TATA BUSINESS EXCELLENCE GROUP

EDUCATION EXCELLENCE

TATA STEEL

Education Excellence Criteria (BASIC)

शिक्षा उत्कृष्टता मानदंड (बेसिक)

2019 & 2020

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FOREWORD

TATA STEEL EDUCATION EXCELLENCE PROGRAMME (TEEP)

To: Schools/Educational Institutes

From: N K Sharan

Subject: TEEP Criteria 2019 & 2020

Rabindranath Tagore has said "The most important aspect of education is not explanation; it is to ignite the mind." He further added "If exams are passed by leaning by rote, is it not cheating? If we take the book concealed within our clothes, it is cheating. But isn't it also cheating if we take the matter in our brain without understanding It?". To my mind, these two principles – "igniting mind" and "learning by understanding" should continue to guide our schools and educational institutes.

To keep pace with the changes around us and be relevant, the TEEP criteria is refined every two years. This is yet another year to take stock, reflect and make meaningful refinements. Therefore, this year the TEEP criteria has undergone few refinements, wherein the learning from the previous assessments has been incorporated to make it more user friendly. Notes have been enhanced for all categories with school examples and clarifications.

In keeping with the tenor of change and improvement, 4 new awards for excellence have been introduced under the TEEP recently. These are:

- DARE TO TRY AWARD: for recognising courageous and determined attempts to solve big & audacious problems, where the improvement team displayed strong resolve to succeed but failed to achieve the desired outcome.
- OUTSTANDING ACTIVITY CLUB AWARD: for recognising the singular efforts of the activity club that contributes to making the club more effective and promotes holistic development of students.
- TEACHER AWARD FOR EXCELLENCE IN TEACHING: for recognising the skills, competencies, and performance of an effective teacher
- GOOD PRACTICE ADOPTION AWARD: for identifying and implement a good practice from another school, and further improving upon the practice to yield the desired outcome/s.

I trust all these changes and improvements will help in making your school even better. It gives me great pleasure in placing the TEEP Criteria 2019 & 2020 before you.

NK Sharan

Vice President,

Tata Business Excellence Group

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रबीन्द्रनाथ टैगोर ने कहा था ,"शिक्षा का सबसे महत्वपूर्ण पहलू विवरण नहीं है, बल्कि यह मन को प्रज्वलित करना है।" उन्होंने आगे कहा, "अगर परीक्षाएं रट कर पास की जा सकती हैं तो क्या यह नक़ल नहीं है? यदि हम अपने कपड़ों के बीच किताबों को छुपा कर परीक्षा कक्ष में ले जाते हैं, तो यह नक़ल है, अगर हम बिना समझे किताबों को कंठस्थ करते हैं तो क्या यह भी नक़ल नहीं है?"
मेरे नजर में, "दिमाग को प्रज्वलित करना" और "समझ से सीखना", इन दो सिद्धांतों को हमारे स्कूलों और संस्थाओं को मार्ग दर्शन करते रहना चाहिए .
हमारे आस–पास के बदलावों के साथ तालमेल रखने और प्रासंगिक होने के लिए, TEEP मानदंड हर 2 साल में परिष्कृत किया जाता है। मानदंड पर चिंतन करने और सार्थक परिशोधन करने के लिए यह एक ऐसा साल रहा है।इसलिए, इस वर्ष TEEP के मानदंड में कुछ शोधन किए गए हैं। मानदंड को उपयोगकर्ता के अधिक अनुकूल बनाने के लिए, पिछले आकलन से पाए गए सीख के आधार पर कुछ शोधन शामिल किये गए हैं । स्कूल के उदाहरणों और स्पष्टीकरण के साथ सभी श्रेणियों के लिए नोट्स बढ़ाए गए हैं।
परिवर्तन और सुधार के कार्यकाल के साथ, हाल में, TEEP के तहत, उत्कृष्टता के लिए 4 नए पुरस्कार शुरू किए गए हैं।
DARE TO TRY AWARD: ऐसे प्रोजेक्ट्स को मान्यता, जहाँ टीम ने बड़ी और दुस्साहसिक समस्याओं को हल करने के लिए साहसी और दृढ़ प्रयास किये प्रयास किये लेकिन परिणाम प्राप्त करने में विफल हुए।

OUTSTANDING ACTIVITY CLUB AWARD : स्कूलों में ऐसे एक्टिविटी क्लबों के प्रयासों को पहचनना जो छात्रों के समग्र विकास को बढ़ावा देते हैं और क्लब को अधिक प्रभावी बनाते हैं।
TEACHER AWARD FOR EXCELLENCE IN TEACHING: एक प्रभावी शिक्षक के कौशल, दक्षता और प्रदर्शन को पहचानने के लिए ।
GOOD PRACTICE ADOPTION AWARD : किसी अन्य स्कूल से एक अच्छी प्रक्रिया की पहचान कर, उसे अपने स्कूल में लागू कर, एवं उस प्रक्रिया को सुधार कर वांछित परिणाम प्राप्त करने के लिए।

मुझे विश्वास है कि इन सभी परिवर्तनों और सुधारों से आपके स्कूल को और भी बेहतर बनाने में मदद मिलेगी। मुझे आपके सामने टीप मानदंड 2019 एवं 2020 को प्रस्तुत करने में खुशी होती है.

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वाईस प्रेसिडेंट
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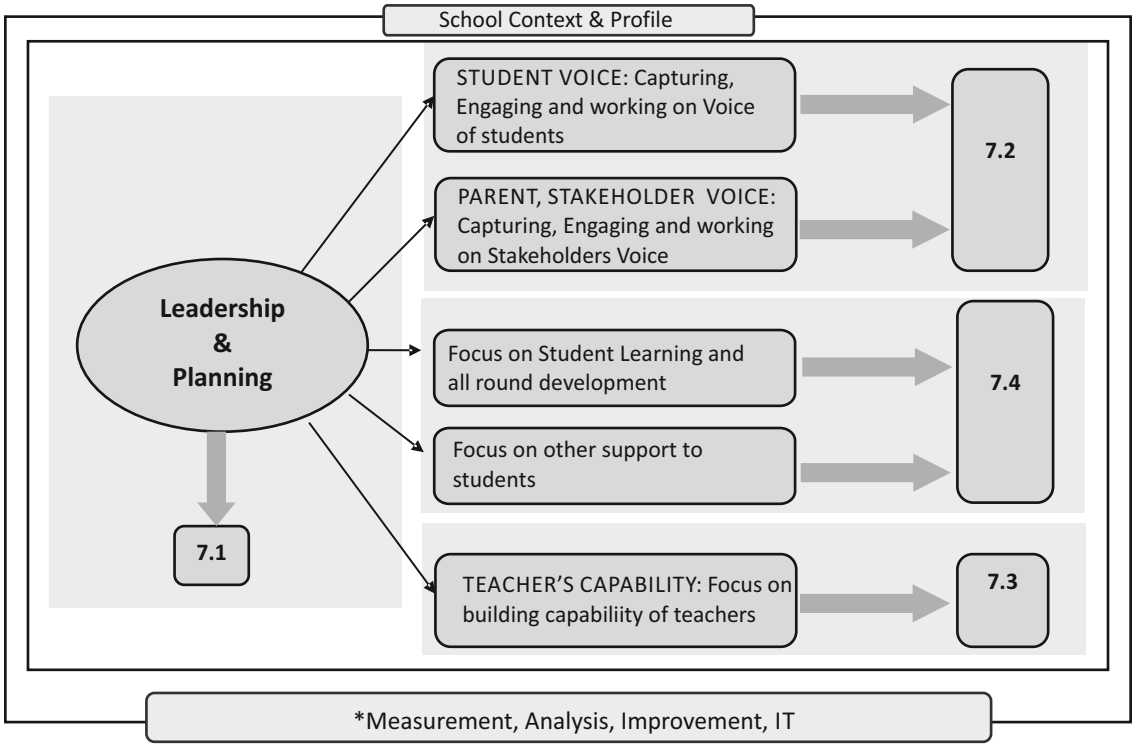
TEEP System View



PERFORMANCE EXCELLENCE FRAMEWORK

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

1. Leadership
2. Planning
3. Student , Parent and Stakeholder Focus
4. *Measurement, Analysis, Improvement, IT (part of Planning Category)
5. Teacher and Staff Focus
6. School Operations
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 Operation 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).

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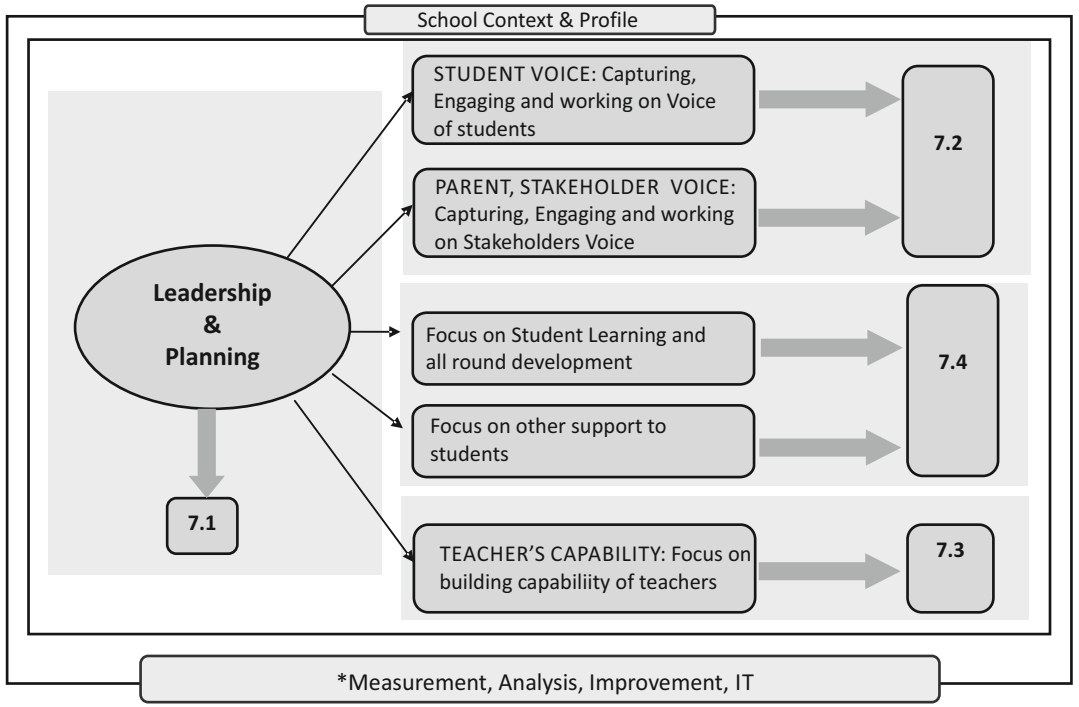

प्रदर्शन उत्कृष्टता की रूपरेखा

उत्कृष्टता अवधारणाएं निम्नलिखित सात बुनियादी श्रेणियों में सन्निहित हैं

1. लीडरशिप
2. प्लानिंग
3. विद्यार्थी अभिभावक एवं स्टेकहोल्डर फोकस
5. शिक्षक एवं स्टाफ फोकस
6. स्कूल संचालन
7. स्कूल परिणाम
   - 7.1 लीडरशिप प्लानिंग परिणाम
   - 7.2 विद्यार्थी अभिभावक एवं स्टेकहोल्डर परिणाम
   - 7.3 शिक्षक एवं स्टाफ परिणाम
   - 7.4 स्कूल संचालन परिणाम

टीप सिस्टम के 'बिल्डिगं ब्लाक' 7 कैटगरी या वर्ग हैं। सिस्टम का मूल कैटगरी स्कूल संचालन (school operations) हैं। इसके अंतर्गत 'शिक्षण–अधिगम' एवं शिक्षण अधिगम के लिए सहयोगी माहौल आते हैं। स्कूल संचालन के परिणाम स्कूल संचालन परिणाम कैटगरी (7.4) में आते हैं। इस मूल प्रक्रिया को सुचारू रूप से संचालित करने हेतु समर्थक प्रक्रियाएँ हैं – शिक्षण एवं स्टाफ फोकस (Category 5), विद्यार्थी, अभिभावक एवं स्टोकहोल्डर फोकस (Category 3)।

इस समर्थक प्रक्रियाओं की प्रभावशीलता एवं स्टोकहोल्डर परिणाम मे देखे जाते हैं।

लिडरशिप (Category 4) तथा प्लानिंग (Category 2) उपरोक्त प्रक्रियाओं का एकीकृत रूप से दिशानिर्देश करती हैं, जिससे स्वेच्छित परिणम को हासिल किया जा सके।

लीडरशिप एवं प्लानिंग परिणाम (Category 7.4) इन प्रक्रियाओं की प्रभावशीलता दर्शाती हैं।

TEEP Basic Programme

Education Excellence Criteria (BASIC)

For schools just starting the excellence journey, Regular Assessment under the TEEP Framework poses a formidable challenge. Assessment interventions are once in two years. Consequently, it takes several years for schools to achieve a minimum level of process maturity.

Hence Education Excellence Criteria (BASIC) was created as a simple assessment tool for schools to accelerate their excellence journey in the initial stages. The focus of the criteria is on basic processes only. The criteria comprises a checklist of questions aligned to the requirements of the Education Excellence Model. The questions address only the Basic Requirements of the process. The checklist can be used by internal as well as external assessors. It can be used by schools several times a year iteratively and can thus hasten the school's progress towards process maturity.

The BASIC checklist also encourages schools to strengthen their data collection process for **all school results**. A guideline has been provided for all schools on standard Common Performance Parameters (CPP), which the school may use, while compiling all school related results.

To address the needs of government and rural schools, a simpler version of Basic Criteria called Education Excellence Criteria (SARAL) has been created. The SARAL Criteria requirements address elementary processes only.

The Basic checklist includes SARAL as well as BASIC requirements. These are identified through specific Fonts as given below:

SARAL REQUIREMENT: ***Does the governing body/ managing committee review school performance with respect to academic matters and guide the school? Show records***

BASIC REQUIREMENT: Does the governing body/ managing committee review school performance with respect to legal & regulatory (Board, Govt. circulars) matters, and guide the school? Show records.

NOTE: For the ease of use by schools and assessors, the Hindi translation of the criteria requirements has been included.

