds to send their children regularly to the school.; has accessible toilets and drinking water outlets for students with disabilities; The path from the gate to the school building and playground is clear and levelled. <p>Teachers are</p> <ul style="list-style-type: none"> aware of children with visible disabilities and maintain records of the same. instructed to give extra time to children with special needs for finishing their classwork / assignments. The same curriculum is transacted to students with disabilities as to other students within the regular classroom. 	<p>The school</p> <ul style="list-style-type: none"> ensures equity among children, parents, peers and other staff on the basis of caste, gender, socio-economic background, etc. during classroom tasks, activities, seating arrangement, etc.; give special attention to girls and disadvantaged groups to promote equity. is aware of Persons with Disabilities Act; leverages the support of available resource person to identify and support CWSN; teachers attempt to attend to their needs with special aids and curricular material; follow curriculum for CWSN with adaptations like small changes in content, using appropriate teaching and assessment methods; ensure CWSN are learning as per the targets which have been shared with parents. Parents of children with disabilities are counselled to encourage and allow their children to participate in games and sports activities. Medical Report and consent is taken from the parents to ascertain if the child is medically fit enough to play the desired game/s or sport School buses have almost all the access features like seat belts or special belts, contrast colour on vehicle steps and railing, wheel chair lift (either built in or manual), non-skid flooring, wide doors and steps, 	<p>The school</p> <ul style="list-style-type: none"> responds to the needs of all children with varying abilities and backgrounds; values and ensures participation of all children, irrespective of their different physical, emotional and learning abilities; encourages parents from diverse backgrounds to actively participate in SMC meetings and other school activities. monitors and documents the progress of CWSN regularly; includes CWSN in general classrooms with the rest of the class; builds teacher capacity for the same through training; teachers share inspirational stories of accomplishments of people with special needs. appoints special coaches for students with disabilities. Teachers are encouraged to identify and track needs of outliers in every class(height, weight, skin colour, abilities, gender, personality traits, socio-cultural and economic background, academic and extra-curricular performance) and track their emotional well-being and progress regularly. PE teachers are sensitized about the needs of students with disabilities and make participation in sports a safe and healthy experience for them. Teachers use special devices or mechanisms to keep them safe in the playground. Teachers have a procedure to know the abilities of the child and accordingly the games and sports facilities or

		<ul style="list-style-type: none"> Indoor and outdoor games and few sports facilities are available for students with disabilities and are modified to suit their needs, if required. Attendants accompany CWSN in the school bus. Same transportation facilities as provided to the other children in school are provided to the students with disabilities. 	<p>hand rails, special priority seating, etc.</p> <p>* CWSN-Children with Special needs</p>	<p>other recreational facilities are provided.</p> <ul style="list-style-type: none"> Mechanism to mentor, monitor and review the policy for Inclusive Practices is in place. Drivers and attendants are trained in meeting the needs of students with disabilities. Transportation related training is given to CWSN, peers and teachers. School Buses are CWSN friendly. Regular monitoring and reviewing of the process is evidenced.
5	<p>What are the various aspects of safety and emergency preparedness followed by the school?</p>	<ul style="list-style-type: none"> The school has some disaster management equipment and school stakeholders are aware of the drills. The school has a rudimentary 1st aid box. The school checks its status of compliance against existing board norms on school safety, including road safety norms and safety status of school building; takes measures to ensure safety in the existing school building and additional construction, if any; ensures that the building and its surroundings have necessary safety provisions e.g. displays providing information on safety equipment, emergency exits, emergency contact numbers, first-aid kits, fire-extinguishers, etc. The school is aware of the policy on child abuse and exploitation; does not allow corporal punishment or verbal abuse. The school occasionally checks cleanliness and sanitation of its premises and the personal hygiene of children; provides dustbin for waste; records height and weight measurements of all children. 	<ul style="list-style-type: none"> The school stakeholders of both the genders are trained to manage emergencies and disasters with enough practice in conducting mock drills and evacuation drills. The school has a well-equipped 1st aid box which is maintained and checked regularly. The school ensures safe storage and usage of potentially hazardous materials with special attention to laboratories and pantry; monitors the entry and exit of visitors; conducts safety drills as mandated; has the nos. and details of local agencies for handling emergency situations; ensures pest control (keeping the building safe from rodents, reptiles, stray dogs etc.); allocates responsibility for all safety related activities; identifies accident prone areas and ensures signboards are placed by relevant agencies in the vicinity of the school to prevent accidents; ensures the presence of personnel to regulate traffic during peak hours and in accident prone areas as and where needed. The school is aware of the policy on child abuse and exploitation; it does not allow corporal punishment or verbal abuse. The school staff is trained to recognize signs of sexual/ physical/ substance abuse; school creates awareness among children to differentiate between 'good touch' and 'bad touch'; screens all digital/ non-digital learning material for objectionable content; ensures no child is left alone in isolated/ dark places; also ensures that there is no adverse psychological impact on children due to work overload by spacing out assignments, assessments, etc.; has a mechanism to address complaints and grievances of children and parents; undertakes 	<ul style="list-style-type: none"> The School Disaster Management process is in place. All students, teachers, non-teaching staff are well trained to manage all kinds of disasters and conduct evacuation drills in minimum time. Stringent provisions for emergency management are in place in terms of infrastructure and as policies and processes. Evacuation Plans and Emergency Protocols are displayed all over the school. The emergency preparedness process is monitored and reviewed at regular intervals. <p>The school conducts awareness building sessions on disaster management for all stakeholders;</p> <ul style="list-style-type: none"> The school has a structured emergency response plan, including communication modes and mechanisms like maintenance contract (for keeping building free from rodents, animals, etc.); The School reviews such plans and mechanisms regularly; conducts training/seminar/ workshops periodically to sensitize learners on safety measures and precautions ; integrates awareness programmes and safety drills with teaching-learning; checks that transport arrangement is safe for learners; participates in traffic regulation awareness programmes. The school adopts a structured approach to ensure emotional safety of all children which includes awareness building through dialogue and discussion, programs on child abuse, sex and adolescent education, regular one-on-one counselling sessions, dialogue to resolve complaints and grievances;

