



# **EDUCATION EXCELLENCE**

**TATASTEEL**

**Education Excellence Criteria (SARAL)**

**शिक्षा उत्कृष्टता मानदंड (सरल)**

**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

## आलोक

वर्ग/कक्षा का नाम—वर्गकक्ष टी (TEEP)

1 अंक % लक्ष्य @ 'कक्षा' अंक  
} कक्षा % उद्देश्य कक्षा

फॉर्म % TEEP एकनाम 2019, 2020

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 नकल नहीं है? यदि हम अपने कपड़ों के बीच किताबों को छुपा कर परीक्षा कक्ष में ले जाते हैं, तो यह नकल है, अगर हम बिना समझे किताबों को कंठस्थ करते हैं तो क्या यह भी नकल 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 पहचानना 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।

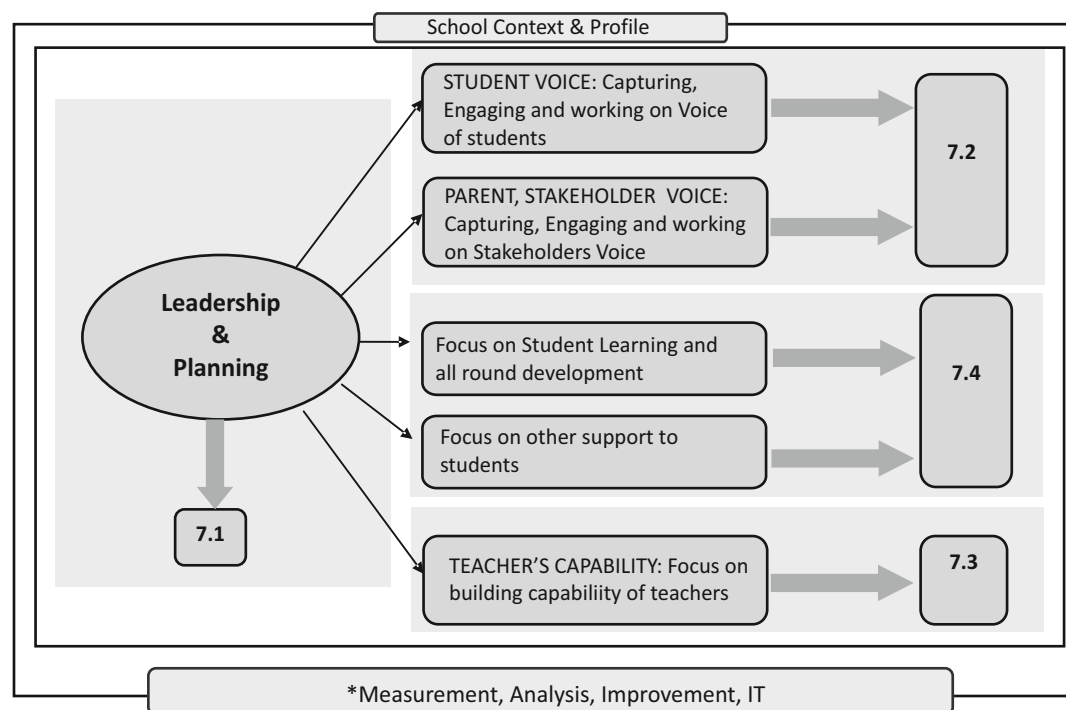


, उद्देश्य कक्षा

वाईस प्रेसिडेंट

टी.बी.एक्स.जी.

## TEEP System View



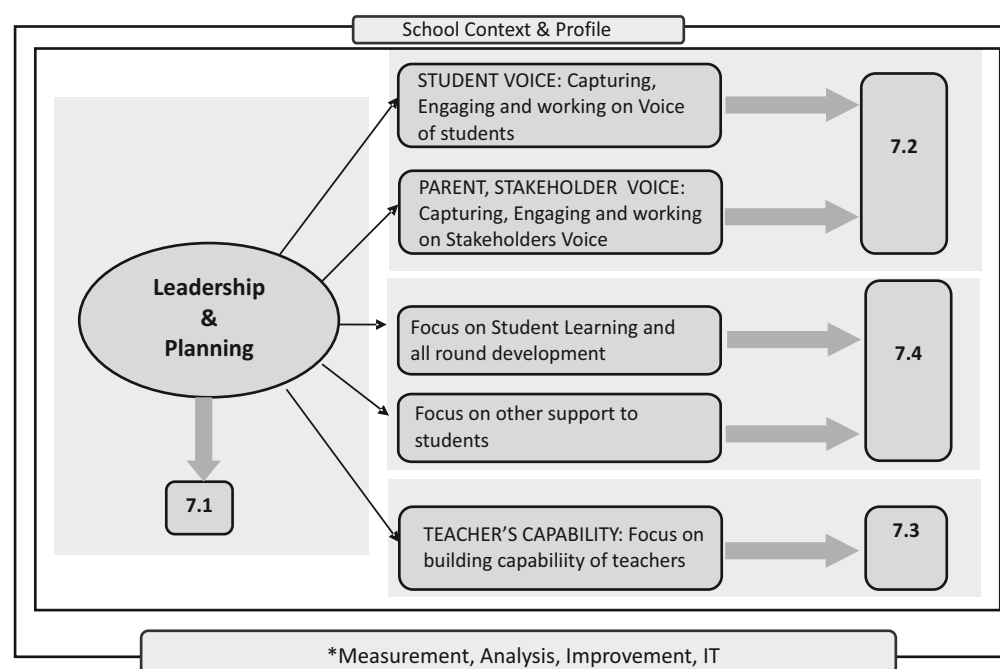
### PERFORMANCE EXCELLENCE FRAMEWORK

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).

## Vhi fl LVe Qw



प्रदर्शन उत्कृष्टता की रूपरेखा  
उत्कृष्टता अवधारणाएं निम्नलिखित सात बुनियादी श्रेणियों में सन्निहित हैं

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

टीप सिस्टम के 'बिल्डिंग ब्लॉक' 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 सुचारु रूप से संचालित करने हेतु समर्थक प्रक्रियाएँ हैं – शिक्षण एवं स्टाफ फोकस (Category 5), विद्यार्थी, अभिभावक एवं स्टैकहोल्डर फोकस (Category 3)।

इस समर्थक प्रक्रियाओं की प्रभावशीलता एवं स्टैकहोल्डर परिणाम में देखे जाते हैं। लीडरशिप (Category 4) तथा प्लानिंग (Category 2) उपरोक्त प्रक्रियाओं का एकीकृत रूप से दिशानिर्देश करती हैं, जिससे स्वेच्छित परिणाम को हासिल किया जा सके। लीडरशिप एवं प्लानिंग परिणाम (Category 7.4) इन प्रक्रियाओं की प्रभावशीलता दर्शाती हैं।

## TEEP SARAL Programme

### Education Excellence Criteria (SARAL)

For schools just starting the excellence journey, Regular Assessment under the TEEP Framework poses a formidable challenge. Assessment interventions are also annual. 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 early stages. The criteria comprises of a checklist of questions structured along TEEP criteria. The questions address only the Basic Requirements of the process.

To help 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. It comprises of a checklist of questions. 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.