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उत्कृष्टता यात्रा की शुरुआत करनेवाले स्कूलों के लिए टीप (TEEP) फ्रेमवर्क के तहत नियमित मूल्यांकन एक बड़ी चुनौती प्रस्तुत करता है। मूल्यांकन संबंधी हस्तक्षेप वार्षिक भी होते हैं। परिणामस्वरूपए प्रोसेस मैच्यूरिटी का न्यूनतम स्तर हासिल करने में स्कूलों को कई वर्ष लग जाते हैं।

इसलिएए स्कूलों की उत्कृष्टता यात्रा को शुरुआती चरणों में गति देने के लिए एक सरल मूल्यांकन टूल के रूप में शिक्षा उत्कृष्टता मानदंड (बेसिक) (Education Excellence Criteria, BASIC) का सृजन किया गया। इस मानदंड में सवालों का एक चेकलिस्ट शामिल होता है। ये सवाल केवल इस प्रक्रिया की बुनियादी आवश्यकताओं को पूरा करते हैं।

सरकारी एवं ग्रामीण स्कूलों की जरूरतों को पूरा करने के लिएए बुनियादी मानदंड का एक ज्यादा सरल संस्करण तैयार किया गया है जिसे शिक्षा उत्कृष्टता मानदंड (ljy) (Education Excellence Criteria, SARAL) नाम से जाना जाता है। सरल मानदंड की आवश्यकताएँ केवल प्राथमिक प्रक्रियाओं को एड्रेस करती हैं।

बेसिक चेकलिस्ट में सरल एवं बुनियादी (cfld) आवश्यकताएँ दोनों ही शामिल हैं।

सरल आवश्यकता : D;k xoÉux c,Mh/eUÇtx dfeVh 'k{kf.kd –f"V ls Ldy dk Án'ku dh leh{kk djrh gS v©j Ldy dk ekxn'ku djrh gS?

बुनियादी या बेसिक आवश्यकता : क्या गवर्निंग बॉडी/मैनेजिंग कमिटी विधिक एवं नियामक (बोर्ड, सरकारी सर्कुलर) मामलों की दृष्टि से स्कूल के प्रदर्शन की समीक्षा करती है और स्कूल का मार्गदर्शन करती है? रिकॉर्ड दिखाएँ।

TEEP –BASIC Programme

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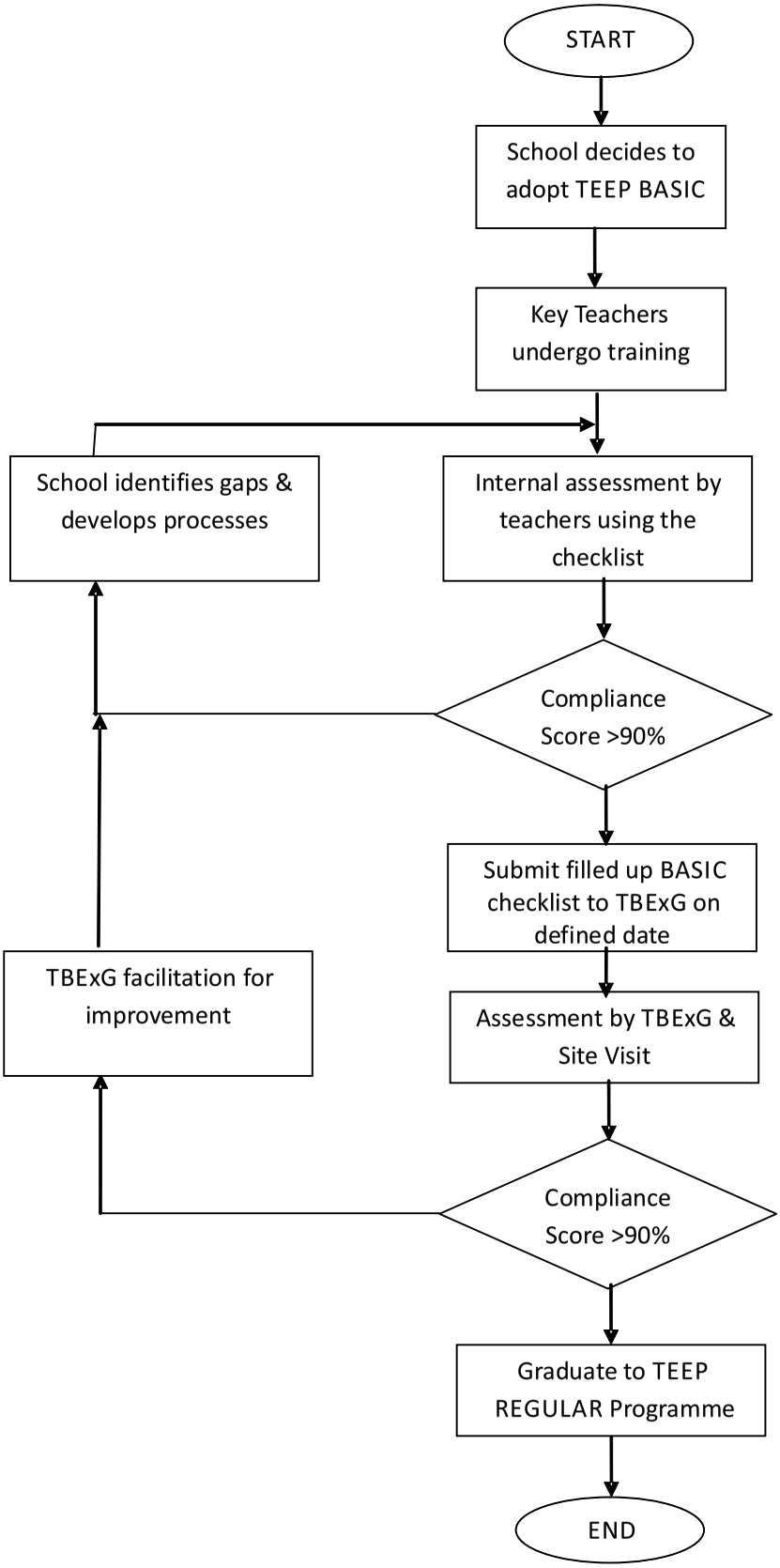
Given below is a flow chart which explains the role of the TEEP –BASIC Programme

नीचे एक फ्लो चार्ट दिया गया है जिसमें टीप -बेसिक (TEEP-BASIC) कार्यक्रम की भूमिका का वर्णन किया गया है।



Instructions

1. The requirements in the checklist are of two types: some require answers in the form of 'Yes/No' (column 3). Wherever school writes 'Yes' they will need to attach photocopies of records as evidence and put 'Yes' in column 4.
2. In case requirements are not applicable to your school please write 'NA'

SARAL ASSESSMENT :GUIDELINES FOR SCORING

A. SCORING
1. Compliance Score equals number of compliance rows/total number of applicable rows
2. Compliance for Questions
2.1 If both columns are Y, the row is compliant
2.2 By default, if any one column is N, then the row is non-compliant. However, judgement can be exercised by assessors to make it compliant, supporting this with appropriate remarks.
2.3 While determining compliance, rows with "NA" must not be included in the total numbers os rows.
B. RECORDS
1. Schools are expected to submit the filled up workbook along with supporting documents as available
2. All results are to be produced as records against the criteria requirements.
C.SEGMENTS
1. Wherever surveys are asking for representation amongst all participants, class wise segment is required

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1. चेकलिस्ट में दो प्रकार की आवश्यकताएँ हैं : कुछ में 'हाँ/नहीं' (कॉलम 3) के रूप में जवाब देना है। जहाँ भी स्कूल द्वारा 'हाँ' लिखा जाता है, उन्हें प्रमाण के रूप में फोटोकॉपी संलग्न करना होगा एवं कॉलम 4 में 'हाँ' लिखना होगा।
2. यदि वे आवश्यकताएँ आपके स्कूल पर लागू नहीं होती हैं तो वजह समेत 'लागू नहीं' लिखें

cfu;kgh eY;kdu :Ld¨Çjx dh fy, xkbMykbUl

A. Ld¨Çjx
1. कम्प्लायंस स्कोर कम्प्लायंस रो/संबंधित रो की कुल संख्या के बराबर होगा
2. dEiyk;Ul Q,j vÁ¨p Á'u
2.1 यदि दोनों कॉलम में हाँ है, तो यह रो कम्प्लायंट है
2.2 स्वतः ही, यदि किसी भी एक कॉलम में 'नहीं' है, तो यह रो नॉन-कम्प्लायंट है। पर, असेसर विवेकानुसार उपयुक्त टिप्पणी जोड़कर इसे कम्प्लायंट बना सकता है।
2.3 कम्पलायन्स जाँचते समय 'NA' दर्शाए गये रो को जाँच के दायरे से बाहर रखना चाहिए।
B. fjd,Ml
1. स्कूल उपलब्ध रिकॉड्स के लिए दस्तावेजों के साथ वर्कबुक सबमिट करें।
2. मानदंड संबंधित आवश्यकता के लिए रिकॉर्ड के रूप में सभी परिणाम प्रस्तुत किये जाएँ।
C. [kM@{k=
1. जहाँ भी सर्वेक्षण में सभी प्रतिभागियों के बीच प्रतिनिधित्व की जरूरत हो, कक्षावार सेगमेंट की आवश्यकता होगी। अन्य सेगमेंट उच्चतर परिपक्वता स्तर में शामिल होंगे।

TATA BUSINESS EXCELLENCE GROUP

Category 1: Leadership

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Against Questions which are non-applicabe to your school, please write 'NA' and explain why

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	Basic Checklist cfld pdfyLV	
	Vision, Mission and Values विजन, मिशन एवं मूल्य	
1.01	Have the vision, mission and values been defined? Show documents	क्या विजन, मिशन एवं मूल्य परिभाषित किये गये हैं? दस्तावेज दर्शाएँ।
1.02	Have the vision, mission and values been communicated to Teachers and Staff?	क्या शिक्षकों एवं स्टाफ को विजन, मिशन एवं मूल्यों के बारे में बताया जाता है?
1.03	Have the vision, mission and values been communicated to the students?	क्या विद्यार्थियों को विजन, मिशन एवं मूल्यों के बारे में बताया जाता है?
1.04	Have the vision, mission and values been communicated to parents?	क्या अभिभावकों को विजन, मिशन एवं मूल्यों के बारे में बताया जाता है?

NOTES:

1.01-1.04: Communication of Vision, Mission and values to students and parents can be ensured through Student Diaries, Assembly, Notices and Circulars, Prospectus. Teachers may be made aware of VMV through Teachers Diary, during Orientation meetings, staff meetings. Placing signages of VMV at significant locations, Annual School Reports & Magazines serve as useful means of creating awareness on VMV among all stakeholders etc.

1.01-1.04: छात्रों और अभिभावकों में विजन, मिशन और मूल्यों के संचार छात्र डायरी, असेंब्ली, नोटिस और परिपत्रों, प्रास्पेक्टस के माध्यम से सुनिश्चित किया जा सकता है। शिक्षकों को अभिविन्यास बैठकों, स्टाफ बैठकों के दौरान, शिक्षक डायरी के माध्यम से विजन, मिशन और मूल्यों के बारे में बताया जा सकता है। सभी हितधारकों के बीच विजन, मिशन और मूल्यों पर जागरुकता पैदा करने के लिए महत्वपूर्ण स्थानों पर विजन, मिशन और मूल्यों की साइनेज, वार्षिक रिर्पोट स्कूल व पत्रिकाएँ उपयोगि साधन है।

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
1.01			
1.02			
1.03			
1.04			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl leV Vhe }kjk

Category 1: Leadership

lOxl 1% yhMjf'ki

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Governance Á'kklu	
1.05	*Does the governing body/ managing committee review school performance with respect to academic matters and guide the school? Show records.*	D;k xoÉux c,Mh/eUÇtx dfeVh 'k{kf.kd ekey¨ l fo|ky; d Án'ku dh leh{kk djrh g v©j fo|ky; dk ekxn'ku djrh g?
1.06	*Does the governing body/ managing committee review school performance with respect to infrastructure development and guide the school? Show records.*	D;k xoÉux c,Mh/eUÇtx dfeVh vol jpuk fodkl d utfj, l fo|ky; d Án'ku dh leh{kk djrh g v©j fo|ky; dk ekxn'ku djrh g? fjd,M fn[kk,A
1.07	Does the governing body/ managing committee review school performance with respect to legal & regulatory (Board, Govt. circulars) matters, and guide the school? Show records.	क्या गवर्निंग बॉडी/ मैनेजिंग कमिटी विधिक एवं नियामक (बोर्ड, सरकारी सर्कुलर) मामलों की दृष्टि से विद्यालय के प्रदर्शन की समीक्षा करती है और विद्यालय का मार्गदर्शन करती ह? रिकॉर्ड दिखाएँ।
1.08	Does the governing body/ managing committee review school performance with respect to matters of Safety and guide the school? Show records?	क्या गवर्निंग बॉडी/ मैनेजिंग कमिटी सुरक्षा या सेफ्टी के नजरिए से विद्यालय के प्रदर्शन की समीक्षा करती है और विद्यालय का मार्गदर्शन करती है? रिकॉर्ड दिखाएँ।

NOTES:

1.05: ***Review of academic matters by Principal at regular intervals would necessitate upkeep of subject-wise, class-wise performance of students by class teachers. Review may also consider implementation of govt initiatives - Learning Enhancement Programme through Buniyaad & Buniyaad Plus as appropriate at the Primary and Upper Primary level.***

1.07: Review of legal and regulatory matters may also consider ensuring maintenance of attendance records & records of students with Bank accounts in order that amounts disbursed by govt under various policies- such as School Kit; Mukhyamantri Vidyalaya Yojana; VidyaLakshmi Yojana (girl child Class VI)- for purchase of uniforms and text books and for girl child- are deposited in the students accounts (as appropriate).
Reviews may also ensure that all govt policies and initiatives are in place –such as a) Community participation which provides for training SMS members over 3 sessions of 1 day each; b) Social Audit is conducted twice /year

1.05: fu;fer vrjky ij] ç/kkukpk; }kjk vdknfed ekeyk dh leh{kk d fy,] f"k{kdk }kjk Nk=k d fo'k;okj "kf{kd çn"ku d j[kj[kko dh t#jr gkxhA leh{kk d rkj ij çkFkfed vkj mPp çkFkfed Lrj d fy,] mfpr #i e cfu;kn vkj cfu;kn lyl d ek/;e l ljdkj dh vf/kxe lo/ku dk;Øe d dk;kUo;u ij fopkj dj ldrk gA

1.07: कानूनी और नियामक मामलों की समीक्षा के अंतर्गत इन विषयों पर ध्यान दिया जाए।

1. छात्रों की उपस्थिति खाते, 2. छात्रों के बैंक खाते का रख रखाव
जिसमे अनेक सरकारी योजनाएं (स्कूल किट, मुख्यमंत्री विद्यालय योजना, विद्यालक्ष्मी योजना–छठी कक्षा की बालिकायें के वर्दी और पाठ्य पुस्तकों की खरीद) के लिए सरकार के द्वारा वितरित की गयी धनराशी का सही समय पर जमा होने के एवं विद्याथियों के बैंग खाते में उचित धन राशि जमा होने के कागजात की भी निरिक्षण की जा सकती है।
समीक्षा से यह भी सुनिश्चित हो सकता है कि सभी सरकारी नीतियों और पहल पूरी तरह से लागू किये गए हैं
1. सामुदायिक भागीदारी, जिसके द्वारा एस. एम. सी. (S.M.C.) के सदस्यों के लिए प्रशिक्षण की व्यवस्था (3 सत्रों में, एक – एक दिन कर, 3 दिनों की), 2. साल में दो बार Social Audit

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
1.05			
1.06			
1.07			
1.08			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl leV Vhe }kjk

Category 1: Leadership

lxoxl 1% yhMjf'ki

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Financial Review foŸkh; leh{kk	
1.09	*Does the governing body/ managing committee review financial matters? Show records.*	D;k xoÉux c,Mh/ eUçtx dfeVh foŸkh; ekey¨ dh leh{kk djrh g? fjd,M fn[kk,A
1.10	Is there a mechanism for financial administration including record keeping, budget, audit etc?	क्या रिकॉर्ड कीपिंग, बजट, आडिट इत्यादि समेत वित्तीय प्रशासन के लिए व्यवस्था उपलब्ध है?
1.11	Does the managing body/managing committee ensure that resources of the school are properly allocated and augmented, based on need analysis?	क्या गवर्निंग बॉडी/मैनेजिंग कमिटी यह सुनिश्चित करती है कि स्कूल के संसाधन उपयुक्त तरीके से एवं आवश्यकता विश्लेषण के आधार पर आवंटित एवं संवर्धित हों?
	review of School Performance Ldy d Án'ku dh leh{kk	
1.12	*Does the Principal/HOD/Senior Leadership Representative oversee the class-wise students' assessment records and guide teachers for improvement accordingly?*	D;k Ákpk;/,p-v¨-Mh-/lhfu;j yhMjf'ki/Áfrfuf/k fo|kEFk;¨ d d{kkokj eY;kdu fjd,M d¨ n[kr g v©j mld vk/kkj ij f'k{kd¨ dk ekxn'ku

NOTES:

1.09-1.11: Financial reviews may also ensure implementation of Govt initiatives as appropriate such as a) Baal Samaagam –which provides for Rs.900/- for students' overall development; b) Provision of Library books (Eg. Rs.600 to Primary & Rs.900 to Upper Primary for govt. schools) is ensured.