			<p>background checks of all adults working in the school.</p> <ul style="list-style-type: none"> • School has a policy on health, hygiene and sanitation; continuously ensures cleanliness and sanitation of all its facilities, the quality of the mid-day-meals and drinking water and the personal hygiene of children through regular checks and drives; undertakes appropriate measures for waste disposal; initiates awareness building programs; creates growth charts of children to check status of their health; facilitates regular primary health checks (including dental and eye check-up). 	<ul style="list-style-type: none"> • It checks the implementation of the policy on emotional safety and reviews the same on a regular basis; conducts counselling sessions for children and parents to ease out child anxieties related to curricular overload and pressure of performance, thereby helping children develop coping mechanisms; regular career counselling sessions are also held for appropriate age groups. • The school monitors cleanliness, sanitation in the school and the personal hygiene of children; conducts orientation programs/ workshops on health, parents/ guardians; invites health practitioners for such sessions; holds discussions with parents/ guardians about health related problems noticed in the school; arranges for professional medical advice for children engaged in substance abuse. • All the parts of the school building are accessible either by ramp or by lifts; all the surfaces are non-slippery; handrails have been provided in the walkways and the walkways are clear of any hung and protruding obstructions. • There is a regular and ongoing mechanism to review the safety procedures and infrastructure.
6	<p>How does the school use IT to enable school operations? How does the school ensure it is reliable and user-friendly?</p>	<ul style="list-style-type: none"> • The school has a website with basic information about the school. • The school has digitized the school administrative work with stand-alone software on PCs. • The school currently has digitised fee payment and attendance. • All data to be submitted to the Govt. or boards is carried on a pen drive and submitted at required offices. 	<p>The school</p> <ul style="list-style-type: none"> • has a well-developed website which is updated once in a while. • Has individual apps for monitoring student attendance, communication with parents. • Bank details are shared in the school prospectus to help parents pay fees online • The data and records management is hybrid, with partial information on pcs and partially manual in registers. • Teachers' profiles are stored in digital form and updated once a year. • Student related academic information is stored in digital form and updated after every assessment. • Financial data is stored on excel files. • Most other data is managed in hard copies • The Library management system is a stand-alone system which tracks all issues and returns, stock, 	<ul style="list-style-type: none"> • The school has a well-developed website which is maintained regularly. • It has an integrated school management system which is completely digitised. • It has facilities where parents can communicate with the school and vice versa, in bulk or one-to-one. • It has various portals for its stakeholders student interface for events, programs and exam schedules, holiday calendars, syllabus, curriculum, assessment outcomes, report cards and all other communication from the school. <p>2) Parent interface for fee payment, admission formalities-application, important dates, uploads etc., complaint, feedback and suggestion corners. It also maintains a log of parental engagement with school.</p> <p>3) workforce - to update profile with documents, leave and attendance details, suggestion corner, accomplishments portal, complaint handling.</p> <p>4) all surveys are managed through the website</p>