वर्षा में एक बार

एक सरल मूल्यांकन टूल का उपयोग

उत्कृष्टता यात्रा की शुरुआत करनेवाले स्कूलों के लिए, टीप (TEEP) फ्रेमवर्क के तहत नियमित रूप से मूल्यांकन एक गहन चुनौती है। मूल्यांकन की प्रक्रिया भी वार्षिक होती है। परिणामस्वरूप, स्कूलों को अपनी कार्यविधि में परिपक्वता का न्यूनतम स्तर हासिल करने में कई वर्ष लग जाते हैं।

इसीलिए, स्कूलों के लिए एक सरल मूल्यांकन टूल के रूप में शिक्षा उत्कृष्टता मानदंड (BASIC) तैयार किया गया है, जिसके द्वारा आरंभिक चरण में उनकी उत्कृष्टता यात्रा को गति दी जा सके। इस मानदंड में दिये गये प्रश्न चेकलिस्ट के रूप में हैं और टीप मानदंड के अनुरूप हैं। ये प्रश्न टीप मानदंड की मूलभूत प्रक्रियाओं पर आधारित हैं। सरकारी एवं ग्रामीण स्कूलों की जरूरतों को पूरा करने के लिए, बुनियादी मानदंड का एक सरल संस्करण शिक्षा उत्कृष्टता मानदंड (SARAL) तैयार किया गया है।

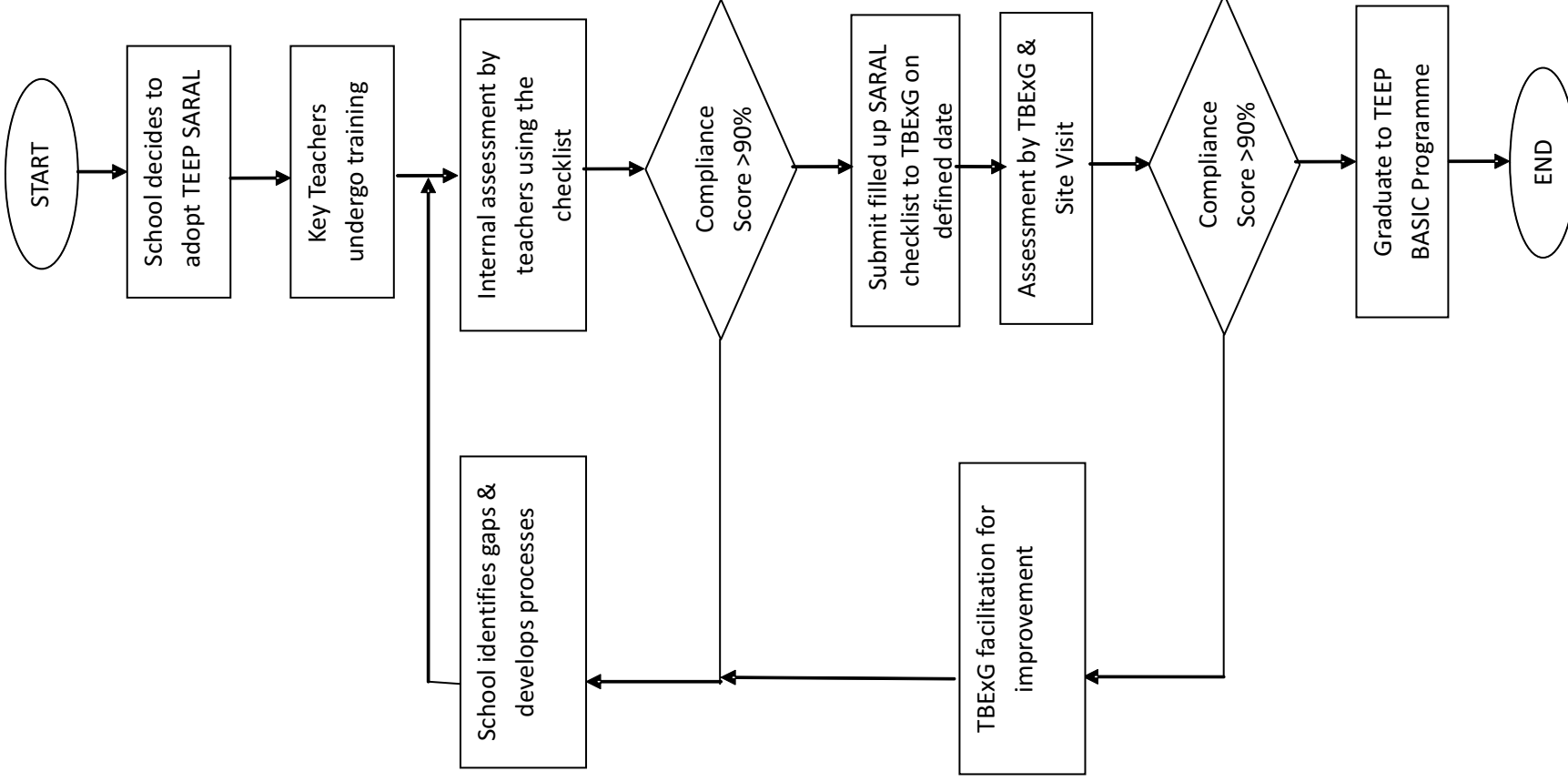
सरल मानदंड की आवश्यकताएँ केवल बुनियादी प्रक्रियाओं को ही स्पर्श करती हैं। इसमें प्रश्नों का एक चेकलिस्ट होता है। इस चेकलिस्ट का इस्तेमाल आंतरिक एवं बाह्य दोनों ही प्रकार के मूल्यांकनकर्ता या असेसर्स कर सकते हैं। स्कूलों द्वारा इनका इस्तेमाल एक वर्ष में कई बार किया जा सकता है ताकि इसके सहयोग से स्कूल अपनी प्रक्रियाओं में परिपक्वता हासिल करने में गतिशील हो सकें।



## TEEP –SARAL Programme Vhi -l j y dk Øe

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

नीचे एक फ्लो चार्ट दिया गया है जिसमें टीप -सरल (TEEP-SARAL) 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

<b>A. SCORING</b>
1. Compliance Score equals number of compliance rows/total number of applicable rows
<b>2. Compliance for Questions</b>
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 of rows.
<b>B. RECORDS</b>
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.
<b>C.SEGMENTS</b>
1. Wherever surveys are asking for representation amongst all participants, class wise segment is required

1. चैकलिस्ट 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

I j y e W k b u : l d " Q x d f y , x k b M y k b U

<b>A. l d " Q x</b>
1. कम्प्लायंस स्कोर कम्प्लायंस रो/संबंधित रो की कुल संख्या के बराबर होगा
<b>2. d E y k U Q j v A ' p A ' u</b>
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 कम्प्लायन्स जाँचते समय 'NA' दर्शाए गये रो को जाँच के दायरे से बाहर रखना चाहिए।
<b>B. f j d , M Z</b>
1. स्कूल उपलब्ध रिकॉर्ड्स के लिए दस्तावेजों के साथ वर्कबुक सबमिट करें।
2. मानदंड संबंधित आवश्यकता के लिए रिकॉर्ड के रूप में सभी परिणाम प्रस्तुत किये जाएँ।
<b>C. [ k b { k</b>
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।

Against Questions which are non-applicable to your school, please write 'NA' and explain why  
 t ksi zu vki dSLdy d sfy, y kvugragSmudsl e{k "NA" fy [kdj d kj.k cr k a

SARAL Checklist I j y p d fy LV		
Governance Á' K u		
1	Does the governing body/ managing committee review school performance with respect to academic matters and guide the school? Show records.	D, k xoÉux c, MreS x d feVh' k d eley "al sfo  ky; d Án' k d h l eh{k d j r h g S v f o  ky; d k e k x Á' k d j r h g S
2	Does the governing body/ managing committee review school performance with respect to infrastructure development and guide the school? Show records.	D, k xoÉux c, MreS x d feVh vol ðpuk fod k d Out fj, l sfo  ky; d Án' k d h l eh{k d j r h g S v f o  ky; d k e k x Á' k d j r h g S f j d, Mzn[ k; Á
Financial Review foYh l eh{k		
3	Does the governing body/ managing committee review financial matters? Show records.	D, k xoÉux c, MreS x d feVh foYh eley "ad hl eh{k d j r h g S f j d, Mzn[ k; Á
Review of School Performance f o  ky; d Án' k d h l eh{k		
4	Does the Principal/HOD/Senior Leadership Representative oversee the class-wise students' assessment records and guide teachers for improvement accordingly?	D, k Áp k Z, p-v "Myl h u; j y h M f k i / Áfr fuf/k f o  k Ák "ad Cd {k o k eV k d u f j d, Mzd " n f k r s g S v f o  m d O v k M j i j f k d "ad k e k x Á' k d j r s g \

## NOTES:

1: 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: fu; fer vaj ky i j] c k u p k Z k j k v d k n f e d e k y l a d h l e h { k d s f y, ] f k l d k a k j k N k e s d s f o k o k " k d c n " k d s j [ k j k o d h t # j r g k h A l e h { k d s r k s i j c k f k e d v k s m p p c k f k e d L r j d s f y, ] m f r # i e s c u; k n v k s c u; k n l y l d s e k; e l s j d k j d h v f / k e l a k d k O e d s d k k d; u i j f o p k j d j l d r k g S

4: 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.