1.05-1.11 Records of no. of SMC meetings in the year, minutes of SMC meetings; attendance in SMC meetings may serve as evidence.

1.05-1.11: lky e fd;x, **SMC** cBd d fjd,M, **(SMC)** cBd d dk;oŸk(**SMC** cBd dh mifLFkfr lcr gk ldr g A
1-09 & 1-11: foRrh; leh{kk e ;g Hkh lfuf"pr fd;k tk ldrk g fd 1½ cky lekxe ¼Nk= fodkl d fy, 900 #i;½ 2½ ykbcjh dh fdrkck d fy, ¼çkFkfed d fy, :- 600 o mPp çkFkfed d fy, :- 900 d fy,½ dk çko/kku fd;k x;k g A

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
1.09			
1.10			
1.11			
1.12			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl leV Vhe }kjk

Category 1: Leadership

lox 1% yhMjf'ki

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;s

	Basic Checklist cfld pdfyLV	
	review of School Performance Ldy d Án'ku dh leh{kk	
1.13	Does the School Management and Principal oversee and review school performance with respect to ethics, environment and discipline? Show records	क्या गवर्निंग बॉडी/ मैनेजिंग कमिटी नैतिक आचरण, अनुशासन, पर्यावरण के क्षेत्र में विद्यालय के प्रदर्शन की समीक्षा एवं संचार करते हैं और कार्रवाई करते हैं? रिकॉर्ड दिखाएं?
1.14	Do senior leaders review school performance against objectives/targets (vis a vis Common Performance Parameters. Refer CPP guidelines Page 83-86) and take action? Show records and examples of actions taken.	क्या गवर्निंग बॉडी/ मैनेजिंग कमिटी कॉमन परफॉरमेन्स पैरामीटर्स के तहत (सी.सी.पी. से संबंधित दिशा निर्देशों के लिए पृष्ठ 83–86 को देखें) विद्यालय के प्रदर्शन की समीक्षा एवं संचार करते हैं और कार्रवाई करते हैं? रिकॉर्ड और की गयी कार्रवाई के उदाहरण दिखाएं?
	Communication lokn ;k dE;fud'ku	
1.15	*Does the school have forums to communicate with teachers & staff and students? (meetings, associations, Student Council etc.)*	D;k fo|ky; e f'k{kd o LVkQ ,o fo|kFk;ksa d lkFk lokn dju gsrq Q¨je ;k epa miyC/k g\ ¼cBd] l?k] cky lkln bR;kfn }kjk½
1.16	*Does the school have forums to communicate with parents? (Parent Teacher Association, Open Door Policy etc.)*	D;k fo|ky; e vfÒkod d lkFk lokn d fy, epa ;k Q¨je g\ ¼ vfHkHkkod & f'k{kd l?k] fuc/k&uhfr bR;kfn }kjk ½
1.17	*Does the Principal/School Leadership representative conduct meetings with teachers & staff regarding rules and regulations (eg.RTE, syllabus, curriculum, discipline, and academic performance at class & Board level as applicable)? Show records.*	D;k Ákpk;Z/fo|ky; yhMjf'ki fjÁtUVfVo fu;e ,o fofu;e (elyu f'k{kk dk vf/kdkj] ÁR;d d{kk dh flycl] ikB;Øe, vu'kklu] vdkfed Án'ku] vkfn) d ckjs e dk;Zcy d lkFk ehçVx djrs gq fjd,M fn[kk,A
	Legal Ethical Behaviour, Environment& Safety	
1.18	*Is there a code of conduct (eg honesty, patriotism, brotherhood etc.) for students? Show code of conduct.*	D;k fo|kFk;ksa d fy, vkpkj&lfgrk ¼vkpkj lfgrk ,o eY;ksa elyu Ãekunkjh] n'kÒfä] ÒkÃpkj bR;kfn l lcf/kr½ ifjÒkf"kr gq vkpkj&lfgrk ,o lok&fu;e n'kk,A
1.19	*Is there a code of conduct for teachers? Show code of conduct.*	D;k f'k{kd¨ d fy, vkpkj&lfgrk ¼ufrd vkpj.k l lcf/kr fu;e ,o/;k xkbMykbUl ½ ifjÒkf"kr gq vkpkj&lfgrk ,o lok&fu;e n'kk,A

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
1.19			
1.14			
1.15			
1.16			
1.17			
1.18			
1.19			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment School fVlif.k & vlsleV Vhe }kjk

Category 1: Leadership

lox 1% yhMjf'ki

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;s

Basic Checklist		cfld pdfyLV
Legal Ethical Behaviour, Environment& Safety		fof/kd, ufrd vkpj.k, ekg©y, lj{kk
1.20	*Has responsibility for safety been identified and resources provided?*	D;k lj{kk d fy, ftEeokjh r; dh x;h g v©j bld fy, llk/ku eg;k djk;k x;k g?

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek¡tn g¡? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM¡l/vkCto¡'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g¡ ?	Remarks by the School fVlif.k & Ldy }kjk
1.20			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek¡tn g¡? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM¡l/vkCto¡'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g¡ ?	Remarks by the Assessment Team fVlif.k & vlsleV Vhe }kjk

Category 2: Planning

lox[2% lykfuax

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;s

	Basic Checklist cfld pdfyLV	
	School Planning Process स्कूल की प्लानिंग प्रक्रिय	
2.01	***Do the Principal and teachers make an annual plan for completion of curriculum and syllabus?***	D;k fÁfUliy ,o f'k{kdx.k ikB;Øe ,o flycl d¨ ijk dju gr ,d okf"kd ;¨tuk cukr g\
2.02	Does the school have an overall planning process, including frequency, participants and time frames?	क्या विद्यालय में आवृत्ति, प्रतिभागियों तथा समय सीमा समेत एक समग्र नियोजन की प्रक्रिया है?
2.03	Are inputs related to Vision, Strengths, Weaknesses, Opportunities, Threats used in the school planning process? Show evidence.	क्या विद्यालय की समग्र नियोजन प्रक्रिया में विजन, सामर्थ्य, कमज़ोरियाँ, अवसरों तथा खतरों सम्बंधित सूचनाएं प्रयोग की जाती हैं? प्रमाण दिखाएँ।
2.04	Are school objectives (related to academics and all round development) identified for one year? Show records	क्या विद्यालय के शैक्षणिक एवं सर्वांगीण विकास से संबंधित वार्षिक लक्ष्यों की पहचान की गयी है? रिकॉर्ड दिखाएँ।

NOTES:

2.02 The Annual School Plan, at the initial stages, could also include (besides 2.01 &2.02) the following aspects -

- ***Recruitment/Hiring Plan***
- ***Training calendar for teachers***
- ***Infrastructure/Equipment (Lab, sports, office) enhancement plan***

2.03:The school may plan to take inputs from teachers, students & parents on the following (SWOT):

Strengths: of the school, examples of which could be its

- teachers (regularity, quality of teaching, willingness to adapt to change)
- parents
- infrastructure (mention specific infrastructure)/equipment

Weakness: gaps in the school's processes that need to be improved- eg.poor academic performance in specific subjects, discipline, safety, infrastructure, etc.

Opportunities: what the school perceives as talents that are latent and can be leveraged for school improvement (eg. teacher skills not yet utilised, advantages of the locality of the school)

Threats: can be in terms of competition from nearby schools, students dropping out (those which threaten the very existence of the school)

2.02 ÁkjfÒd pj.k e okf"kd fo|ky; ;¨tuk] fuEufyf[kr igyv¨ ¼2-01 vkj 2-02 d vykok½ d¨ Òh 'kkfey dj ldrh g&

- ÒrÊ@ÒrÊ ;¨tuk
- f'k{kd¨ d fy, Áf'k{k.k dyMj
- cfu;knh bÝkLVªDpj @ midj.k ¼ykc] [ky] dk;ky;½ of) ;¨tuk

2.03 विद्यालय शिक्षकों, छात्रों और माता–पिता से निम्नलिखित (SWOT) पर उनकी निविष्टियाँ लेने की योजना बना सकता है:

lkeF;@rkdr **(Strength)**% (विद्यालय की), निम्नलिखित जो इसके उदाहरण हो सकते हैं

- शिक्षकों (नियमितता, शिक्षण की गुणवत्ता, चुस्ती)
- माता–पिता
- बुनियादी इंफ्रास्ट्रक्चर (विशिष्ट बुनियादी इंफ्रास्ट्रक्चर का उल्लेख) / उपकरण

det¨jh **(Weakness)** : विद्यालय की वे प्रक्रियाएं जिनमें कमियां हैं और जिनमें सुधार की आवश्यकता है, जैसे, विशिष्ट विषयों में शैक्षणिक प्रदर्शन, अनुशासन, सुरक्षा, बुनियादी इंफ्रास्ट्रक्चर आदि ।

volj **(Opportunity)** : विद्यालय अव्यक्त प्रतिभा

[krjk **(Threat)** : आस पास के विद्यालयों से प्रतिस्पर्धा, छात्रों का विद्यालय छोड़ना (जिससे विद्यालय की जीविका को खतरा हो सकता है)

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek¡tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM¡l/vkCto¡'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
2.01			
2.02			
2.03			
2.04			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek¡tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM¡l/vkCto¡'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl¡leV Vhe }kjk

Category 2: Planning

lox 2% lykfux

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;s

	Basic Checklist cfld pdfyLV	
	Key School Objectives स्कूल के प्रमुख लक्ष्य	
2.05	Are goals, targets and timeframes defined for the identified school objectives? Show records	क्या विद्यालय द्वारा परिभाषित उदेश्यों के लिए लक्ष्य एवं समय सीमा निश्चित किये गए हैं? रिकॉर्ड दिखाएँ।
	Action Plan Development and Deployment एक्शन प्लान तैयार करना एवं उसका क्रियान्वयन	
2.06	Are action plans with time frames to achieve objectives available? Show records	क्या लक्ष्य हासिल करने के लिए समय सीमा सहित कार्य योजनाएँ उपलब्ध हैं? रिकॉर्ड दिखाएँ।
	Action Plan Development and Deployment ,D'ku lyku r;kj djuk ,o mldk fØ;kUo;u	
2.07	Are responsibilities for action plans identified? Show records	क्या कार्य योजनाओं के लिए दायित्वों की पहचान की गयी है? रिकॉर्ड दिखाएँ।

NOTES:

2.04 -2.07 : refer to School Planning & Progress Chart page no. 80

2.04 -2.07: स्कूल प्लानिंग और प्रगति चार्ट पृष्ठ संख्या 80 देखें

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
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FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vlsleV Vhe }kjk

Category 2: Planning

lox 2% lykfux

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;s

	Basic Checklist cfld pdfyLV	
	School Key Operational Performance Ldy d lpkyu l lcf/kr Áe[k Án'ku	
2.08	Are Common Performance Parameters under Leadership & Planning Category reported? Show Results	क्या लीडरशिप एवं प्लानिंग केटेगरी के तहत कॉमन परफॉरमेन्स पैरामीटर्स (CPP) रिपोर्ट किये जाते हैं? प्रमाण दिखाएँ।
2.09	Are Common Performance Parameters under Student, Parent, and Stakeholder Focus Category reported? Show Results	क्या स्टूडेंट, पैरेंट एवं स्टेकहोल्डर फोकस केटेगरी के तहत कॉमन परफॉरमेन्स पैरामीटर्स (CPP) रिपोर्ट किये जाते हैं? प्रमाण दिखाएँ।
2.10	Are Common Performance Parameters under Teacher and Staff Focus Category reported? Show Results	क्या टीचर एवं स्टाफ फोकस केटेगरी के तहत कॉमन परफॉरमेन्स पैरामीटर्स (CPP) रिपोर्ट किये जाते हैं? प्रमाण दिखाएँ।
2.11	Are Common Performance Parameters under Learning Environment and Student Centric Teaching Learning Category reported? Show Results	क्या लर्निंग एनवायरनमेंट तथा स्टूडेंट सेंट्रिक टीचिंग लर्निंग केटेगरी के तहत कॉमन परफॉरमेन्स पैरामीटर्स (CPP) रिपोर्ट किये जाते हैं? प्रमाण दिखाएँ।

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
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FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vlsleV Vhe }kjk

Category 3: Student Parent & Stakeholder Focus
lox 3 % fo|kFkÊ vfÒÒkod ,o LVdg¨YMj ij /;ku

Against Questions which are non-applicabe to your school, please write 'NA' and explain why
tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;s

	Basic Checklist cfld pdfyLV	
	Item Requirement- Complaint Management शिकायत प्रबंधन	
3.01	Does the school have a mechanism for handling complaints received from students & parents? Show how complaints are registered and resolved. Show complaint	क्या विद्यालय में छात्रों व अभिभावकों से प्राप्त शिकायतों से निपटने के लिए एक प्रक्रिया है? यह दिखाएँ कि शिकायत कैसे पंजीकृत और हल किये जाते हैं। शिकायत के रिकॉर्ड दिखाएँ।
3.02	Does the complaint handling process ensure receipt of complaints from all segments of students, as appropriate?	क्या शिकायत से निपटने की प्रक्रिया, सभी वर्ग के छात्रों से (जहाँ लागु हो) शिकायत की प्रप्ति सुनिश्चित करता है?
3.03	Does the complaint handling process ensure receipt of complaints from all segments of parents?	क्या शिकायत से निपटने की प्रक्रिया सभी वर्ग के माता–पिता के शिकायतों की प्राप्ति सुनिश्चित करता है?
3.04	Are complaints aggregated and analysed on a periodic basis? Show records.	क्या शिकायतों का नियमित रूप से संकलन एवं विश्लेषण किया जाता है? रिकॉर्ड दिखाएँ।

NOTES:

3.01-3.04: Complaints handling process refers to the way in which schools manage complaints made by students, parents regarding school processes like academics, infrastructure, discipline, safety, ethics, etc. For this purpose, the school could consider the installation, implementation and supervision of complaint & suggestion boxes at appropriate points in the school campus.