		authors, collection details, cost and date of upgradation.	<p>5) the alumni portal gathers details of alumni information, achievements and involvement with the school.</p> <p>6) All back end data is backed up to ensure data security at pre-decided intervals.</p> <p>7) valid triggers during data entry ensure accurate data</p> <p>8) access to the website portals is restricted with unique user-ids and passwords with anti-hack mechanisms in place.</p> <ul style="list-style-type: none"> • The school management system has in place data capturing for school maintenance data. Curriculum planning, timetable setting, substitution of faculty. • The Library system is an associate package with the main system. • The computer labs are all connected to the main server with restricted access to internet. All usage is monitored with mechanisms in place to track plagiarism.
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6.1 FOCUS ON SCHOOL OPERATIONS – Documentary Evidence and/or Site visit IT observations

Evidence of

Safety and Emergency Handling

- School Safety checklist
- Board information on safety and emergency preparedness, circulars
- Safety certificates
- Action plan for dealing with emergency
- fire extinguishers (types) and maintenance
- first aid – kits, medical room and school vehicles, blankets, stretchers
- calendar for conducting mock drills with %adherence and outcomes
- Emergency protocols
- training sessions for school staff and other stakeholders on safety related matters
- Infrastructural safety requirements
- Records of measures undertaken for building safety
- Evidences of tie up with local agencies for handling emergencies
- Mentoring, Monitoring and Reviewing Practices
- Guidelines for transport, classrooms, corridors, washrooms, transition time, routing time, one day trips, excursions, functions, events etc.
- Anti-Bullying initiatives

- Sexual Harassment Policy
- POCSO Act Awareness
- school displays on sensitive, health and safety issues

Inclusivity

- Admission of children with details of their background
- Criteria for segmentation of students, workforce, parents
- Requirements of Children With Special Needs (CWSN) and how school is supporting them
- Curricular material, aids and appliances for CWSN
- List of tasks, activities and programs in which parents were involved in the school
- Mechanism for receiving the complaints and grievance of learners and parents; availability of complaint box in the school
- One-to-one counselling sessions for identified students
- Projects related to health, hygiene and inclusion and their impact
- Cleanliness checks of school premises and outcomes how used
- Awareness sessions on safety, health and hygiene, their impact

Data and Information

- Survey collations and reports and how used for analysis and improvement
- Complaints, suggestions aggregates and how used for analysis and improvement

Infrastructure, Equipment and IT

- Overhead water tank cleanliness
- Drinking water checks
- Hygiene and safety in toilets and how analysed and used for improvement
- Lab records and how used for review
- Library management information and how used for Evaluation and Improvement
- School website and IT system management
- Various reports which are generated from the school's digital database and how used
- Backups, maintenance of IT.
- Alignment of School's infrastructure and maintenance with school Development plan (SDP) or SPPC.

6.1. FOCUS ON SCHOOL OPERATIONS- Outcome Sheet			TEEP Concise Assessment Criteria 2022	
#	Focus on School Operations	Strengths	Gaps	Level
1	How does the school ensure maintenance and upkeep of the school's infrastructure, support services and equipment ?			
2	How does the school provide for and manage for Lab facilities ?			
3	How does the school provide for and manage for drinking water and Toilet facilities?			
4	What are the school's policies and practices to promote diversity and inclusivity as part of the school culture?			
5	What are the various aspects of safety and emergency preparedness followed by the school?			
6	How does the school use IT to enable school operations? How does the school ensure it is reliable and user-friendly?			
	Focus on School Operations Level			

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6.2.FOCUS ON TEACHING LEARNING Descriptors