Records of no. of S.MC meetings in the year, minutes of S.MC meetings; attendance in S.MC meetings may serve as evidence .

4: l ky e s d; s x, SMC c B d d t j d, M ( SMC ) c B d d O k Z Y K SMC c B d d h m i f L F r l c v g k d d r s g S  
 f o R h l e h { k e a g H h l O u p r f d; k t k l d r k g S d 1 1 / 2 k y l e k x e M k e f o d k d s f y, 900 # i; 3 / 2 y k o j h d h f d r k e d s f y, 1 k f k e d d s f y, : - 600 o m p p c k f k e d d s f y, : - 900 d s f y, 1 k k c l o / k u f d; k x; k g S A

## FOR USE BY SCHOOL

## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D ki ʒo; k ek\$ w/g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki ʒo; k fjd kV/ vK/ ožku/ fopkj- foe' kZ bāj, D ku } kkl efrZ gS?	Remarks by the School fVli f.k & Ld yw } k k	Does the process exist? Y/N D ki ʒo; k ek\$ w/g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki ʒo; k fjd kV/ vK/ ožku/ fopkj- foe' kZ bāj, D ku } kkl efrZ gS?	Remarks by the Assessment Team fVli f.k & vl ʒe\$ Vre } k k
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Against Questions which are non-applicable to your school, please write 'NA' and explain why  
 t ksi zu vki dSLdyw dsfy, ykvwugragSmudsl e{k "NA" fy [kdj d kj . k cr k a

SARAL Checklist   j y p d fy LV		
Communication   o k n ; k d E t u d t k u		
5	Does the school have forums to communicate with teachers & staff and students? (meetings, associations, Student Council etc.)	D, k fo  ky; eaf k d "ao LVQ , oafol kE k "ad d  kFk l o k n d j usgsq Qje ; k e p m i y O k g S 1/2 d   l a j c k y l k a n b R k n } k j k 1/2
6	Does the school have forums to communicate with parents? ( Parent Teacher Association, Open Door Policy etc.)	D, k fo  ky; eaf f O d "ad d  kFk l o k n d t f y , e p ; k Q j e g S 1/2 f h h k o d & f k   d l a j f u c z & u h r b R k n } k j k 1/2
7	Does the Principal/School Leadership representative conduct meetings with teachers & staff regarding rules and regulations (eg. RFE, syllabus, curriculum, discipline, and academic performance at class & Board level as applicable)? Show records.	D, k A p k Z f o   k y ; y h M j f k i f j A s s l / s / o f u ; e ' a , o a f o f u ; e ' a ( e l y u f k k d k v f / d k j ) A R s l d { k k d h f l y s l } i k B ; O e , v u b k k u j v d k n f e d A n ' k z j v k n ) d c k j s e a d k z y d d   k F k e h x d j r s g S f j d , M z f n [ k k A
Legal Ethical Behaviour, Environment & Safety		
8	Is there a code of conduct (eg honesty, patriotism, brotherhood etc.) for students? Show code of conduct.	D, k fo  kE k "a d t f y , v k p j & l f g r k 1/2 d v k p j . k , o a e w ' a e l y u A e k u n j h j n s k O f a j O A p j s o R k n l s l a f k 1/2 f j O k ' k r g S v k p j & l f g r k , o a l s k & f u ; e n ' k z A
9	Is there a code of conduct for teachers? Show code of conduct.	D, k f k   d "a d t f y , v k p j & l f g r k 1/2 d v k p j . k l s l a f k f u ; e , o a k x k b M y k b u 1/2 f j O k ' k r g S v k p j & l f g r k , o a l s k & f u ; e n ' k z A
10	Has responsibility for safety been identified and resources provided?	D, k l j k d t f y , f t E e s k j h r ; d h x ; h g S v j b l d t f y , l a k k u e g S k d j k k x ; k g S
School Planning Process   o   k y ; d h l y k u x A f O ;		
11	Do the Principal and teachers make an annual plan for completion of curriculum and syllabus?	D, k f A U i y , o a f k   d x . k i k B ; O e , o a f l y s l d " i j k d j u s g s q , d o k E d ; " t u k c u k r s g S

## FOR USE BY SCHOOL

#	Does the process exist? Y/N D k i ɪð; k ek\$ w g3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ɪð; k f j d k v e / v k w o z k u / f o p k j - foe' k z b a j , D k u } k k l e f f e z g s ?	Remarks by the School f v l i f . k & L d y w } k k
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## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D k i ɪð; k ek\$ w g3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ɪð; k f j d k v e / v k w o z k u / f o p k j - foe' k z b a j , D k u } k k l e f f e z g s ?	Remarks by the Assessment Team f v l i f . k & v l s e d v h e } k k
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Against Questions which are non-applicable to your school, please write 'NA' and explain why

t k i z u v k i d s L d y w d s f y , y k w u g h a g S m u d s l e k "NA" f y [ k j d j . k c r k a

SARAL Checklist I j y p d f y L V		
Listening सुनना		
12	Does the school conduct parent-teacher meetings? Show records	D, k L d y w f k k d v f O O d e h x v k i f t r d j r k g S f j d, M f n [ k k A
Recruitment ओ ई; k f j O w e s		
13	Does the school have adequate number of qualified teachers?	D, k f o l k y; e a i; k r l a; k e a; X r k A k r f k k d g a
14	Does the school maintain a list of teachers' roles and responsibilities with requisite qualifications?	D, k f o l k y; f k k d s a d h O p d k v k S f t E a k j h k a l e s m u d h v i s k r ; k r k d h l p h j [ k k g a
15	Does the school have a process for recruitment (including written test, interview and class demonstration of teachers as applicable)? Show records.	D, k f o l k y; e a O E; k f j O w e s d h, d f u k r A f O; k g S (f y f l k r t k p i j h k k l k k r d k j , o a f k k d a d c f y, D y k M s U L V s k u) f j d, M f n [ k k A
Teacher and Staff Development f k k d , o a L V k d k f o d k		
16	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 f o l k y; v i u s f k k d k a d s f y, f u; f e r # i l s i f k k k d k O e v k k r d j r k g S i m k j . k d s r k S i j , d l r r i O; k d s # l k e a d k S k y v k S f o k i j v k k f r f o O u i d k j d s i f k k k 2



## FOR USE BY SCHOOL

#	Does the process exist? Y/N D ki ʒo: k ek\$ w g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki ʒo: k fj d kV/ v kV/ oʒku/ fopkj - foe' kʒ bəj, D ku } kj kl effRz gS?	Remarks by the School fVli f.k & Ld yv } kj k
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## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D ki ʒo: k ek\$ w g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki ʒo: k fj d kV/ v kV/ oʒku/ fopkj - foe' kʒ bəj, D ku } kj kl effRz gS?	Remarks by the Assessment Team fVli f.k & v l b e ʒ v r e } kj k