3.01-3.04: कंप्लेंट हैंडलिंग प्रक्रिया यह दर्शाता है कि विद्यार्थियों तथा अभिभावकों द्वारा शिक्षाविद, बुनियादी सुविधाएँ, अनुशासन, सुरक्षा, नैतिकता इत्यादि स्कूल की प्रक्रियाओं से संबंधित शिकायतों का स्कूल किस प्रकार प्रबंधन करती है।इसके लिए विद्यालय उचित स्थानों पर शिकायत और सुझाव बॉक्स की स्थापना, कार्यान्वयन और निगरानी के बारे में सोच सकता है ।

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCt o'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
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FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCt o'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l leV Vhe }kjk

Category 3: Student Parent & Stakeholder Focus

lox 3 % fo|kFkÊ vfÒÒkod ,o LVdg¨YMj ij /;ku

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;s

	Basic Checklist cfld pdfyLV	
	Listening सुनना	
3.05	*Does the school conduct parent-teacher meetings? Show records*	D;k Ldy f'k{kd vfÒÒkod eh¸Vx vk;¨ftr djrk g\ fjd,M fn[kk,A
3.06	Does a suggestion system exist for students? Show suggestions received from students	क्या विद्यार्थियों के लिए किसी प्रकार कि सुझाव प्रणाली मौजूद है? विद्यार्थियों के दिये हुए सुझाव दिखाएँ।
3.07	Are actions taken on suggestions from students? Show records.	क्या विद्यार्थियों से प्राप्त सुझावों पर कार्रवाई की जाती है? रिकॉर्ड दिखाएँ।
3.08	Does a suggestion system exist for parents? Show suggestions received from parents	क्या अभिभावकों के लिए किसी प्रकार कि सुझाव प्रणाली मौजूद है? अभिभावकों के दिये हुए सुझाव दिखाएँ।
3.09	Are actions taken on suggestions from parents? Show records.	क्या अभिभावकों से प्राप्त सुझावों पर कार्रवाई की जाती है? अिभिभावकों के दिए गए सुझाव दिखाएँ।
	Satisfaction संतुष्टि	
3.10	Does a mechanism exist for taking formal feedback (e.g. feedback survey) from parents? Show evidence	क्या अभिभावकों से औपचारिक प्रतिक्रिया तंत्र द्वारा फीडबैक लेने (फीडबैक सर्वे) की कार्यविधि मौजूद है? प्रमाण दिखाएँ।

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek t n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
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FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek t n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l le V Vhe }kjk

Category 5: Focus on Teacher and Staff | **Against Questions which are non-applicabe to your school, please write 'NA' and explain why**

lox 5 % f'k{kd ,o LVkQ ij /;ku | tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Recruitment ÒrÊ ;k fjØVeV	
5.01	*Does the school have adequate number of qualified teachers?*	D;k fo|ky; e i;kIr l[;k e ;¨X;rkÁkIr f'k{kd g\
5.02	*Does the school maintain a list of teachers' roles and responsibilities with requisite qualifications?*	D;k fo|ky; f'k{kdk dh Òfedk vkj ftEenkjh;k le r mudh vif{kr ;kX;rk dh lph j[krk g\
5.03	*Does the school have a process for recruitment (including written test, interview and class demonstration of teachers as applicable)? Show records.*	D;k fo|ky; e ÒrÊ ;k fjØVeV dh ,d fu/kkfjr ÁfØ;k g\ (fyf[kr tkp ijh{kk, lk{kkRdkj ,o f'k{kd¨ d fy, Dykl Me¨ULV'ku) fjd,M fn[kk,A
	Placement ly le V	
5.04	Does the Principal brief the new recruits regarding the school functioning?	क्या प्राचार्य नवनियुक्त कर्मचारियों को विद्यालय के कामकाज के तरीकों की जानकारी देते है ?
5.05	Does the Principal brief the new recruits regarding their roles, responsibilities and duties?	क्या प्राचार्य नवनियुक्त कर्मचारियों को उनकी भूमिकाए दायित्वों एवं कर्तव्यों के बारे में बताते हैं?
5.06	Does the Principal brief the new recruits regarding the Vision, Mission, Values and School Objectives before they are placed?	क्या प्राचार्य नवनियुक्त कर्मचारियों को उनकी पदस्थापना से पूर्व विजन, मिशन, मूल्य एवं विद्यालय के लक्ष्यों के बारे में बताते हैं?
	Teacher and Staff Development f'k{kd ,o LVkQ dk fodkl	
5.07	*Does the school conduct regular training programmes for teachers? (e.g different types of training including skill & subject-based training as an ongoing process)*	D;k fo|ky; viu f'k{kdk d fy, fu;fer #i l if'k{k.k dk;Øe vk;kftr djrk g\ ¼mnkgj.k d rkj ij] ,d lrr ifØ;k d #Ik e dk'ky vkj fo"k; ij vk/kkfjr fofÒUu idkj d if'k{k.k½

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek:t n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM:l/vkCtoa'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
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FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek:t n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM:l/vkCtoa'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl:leV Vhe }kjk

Category 5: Focus on Teacher and Staff

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

Basic Checklist		
Teacher and Staff Development		**शिक्षक एवं स्टाफ का विकास**
5.08	Does the school have an annual budget for teachers' training?	क्या विद्यालय के पास शिक्षकों के प्रशिक्षण के लिए एक वार्षिक बजट है?
Teacher and Staff Satisfaction		
5.09	*Does the school listen to grievances/complaints/problems faced by teachers? Show records of action taken*	D;k fo|ky; f'k{kdk d d"V] f'kdk;r] leL;kvk dk lqudj mudk gy <rk g\ djokb d fjdkM fn[kk,A
5.10	Are surveys conducted regularly to assess teachers' satisfaction? Show evidence.	क्या कार्यबल – संतुष्टि के मूल्यांकन के लिए नियमित रूप से सर्वेक्षण आयोजित किये जाते हैं? प्रमाण दिखाएँ।
5.11	Are actions taken based on survey findings? Show evidence	क्या सर्वेक्षण के निष्कर्षों के आधार पर कार्रवाई की जाती है? प्रमाण दिखाएँ
5.12	*Does the school regularly track attendance of Teachers and Staff?*	D;k fo|ky; viu dk;cy dh mifLFkfr d¨ fu;fer :Ik l V'd djrk g\
5.13	Are teachers involved in school activities other than teaching learning? Show records.	क्या शिक्षक, शिक्षण–अधिगम के अलावा स्कुल की अन्य गतिविधियों में शामिल हैं? रिकार्ड दिखाएँ।
5.14	*Are policies, services and benefits (e.g. leave, facilities, maternity benefits, etc. as per national norms) available for Teachers & Staff?*	D;k f'k{kd ,o LVkQ d fy, uhfr;k] lok, ,o ykÒ viyC/k g\ ¼vnkgj.k d fy, jk"V'h; ekudk d vu|kj N|VVh] vu|ifLFkfr l|fo/kk] ekrRo@ykÒ vkfn½

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkC to 'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkC to 'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l le V Vhe }kjk
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Category 5: Focus on Teacher and Staff

loxx 5 % f'k{kd ,oa LVkQ ij /;ku

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i:'u vkid: Ldy d: fy, ykx ugh g mud: le{k **"NA"** fy[kdj dkj.k crk;:

	Basic Checklist cfld p:dfyLV	
	Teacher and Staff Satisfaction शिक्षक एवं स्टाफ का	
5.15	*Does the school recognize the efforts of its Teachers? (appreciation letters, monetary incentives, awards)*	D;k fo|ky; viu: f'k{kd¨ d: Á;kl¨ dk lEeku djrk g\ (ljkguk i= vkfFkd Á¨Rlkgu] ijLdkj vkfn)

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l le V Vhe }kjk
5.15						

Category 6.1 : Safe Supportive & Learning Environment

lsxesaV 6-1 % lqjf{kr] ennxkj ,oa lh[kus dk ekgkSy

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tks iz'u vkids Ldwy ds fy, ykxw ugha gksa mudsa le{k "NA" fy[kdj dkj.k crk;sa

	Basic Checklist cfld pdfyLV	
	Learning Environment शिक्षा का माहौल	
6.1.01	*Is the School Calendar of activities (academics, class routine, assessments, ECA, CCA, programmes and events, PTM etc) available ? Show records*	D;k fo|ky; dh xfrfof/k;ksa ds fy, Ldwy dSysaMj ('k{kf.kd, Dykl :Vhu, vlbesaV, Ã-lh-,-, lh-lh-,-, ih-Vh-,e- bR;kfn) miyC/k gSa\ fjdkMZ fn[kk,aA
6.1.02	*Does the Principal ensure that the School Calendar of activities is implemented?*	D;k Ákpk;Z/Ákpk;kZ ;g lqfuf'pr djrs gSa dh fo|ky; dSysaMj ykxw fd;k x;k gS\
6.1.03	*Does the school have a system to engage classes (during teacher absenteeism)?*	D;k fo|ky; esa ¼f'k{kd vuqifLFkfr ds nkSjku½ d{kkvksa dk lapkyu djus ds fy, ,d i.kkyh gS\
6.1.04	Does the school arrange for substitution in classes (in case of teacher absenteeism) to ensure continuity of teaching? Show records	क्या विद्यालय में शिक्षक (अनुपस्थिति के दौरान) शिक्षण की निरंतरता सुनिश्चित करने के लिए कक्षाओं में प्रतिस्थापन की व्यवस्था है? रिकार्ड दिखाएँ।
	Discipline अनुशासन	
6.1.05	*Is the code of conduct along with rules & regulations stated and communicated to students? Show records.*	D;k vkpkj&lafgrk ,oa vuq'kklu lacaf/kr fu;e fu/kkfjr gSa vkSj D;k fo|kFkhZ;ksa dks mudh ckjs esa le>k;k tkrk gS? fjdkMZ fn[kk,aA
6.1.06	*Are actions taken for breaches in discipline amongst students (eg. students deliberately missing classes)?*	D;k fo|kFkhZ;ksa }kjk vuq'kklu Òx fd;s tkus ij (m/kkj.krk% fo|kFkhZ;ksa dk tku cw> dj d{kk ls vuqifLFkr jguk) dkjZokbZ dh tkrh gS?
6.1.07	Does the school follow up on repeated cases of indiscipline? Show records.	क्या विद्यालय अनुशासनहीनता के दोहराये जानेवाले मामलों की समीक्षा करता हैं? रिकॉर्ड दिखाएँ।

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkC to 'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkC to 'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l le V Vhe }kjk
6.1.01						
6.1.02						
6.1.03						
6.1.04						
6.1.05						
6.1.06						
6.1.07						

Category 6.1 : Safe Supportive & Learning Environment **Against Questions which are non-applicabe to your school, please write 'NA' and explain why**

lox 6-1 % lqjf{kr] ennxkj ,o lh[ku dk ekgoy tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Attendance उपस्थिति	
6.1.08	*Does the school track absenteeism amongst students?*	D;k fo|ky; fo|kÆFk;¨ dh vuqifLFkfr d¨ V¨d djrk g\
6.1.09	Does the school follow up regarding student absenteeism with their guardians? Show records	क्या विद्यालय विद्यार्थियों में अनुपस्थित रहने की प्रवृति के बारे में उनके अभिभावकों के साथ अनुवर्तन (फॉलो-अप) करता है ताकि उनकी उपस्थिति सुनिश्चित हो? रिकॉर्ड दिखाएँ।
Infrastructure and Support Services	**Classrooms** क्लासरूम	
6.1.10	*Does the school have adequate number of classrooms to conduct regular classes as per routine?*	D;k fo|ky; e :Vhu d vuqlkj fu;fer d{kk, lpkfyr dju gr i;kIr l[;k e Dykl :e g\
6.1.11	*Do the class rooms have proper seating facility for students?*	D;k Dykl :e e fo|kÆFk;¨ d cBu d fy, mi;qä 0;oLFkk g\
6.1.12	*Do the classrooms have proper ventilation, and lighting?*	D;k d{kk e mi;qä ok;qlpkj ,o Ádk'k/j¨'kunku dh 0;oLFkk g\
6.1.13	*Does the school have regular supply of Electricity?*	D;k fo|ky; e fctyh dh fu;fer vkiÆr g\
6.1.14	Do the classrooms have adequate desks & benches for students and chairs & tables for teachers?	क्या कक्षा में विद्यार्थियों के लिए पर्याप्त डेस्क, बेंच एवं शिक्षकों के लिए कुर्सी, टेबल उपलब्ध हैं?