TEEP Concise Assessment Criteria 2022

#	Reflective Prompts for the School	Level 1	Level 2	Level 3
1	How is effective learner-centred teaching-learning ensured?	<ul style="list-style-type: none"> • Lessons are planned as per the textbook, with a focus on completion of syllabus. • teachers are aware of the topic to be taught and teaching-learning material to be used in their teaching. • Basic resources are available for teaching-learning. • Mainly textbooks are used for teaching in the class. • Use of Teaching aids are sporadic and not planned for. 	<ul style="list-style-type: none"> • Teachers prepare and maintain a detailed lesson plan including teaching and assessment strategies and aids to be used; • All learners are involved class activities. • Plans are in place to organize group work / activities and display learners' work and charts, etc. on the wall; teaching aids are catalogued and made available in a central location. These plans and aids are accessible to all. • Teachers use other resources in addition to textbooks such as reference materials, charts, maps, models, digital learning kits, local resources; use science, mathematics and language kits/ laboratories, as and when appropriate; 	<ul style="list-style-type: none"> • The school has a culture where every teacher designs lessons as per the varying learning needs of learners and makes the teaching learner centric; connects teaching-learning with immediate context and environment; plans appropriate strategies such as observation, exploration, discovery, analysis, critical reflection, problem-solving and drawing inferences to make learning effective. • Teachers prepare and maintain a detailed lesson plans with teaching and assessment strategies and aids to be used; • All learners are involved in class activities. • Teachers create a conducive and interactive environment in the classroom; encourage peer learning/interaction; provide opportunity for expression; appreciate the views of all learners; encourage questioning/sharing of ideas. • Teachers integrate the use of digital support material, laboratories, library, etc. with the lessons appropriately; school facilitates networking with other schools for sharing resources
2	What are the level-appropriate testing, grading and assessment mechanisms by the school for the students?	<p>Teachers assess learners as per board mandates;</p> <ul style="list-style-type: none"> •generally tests that are given to assess rote learning and factual knowledge obtained from the content and exercises in the textbooks and pen-paper tests; • Teachers complete the syllabus as per the textbook and assess the students with the help of the questions given at the end of the chapter in the textbook. • The principal is aware of the learning outcomes for different classes as defined by NCERT. •The focus is on terminal and annual exams. learners' performance is communicated to the 	<p>Teachers</p> <ul style="list-style-type: none"> • assess the students as per the outcomes defined for each chapter using his/her own assessment worksheets. • conduct different types of assessment (Assignments, worksheets, homework assignments and projects, traditional pen-paper tests) to assess the performance of students. • assess students on the basis of predefined criteria made and communicated the same to them and their parents in advance. •identify the learning levels of the students. •provide descriptive feedback highlighting areas of improvement in the progress 	<p>The school assessment practices are aligned to board requirements .</p> <ul style="list-style-type: none"> •Learning Outcomes are prepared in line with the minimum learning levels/Learning Outcomes laid down by NCERT or as defined in the curriculum document of the regulating Board and shared with the parents and students. • Teachers conduct assessments for the purpose of diagnosis and remediation leading to improvement in student performance and achievement. • Different formative assessment techniques are integrated with the classroom teaching. • Teachers periodically design and use different assessment tools and techniques as per the needs of different types of students. Different tools and techniques like quizzes, debates, discussions, interviews, mind maps, games, presentations, self-evaluation, peer-evaluation, project work, portfolio work, etc. are used to assess the