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

तुम्हारे विद्यालय में नहीं लागू है, तो "NA" लिखें और कारण बताएं

SARAL Checklist   ज्ञान प्रदीप		
Teacher and Staff Satisfaction   शिक्षक, कर्मचारी की संतुष्टि		
17	Does the school listen to grievances/complaints/problems faced by teachers? Show records of action taken	विद्यालय में शिक्षकों की शिकायतों/समस्याओं को सुनाया जाता है और कार्रवाई की गई है।
18	Does the school regularly track attendance of Teacher and Staff?	विद्यालय में शिक्षकों और कर्मचारियों की उपस्थिति का नियमित रूप से रिकॉर्ड रखा जाता है।
19	Are policies, services and benefits (e.g. leave, facilities, maternity benefits, etc. as per national norms) available for Teachers & Staff?	विद्यालय में शिक्षकों और कर्मचारियों के लिए राष्ट्रीय मानकों के अनुसार नीतियाँ, सेवाएँ और सुविधाएँ (जैसे छुट्टी, सुविधाएँ, मातृत्व सुविधाएँ, आदि) उपलब्ध हैं।
20	Does the school recognize the efforts of its Teachers? (appreciation letters, monetary incentives, awards)	विद्यालय में शिक्षकों की प्रशंसा के लिए पत्र, धन प्रोत्साहन और पुरस्कार दिए जाते हैं।
Learning Environment   शिक्षा का माहौल		
21	Is the School Calendar of activities (academics, class routine, assessments, ECA, CCA, programmes and events, P.T.M etc) available? Show records	विद्यालय में गतिविधियों (अकादमिक, कक्षा का दिनचर्या, मूल्यांकन, ECA, CCA, कार्यक्रम और कार्यक्रम, P.T.M आदि) का कैलेंडर उपलब्ध है।
22	Does the Principal ensure that the School Calendar of activities is implemented?	विद्यालय के प्रधानाचार्य सुनिश्चित करते हैं कि विद्यालय के गतिविधियों का कैलेंडर लागू होता है।
23	Does the school have a system to engage classes (during teacher absenteeism)?	विद्यालय में शिक्षकों की अनुपस्थिति के दौरान कक्षाओं को संलग्न रखने का प्रणाली है।

## FOR USE BY SCHOOL

#	Does the process exist? Y/N D k i ʒɔː k ek\$ w g 3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒɔː k f j d k v e / v k o o ʒ k u / f o p l j - foe' k z b a j , D k u } k k l e f f a z g s ?	Remarks by the School f v l i f . k & L d y } k k
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## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D k i ʒɔː k ek\$ w g 3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒɔː k f j d k v e / v k o o ʒ k u / f o p l j - foe' k z b a j , D k u } k k l e f f a z g s ?	Remarks by the Assessment Team f v l i f . k & v l s e s v l e } k k

Against Questions which are non-applicable to your school, please write 'NA' and explain why  
 तसि तु वकि दसलदिय दस्य, यकवुगसमुदसि एक "NA" यि [ क्जि द्जि. कक्रक अ

SARAL Checklist लज्जि पस्यलव		
Discipline अनुशासन		
24	Is the code of conduct along with rules & regulations stated and communicated to students? Show records.	D, k v l p k j & l f g r k, o a v u b k k u l s l a f k f u; e f u k k r g s v j D, k f o l k k "ad" mud c k j s e a l e > k k t k r k g s f j d, m f n [ k, A
25	Are actions taken for breaches in discipline amongst students (eg. students deliberately missing classes)?	D, k f o l k k "a" j k v u b k k u O a f d; s t k u s i j (m k j. k % f o l k k "ad k t k u c w d j d { k k l s v u q f l f r j g u k) d j z k A d h t k r h g s
Attendance उपस्थिति		
26	Does the school track absenteeism amongst students?	D, k f o l k y; f o l k k "ad h v u q f l f r d" V s d j r k g s
Infrastructure and Support Services क्लासरूम		
27	Does the school have adequate number of classrooms to conduct regular classes as per routine?	D, k f o l k y; e a: V h u d o v u b k j f u; f e r d { k j l p k f y r d j u s g s q i; k r l f; k e a D y k : e g s
28	Do the class rooms have proper seating facility for students?	D, k D y k : e e a f o l k k "ad c c s u s d c f y, m i; q o l f k g s
29	Do the classrooms have proper ventilation, and lighting?	D, k d { k e a m i; q o k q p k j, o a A d k k j " k u n k u d h o l f k g s
30	Does the school have regular supply of Electricity?	D, k f o l k y; e a f c t y h d h f u; f e r v k i x e g s

## FOR USE BY SCHOOL

#	Does the process exist? Y/N D k i ʒo: k ek\$ w/g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒo: k f j d k v e / v k o / o z k u / f o p l j - foe' k z b a j , D k u } k k l e f f e z g s ?	Remarks by the School f v l i f . k & L d y w } k k
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## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D k i ʒo: k ek\$ w/g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒo: k f j d k v e / v k o / o z k u / f o p l j - foe' k z b a j , D k u } k k l e f f e z g s ?	Remarks by the Assessment Team f v l i f . k & v l s e s v h e } k k
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Against Questions which are non-applicable to your school, please write 'NA' and explain why

t k i z u v k i d s L d y v d s f y , y k v u g h a g S m u d s l e k "NA" f y [ k d j d k . k c r k a

SARAL Checklist I j y p d f y L V		
Classrooms क्लासरूम		
31	Has the school assigned responsibility for maintenance and upkeep of the classrooms and infrastructure therein?	D, k f o l k y ; u s d { k v " a , o a m u d o v a j d h v o l j p u k d o j [ k [ k o v o j n \$ k o y d o f y , n k f , R o r ; f d ; k g \$
Staffroom स्टाफ रूम		
32	Does the school provide a place/staffroom for teachers for the purpose of correction, lesson planning?	D, k f o l k y ; } k j k m i j i o r d k v " a d h t k p d j u s , o a y \$ u l y k o x d j u s d o f y , f k l d " a d o f y , L V K Q : e d h o l F k d h x ; h g S \
Library पुस्तकालय		
33	Does the school provide for a Library with adequate number of books?	D, k f o l k y ; e a i ; k i o r d " a l s ; a , d i o r d k y ; d h o l F k g \$
34	Does the school provide for / facilitate the usage of library resources by students? (eg. Through time-table)	D, k f o l k y ; N k " a } k j k i o r d k y ; I a k k u " a d o m i ; " x d h l o p / k A n k u d j r k g \$ 1/4 \$ s l e ; & r k y d k d o e k / e l \$ 2
35	Are the school library resources utilized by teachers to access reference material?	D, k f k l d " a } k j k f o l k y ; d o i o r d k y ; d o i a k k u " a d k b L r s k y f d ; k t k r k g \$
ICT v k A h v h		
36	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 f o l k y ; d o i k d k k y ; I a d h m i ; " x d o f y , d B ; W j g \$ 1/4 l y u ] M k L V j \$ v k n d o f y , ] f o l k e k " a d h o r E d o f j d , M L ] e h o x ] O h d y S k u ] f k l d a v d k m o x d o f y , f j d , M z B R k n t " O h y k v o j 1/2

## FOR USE BY SCHOOL

#	Does the process exist? Y/N D k i ɪð; k ek\$ ɪv g\$ gk@uɔɪa	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ɪð; k f j d k v e / v k ɔ / o z k u / f o p k j - foe' k z b a j , D k u } k j k l e f f e z g s ?	Remarks by the School f v l i f . k & L d y w } k j k
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## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D k i ɪð; k ek\$ ɪv g\$ gk@uɔɪa	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ɪð; k f j d k v e / v k ɔ / o z k u / f o p k j - foe' k z b a j , D k u } k j k l e f f e z g s ?	Remarks by the Assessment Team f v l i f . k & v l s e s v h e } k j k
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Against Questions which are non-applicable to your school, please write 'NA' and explain why

SARAL Checklist		
Computer Labs		
37	Does the school provide for computer education?	<input type="checkbox"/> Yes <input type="checkbox"/> No
38	Does the school have computers to support computer education for students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Laboratories		
39	Does the school make provision for adequate time and kits/equipment (eg. Lab equipment) for classroom demonstrations for science & math, as applicable?	<input type="checkbox"/> Yes <input type="checkbox"/> No
40	Are these equipment adequate and in working condition?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**NOTES:**

39: 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.