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl leV Vhe }kjk
6.1.08						
6.1.09						
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6.1.11						
6.1.12						
6.1.13						
6.1.14						

Category 6.1 : Safe Supportive & Learning Environment

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

lox 6-1 % ljf{kr] ennxkj ,o lh[ku dk ekg©y

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Classrooms क्लासरूम	
6.1.15	*Has the school assigned responsibility for maintenance and upkeep of the classrooms and infrastructure therein?*	D;k fo|ky; u d{kkv¨ ,o mud vnj dh vol jpuk d j[kj[kko v©j n[kÒky d fy, nkf;Ro r; fd;k g\
	Staffroom स्टाफ रूम	
6.1.16	*Does the school provide a place/staffroom for teachers for the purpose of correction, lesson planning?*	D;k fo|ky; }kjk mŸkj ifLrdkv¨ dh tkp dju ,o ylu lykÇux dju d fy, f'k{kd¨ d fy, LVkQ:e dh 0;oLFkk dh x;h g \
6.1.17	Does the school provide adequate storage space for teachers for keeping text books, lesson plans, students' notebooks, project work etc?	क्या विद्यालय शिक्षकों को नोटबुक, प्रोजेक्ट आदि रखने के लिए पर्याप्त स्टोरेज (कपबोर्ड, अलमारी, लॉकर्स आदि) उपलब्ध कराता है?
	Library पुस्तकालय	
6.1.18	*Does the school provide for a Library with adequate number of books?*	D;k fo|ky; e i;kIr iLrd¨ l ;ä ,d iLrdky; dh 0;oLFkk g\
6.1.19	*Does the school provide for / facilitate the usage of library resources by students? (eg. Through time-table)*	D;k fo|ky; Nk=¨ }kjk iLrdky; lalk/ku¨ d mi;¨x dh lfo/kk Ánku djrk g\ ¼tl le;&rkfydk d ek/;e l½
6.1.20	*Are the school library resources utilized by teachers to access reference material?*	D;k f'k{kd¨ }kjk fo|ky; d iLrdky; d lalk/ku¨ dk bLreky fd;k tkrk g\
6.1.21	Is the school library regularly updated & upgraded to meet the needs of students?	क्या विद्यालय का पुस्तकालय विद्यार्थियों की जरूरतों को पूरा करने हेतु नियमित रूप से अपडेट एवं अपग्रेड किया जाता है?

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l le V Vhe }kjk
6.1.15						
6.1.16						
6.1.17						
6.1.18						
6.1.19						
6.1.20						
6.1.21						

Category 6.1 : Safe Supportive & Learning Environment | **Against Questions which are non-applicabe to your school, please write 'NA' and explain why**

lox 6-1 % ljf{kr] ennxkj ,o lh[ku dk ekg©y | tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Library iLrdky;	
6.1.22	Does the school library have space for students to sit and read?	क्या विद्यालय के पुस्तकालय में विद्यार्थियों के बैठने एवं पढ़ने के लिए पर्याप्त स्थान है?
6.1.23	Does the school library provide facilities to students to access reference books ?	क्या विद्यालय के पुस्तकालय में विद्यार्थियों को संदर्भ सामग्री (reference books) प्राप्त करने हेतु सुविधाएं उपलब्ध हैं?
	ICT vkÃ-lh-Vh-	
6.1.24	*Does the school have computers for office use? (for maintenance of data & information- eg. Student admission records, meeting records, fee collection records, teachers records, accounting etc as applicable)*	D;k fo|ky; d ikl dk;ky; lc/kh mi;¨x d fy, dEI;Vj g? ¼elyu] MVk LV¨jt vkfn d fy,] fo|kÆFk;¨ dh ÒrÊ d fjd,M l] ehÇVx] Qh dyD'ku] f'k{kd¨] vdkmÇVx d fy, fjd,M bR;kfn t¨ Òh ykx g¨½
6.1.25	Does the school use computers for keeping academic records of students?	क्या विद्यालय विद्यार्थियों के शैक्षणिक रिकॉर्ड रखने के लिए कम्प्यूटरों का इस्तेमाल करता है?
6.1.26	Does the office have internet facility?	क्या विद्यालय कार्यालय में इंटरनेट की सुविधा है?
	Computer Labs dEI;Vj yCl	
6.1.27	*Does the school provide for computer education?*	D;k fo|ky; e dEI;Vj f'k{kk miyC/k djk;h tkrh g\
6.1.28	*Does the school have computers to support computer education for students?*	D;k fo|kÆFk;¨ d¨ dEI;Vj dh f'k{kk nu d fy, Ldy e dEI;Vj¨ dh 0;oLFkk g\

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.1.22			
6.1.23			
6.1.24			
6.1.25			
6.1.26			
6.1.27			
6.1.28			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l leV Vhe }kjk

Category 6.1 : Safe Supportive & Learning Environment **Against Questions which are non-applicabe to your school, please write 'NA' and explain why**

lıoxl 6-1 % lıjf{kr] ennxkj ,oı lh[kuı dk ekg©y tk iı'u vkidı Ldıy dı fy, ykxı ughı gı mudı le{k **"NA"** fy[kdj dkj.k crk;ı

Basic Checklist cfld pıdfyLV		
Computer Labs dEI;ıVj yCl		
6.1.29	Does the school provide internet facilities for students and teachers for reference and project work?	क्या विद्यालय संदर्भ और परियोजना के काम (reference and project work) के लिए छात्रों और शिक्षको के लिए इंटरनेट की सुविधा प्रदान करती है?
6.1.30	Does the school have sufficient computers (2-3 students per computer) in the computer lab?	क्या विद्यालय के पास कम्प्यूटर लैब में पर्याप्त (प्रति कम्प्यूटर 2-3 विद्यार्थी) कम्प्यूटर उपलब्ध हैं?
6.1.31	Has the school assigned responsibility for maintenance and upkeep of the Computers?	क्या विद्यालय ने कम्प्यूटरों के रखरखाव और देखभाल के लिए दायित्व तय किये हैं?

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.1.29			
6.1.30			
6.1.31			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vlsleV Vhe }kjk

Category 6.1 : Safe Supportive & Learning Environment

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

lox 6-1 % ljf{kr] ennxkj ,o lh[ku dk ekg@y

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

Basic Checklist cfld pdfyLV		
Laboratories Á;¨x'kkyk,		
6.1.32	*Does the school make provision for adequate time and kits/equipment (eg. Lab equipment) for classroom demonstrations for science & math, as applicable?*	D;k foKku v@j xf.kr fo"k;k e d{kk Án'ku *(classroom demonstrations)* gr] fo|ky; i;kIr le; rFkk fdV v@j midj.k ¼tl y c midj.k½ dh 0;oLFkk djrk g\
6.1.33	*Are these equipment adequate and in working condition?*	D;k ; midj.k i;kIr l[;k e vkj dkedj gkyr e g\
6.1.34	Is the equipment in the laboratories (science & math) adequate? (2-3 students per equipment in one period)?	क्या प्रयोगशालाओं (विज्ञन एवं गणित) के उपकरण पर्याप्त संख्या (एक पीरीयड में 2–3 छात्रों के बीच एक उपकरण) में उपलब्ध है?
6.1.35	Are laboratory in-charges trained and assigned to each laboratory?	क्या प्रत्येक प्रयोगशाला के लिए प्रशिक्षित प्रयोगशाला–इन–चार्ज आबंटित किये गए है?

NOTES:

6.1.32- 6.1.34: As per Board requirement, Laboratories for conducting practical work are required for Senior secondary school students only. Science laboratory practicals for lower classes can be conducted through demonstration method in classrooms. Equipment for Demonstration in classrooms should be accessible & in usable condition. The lesson plan should ensure the implementation of the demonstrations.

6-1-32&6-1-34 % ckM fofu;e d vu|kj] flQ ofj"B ek/;fed Nk=k d fy, 0;ogkfjd dk; d fy, i;kx'kkykvk dh vko';drk gA fupy ox d Nk=k d fy, d{kk e gh in'ku dk i;kx fd;k tk ldrk gA d{kkvk e in'ku midj.k lyÒ ,o mi;kxh fLFkfr e gkuh pkfg,A ikB ;k tuk }kjk in'kuk d fØ;kou lfu'phr gku pkfg,A

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.1.32			
6.1.33			
6.1.34			
6.1.35			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vlsleV Vhe }kjk

Category 6.1 : Safe Supportive & Learning Environment **Against Questions which are non-applicabe to your school, please write 'NA' and explain why**

lıoxl 6-1 % lıjf{kr] ennxkj ,oı lh[kuı dk ekg©y tk ı'u vkıdı Ldıy dı fy, ykxı ughı gı mudı le{k **"NA"** fy[kdj dkj.k crk;ı

	Basic Checklist cıfld pıdfyLV	
	Laboratories Á;¨x'kkyk,ı	
6.1.36	Does the school ensure safe practices in the labs? (proper labelling, first aid box, fire extinguisher, use of aprons/lab-coats, safety instructions, safe and careful use of Lab equipment)	क्या विद्यालय प्रयोगशाला (लेबोरेटरी) में सुरक्षित कार्यविधियाँ सुनिश्चित करता है? (उपयुक्त लेबेलिंग, फर्स्ट एड बॉक्स, सुरक्षा निर्देश, अग्निशामक)
6.1.37	Are teachers and students adequately trained for the above?	क्या शिक्षकों एवं विद्यार्थियों को लैब के उपकरणों का इस्तेमाल सुरक्षित और सावधानीपूर्ण तरीके से करने का प्रशिक्षण दिया जाता है?
	Sports & Games [kıydın ,oı xEl	
6.1.38	*Does the school ensure time (inside or outside school hours) for Sports, Games for students?*	D;k fo|ky; fo|kÆFk;¨ı dı fy, [kıydın, xEl dı fy, le; ¼Ldıy dh vof/k dı Òhrj ,oı ckgj½ ,oı volj miyC/k djkrk gı\
6.1.39	*Does the school provide facilities for indoor and outdoor games and physical training activities like Yoga, Taekwondo, etc. as appropriate?*	D;k fo|ky; buM¨j/vkmVM¨j xEl] 'kkjhfjd Áf'k{k.k ,oı ;¨x@rk;Do¨M¨ tıl h xfrfof/k;¨ı dh lıfo/kk,ı miyC/k djkrk gı\

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek¡tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM¤l/vkCto¤'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.1.36			
6.1.37			
6.1.38			
6.1.39			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek¡tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM¤l/vkCto¤'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl¤le¤V Vhe }kjk

Category 6.1 : Safe Supportive & Learning Environment

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

lox 6-1 % ljf{kr] ennxkj ,o lh[ku dk ekg@y

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

Basic Checklist	cfld pdfyLV	
Sports & Games	[kydn ,o xEl	
6.1.40	Are Activity clubs and hobby facilities available for students?	क्या विद्यार्थियों के लिए एक्टिविटी क्लब एवं हॉबी से संबंधित सुविधाएँ उपलब्ध हैं?
6.1.41	Has the school appointed a trained games teacher, also responsible for maintenance and upkeep of the sports and games facilities?	क्या स्कूल ने खेलकूद एवं गेम्स की शिक्षा, सुविधाओं के रखरखाव एवं देखभाल के लिए एक प्रशिक्षित गेम्स टीचर की नियुक्ति की है?
Canteen / Midday Meal		
6.1.42	*Has the school assigned responsibility for maintenance and upkeep of the canteen/ midday meal facility as applicable?*	D;k fo|ky; u dVhu/e/;kà Òtu dh lfo/kk d j[kj[kko v@j n[kÒky d fy, nkf;Ro r; fd; g\
6.1.43	*Does the school regularly check food quality, cleanliness, and other services provided by canteen/midday meal facility? Show records ('Chakhna Punji' document in govt schools or similar checklists/documents that ensure hygiene and quality of food)*	D;k fo|ky; dVhu/e/;kà Ò¨tu }kjk Ánku fd; tkuoky vkgkj dh x.koŸkk, LoPNrk ,o vU; lokv¨ dh fu;fer :i ls tkp djrk g\ fjd,M fn[kk,A ¼ljdkjh ;k vU; Ldyk e e/;kà Òktu] x.koRrk lfuf'pr dju d fy, 'p[kuk

NOTES:

6.1.40: Activity Clubs could also address the following areas such as General Knowledge and personality development for students.

6-1-40 % ,fDVfoVh Dyc **(Activity Club),** Nk=k d fy,] lkekU; Kku **(G.K.)** vkj 0;fDrxr fodkl t ls {k=k dk lckf/kr dj ldr gA

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.1.40			
6.1.41			
6.1.42			
6.1.43			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l le V Vhe }kjk

Category 6.1 : Safe Supportive & Learning Environment **Against Questions which are non-applicabe to your school, please write 'NA' and explain why**

lox 6-1 % lijf{kr] ennxkj ,o lh[ku dk ekg@y tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Security lij{kk	
6.1.44	*Does the school have fencing/ boundary wall protecting the school campus?*	D;k fo|ky; e fo|ky; d dEil dh lij{kk d fy, QÇlx/Äjcnh/ckmMjh o,y g\
6.1.45	Does the school ensure that only authorized persons are permitted to bring and take back students (Primary and pre-primary)?	क्या विद्यालय यह सुनिश्चित करता है कि केवल अधिकृत व्यक्तियों को ही बच्चों को विद्यालय पहुँचाने और वापस ले जाने (प्राथमिक एवं पूर्व. प्राथमिक) की अनुमति हो?
6.1.46	Do students (pre-primary and primary) have Identity cards?	क्या विद्यार्थियों (प्री. प्राईमरी एवं प्राईमरी) के पास आईडेंटिटी (पहचान) कार्ड हैं?
6.1.47	Does the school provide for security guards at entry and exit points?	क्या विद्यालय ने प्रवेश एवं निकास बिंदुओं पर सिक्यूरिटी गार्ड उपलब्ध कराये हैं?