		parents through report cards and PT meetings.	report card; regularly interact with parents to share learners' progress.	<p>performance of students.</p> <ul style="list-style-type: none"> • They assess other areas, including personal and social qualities systematically with follow-up measures for improvement • Teachers analyse the results and use diagnostic and remedial measures to help students improve and progress. • Teachers use assessment data for improving teaching practices. • analyse the students' past assessment records and link it with the current achievement levels; • The school ensures effective recording, analysis and reporting of results. The profile of each student's achievements is maintained. • Teachers consider assessment as an integral part of the teaching learning process; analyse the learners' past assessment records and link it with the current achievement levels; they provide feedback on progress; assess other curricular areas, including personal and social qualities systematically with follow-up measures for improvement; use feedback from assessment to improve teaching-learning.
3	What are the school's initiatives and practices to develop co-scholastic skills(CSS) of students?	<p>The Annual Curriculum Plan for development of CSS is communicated to teachers, students and parents. The co-scholastic skills are identified by teachers in the curriculum and addressed in classrooms.</p> <ul style="list-style-type: none"> •The school provides only two options for Art activities (one for Visual, one for Performing Arts) and maintains records. •The school provides 3 Skill Based activities for work education to the students of classes VI-X; maintains records; and results are shared with students and parents. •The Life Skills Programme is planned and implemented for secondary classes only. • School Counsellor or class teacher is responsible for imparting Life Skills Education. • Life Skills activities are conducted using the Life Skills Manuals given by 	<ul style="list-style-type: none"> •The plan for the development co-scholastic skills is outlined at the beginning of every year. •It is attempted to align the same to the mandatory board requirements. •The plan is made by teachers and a copy of it is available in the library and with the Principal along with the school curriculum plan. •Art Education is effectively implemented as follows • All the four streams of arts i.e. music, dance, visual arts and theatre are a part of arts curriculum offered by the school. • Culinary Art is a part of the curriculum in grades 6-8. • Through arts curriculum, students are introduced to the rich and varied artistic traditions of the country. • Students participate in various events at the Zonal/State Level. •The school provides resources (work space and other required material) for 	<p>The School plan for the development of Co-scholastics is aligned with the Board requirements and the VMV of the school. A formal documented version is available with all teachers and in the library.</p> <ul style="list-style-type: none"> • The school Annual Curriculum Plan reflects enhancement in life skills, values, literary skills, scientific skills, ICT skills, Health and Physical Education, Visual and Performing Arts, Work Education, Leadership Skills, Aesthetic Skills, etc. • The Plan for development of co-scholastic skills is implemented, monitored and reviewed at regular intervals and necessary changes are made accordingly every academic year. • Art activities are integrated in the Annual School Curriculum and correlated with other subjects or school activities. • Awareness is generated among the parents/guardians, school management about the importance of studying Art Education in school. • Resources are provided to bring forth and nurture artistic capabilities of the students. <p>Student Outcomes are reflected in the school aesthetics and décor, in co-scholastic activities; and in scholastic activities.</p> <ul style="list-style-type: none"> • Students take part in Art forms at National and International Levels. •Art Education is effectively implemented, monitored and reviewed at regular intervals

		<p>the boards.</p> <ul style="list-style-type: none"> • Varied co-curricular activities and also in the assembly are conducted by the school to inculcate values among students but there is no plan as such. The school provides facilities to selective students for participating in some activities. 	<p>Work Education activities to all classes. • Students work under the supervision of concerned teachers.</p> <ul style="list-style-type: none"> • The Life Skills Education Programme is planned and implemented for all the classes. • The outcomes of the students are analyzed to improve their performance / skills. Life Skills Education is imparted through regular classroom teaching. • Capacity building programmes are organized for teachers and students. • The school has a planned programme for inculcating values among students. • The school has Value education guide by the Board or by NCERT for the ready reference of teachers. • Capacity Building programmes are organized for teachers to enhance their skills for the effective implementation of values education programme in the school. • Each child/student is encouraged to participate in some activity or the other so that 'No Child is Left Behind' from participation in these activities organized at class/school/ interschool level. • Records of their participation and achievements are maintained. • Students are encouraged to participate in Intra School/Inter school events. 	<ul style="list-style-type: none"> • Work Education has been integrated in the school curriculum from the pre-primary/ primary classes. • Activities appropriate with the child's age and ability and those that contribute to the child's normal growth and development have been implemented in the school. • Wherever possible, industrial exposure is provided and experts are invited to interact with the students. • The school Work Education Programme focuses on enabling children to learn values, basic scientific concepts, skills and creative expression. • The activities are effectively implemented, monitored and reviewed at regular intervals. • Teachers have created resources for equipping all students with all the desired Life Skills required to be successful in 21st century. • Life Skills Programme is well integrated in the whole school plan and is effectively implemented, monitored and reviewed at regular intervals. • Teachers have created activities for promoting values among students through integration with curriculum and aligned to the School's values. • Values Education is implemented as appropriate to age across all levels of the schools. <p>There is a Class Wise Tracker for each student's participation in the activities.</p> <ul style="list-style-type: none"> • Teachers integrate the activities with their subjects. • Each child is encouraged to participate in activities that build on their cognitive, affective and psychomotor domains. • Students are encouraged to participate in such activities at National and International Levels. • Regular feedback is provided to students and parents.
4	<p>What are the school's initiatives and practices to develop Physical Education and sports skills of students?</p>	<ul style="list-style-type: none"> • The Principal understands the importance of PE and school sports and there is an identified PE Coordinator. • There is an identified Sports Period in the Time Table. Staff takes the sports periods regularly and ensures that students are present. 	<p>The School curriculum mentions a sports and physical activity schedule. All classes have a sports period and some structured games are planned for some levels.</p> <p>School Coordinator is skilled and has developed core vision with staff support. Planning and execution for sports and PE is prevalent. Staff is confident and</p>	<p>A clearly documented School Policy for promoting Health and Physical Education in students is in place.</p> <ul style="list-style-type: none"> • PE and Sports are reflected centrally in School Development Plan. PE and Sports is implemented across the school and the plan shared with the students and parents. • The Policy is monitored and reviewed regularly at periodic intervals and changes made accordingly. <p>School Leadership and Management are committed to implementing the detailed PE development plan through PE</p>