39%ckZfou; e ds/vuq]j] fl QZofj "Bek'; fed Nk=ledsfy, Qogkfj d d k Zd sfy, i z k' ky k led hv ko'; drkgS fupysoxZd sNk=ledsfy, d{kkesghi n' kZ dki z k  
fd; kt kl drkgS d{k k lesi n' kZ m d j. kl q Ò, oami; kshfLFkr eapshpfg, Ai k B; k uk' k ki n' kZ led sf; kou l ōu' phr qks pfg, A



## FOR USE BY SCHOOL

#	Does the process exist? Y/N D k i ʒo; k ek\$ w/g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒo; k f j d k v e / v k w / o z k u / f o p k j - foe' k z b a j , D k u } k j k l e f f a z g s ?	Remarks by the School f v l i f . k & L d y w } k j k
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## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D k i ʒo; k ek\$ w/g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒo; k f j d k v e / v k w / o z k u / f o p k j - foe' k z b a j , D k u } k j k l e f f a z g s ?	Remarks by the Assessment Team f v l i f . k & v l s e s v h e } k j k
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Against Questions which are non-applicable to your school, please write 'NA' and explain why  
 t ksi zu vki dSLdyv dsfy, ykvwugtagSmudsl e{k "NA" fy[kdj dly.kcrk a

SARAL Checklist I j y p d f y LV		
Sports & Games [ ky d w , oaxS		
41	Does the school ensure time (inside or outside school hours) for Sports, Games for students?	D k fo  ky; fo  kE ad cfy, [ ky d w xS d cfy, l e; %dyv dh v of/k d c h j , oackgj ½ oavol j mi y Ck dj k k gS
42	Does the school provide facilities for indoor and outdoor games and physical training activities like Yoga, Taekwondo, etc. as appropriate?	D k fo  ky; buMj /vknVMj xS ] ' k j h j d A p k k k , oa; 'x@rk DoM t S h x f r f o f /k ad h l p /k ; mi y Ck dj k k gS
Canteen / Midday Meal		
43	Has the school assigned responsibility for maintenance and upkeep of the canteen/ midday meal facility as applicable?	D k fo  ky; usd S h u /e/; ka O s u d h l p /k d c j [ k [ k o v p n s k O y d c fy, nk; R o r ; fd; sgS
44	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; d S h u /e/; ka O t u } k k A n k u fd; st kusy s v k g j d h x q o y k LoP N r k , oavU l s k v ad h f u; fer : i l st k p d j r k g S f j d , M f n [ k A % j d l j h; kvU L d g k e e /; ka O s u ] x q o R k l p r d j u s d s f y , 'p [ k u k i q h; kvU i q h 2
Security I p { k k		
45	Does the school have fencing/ boundary wall protecting the school campus?	D k fo  ky; e a f o   ky; d c d S l d h l p { k k d c f y , O q x / A s s a h c k m j h o , y g S

## FOR USE BY SCHOOL

## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D k i ʒo: k ek\$ w/g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒo: k f j d k v e / v k o / o z k u / f o p k j - foe' k z b a j , D k u } k k l e f f e z g s ?	Remarks by the School f v l i f . k & L d y w } k k	Does the process exist? Y/N D k i ʒo: k ek\$ w/g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒo: k f j d k v e / v k o / o z k u / f o p k j - foe' k z b a j , D k u } k k l e f f e z g s ?	Remarks by the Assessment Team f v l i f . k & v l b e s v h e } k k
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44						
45						

Against Questions which are non-applicable to your school, please write 'NA' and explain why  
 तसि तु वकि दसलदिय दस्य, यकवुगहगसमुदसि एक "NA" यि [kdj d kj. k cr k a

SARAL Checklist   j y p d f y LV		
Hygiene & Cleanliness   LoPNr k , oal kQ-I QkA		
46	Has responsibility been assigned for maintenance for hygiene and cleanliness in the school campus?	D, k fo  ky; i f j l j eal kQ&I QkZv k\$ LoPNr k d h j [ k j [ k o d s f y , ft Easj h v k o d / r f d ; k x ; k g \$
47	Are checklists used to ensure workplace hygiene?	D, k d k ZFy i j LoPNr k l q u f p r d j u s g s q p d f y LV d k b l r s k y f d ; k t k k g \$
48	Does the school have adequate no. of and separate toilets for Boys & Girls?	D, k fo  ky; eack d "a, oack y d k v "ad Cfy, i Fd ' k \$ ky; k a d h Q o L F k g \$
49	Does the school ensure availability of running water in the toilets?	D, k fo  ky; ' k \$ ky; k a e j k n u i k u h d h m i y Q k k l q u f p r d j r k g \$

## NOTES:

46-52: 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

46 & 52 % o | ky; e d L o k L F , v k \$ L o P N r k l s k v k a d j [ k j [ k o ] f u E u f y f l k r e k / e l s q u ' p h r f d ; k t k l d r k g \$  
 i ; k r l a ; k e a d k k e d ' k \$ ky; k a d k g k s k ] m f p r L f k u e a d i ; k r e k - k e a s t y v k \$ d m a k u k a d h Q o L F k d k g k s k A

## FOR USE BY SCHOOL

#	Does the process exist? Y/N	Are there Records/Observations /Discussions to support process? Y/N (R/O/D)	Remarks by the School
	D, ki ɪ; k ek ʃw ɡ gk@ugra	D, ki ɪ; k fj d kV /v kV oʒku/ fopkj -foe' kʒ baj, D ku }kjkl effɪz ɡS?	fVli f.k & Ld w }kj k
46			
47			
48			
49			

## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N	Are there Records/Observations /Discussions to support process? Y/N (R/O/D)	Remarks by the Assessment Team
	D, ki ɪ; k ek ʃw ɡ gk@ugra	D, ki ɪ; k fj d kV /v kV oʒku/ fopkj -foe' kʒ baj, D ku }kjkl effɪz ɡS?	fVli f.k & vI ʃeɪ Vhe }kj k

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

t ksl zu vki dSLdyw dsfy, y kwugragSmudsl e{k "NA" fy[kdj d.kj.kcrk a

SARAL Checklist l j y p d fy LV		
Hygiene & Cleanliness LoPNrk, oal kQ-I QkA		
50	Does the school ensure regular cleanliness of the toilets?	D, k fo  ky; e d' k pky; k a(V; y s(-) dhfu; fer : i l sLoPNrk, oa l QkA l qur pr dht k rhg\$
51	Does the school ensure safe drinking water?	D, k fo  ky; l j rkr , oaLoPN i st y dhQolFkl qur pr djrk g\$
52	Does the school have Basic First Aid Facilities and a person responsible to administer it?	D, k fo  ky; e aARfed fpfd R k (QLVZ, \$) dh l qur j v j ARfed fpfd R k nsosky sQ fa mi fLR g\$

## FOR USE BY SCHOOL

#	Does the process exist? Y/N D ki 10: k ek\$ wv g3 gk@udta	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki 10: k fjd kV /v kV o3ku/ fopkj - foe' kZ bWj, D ku } k k l effH gS?	Remarks by the School fVli f. k & Ld yv } k k
50			
51			
52			

## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D ki 10: k ek\$ wv g3 gk@udta	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki 10: k fjd kV /v kV o3ku/ fopkj - foe' kZ bWj, D ku } k k l effH gS?	Remarks by the Assessment Team fVli f. k & v l \$e3 Vre } k k

Against Questions which are non-applicable to your school, please write 'NA' and explain why  
 तसि तु वकि दलदय दस्य, यकवृगहगसुदसि एक "NA" फिलि दलि ककक अ

SARAL Checklist   जय पदफल		
Safety   जिक 1/4 5/12		
53	Are there adequate numbers of working fire extinguishers in the school? Are they regularly checked?	डक फलिय; एवक यखुसद हलफर लसुि वुसद फ्य, ि; कल ढ; केा वखु' केद मि यकग
54	Does the school ensure safety in case there are high tension wires running over the school campus?	; फन फलिय; दसि दलई जल सगल वकु ओक जत कजकग र डकलदय ब्लसि जिकल फुप्र द्जरकग
55	Are electrical cables/panels, junction boxes etc. within the school campus kept concealed?	डक फलिय; दलरु जय दय दय] िसुत डकु क, डल बरु कन दि क/ कक जल कसग
Management of Data & Information   वल मा, ओल पुक दक आकु		
56	Does the school office maintain records of the following (as applicable): Student admission records, meeting records, fee collection records, teachers records, accounting any other?	डक फलिय; दक वल फल द, मल [ककगसु 1/4 मलज. कद फ्य, फल कल 'ा दह रु ई द फल द, मल] एव] ओदय डकु फ कल 'ाद वल कय बरु कन द फल द, मल, त ' ' ओयकवग 1/2

## NOTES:

53 -55 Safety measures should also include installation of Lightning conductor

53 & 55 % जिक मि क के य कवृगहगसुदसि (lighting conductor) द हलफरु क ओ' कफे गल हपकग, A



## FOR USE BY SCHOOL

#	Does the process exist? Y/N D ki i0; k ek\$ w g3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki i0; k fj d kV /v kV /o3ku/ fopkj - foe' kZ bWj, D ku } kj kl effkZ gS?	Remarks by the School fVli f. k & Ld w } kj k
53			
54			
55			
56			

## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D ki i0; k ek\$ w g3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki i0; k fj d kV /v kV /o3ku/ fopkj - foe' kZ bWj, D ku } kj kl effkZ gS?	Remarks by the Assessment Team fVli f. k & v l s e3 Vre } kj k

Against Questions which are non-applicable to your school, please write 'NA' and explain why  
 t ksi zu vki dSLdyw dsfy, ykvwugragSmudsl e{k "NA" fy[kdj d{k.k crk a

SARAL Checklist I j y p d f y LV		
Management of Data & Information v k d Ma, oal p u k d k Á c a k u		
57	<i>Is accuracy, integrity, reliability, security and confidentiality of information ensured, for all documents maintained in the school and by the office?</i>	D, k fo  ky; v k \$ m d s d k k; e s j [ k s l Ö h n L r k o s k a d s f y, I V h r k j v [ k a m k j f o' d l u h r k j I j { k v k \$ I p u k d h x k s u h r k l Ö f p r d h x; h g s
Emergency Readiness v k k r d k y h u i f j f l F k r I s f u i V u s d h r S k j h		
58	<i>Does the school have emergency contact names &amp; numbers (Toll free helpline, SMC, teachers', Hospital, Police, Fire brigade) readily available and displayed at relevant places?</i>	D, k fo  ky; d Ö m i; ä L F k u ' a i j b e j t a h d k a s v u a j , o a v U f o o j . k Á n A r f d; s x, g s
59	<i>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?</i>	D, k fo  ky; d Ö i k v k k r d k y h u f l F k r d Ö f y, f u d k h; ' t u k 1 0 0 , q' k u l y k u 1 / 2 \$ f t I d Ö c k j s e a f o   k A k ' a v Ö f k Ö d ' a d ' c r k k x; k g' v Ö m Ö a; g e k y a g' f d v k x y x u s; k Ö a E v k u s i j D, k d j u k
60	<i>Does the school conduct mock drills at regular intervals?</i>	D, k L d y w f u; f e r v a j k y i j e, d f m y v k ' f t r d j r k g s
Admission n k f k y k		
61	<i>Does the school follow a uniform process for admission of students (including RTE Act) for beginners and in other classes? Show records.</i>	D, k fo  ky; ' k v k h, o a v U d { k v ' a e a f o   k A k ' a d h Ö r Ê d Ö f y, , d l e: i (RTE v f A u; e l e s) Á f Ö; k d k v u Ö k y u d j r k g s f j d, M f n [ k A

## FOR USE BY SCHOOL

#	Does the process exist? Y/N D, ki 10; k ek\$ w/g3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D, ki 10; k fj d kV /v kV /o3ku/ fopkj - foe' kZ bWj, D ku } kj kl effRZ gS?	Remarks by the School fVli f. k & Ld w } kj k
57			
58			
59			
60			
61			

## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D, ki 10; k ek\$ w/g3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D, ki 10; k fj d kV /v kV /o3ku/ fopkj - foe' kZ bWj, D ku } kj kl effRZ gS?	Remarks by the Assessment Team fVli f. k & v l s e3 Vhe } kj k

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

t ki zu vki dSLd yv dsfy, y kwugragSmudsl e{k "NA" fy [kdj d kj. k cr k a

SARAL Checklist I j y p d f y LV		
Learning Objective f k k y {;		
62	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 l Oh Lr j ad ci k B; -Oe ; 't uk (Kku] d cy -v f/ k g. k v p pfj = fuekZk d ci gy wial es) c' M d h v k o' ; d r k v ad cu u q i m i y O k g S
63	Are classes and activities held as per the class routine?	D, k d {k j, o a / U x f r f o f / k k i k B; Oe d cu u q i l p k f y r d h t k r h g S
64	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 l Oh d {k v ' a e a l Oh f o ' k ad c f y, i k B ; 't uk (lesson plans) r S k j f d ; s t k r s g S ' k B ; k s u k e a f o ' k d {k k d k z x g - d k z f o ' k i < k u s d s f y, f u / k j r l e ; b R k n ' k f e y f d, t k l d r s g S
Assembly A k Z k l O k		
65	Does the school conduct assembly?	D, k f o l k y ; e a A k % A k Z k l O k ; k v l s y h l p k f y r d h t k r h g S \

## NOTES:

62: 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.

62% k B; -p; k Z d l h L d y e a f o ' k s k d k s Z k d k Oe e a f l [ k k i k B v l s ' k d l l e x h d k n' k z k g a v l e r l s i j i k B; -Oe ; k i k B; -p; k Z d k r k R ; Z m l K k u v l s d k S k y l s g S f l s f o l k f h z k a d k s l h k u k p k f g, A b l e a

- f k l d e k u d k a k m i s k a p f j = f u e k Z k v l s e w y k a f g r 1/2
- f k l d } k j k i < k o z k u s o k y h o d k b; k a v l s i k B
- N k = k a d k s n, x, d k z l s i f j ; k s u k a
- i k B; -Oe e a b l r s k y d h x ; h f d r k a l l e x h o h m l s c l r t ; k a
- f k k k m i s k a d k s i j k d j u s d s f y, c u k x, i k B; -s j v l s l g i k B; Oe x f r f o f / k k a
- N k = e w y k a l u d s i j h k k v l s e w y k a l u d s v U r j h d s h h' k f e y g a

## FOR USE BY SCHOOL

#	Does the process exist? Y/N D, ki i0; k ek\$ wv g3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D, ki i0; k fj dKvE /vKv/o3ku/ fopkj - foe' kZ bWj, D ku } kj kl effRZ gS?	Remarks by the School fVli f. k & Ld y } kj k
62			
63			
64			
65			

## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D, ki i0; k ek\$ wv g3 gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D, ki i0; k fj dKvE /vKv/o3ku/ fopkj - foe' kZ bWj, D ku } kj kl effRZ gS?	Remarks by the Assessment Team fVli f. k & v l s e3 Vhe } kj k
62			
63			
64			
65			

Against Questions which are non-applicable to your school, please write 'NA' and explain why  
 t ksi zu vki dSLdyw dsfy, ykvwugagSmudsl e{k "NA" fy [kdj d kj .k cr k a

SARAL Checklist I j y p d fy LV		
Assembly ÁkZk I Òk		
66	Does the school ensure participation of students in conducting the assembly?	D k fol ky; ÁkZk I Òk %l syh% pkyr dj rsl e; fol kE; "adh Òxmkjhl òp pr djrk gS\
67	Does the school conduct activities in assemblies to enhance skills and abilities of students?	D k fol ky; fol kE; "ad cguj , oal'er k eabt kQk dj usd cfy, vl scyh eaxfr fof/k "ad k vk "t u djrk gS
Teaching Methods f k k k fof/k k		
68	Does the Principal/HOD/ Senior Leadership representative oversee completion of syllabus?	D k Ápk Z/ , p-v "M% l hf; j yHMF k d cÁfr fuf/k i k; Øe (fl ysl ) dki jk g'ukl òp pr djrk gS\
Teaching Methods f k k k fof/k k		
69	Are classroom observations periodically done by the Principal/Vice Principal/HOD/senior leadership representative?	D k Ápk Zmi Ápk Z , p v " M% l hf; j yHMF k d cÁfr fuf/k } kj k l e; l e; ij d {k fuj h k k (Dy k : e v k j o s k ) fd; k t k r k g S\
70	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 fol ky; ] f k k k v f / x e e s fof òu f k k k fof/k k ad sek; e l sf of òu oxk i "BOf d s Nk = k % S s v d k n f e d d e t k s Nk = k v u q p r t k r ] v u q p r t u t k r v k n h / d k l e f Z djrk gS
Tests & Assessments ' k f. k d e v k d u		
71	Are tests and examinations conducted periodically to assess student learning levels?	D k fol kE; "ad c h kusd cLrj % Éux y sY / learning levels % k e v k d u d j u s g s q f u ; f e r : i l s l e ; l e ; i j V k V , o a i j h k k ; v k " f t r d h t k h g S

## FOR USE BY SCHOOL

#	Does the process exist? Y/N D k i ʒo: k ek\$ v v g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒo: k f j d k v e / v k v o ʒ k u / f o p k j - foe' k ʒ b a j , D k u } k j k l e f f a ʒ g s ?	Remarks by the School f v l i f . k & L d y v } k j k
66			
67			
68			
69			
70			
71			

## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D k i ʒo: k ek\$ v v g\$ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D k i ʒo: k f j d k v e / v k v o ʒ k u / f o p k j - foe' k ʒ b a j , D k u } k j k l e f f a ʒ g s ?	Remarks by the Assessment Team f v l i f . k & v l s e a v h e } k j k
66			
67			
68			
69			
70			
71			

Against Questions which are non-applicable to your school, please write 'NA' and explain why  
 t ksi zu vki dSLd yv dsfy, y kwugragSmudsl e{k "NA" fy [kdj d kj. k cr k a

SARAL Checklist   j y p d fy LV		
Tests & Assessments ' k f. kd e v k d u		
72	Does the Principal/Vice Principal/HOD/senior leadership representative oversee the standard of question papers set by the teachers?	D k fAfu i y /okbl fAfu i y, /, pv 'Myl hf; j y hM f ki d CAr fuf/k f Kkd 'a} kj k r S kj fd; st kusok y sA' ui = 'ad CLrj d k eq k uk d j r sgS
Tests & Assessments ' k f. kd e v k d u		
73	Are tests and examination results communicated to parents through report cards?	D k v fOod 'ad" fji 'VZd kVZd Ct fj, V sV, oai j h k d Ci fj. ke 'ad h t kud kj h nh t k r hgS
Student Support fo  k f. kd e v k d u		
74	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 l Cuf pr d j r k gSfd fo  k f. kd e v k d u 'ad Ci k v k o'; d v /; ; u l k ex z el y u i B-i b r d , oad, i h i S u y b R k n g a
75	Does the school have a system to recognize students for their achievements in academics or other areas?	D k fo  ky; e a fo  k f. kd e v k d u 'ad" ' k f. kd , oav U {k 'ae amud h m i y f o k 'a d Cfy, i p L-r /l Eekur d j usd h Q o L F k g S



## FOR USE BY SCHOOL

#	Does the process exist? Y/N D ki ʒo: k ekʃv gʒ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki ʒo: k fjd kʌe /v kʌ/ oʒku/ fopkj - foe' kʒ bʌj, D ku } kj kl effʌz gʒ?	Remarks by the School fVli f.k & Ld yv } kj k
72			
73			
74			
75			

## FOR USE BY ASSESSMENT TEAM

#	Does the process exist? Y/N D ki ʒo: k ekʃv gʒ gk@ugra	Are there Records/Observations /Discussions to support process? Y/N (R/O/D) D ki ʒo: k fjd kʌe /v kʌ/ oʒku/ fopkj - foe' kʒ bʌj, D ku } kj kl effʌz gʒ?	Remarks by the Assessment Team fVli f.k & vl sɛʌ vʌe } kj k

Summary of Assessment Scores-Category-wise

எவ்வகையிலும் கிடைக்கக்கூடிய மதிப்பீடுகள்

	No of Questions	Non Applicable	Applicable	Total Non Compliance	Total Compliance
A' u'adhl a; k; kt "ykwgEgSt "ykwgS				i vZuu- dEy k a	i vZdEy k a
i zuKedhl a; k	75				
% Compliance					
% dEy k a					
ASSESSMENT DETAILS					
ewy ka u d kfooj . k					
Name of Assessor	Institution	Signature	Date		
ewy ka u d r ka vl s j ) dkuke	I aFk	glr k k	fr fFk		
CONCLUSION					
Vre us/ko'; dr k' k' h' k' d cy, Ld ywd aR d k, d ewy ka u l p k yr fd; kgA					
vko'; dr k' adkvuqkyu gS.....%					
The team has conducted an assessment of the School's response to the criteria requirements.					
The Compliance to the requirements is .....%					
REMARKS					
fVli . k					

## TEEP SARAL Assessment: Process and Time lines

<b>Submission of Application Form</b>	Prepare and submit the completed Application Form Certification form (Annexure II)
<b>“TEEP SARAL Assessment”</b>	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
<b>Application Process</b>	Prepare and submit one copy of the application along with relevant documents to TBExG
<b>Last Date for Submission</b>	15 <sup>th</sup> July
<b>Stage 1 Independent Review</b>	The application is reviewed independently/ Individually by a team of 2 assessors
<b>Stage 2 Consensus Review</b>	The application is reviewed jointly by the same team of 2 assessors
<b>Stage 3 Site Visit Review</b>	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.
<b>Stage 4 Review by Mentors</b>	Each assessment team will submit the feedback report to TBExG. The team, along with the feedback report, will go through a mentoring process by a panel. The final report will be prepared based on inputs from mentoring.
<b>Stage 1 to Stage 4: July -August</b>	
<b>Feedback Reports : September</b>	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.
<b>Recognition Ceremony</b>	Schools will be recognized at a special Recognition function