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.1.44			
6.1.45			
6.1.46			
6.1.47			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl leV Vhe }kjk

Category 6.1 : Safe Supportive & Learning Environment

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

lxoxl 6-1 % lqjf{kr] ennxkj ,o lh[ku dk ekg@y

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

Basic Checklist cfld pdfyLV		
Hygiene & Cleanliness LoPNrk ,o lkQ-lQkÃ		
6.1.48	*Has responsibility been assigned for maintenance for hygiene and cleanliness in the school campus?*	D;k fo|ky; ifjlj e lkQ&lQkb vkj LoPNrk dh j[kj[kko d fy, ftEenkjh vkofVr fd;k x;k g\
6.1.49	*Are checklists used to ensure workplace hygiene?*	D;k dk;LFky ij LoPNrk lfuf'pr dju gr pdfyLV dk bLreky fd;k tkrk g\
6.1.50	*Does the school have adequate no. of and separate toilets for Boys & Girls?*	D;k fo|ky; e ckyd ,o ckfydkv d fy, iFkd 'kkpky;k dh 0;oLFkk g\
6.1.51	*Does the school ensure availability of running water in the toilets?*	D;k fo|ky; 'kkpky;k e jkfnu ikuh dh miyC/krk lfuf'pr djrk g\

NOTES:

6.1.48-6.1.57: Maintenance of Health, Hygiene & Cleanliness services in the school can be ensured through the following - ensuring adequate numbers of functional toilets; adequate number of drinking water points & dustbins located in proper places

6-1-48 & 6-1-57 % fo|ky; e] LokLF; vkj LoPNrk lokvk d j[kj[kko] fuEufyf[kr ek/;e l lfu'phr fd;k tk ldrk g & i;kIr l[;k e dk;kRed 'kkpky;k dk gkuk] mfpr Lfkkuk e] i;kIr ek=k e i; ty vkj dMnkuk dh 0;oLFkk dk gkukA

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCtoa'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCtoa'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vlsleV Vhe }kjk
6.1.48						
6.1.49						
6.1.50						
6.1.51						

Category 6.1 : Safe Supportive & Learning Environment **Against Questions which are non-applicabe to your school, please write 'NA' and explain why**

lsoxl 6-1 % lqjf{kr] ennxkj ,o lh[ku dk ekg©y tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Hygiene & Cleanliness LoPNrk ,o lkQ-lQkÃ	
6.1.52	*Does the school ensure regular cleanliness of the toilets?*	D;k fo|ky; e] 'k©pky;k (V¨;yV·l) dh fu;fer :i ls LoPNrk ,o lQkÃ lfuf'pr dh tkrh g\
6.1.53	*Does the school ensure safe drinking water?*	D;k fo|ky; lqjf{kr ,o LoPN is;ty dh 0;oLFkk lfuf'pr djrk g\
6.1.54	*Does the school have Basic First Aid Facilities and a person responsible to administer it?*	D;k fo|ky; e ÁkFkfed fpfdRlk (QLV ,M) dh lfo/kk, v©j ÁkFkfed fpfdRlk nu oky 0;fä mifLFkr g\
	Health Services LokLF; lsok,	
6.1.55	Are Teachers/staff trained to administer First Aid?	क्या शिक्षकों को प्राथमिक चिकित्सा (फर्स्ट एड/1st Aid) देने का प्रशिक्षण दिया गया है?
6.1.56	Does the school have provision for a sick room?	क्या विद्यालय में एक सिक रूम (sick room) का प्रावधान है?
6.1.57	Does the school provide for medical attention in case of need? Specify	क्या जरूरत के समय स्कूल चिकित्सा संबंधी सहायता उपलब्ध कराता है? विवरण दें।
	Other Services vU; lsok,	
	For each of the services mentioned below: are a) requirements, b) responsibilities, c) maintenance/upkeep process, including frequency of maintenance identified (as applicable)	क्या नीचे दी गयी लागू सेवाओं के लिए a) आवश्यकताएँ b) जिम्मेवारियाँ c) रखरखाव की बारंबारता समेत रखरखाव/देखभाल की प्रक्रिया की पहचान की गयी है? (जो

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.1.52			
6.1.53			
6.1.54			
6.1.55			
6.1.56			
6.1.57			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l le V Vhe }kjk

Category 6.1 : Safe Supportive & Learning Environment

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

lxoxl 6-1 % lqjf{kr] ennxkj ,oa lh[kua dk ekg©y

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

Basic Checklist cfld pdfyLV		
Health Services LokLF; lok,		
6.1.58	Hostel	छात्रावास
6.1.59	Transportation	परिवहन
6.1.60	Suppliers	आपूर्तिकर्ता
6.1.61	Book Stores	बुक स्टोर

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl leV Vhe }kjk
6.1.58						
6.1.59						
6.1.60						
6.1.61						

Category 6.1 : Safe Supportive & Learning Environment

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

lox 6-1 % lj{kr] ennxkj ,o lh[ku dk ekg0y

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Safety lj{kk ¼l¶Vh½	
6.1.62	*Are there adequate numbers of working fire extinguishers in the school? Are they regularly checked?*	D;k fo|ky; e vkx yxu dh fLFkfr l fuiVu d fy, i;kIr l[;k e vfXu'kked miyC/k g\
6.1.63	*Does the school ensure safety in case there are high tension wires running over the school campus?*	;fn fo|ky; dEil d Åij l gkÃ V'ku ok;j tk jgk g¨ r¨ D;k Ldy bll l j{kk lfuf'pr djrk g\
6.1.64	*Are electrical cables/panels, junction boxes etc. within the school campus kept concealed?*	D;k fo|ky; d Òhrj byfDV'dy dcy] iuYk] tD'ku c,Dl bR;kfn dikV ck/k j[k tkr g\
6.1.65	Is SAFE safety audit checklist used?	क्या सेफ (SAFE) सेफ्टी आडिट चेकलिस्ट का इस्तेमाल किया जाता है?
6.1.66	Are actions taken on safety audit findings?	क्या सेफ्टी आडिट के निष्कर्षों पर कार्रवाई की जाती है?

NOTES:

6.1.62 -6.1.66 Safety measures should also include installation of Lightning conductor

6-1-62&6-1-66 % lj{kk mik;k e] ykbVfux dMDVj **(lighting conductor)** dh LFkkiuk Òh 'kkfey gkuh pkfg,A

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl leV Vhe }kjk
6.1.62						
6.1.63						
6.1.64						
6.1.65						
6.1.66						

Category 6.1 : Safe Supportive & Learning Environment

lsxh 6-1 % lqjf{kr] ennxkj ,oa lh[kus dk ekgkSy

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tks iz'u vkids Ldwy ds fy, ykxw ugha gSa mudss le{k "NA" fy[kdj dkj.k crk;sa

	Basic Checklist cfld p;dfyLV	
	Management of Data & Information vkdM+s ,oa lwpuk dk Ádzku	
6.1.67	***Does the school office maintain records of the following (as applicable): Student admission records, meeting records, fee collection records, teachers records, accounting any other?***	D;k fo|ky; dk vkfQl fjdkMZ j[krk gS \ ¼mnkgj.k ds fy, fo|kFkhZ ds Òrhu ds fjdkMZ] eh¡Vx] Qhl dyD'ku] f'k{kd ds] vdkm¡Vx bR;kfn ds fjdkMZ, tSls Òh ykxw gS½
6.1.68	***Is accuracy, integrity, reliability, security and confidentiality of information ensured, for all documents maintained in the school and by the office?***	D;k fo|ky; vkSj mlds dk;kZy; esa j[ks lÒh nLrkostksa ds fy, lVhdrk] v[kaMrk] fo'oluh;rk] lqj{kk vkSj lwpuk dh xksiuh;rk lqfuf'pr dh x;h gS\
6.1.69	Is timeliness of information managed by the IT system, ensured?	क्या आईटी सिस्टम के ज़रिये सूचनाओं की सामयिकता सुनिश्चित की जाती है?
6.1.70	Is accuracy, integrity, reliability, security and confidentiality of information, maintained through IT system, ensured?	क्या आईटी सिस्टम के जरिए सूचनाओं की सत्यता, समेकता, विश्वसनीयता, सुरक्षा एवं गोपनीयता सुनिश्चित की जाती है?
	Emergency Readiness vkikrdkyhu ifjfLFkfr lq fuiVus dh r;kjh	
6.1.71	***Does the school have emergency contact names & numbers (Toll free helpline, SMC, teachers', Hospital, Police, Fire brigade) readily available and displayed at relevant places?***	D;k fo|ky; ds mi;qä LFkkuksa ij bejtsalh dkWVDV ucj ,oa vU; fooj.k Ánf'kZr fd;s x, gSa\
6.1.72	***Does the school have an emergency evacuation plan (in case of fire, earthquake etc. as applicable), which is displayed and communicated to all students and teachers?***	D;k fo|ky; ds ikl vkikRdkyhu fLFkfr ds fy, fudklh ;qä tuk ¼bokD;qvs'ku lyku½ gS] ftldh ckjs esa fo|kFkhZ vkSj f'k{kdksa dks crk;k x;k gS vkSj mUgsa ;g ekywe gS fd vkx yxus ;k ÒwdEi vkus ij D;k djuk
6.1.73	***Does the school conduct mock drills at regular intervals?***	D;k Ldwy fu;fer varjky ij e,d fMªy vk;ksftr djrk gS\

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkC to'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkC to'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l leV Vhe }kjk
6.1.67						
6.1.68						
6.1.69						
6.1.70						
6.1.71						
6.1.72						
6.1.73						

Category 6.1 : Safe Supportive & Learning Environment

lsxh 6-1 % lqjf{kr] ennxkj ,oa lh[kus dk ekgkSy

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tks iz'u vkids Ldwy ds fy, ykxw ugha gSa mudsa le{k **"NA"** fy[kdj dkj.k crk;saA

Basic Checklist cfld pdfyLV		
Emergency Readiness vkikrdkyhu ifjfLFkfr lsa fuiVus dh rS;kjh		
6.1.74	Are teachers trained in the use of Fire Extinguishers?	क्या शिक्षकों को अग्निशामकों के इस्तेमाल का प्रशिक्षण दिया गया है?
6.1.75	Are students trained in the use of Fire Extinguishers?	क्या विद्यार्थियों को अग्निशामकों के इस्तेमाल का प्रशिक्षण दिया गया है?
Admission nkf[kyk		
6.1.76	*Does the school follow a uniform process for admission of students (including RTE Act) for beginners and in other classes? Show records.*	D;k fo|ky; 'k#vkrh ,oa vU; d{kkvksa esa fo|kFkhZ;ksa dh ÒrÊ dh fy, ,d le:i **(RTE** vf/kfu;e lesr**)** ÁfØ;k dk vuqikyu djrk gS? fjd,Ml fn[kk,aA

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.1.74			
6.1.75			
6.1.76			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl leV Vhe }kjk

Category 6.2 : Student Centric Teaching Learning Process

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

संवर्ग 6.2 : विद्यार्थी केन्द्रित शिक्षा व शिक्षण प्रक्रिया

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

Basic Checklist cfld pdfyLV		
Learning Objective f'k{kk y{;		
6.2.01	*Are curriculum plans with scope (including aspects of Knowledge, Skill acquisition, and Character Building), available for all levels (Primary, Middle and High school), as applicable, and aligned with Board requirements?*	D;k lÒh Lrj d ikB;Øe ;¨tuk (Kku] d©'ky-vf/kxg.k v©j pfj= fuek.k d igyv¨ le r) c¨M dh vko';drkv¨ d vu:i miyC/k g\
6.2.02	*Are classes and activities held as per the class routine?*	D;k d{kk, ,o vU; xfrfof/k;k ikB;Øe d vu lkj lpkfyr dh tkrh g?
6.2.03	*Are lesson plans made for all subjects in all classes? This may include topic to be taught, no. of periods required to complete the topic, class- work and home-work, activities etc.*	D;k lÒh d{kkv¨ e lÒh fo"k;¨ d fy, ikB ;¨tuk **(lesson plans)** r;kj fd; tkr g\ ¼ikB ;k tuk e fo"k; d{kk&dk;] xg-dk;] fo"k; i<ku d fy, fu/kkfjr le; bR;kfn 'kkfey fd, tk ldr gA
6.2.04	Are lesson plans with learning objectives made for all subjects in all classes?	क्या सभी कक्षाओं में सभी विषयों के लिए लर्निंग ऑब्जेक्टिव्स के साथ लेसन प्लान तैयार किये जाते हैं\

NOTES:

6.2.01: Curriculum -The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. Curriculum typically includes the knowledge and skills students are expected to learn, the learning standards or learning objectives they are expected to meet, including character building and values; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; Extra-curricular and Co-curricular Activities planned in line with the learning objectives; and the tests, assessments, and other methods used to evaluate student learning.

6-2-01- ikB;p;k fd lh Ldy e fo"k'k dk l ;k dk;Øe e fl [kk;k ikB vkj 'kf{kd lkexh dk n'kkrk gA vke rkj ij ikB;Øe ;k ikB;p;k dk rkRi; ml Kku vkj dk'ky l g ft l fo|kfFk;k dk lh[kkuk pkfg,A ble

- f'k{kd ekudk ;k mí";k ¼pfj= fuek.k vkj eY;k lfgr½
- f'k{kd }kjk i<kb tku okyh bdkb;k vkj ikB
- Nk=k dk fn, x, dk; vkj ifj;k tuk,
- ikB;Øe e bLreky dh x;h fdrkc] lkexh] ohfM;k] çLrfr;k
- f'k{k.k mí";k dk ijk dju d fy, cuk, x, ikB;rj vkj lgikB;Øe xfrfof/k;k
- Nk= eY;kdu d ijh{k.k vkj eY;kdu d vU; rjhd Hkh 'kkfey gA

FOR USE BY SCHOOL

FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D;k ifØ;k ek¡tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM:l/vkCto:'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk	Does the process exist? Y/N D;k ifØ;k ek¡tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM:l/vkCto:'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl:leV Vhe }kjk
6.2.01						
6.2.02						
6.2.03						
6.2.04						

Category 6.2 : Student Centric Teaching Learning Process

संवर्ग 6.2 : विद्यार्थी केन्द्रित शिक्षा व शिक्षण प्रक्रिया

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

Basic Checklist cfld pdfyLV		
Learning Objective f'k{kk y{;		
6.2.05	Do lesson plans address knowledge & skill acquisition?	क्या लेसन प्लान में ज्ञान एवं हुनर के अर्जन पर ध्यान दिया जाता है?
6.2.06	Do lesson plans address development of character e.g values, attitudes and behaviours as applicable?	क्या लेसन प्लान में चरित्र निर्माण, मसलन मूल्य, प्रवृत्ति एवं आचरण (प्रसंगानुसार) पर ध्यान दिया जाता है?
Assembly ÁkFkuk lÒk		
6.2.07	*Does the school conduct assembly?*	D;k fo|ky; e Ákr% ÁkFkuk-lÒk ;k vlcyh lpkfyr dh tkrh g \
6.2.08	*Does the school ensure participation of students in conducting the assembly?*	D;k fo|ky; ÁkFkuk-lÒk ¼vlcyh½ lpkfyr djr le; fo|kFk;¨ dh Òkxhnkjh lfuf'pr djrk g \

NOTES:

6.2.05, 6.2.06: Lesson Planning: 6.2.04, 6.2.05, 6.2.06: Acquisition of knowledge and skill can be planned systematically, while preparing the subject-wise, class-wise Lesson Plan. Use of technology, & Smart Boards, Project work etc. may be considered as part of lesson planning.

In order to ensure overall development of students, teachers may also focus on 'development of character'- by identifying 'Values' from lesson/topic (eg. For the Chapter 'Classification of Animal Kingdom' the underlying 'Value' could be: diversity in animals, the need for peaceful co-existence and valuing life in all its forms) - and include plans for ensuring that students imbibe these values.