		<ul style="list-style-type: none"> Students are involved in sports and games as per their sports period and sometimes on their own. Varied level of staff competence and most teachers do not apply assessment standards. The teachers encourage students to participate in the games period and lead a healthy life style. Limited sports opportunities are provided to the students with different abilities. 	<p>competent and uses innovative strategies to generate interest in leading a healthy life style. • Children are provided with opportunities to explore their talent and build skills.</p> <p>Students participate in activities around MPE for four hours in a week.</p> <p>Most staff are capable of and competent in the use of assessment standards.</p> <p>Regular Programmes are organized by the school on making Healthy Life Style Choices.</p> <p>Focus on inclusive practices and regular competitions are held both within and between schools and most students get to participate in these programs.</p>	<p>Coordinator and a Committee comprising of staff, student and alumni.</p> <ul style="list-style-type: none"> There are stringent monitoring and reviewing practices to ensure enhancement in the PE and Sports Program. <p>All staff are competent, confident and capable of excellent delivery of PE lessons.</p> <ul style="list-style-type: none"> Cross curricular approach is encouraged. • The diversity of activities gives pupil confidence to try new things in a range of environments. <p>Students are exposed to talented professional and passionate sports persons in order to encourage them to pursue a healthy life style.</p> <ul style="list-style-type: none"> The activities are stringently monitored, and reviewed. <p>School Policy on mainstreaming PE is in place.</p> <ul style="list-style-type: none"> PE activities are carried out for at least one hour every day of the week. (five to six hours in a week) The activities are effectively implemented, monitored and reviewed at regular intervals. <p>The School Policy on mainstreaming PE is in place.</p> <ul style="list-style-type: none"> All teachers are confident, competent and capable of assessing learning outcomes using prescribed assessment standards. There is a mechanism for mentoring, monitoring and reviewing the assessment process. <p>The School Calendar reflects ongoing activities and programmes for all stakeholders which ensure that the stakeholders are enabled to make the right choices to lead a healthy life style.</p> <p>Extensive range of activities under MPE are available and opportunities for students with learning difficulties and different abilities are created; links with community clubs created and achievements celebrated and shared.</p> <ul style="list-style-type: none"> The programme is effectively implemented, monitored and reviewed at regular intervals.
5	How does the school use IT for teaching learning and/or for building a knowledge repository?	<ul style="list-style-type: none"> The school has digitised boards in 10 classrooms. Teachers prepare the lessons on ppts and upload on to the server. Assignments and Assessments are manual and handwritten. Lesson planning and class observation are manual and collated into physical 	<ul style="list-style-type: none"> The school has digitised boards in 50% classrooms. Teachers prepare the lessons on ppts. and upload on to the server to supplement the ready learning modules. In most levels conventional classroom teaching with blackboard and teaching aids are blended with e-modules and 	<p>The school has digitised boards in every classroom.</p> <ul style="list-style-type: none"> Prepared s/w along with customized software is available in the central server which can be accessed . Assessments are offline as recommended by affiliating boards but formative assignments and assessments are online. The school has provision of tablets for each students in every class. Objective formative assessments are held on tabs. tabs are also used by students for submitting projects and a home