वर्कशॉप: कर्मियों के लिए

वर्कशॉप का नाम =	पूर्ण रूप से भरा गया आवेदन प्रपत्र तैयार एवं जमा करें
“टीप (TEEP) सरल 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
वर्कशॉप का उद्देश्य: क	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
तैयारी के लिए आवश्यक	15 तक
स्टेज - 1 : लक्ष्य	एप्लीकेशन की समीक्षा 2 असेसरों की एक टीम द्वारा स्वतंत्र रूप से की जाती है
स्टेज - 2 लक्ष्य (Consensus Review)	एप्लीकेशन की समीक्षा 2 असेसरों की उसी टीम द्वारा संयुक्त रूप से की जाती है
स्टेज - 3 : लक्ष्य	मूल्यांकनकर्ता टीम एप्लीकेशन का आनसाइट सत्यापन एवं स्पष्टीकरण करती है। साइट विजिट में मुख्यतः संबंधित रिपोर्टों, डेटा एवं साक्षात्कारों की समीक्षा शामिल होती है।
स्टेज -4: लक्ष्य	प्रत्येक मूल्यांकन टीम, अपनी फीडबैक रिपोर्ट, टी.बी.ई.एक्स.जी. (TBExG) के समक्ष प्रस्तुत करती है। टीम एवं फीडबैक रिपोर्ट, एक पैनल द्वारा संचालित मॉडरिंग की प्रक्रिया से करती है। अंतिम रिपोर्ट, मॉडरिंग के जरिए प्राप्त इनपुट के आधार पर, तैयार की जाती है।
लक्ष्य 1 : लक्ष्य 4: तक	
कर्मियों के लिए	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।
लक्ष्य	स्कूलों को एक विशेष सम्मान समारोह में सम्मानित किया जाता है।

## 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](http://www.educationexcel.co.in)

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

### Common Performance Parameters (CPP)

- Common Performance Parameters have been introduced as a platform to enable comparisons as a platform for improvement.
- CPP represent only some selected parameters in the Results Category; the school may use more parameters to manage its performance.
- Even for surveys, the school may have additional factors; however, for CPP reporting, only specified factors need to be considered.
- Details of the CPP including parameter name, definition, segments, and applicability are available on the TEEP website: [www.educationexcel.co.in](http://www.educationexcel.co.in). Each school has been given a user id and password. You may please contact TQMS for assistance.
- 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.
- Schedule for submission of CPP on website for the year by the school will be notified separately by mail.
- 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**

## TEEP (TEEP) dgr i gy

TEEP (TEEP) dgr mi ykforOe i gyæsd fdl h, d ; k l ceak yss j Ldywfpkj dj l drsg

**PEARL (PEARL):** या अच्छी कार्यविधियाँ स्कूल की बुनियादी प्रक्रियाएँ होती हैं जिन्हें लंबी अवधि के दौरान इम्प्लान्ट 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, अनूठापन एंडैप्टेबिलिटी (क्या इसे अन्य स्कूलों द्वारा एडैप्ट किया जाता है?) संसाधनों का प्रयोग, समय सीमा एवं सुदृढ़ता।

**PANKH (PANKH):** विद्यार्थियों द्वारा स्कूल में विभिन्न क्षेत्रों, मसलन शैक्षणिक क्षेत्रों, सह-पाठ्यक्रम गतिविधियों, 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।

**INNOTEACHING (INNOTEACHING):** शिक्षकों/शिक्षकों के समूहों द्वारा शिक्षण विधि के क्षेत्र में नये प्रयोगों पर आधारित पेपर, जिसमें शिक्षण विधि से संबंधित नये प्रयोगों का विवरण शामिल होए प्रस्तुत किये जा सकते हैं। इनोटीचिंग (INNOTEACHING) के मूल्यांकन पैरामीटर इस प्रकार हैं: नये तरीके इसका प्रभाव अन्य विषयों/स्कूलों में इनकी प्रयोज्यता

**EQUIP (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।

**EQUIP (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)।

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

**TEEP (TEEP) dgr i gy d f y, &** सभी प्रोजेक्ट्स एवं पेपर्स को विशेषज्ञों के टीम द्वारा ऊपर लिखित पैरामीटर पर मूल्यांकन किया जायेगा। चनायित पेपर्स/प्रोजेक्ट्स के टीम को अपना प्रेजेंटेशन जूरी के समक्ष इक्विप डे/एडुकेएस्ट डे में प्रस्तुत करना होगा। इनमें से चयनित प्रोजेक्ट्स टीप अवार्ड फंक्शन में पुरस्कृत किये जायेंगे।

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

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

website: [www.educationexcel.co.in](http://www.educationexcel.co.in) से सभी फॉर्मेट डाउनलोड किए जा सकते हैं।

TEEP (TEEP) dgr i gy d f y

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 हैं 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 हैं हालांकि चंतंजनी सी.पी.पी. रिपोर्टिंग के लिए केवल निर्दिष्ट कारकों पर विचार करने की आवश्यकता है।
4. पैरामीटर नाम पर परिभाषा क्षेत्रों और प्रयोज्यता सहित सी.पी.पी. के विवरण एटीप वेबसाइट (TEEP Website) पर उपलब्ध हैं: [www.educationexcel.co.in](http://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 शआकलन और पुरस्कार श्रृंखला 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।

TEEP (TEEP) dgr i gy d f y

**Application form**  
**(BASIC Programme 20\_\_)**

fo| ky; "ad fy, l j y p d fy LV

NAME OF SCHOOL fo  ky; dk ule	
NAME OF BOARD c'Mdk ule	
ADDRESS OF THE BOARD c'Mdk kirk	
NAME OF PARENT ORGANIZATION c'Mdk ule	
NAME OF PRINCIPAL A pk Zdk ule	
EMAIL OF THE PRINCIPAL A pk Zdk Aeg	
MOBILE NUMBER OF THE PRINCIPAL A pk Zdk e'ckoy uaj	
SCHOOL ADDRESS fo  ky; dkirk	
SCHOOL TELEPHONE NO. fo  ky; dk Vg hQ'u uaj	
SCHOOL MOBILE NO. fo  ky; dke'ckoy uaj	
SCHOOL EMAIL fo  ky; dk Aeg	
LOWEST CLASS IN SCHOOL fo  ky; dh'k d k h d {kk	
HIGHEST LEVEL OF EDUCATION PROVIDED BY THE SCHOOL fo  ky; } k k A n k u d h t k u s k y h f k k d k n p r e l r j	
NO. OF BRANCHES /SUB UNITS (IF MORE THAN ONE, PLEASE SPECIFY): 'k k v 'm b d k ; 'ad h l a ; k ( ; f n , d l s t ; k k g s r " - ; k o r k ) :	
NO. OF SHIFTS RUNNING IN THE SCHOOL fo  ky; e a p y u s k y s f k i v 'ad h l a ; k	
NO. OF CLASSES/SHIFT fo  k k k 'a f k i v d h l a ; k	
NO. OF STUDENTS/SHIFT {k v 'a f k i v d h l a ; k	
NO. OF TEACHERS/SHIFT f k l d 'a f k i v d h l a ; k	
NO. OF CLASSROOMS d {k v 'ad h l a ; k	
NO. OF TOILETS V' ; y s d h l a ; k	BOYS: GIRLS:

<p>I state and attest that e s ; g A " k k v q l R k u d j r k g w f d</p> <p>1. I have reviewed the information provided by my School in this Eligibility Certification Form. e s b l i k e r k A e k k u A i = e a e j s f o   k y ; } k k n h x ; h l p u k v 'ad h l e f k d h g a</p> <p>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 e s h l o z s b t k u d k j h d v u b k j b l i k e r k A e k k u A i = e a f d l h O h e g R o i v z r F ; d c k j s e a d " A O h v l R A " k k u g E d h x ; h g S v q b l A i = e a f d l h O h e g R o i v z r F ; d " N s k u g E x ; k g a</p>	
Date of Submission (f r f f k)	Signature (g l r k k j)

## Notes

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Notes

## Notes

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