6-2-05] 6-2-06% ikB ;k tuk, d lcd ¼ox d fygk t l½

- Kku vkj dk'ky dk vf/kxg.k
- çkn ;kfxdh ,o LekV ckM d mi ;kx] fo"k; lEcf/kr ifj;k tuk, vkfn
- gj fo"k; e c l eY;k dh igpku ¼Nk=k d pfj= ,o lex fodkl d fy,½
- ¼mnkgj.k d rkj ij ,fuey fdxMe d fy, vrfufgr eY; ;g gk ldr g ,o i'kvk e fofo/krk] 'kkfri.k lg&vfLrRork vkj viu thou d lHkh #ik d fy, lEeku vkj eY; dh t#jr½

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCtoa'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.2.05			
6.2.06			
6.2.07			
6.2.08			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCtoa'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vlsleV Vhe }kjk

Category 6.2 : Student Centric Teaching Learning Process

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

संवर्ग 6.2 : विद्यार्थी केन्द्रित शिक्षा व शिक्षण प्रक्रिया

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Assembly ÁkFkuk lÒk	
6.2.09	*Does the school conduct activities in assemblies to enhance skills and abilities of students?*	D;k fo|ky; fo|kEFk;¨ d guj ,o {kerk e btkQk dju d fy, vlEcyh e xfrfof/k;¨ dk vk;¨tu djrk g\
	Teaching Methods f'k{k.k fof/k;k	
6.2.10	*Does the Principal/HOD/ Senior Leadership representative oversee completion of syllabus?*	D;k Ákpk; / ,p-v¨-Mh-/ lhfu;j yhMjf'ki d Áfrfuf/k ikB;Øe (flycl) dk ijk g¨uk lfuf'pr djr g \
6.2.11	Are teaching methods designed for different learning styles among students, including incorporating Multiple Intelligences?	क्या शिक्षा प्रणाली (Teaching Methods) को विद्यार्थियों के सीखने के विभिन्न तरीकों को ध्यान में रखते हुए (Multiple Intelligence समेत) डिजाइन किया जाता हैं?
6.2.12	Does curriculum planning promote learning through practical work (eg. projects)?	क्या पाठयक्रम–योजना व्यावहारिक कार्यों के जरिए (मसलन प्रोजेक्ट–कार्य) सीखने को प्रोत्साहित करती है?

NOTES:

6.2.12 Activity based learning could include children's corners with equipment for them as appropriate.

6-2-12 % xfrfof/k vk/kkfjr vf/kxe (Activity based learning)] d{kk e ofj"B txgk ij mfpr :lk l] midj.k 'kkfey fd, tk ldr gA

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.2.09			
6.2.10			
6.2.11			
6.2.12			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ekt n g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl leV Vhe }kjk

Category 6.2 : Student Centric Teaching Learning Process

संवर्ग 6.2 : विद्यार्थी केन्द्रित शिक्षा व शिक्षण प्रक्रिया

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;s

	Basic Checklist cfld pdfyLV	
	Teaching Methods f'k{k.k fof/k;k	
6.2.13	*Are classroom observations periodically done by the Principal/Vice Principal/HOD/senior leadership representative?*	D;k Ákpk;Z/mi Ákpk;Z/ ,p v¨ Mh/ lhfu;j yhMjf'ki d Áfrfuf/k }kjk le; le; ij d{kk fujh{k.k (Dykl :e vkC tjo'ku) fd;k tkrk g \
6.2.14	*Does the school support teaching-learning for students from different segments/backgrounds(e.g. academically weak students SC, ST, etc.) through different teaching methods?*	D;k fo|ky;] f'k{k.k&vf/kxe e] fofÔUu f'k{k.k fof/k;k d ek/;e l fofÔUu oxk@i"BÒfe d Nk=k ¼t l vdknfed detkj Nk=k vu|fpr tkfr] vu|fpr tutkfr vknh½ dk leFku djrk g\
	Tests & Assessments 'k{kf.kd eY;kdu	
6.2.15	*Are tests and examinations conducted periodically to assess student learning levels?*	D;k fo|kFk;¨ d lh[ku d Lrj ¼yÉux yoYl/**learning levels**½dk eY;kdu dju gr fu;fer :i l le; le; ij VLV ,o ijh{kk,¡ vk;¨ftr dh tkrh g\
6.2.16	*Does the Principal/Vice Principal/HOD/senior leadership representative oversee the standard of question papers set by the teachers?*	D;k fÁfUliy/okbl fÁfUliy,/,pv¨Mh/lhfu;j yhMjf'ki d Áfrfuf/k f'k{kd¨ }kjk r;kj fd;s tkus oky Á'ui=¨ d Lrj dk evk;uk djr g\
6.2.17	Does the school conduct Formative Assessments (eg oral & practical homework, projects - followed by checking) and Summative Assessments for continuous and comprehensive monitoring of progress in student learning?	क्या विद्यालय छात्र अध्ययन में निरंतर और व्यापक प्रगति की निगरानी के लिए Formative आकलन (उदाहरण के लिए– मौखिक और व्यावहारिक होमवर्क, परियोजनाएं – जाँच समेत) एवं Summative आकलन करता है?
6.2.18	Does the school ensure that assessments, test and examinations do not create stress and anxiety amongst students?	क्या विद्यालय यह सुनिश्चित करता है कि मूल्यांकनों, टेस्ट एवं परीक्षाओं की वजह से विद्यार्थियों को तनाव या चिंता न हो?
6.2.19	Does the assessment mechanism (eg. question papers, project assessment, oral, practical tests/exams) ensure that student responses reflect learning with understanding?	क्या मूल्यांकन की कार्यविधियाँ (मसलन प्रश्नपत्र, प्रोजेक्ट असेसमेंट, ओरल, प्रैक्टिकल टेस्ट/परीक्षाएँ) यह सुनिश्चित करती हैं कि विद्यार्थियों द्वारा दिये गये उत्तर से इस बात की झलक मिले कि वे समझते हुए सीख रहे हैं?

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.2.13			
6.2.14			
6.2.15			
6.2.16			
6.2.17			
6.2.18			
6.2.19			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/ fopkj-foe'k/ bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & v l leV Vhe }kjk

Category 6.2 : Student Centric Teaching Learning Process

संवर्ग 6.2 : विद्यार्थी केन्द्रित शिक्षा व शिक्षण प्रक्रिया

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkid Ldy d fy, ykx ugh g mud le{k **"NA"** fy[kdj dkj.k crk;

	Basic Checklist cfld pdfyLV	
	Tests & Assessments 'k{kf.kd eY;kdu	
6.2.20	Do the assessment results help students to understand shortcomings and areas of improvement related to knowledge, skills, values, attitudes and behaviour?	क्या मूल्यांकन के परिणामों से विद्यार्थियों को ज्ञान, हुनर, मूल्य, प्रवृत्ति एवं आचरण से संबंधित कमियों एवं सुधार की जरूरत वाले क्षेत्रों को समझने में मदद मिलती है?
6.2.21	*Are tests and examination results communicated to parents through report cards?*	D;k vfÒÒkod¨ d¨ fji¨V dkM d tfj, VLV ,o ijh{kk d ifj.kke¨ dh tkudkjh nh tkrh g\
6.2.22	Is the student all round development (strength/weakness against knowledge, skills, values, attitudes and behavior) communicated to parents?	क्या अभिभावकों को छात्र की समग्र प्रगति (ज्ञान, कौशल, मूल्य, रवैये एवं आचरण से संबंधित विद्यार्थियों के मजबूत/कमजोर पक्ष) के बारे में सूचना दी जाती है?
	Student Support fo|kEFk;¨ d fy, enn	
6.2.23	*Does the school ensure that the students have the required study material e.g. text books, copies and pencils etc?*	D;k fo|ky; ;g lfuf'pr djrk g fd fo|kEFk;¨ d ikl vko';d v/;;u lkexh] elyu ikB;iLrd ,o d,ih] ifUly bR;kfn g¨\
6.2.24	*Does the school have a system to recognize students for their achievements in academics or other areas?*	D;k fo|ky; e fo|kEFk;¨ d¨ 'k{kf.kd ,o vU; {k=¨ e mudh miyfC/k;¨ d fy, ijL—r/lEekfur dju dh 0;oLFkk g\
6.2.25	Does the school ensure development of students through participation in various programmes such as games & sports and extra-curricular activities?	क्या विद्यालय विभिन्न कार्यक्रमों, मसलन गेम्स व खेलकूद व पाठ्यतर गतिविधियों, में भागीदारी के जरिए विद्यार्थियों का विकास सुनिश्चित करता है?
	Student Counselling fo|kEFk;¨ d fy, dkmlÇyx	
6.2.26	Does the organize student counselling and encourage students to seek help in managing their negative emotions such as stress, anxiety, worry, guilt, jealousy, shyness, depression, apprehension , fear etc.?	क्या विद्यालय विद्यार्थियों के लिए काउंसेलिंग आयोजित करता है और विद्यार्थियों को तनाव, चिंता, फिक्र, आत्मदोष, ईर्ष्या, लज्जा, अवसाद, भय एवं डर इत्यादि नकारात्मक भावनाओं से उबरने हेतु मदद लेने के लिए प्रोत्साहित करता है?

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.2.20			
6.2.21			
6.2.22			
6.2.23			
6.2.24			
6.2.25			
6.2.26			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkMl/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vlsleV Vhe }kjk

Category 6.2 : Student Centric Teaching Learning Process

संवर्ग 6.2 : विद्यार्थी केन्द्रित शिक्षा व शिक्षण प्रक्रिया

Against Questions which are non-applicabe to your school, please write 'NA' and explain why

tk i'u vkidk Ldy d fy, ykx ugh g mud le{k "NA" fy[kdj dkj.k crk;k

Basic Checklist cfld pdfyLV		
Student Counselling fo|kFk;h d fy, dkmlçyx		
6.2.27	Is there a designated counsellor available for students?	क्या विद्यार्थियों के लिए एक काउंसेलर नियुक्त है?
6.2.28	Does the school ensure that problems are diagnosed at an early stage and remedied where possible?	क्या विद्यालय यह सुनिश्चित करता है कि ऐसी समस्याओं की पहचान शुरुआती चरण में ही हो जाए और यथासंभव इनका निराकरण हो जाए?

FOR USE BY SCHOOL

#	Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the School fVlif.k & Ldy }kjk
6.2.27			
6.2.28			

FOR USE BY ASSESSMENT TEAM

Does the process exist? Y/N D;k ifØ;k ek tn g? gk@ugh	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D;k ifØ;k fjdkM l/vkCto'ku/fopkj-foe'k/bVj,D'ku }kjk lefFkr g ?	Remarks by the Assessment Team fVlif.k & vl le V Vhe }kjk

Summary of Assessment Scores-Category-wise

Category lox	No of Questions Á'u¨ dh l[;k (A)	Non Applicable t¨ ykx ugE g (B)	Applicable ykx g (A-B)	Total Non Compliance i.k uku dEIyk;l (C)	Total Compliance i.k dEIyk;l ((A-B) - C)
Leadership लीडरशिप	20				
Planning प्लानिंग	11				
Student, Parent & Stakeholder Focus विद्यार्थी अभिभावक एवं स्टेकहोल्डर पर ध्यान	10				
Teacher & Staff Focus शिक्षक एवं स्टाफ पर ध्यान	15				
Safe & Supportive Learning Environment सुरक्षित एवं मददगार सीखने का माहौल	76				
Student Centric Teaching Learning Process विद्यार्थी केन्द्रित शिक्षा व शिक्षण प्रक्रिया	28				
Total i.k	**160**				
% Compliance % dEIyk;l $\frac{((A-B)-C)}{(A-B)}$ **X 100**					

ASSESSMENT DETAILS

Name of Assessor eY;kdudrk (vlj) dk uke	Institution lLFkku	Signature gLrk{kj	Date frfFk

CONCLUSION

The team has conducted an assessment of the School's response to the criteria requirements.
The Compliance to the requirements is .....%

ekunM d i'uk d ifr Ldy }kjk fn, x; mÙkj dh tkp vlleV Vhe }kjk dh xb gA
i'u d ifr dEIyk;l ----------% gA

REMARKS

TEEP Basic Assessment: Process and Time lines

Submission of Application Form	Prepare and submit the completed Application Form Certification form (Annexure II)
"TEEP Basic Assessment"	To Tata Business Excellence Group A Division of Tata Sons Limited 1st Floor SBI Building (XLRI Branch) Circuit House Area (East), Bistupur Jamshedpur - 831001 India
Application Process	Prepare and submit one copy of the application along with relevant documents to TBExG.
Last Date for Submission	15th July
Stage 1 **Independent Review**	The application is reviewed independently/ Indiviadualy by a team of 2 assessors.
Stage 2 **Consensus Review**	The application is reviewed jointly by the same team of 2 assessors.
Stage 3 **Site Visit Review**	The assessing team conducts an on - site verification and clarification of the application. 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 TBExG. The team, along with the feedback report, will go through a mantoring process by a panel. The final report will be prepared based on inputs from mentoring.
Stage 1 to Stage 4: July -August	
Feedback Reports : September	Each applicant will receive a feedback report. Feedback reports are prepared by the assessment team based on applicants' responses to the Questions. The feedback reports contain applicant specific descriptions of strengths and opportunities for improvement.
Recognition Ceremony	Schools will be recognized at a special Recognition function.

vkosnu ÁfØ;k rFkk le;&lhek

vkosnu i=i=	पूर्ण रूप से भरा गया अवेदन प्रपत्र तैयार एवं जमा करें
"टीप (TEEP) बुनियादी मूल्यांकन"	To, Tata Business Excellence Group (TBExG), A division of Tata Sons, 1st Floor, SBI Building (XLRI Branch), Circuit House Area (East), Bistupur, Jamshedpur - 831001
vkosnu dh ÁfØ;k	आवेदन तैयार करें और उसकी एक प्रति तैयार अन्य प्रासंगिक दस्तावेजों के साथ करें और प्रासंगिक दस्तावेजों के साथ टी.बी.ई.एक्स.जी. (TBEXG) में जमा करें
tek djus dh vfre frfFk	15 tqykbZ
स्टेज – 1 : Lor=a= leh{kk	एप्लीकेशन की समीक्षा 2 असेसरों की एक टीम द्वारा स्वतंत्र रूप से की जाती है
स्टेज - 2 lgefr leh{kk (Consensus Review)	एप्लीकेशन की समीक्षा 2 असेसरों की उसी टीम द्वारा संयुक्त रूप से की जाती है
स्टेज - 3 : lkbV foftV leh{kk	मूल्यांकनकर्ता टीम एप्लीकेशन का आनसाइट सत्यापन एवं स्पष्टीकरण करती है। साइट विजिट में मुख्यतः संबंधित रिकॉर्डों, डेटा एवं साक्षात्कारों की समीक्षा शामिल होती है।
स्टेज -4 : eSVj }kjk leh{kk	प्रत्येक मूल्यांकन टीम, अपनी फीडबैक रिपोर्ट, टी.बी.ई.एक्स.जी. (TBExG) के समक्ष प्रस्तुत करती है।टीम एवं फीडबैक रिपोर्ट,एक पैनेल द्वारासंचालित मेंटोरिंग की प्रक्रिया से करती है। अंतिम रिपोर्ट, मेंटोरिंग के जरिए प्राप्त इनपुट के आधार पर, तैयार की जाती है।।
LVsV 1 lsLVsV 4: tqykbZ lsvxLr	
QhMcSd fjiksVZ: lIVsEcj	प्रत्येक आवेदक को एक फीडबैक रिपोर्ट प्राप्त होगी।फीडबैक रिपोर्ट असेसमेंट टीम द्वारा, क्राइटेरिया लिए आवेदकों की प्रतिक्रिया के आधार पर, तैयार की जाती है। फीडबैक रिपोर्ट में क्राइटेरिया के आधार पर मजबूत पक्ष एवं सुधार के अवसर शामिल किया जाता है।
lEeku lekjksg	स्कूलों को एक विशेष सम्मान समारोह में सम्मानित किया जाता है।

KEY SCHOOL OBJECTIVE CHART

	School Planning & Progress Chart for 2018-19 & 2019-20 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 Vision										
	Name of School:										
	School's Vision										
	1	2	3	4	5	6	7	8	9	10	11
		Past Performance		Current Year CY 2018-19 Performance Assessment					Next Academic Year 2019-20 Plans & Actions		
#	School Objectives (aligned to the VMV	Performance Data	Comparative Data	Target	Action Implemented	Action Plan KPI	Actual	Comparative Data	Target for Next year	Action Plans	Action Plan KPI
	What Specific Actions B7:C9 were implemented in 2018-19 to achieve target?	Academic years (past 3 years)	Competitors' Performance 2018-19	What was the school target for 2018-19	What Specific Actions were implemented in 2018-19 to achieve target?	Which KPI's were used for checking progress against Action Plan?	How did school perform against the set target for 2018-19 ?	Competitors' Performance 2018-19 (also for any new Objectives)	What's the school target for 2019-20	what actions have been planned for the year 2019-20 to achieve targets	Which KPI's are dientified for checking progress against Action Plan?