		<p>copies.</p> <ul style="list-style-type: none"> • In most levels conventional classroom teaching along with blackboard and teaching aids are used. • The Library or the knowledge repository or reading space is available but not enough. • The school library has adequate resources as per norms and students visit the Library as per their allotted period. • Books are generally not issued for reading at home. 	<p>used.</p> <ul style="list-style-type: none"> • Assignments and Assessments are manual and handwritten. • Lesson planning and class observation are manual and collated into physical copies. • Report cards are digitised for higher classes with stand-alone software and saved on the hard disks . • The school library resources are utilized by teachers and students; it has separate reference section and a Reading Room. • Books are regularly updated to meet the developmental needs of learners of both the genders and all age groups. • The school library has adequate resources as per norms and students visit the Library as per their allotted period. • The school library is upgraded annually. • Sufficient number of books, magazines and newspapers are available and updated regularly; reading space/ library room is available; no e-books or digitized material. • The books do not contain material offensive to any gender, race, religion or community. <p>The school library has some periodicals and magazines along with a daily Local and national newspaper.</p> <p>The Library has copies of the School Curriculum and syllabus.</p>	<p>and class assignments.</p> <ul style="list-style-type: none"> • There is a class wise online tracker for each student which has the student profile, academic and co-scholastic performance, interests, skills and record of participation on various school activities any difficulties with respect to academics and other details. • The schools has provision for a digitised report card /transcript for high school while the report cards for pre-primary and primary classes are made by hand to ensure the personal touch along with a backup of the same. • The school library is aesthetically designed, provides access to internet, e-library and various digital media to both teachers and students , has separate reference facilities for teachers to facilitate learning. • The Library is optimally and effectively used by students and teachers alike and is upgraded at regular intervals. • The Librarian uses innovative techniques to encourage students to read. • Student views and suggestions are taken to procure relevant and age appropriate books. • Regular review of the needs of students and staff and appropriate action plan is evidenced. <p>The school has an</p> <ul style="list-style-type: none"> • archive of exemplary manual and digital lesson plans which are catalogued for reference purpose. • database of question papers for varying skill sets in various subjects which can be referenced. • A soft repository of awarded good practices and innovations which are institutionalised. • All main processes of the school are mapped and kept on the main server as well as in the library for use. Each refinement is stored as a version. • the students and teachers have access to the internet through the library for any references. A large collection of books is available; periodicals, magazines, newspapers are regularly subscribed to; a separate room for library with adequate reading space is available; e-books and digitized materials are available. • The school has in place notepads and iPads in the library for students to surf the net for information. • The Library has a research cell with various research journals related to education for reference by faculty.
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			<ul style="list-style-type: none"> • The school's soft subject related repository can also be accessed via the digital boards in the classroom. • Augmented reality is used in senior classes for teaching learning. The school curriculum and syllabus are present in hard and soft versions for faculty to refer to.
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6.2 FOCUS ON TEACHING LEARNING – Documentary Evidence and/or Site Visit Digital Observations

- Board related documents regarding Learning Objectives, curriculum etc.
- Sample lesson plans across levels and subjects
- Remedial teaching plans
- Class Observation sheets – any analysis and plans
- Plans for CWSN or students with learning differences and difficulties
- Information on teaching aids and methodologies
- Substitution algorithm and aggregates and how data is used.
- Syllabus plan
- Lesson plan evaluation sheet with action taken post evaluation.
- Student assessment aggregates and along with analysis performed and action planned
- Sample report cards across levels
- Student self-assessments and plans
- Suggestions regarding Teaching learning from Parents/students/faculty with action taken.
- Complaints/grievances w.r.t. teaching learning along with analysis performed and action taken.
- Student assignments – correlating with lesson plan objectives
- CCA records with analysis done and action taken
- Laboratory maintenance Reports
- P.E. reports and data and how used
- Alignment of Academic, co-scholastic and Digital Plans with the School's Vision.

6.2. FOCUS ON TEACHING LEARNING- Outcome Sheet			TEEP Concise Assessment Criteria 2022	
#	Focus on Teaching Learning	Strengths	Gaps	Level
1	How is effective learner-centred teaching-learning ensured?			
2	What are the level-appropriate testing, grading and assessment mechanisms by the school for the students?			
3	What are the school's initiatives and practices to develop co-scholastic skills(CSS) of students?			
4	What are the school's initiatives and practices to develop Physical Education and sports skills of students?			
5	How does the school use IT for teaching learning and/or for building a knowledge repository?			
	Focus on Teaching Learning Level			