Initiatives under TEEP

Other modes of participation

Schools can consider participation in any or all of the various initiatives offered under the Tata Education Excellence Programme (TEEP)

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

PEARLs are evaluated on the following 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. Projects should focus on the following 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'.

Parameters for evaluating INNOTEACHING focus on: Implementation of the new method/methods, its Impact, Applicability in other subjects/schools

Education Quality Improvement Projects (EQUIP): Each year, 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.

EQUIPs are evaluated on the following criteria: 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).

GOOD PRACTICE ADOPTION AWARD : 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. The award for Good Practice Adoption is evaluated on the following parameters – Relevance to School Objectives, Selection of the source of the practice, Adaptation & implementation and Benefits.

NOTE: To download prescribed format for each initiative please go to: www.educationexcel.co.in

- **Date for Online Submission for all initiatives : Between 1st to 15th September**

Common Performance Parameters (CPP)

a. Common Performance Parameters have been introduced as a platform to enable comparisons as a platform 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.

d. Details of the CPP including parameter name, definition, segments, and applicability are available on the TEEP website: www.educationexcel.co.in. Each school has been given a user id and password. You may please contact TQMS for assistance.

e. CPP data is to be updated directly every year onto the website by each school. The CPP is available under the 'Assessment & Awards' section of the home page.

f. Schedule for submission of CPP on website for the year by the school will be notified separately by mail.

g. Consolidated Report on CPP for all schools will be available on the website. Please note that access to consolidated CPP report is available to only those schools that have updated their own CPP data.

- **Date for Online Submission of CPP : On OR before 20th June**

Vhi (TEEP) d rgr igy

VkVk , t d'ku ,D l yUl Á¨xke **(TEEP)** d rgr mi yC/k fofÒé igy¨ e l fd l h , d ;k lce Òkx yu ij Ldy fopkj dj l dr gA

i y **(PEARL):** या अच्छी कार्यविधियाँ स्कूल की बुनियादी प्रक्रियाएँ होती हैं जिन्हें लंबी अवधि के दौरान इम्पलान्ट एवं संपोषित किया जाता है और इनके जरिए इसमें सुधार लाया जाता है। इन कार्यविधियों को असेसमेंट टीमों द्वारा अपने असेसमेंट के हिस्से के रूप में पहचाना जा सकता है। असेसमेंट के लिए आवेदन न करनेवाले स्कूल भी अपनी अच्छी कार्यविधियों की पहचान कर उन्हें निर्धारित प्रपत्र में अपलोड कर सकते हैं। पर्ल (PEARL) का मूल्यांकन निम्नलिखित पैरामीटर्स के आधार पर किया जाता है: क्रियान्वयन के फायदे, अनूठापनए एडैप्टेबिलिटी (क्या इसे अन्य स्कूलों द्वारा एडैप्ट किया जाता है?) संसाधनों का प्रयोग, समय सीमा एवं सुदृढ़ता।

i [k **(PANKH):** विद्यार्थियों द्वारा स्कूल में विभिन्न क्षेत्रों, मसलन शैक्षणिक क्षेत्रों, सह-पाठयक्रम गतिविधियोंए क्लब गतिविधियों, सामुदायिक सेवाओं, सुरक्षा इत्यादि, में क्रियान्वित सुधारों को कन्सेप्ट पेपर के रूप में प्रस्तुत किया जा सकता है। प्रोजेक्ट के मूल्यांकन हेतु निम्नलिखित पैरामीटर्स पर ध्यान देना चाहिए. ट्रिगर ;वह कौन सी चीज थी जिसकी वजह से प्रोजेक्ट शुरू किया गया), क्रियान्वयन एवं, प्रभाव।

bu¨VhÇpx **(INNOTEACHING):** शिक्षकों/शिक्षकों के समूहों द्वारा शिक्षण विधि के क्षेत्र में नये प्रयोगों पर आधारित पेपर, जिसमें शशिक्षण विधि से संबंधित नये प्रयोगों' का विवरण शामिल होए प्रस्तुत किये जा सकते हैं।इनोटीचिंग (INNOTEACHING) के मूल्यांकन पैरामीटर इस प्रकार हैं. नये तरीकेए इसका प्रभावए अन्य विषयोंध्स्कूलों में इनकी प्रयोज्यता

, t d'ku DokfyVh bEÁoeV Á¨ t DV l **(Education Quality Improvement Projects (EQUIP)):** शिक्षकों/वरिष्ठ छात्रों के 5–6 सदस्यों के दल, तीन क्षेत्रों के तहत सुधार परियोजनाओं को प्रस्तुत कर सकते हैं : a) कार्य निष्पादन, b) नवाचार, c) समस्या के समाधान। सभी परियोजनाओं को निर्धारित कार्यपुस्तिका में प्रस्तुत किया जाना है।

इक्विप (EQUIP) का मूल्यांकन निम्नलिखित मानदंडों के आधार पर है – समस्या की परिभाषा, मूल कारण (Root Cause) का विश्लेषण, समाधान/प्रतिकारी उपायों (Solutions/Counter Measures) का क्रियान्वयन, इसके प्रभाव/फायदे, अनुत्क्रमणीयता (Irreversibility), नवाचार की मौलिकता (Originality of innovation) (यथोचित), वैकल्पिक दृष्टिकोणों का चयन (यथोचित)।

गुड प्रैक्टिस एडॉप्शन **(Good Practice Adaption):** शिक्षकों के दल, दूसरे स्कूलों से अच्छी प्रक्रियाएं लेकर उन्हें अपने स्कूल में कार्यान्वित कर सकते है, और आगे चलकर वांछित परिणामों को प्राप्त करने के लिए उन लागु हुई प्रक्रियाओं में सुधार भी ला सकते है। अच्छी प्रक्रियाओं को अपनाने के लि पुरस्कार का मूल्यांकन निम्नलिखित मापदंडो पर किया जाता है–स्कूल के उद्देश्यों की प्रासंगिकता, चयन अभ्यास, अनुकूल और कार्यान्वयन और लाभ का स्रोत।

ÁR; d igy d fy , & सभी प्रोजेक्टस एवं पेपर्स को विशेषज्ञो के टीम द्वारा ऊपर लिखित पैरामीटर पर मूल्यांकन किया जायेगा । चनायित पेपर्स/प्रोजेक्टस के टीम को अपना प्रेजेंटेशन जूरी के समक्ष इक्विप डे/एडुकुएस्ट डे में प्रस्तुत करना होगा ।इनमे से चयनित प्रोजेक्टस टीप अवार्ड फंक्शन में पुरस्कृत किये जायेंगे।

/ ;ku n: प्रत्येक पहल (initiative) के लिए निर्दिष्ट प्रपत्र डाउनलोड करने हेतु कृपया इस वेबसाइट पर जाएँ: www.educationexcel.co.in

सभी पहलों (initiatives) को सबमिट करने की अंतिम तिथि : 1 से 15 सितंबर

website: www.educationexcel.co.in से सभी फॉर्मेट डाउनलोड किए जा सकते हैं।

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1. आम प्रदर्शन मानकों (C.P.P.) के माध्यम से स्कूलों की तुलना के द्वारा सुधार का अवसर प्रदान किया गया है।
2. सी.पी.पी. (C.P.P.) परिणाम श्रेणी में केवल कुछ चयनित मापदंडों का प्रतिनिधित्व करते हैंय स्कूल अपने प्रदर्शन का प्रबंधन` के लिए और अधिक मापदंडों का उपयोग कर सकते हैं।
3. सर्वेक्षण (survey forms) के लिए स्कूल सर्वेक्षण प्रश्नावली में अतिरिक्त कारक हो सकते हैंय हालांकिए चंतंदजन सी.पी.पी रिपोर्टिंग के लिएए केवल निर्दिष्ट कारकों पर विचार करने की आवश्यकता है।
4. पैरामीटर नामए परिभाषाए क्षेत्रोंए और प्रयोज्यता सहितए सी.पी.पी. के विवरणएटीप वेबसाइट (TEEP Website) पर उपलब्ध हैं: www.educationexcel.co.in प्रत्येक स्कूल में एक यूजर आईडी (User Id) और पासवर्ड (Password) दिया गया है। आप सहायता के लिए, आप TQMS संपर्क कर सकते हैं ।
5. सी.पी.पी. डेटा, प्रत्येक विद्यालय द्वारा, वेबसाइट पर हर साल सीधे अद्यतन किया जा रहा है। सी.पी.पी.ए होम पेज की श्आकलन और पुरस्कारश खंड के तहत उपलब्ध है।
6. साल भर की सी.पी.पी, सी.पी.पी वेबसाइट पर प्रस्तुत करने की अनुसूची,स्कूल को मेल द्वारा, अलग से सूचित किया जाएगा।
7. सभी स्कूलों के लिए सी.पी.पी. पर समेकित रिपोर्ट वेबसाइट पर उपलब्ध होगा। समेकित कृपया ध्यान दें . सी.पी.पी. रिपोर्ट की उपलब्धता केवल उन स्कूलों के लिए है जिन्होंने अपने स्वयं के सी.पी.पी. डेटा को अपडेट कर दिया है ।

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GUIDELINES FOR 'COMMON PERFORMANCE PARAMETERS'

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 & Stakehold er 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	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	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

CATEGORY	PARAMETER	COMMON PERFORMANCE PARAMETER
		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
	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 staff
		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
	Average % Marks(Class 10/Board)	Class 10
	Average % Marks(Class wise)	Class 7
	Average % Marks(Class wise)	Class 4
	Average % Marks(Class wise)	Lower KG
	Distribution of Average % Marks <40 40-60 60.1-80.9 81-100	Lower KG Lower KG Lower KG Lower KG Class 4

CATEGORY	PARAMETER	COMMON PERFORMANCE PARAMETER
		Class 4
		Class 4
		Class 4
		Class 7
		Class 7
		Class 7
		Class 7
		Class 10
		Class 10
		Class 10
		Class 10
		Class 12-CISCE/CBSE/State Overall
		Class 12-CISCE/CBSE/State Overall
		Class 12-CISCE/CBSE/State Overall
		Class 12-CISCE/CBSE/State Overall
		Class 12-CISCE/CBSE/State Science Stream
		Class 12-CISCE/CBSE/State Science Stream
		Class 12-CISCE/CBSE/State Science Stream
		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 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
	Subject wise Average %	Lower KG-English
		Lower KG-Maths
		Lower KG-Hindi
		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

CATEGORY	PARAMETER	COMMON PERFORMANCE PARAMETER
		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-Commrcial 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
	Awards won in inter school events	Upto Class V
	Awards won in inter school events	Class VI and above
	Awards won in events outside school	Awards won in events outside school
	Student Stress Levels	Class 8

Application form (BASIC Programme 20_ _)

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NAME OF SCHOOL fo|ky; dk uke	
NAME OF BOARD c¨M dk uke	
ADDRESS OF THE BOARD c¨M dk irk	
NAME OF PARENT ORGANIZATION c¨M dk uke	
NAME OF PRINCIPAL Ákpk;l dk uke	
EMAIL OF THE PRINCIPAL Ákpk;l dk Ãey	
MOBILE NUMBER OF THE PRINCIPAL Ákpk;l dk e¨ckby ucj	
SCHOOL ADDRESS fo|ky; dk irk	
SCHOOL TELEPHONE NO.fo|ky; dk VyhQ¨u ucj	
SCHOOL MOBILE NO.fo|ky; dk e¨ckby ucj	
SCHOOL EMAIL fo|ky; dk Ãey	
LOWEST CLASS IN SCHOOL fo|ky; dh 'k#okrh d{kk	
HIGHEST LEVEL OF EDUCATION PROVIDED BY THE SCHOOL fo|ky; }kjk Ánku dh tkuokyh f'k{kk dk mPpre Lrj	
NO. OF BRANCHES /SUB UNITS (IF MORE THAN ONE, PLEASE SPECIFY): 'kk[kkv¨/mi bdkb;¨ dh l[;k (;fn ,d l T;knk g, r¨ —i;k crk,):	
NO. OF SHIFTS RUNNING IN THE SCHOOL fo|ky; e pyuoky f'k¶V¨ dh l[;k	
NO. OF CLASSES/SHIFT fo|kEFk;¨/f'k¶V dh l[;k	
NO. OF STUDENTS/SHIFT d{kkv¨/f'k¶V dh l[;k	
NO. OF TEACHERS/SHIFT f'k{kd¨/f'k¶V dh l[;k	
NO. OF CLASSROOMS d{kkv¨ dh l[;k	
NO. OF TOILETS V¨;yV dh l[;k GIRLS:	BOYS:

I state and attest that

e ;g Ä¨"k.kk v©j lR;kiu djrk g fd

1. I have reviewed the information provided by my School in this Eligibility Certification Form.
   eu bl ik=rk Áek.ku Ái= e ej fo|ky; }kjk nh x;h lpukv¨ dh leh{kk dh gA
2. To the best of my knowledge, no untrue statement of a material fact is contained in this Eligibility Certification Form, and no omission of a material fact has been made in this form
   ejh loJ"B tkudkjh d vulkj bl ik=rk Áek.ku Ái= e fdlh Òh egRoi.k rF; d ckj e d¨Ã Òh vlR; Ä¨"k.kk ugÈ dh x;h g v©j bl Ái= e fdlh Òh egRoi.k rF; d¨ NMk ugÈ x;k gA

Date of Submission (frfFk) Signature (gLrk{kj)

Notes

Notes

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