DERT
DIRECTORATE OF EDUCATIONAL
RESEARCH & TRAINING

Education Department
Government of Meghalaya

MEGHALAYA SCHOOL QUALITY ASSESSMENT AND ACCREDITATION FRAMEWORK

MSQAAF 2025



Empowering Schools. Transforming Futures.

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DIRECTORATE OF EDUCATIONAL RESEARCH AND TRAINING,
SHILLONG, MEGHALAYA

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Shri Conrad Kongkal Sangma
Hon'ble Chief Minister



Government of Meghalaya

Message

It gives me immense pleasure to present the Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF) for our State. This framework marks a significant step forward in our collective journey towards ensuring equitable, inclusive and high-quality education for every child in our state.

Education is the cornerstone of sustainable development and the future of Meghalaya rests in the strength of its schools. By developing the MSQAAF, we are reaffirming our commitment to fostering a culture of continuous improvement, accountability and excellence in the education system. This framework provides schools with clear benchmarks and guiding principles to self-evaluate and enhance their performance, aligned with the vision of the National Education Policy 2020.

I commend the efforts of the Directorate of Educational Research & Training (DERT), educators and all stakeholders who have contributed to the development of this framework. It reflects our dedication to building a resilient and responsive education system that meets the diverse needs of our learners.

Let us work together to ensure that every school in Meghalaya becomes a centre of excellence, nurturing well-rounded individuals who are prepared to lead and serve. I urge all education functionaries, Principals, SMC Members, teachers and community members to actively engage with the MSQAAF and drive meaningful change in our schools. Together, let us build a brighter, more empowered future for Meghalaya through quality education.

Shri Rakkam A. Sangma
Hon'ble Minister of Education



Government of Meghalaya

Message

I am pleased to present the contextualized Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF), adapted from the framework developed by PARAKH, NCERT.

This initiative is a significant step towards achieving our collective vision of quality and inclusive education for all. The MSQAAF provides schools with a comprehensive tool for self-assessment and continuous improvement. It sets clear benchmarks across five domains viz., Administration, Curriculum, Assessment, Infrastructure and Inclusiveness.

By adopting this framework, schools will be better equipped to reflect on their strengths and challenges, take informed decisions and foster a culture of accountability and innovation. It also provides a common platform for educators, administrators and stakeholders to work in unison towards shared goals.

The contextualization of the MSQAAF has been a collaborative effort involving the officials of the Directorate of Educational Research and Training (DERT) and educators from across the state. Their commitment and insights have ensured that the framework reflects the unique realities, strengths and aspirations of our schools and communities.

I urge all educational institutions to embrace the MSQAAF tool not just as a compliance mechanism, but as an opportunity for growth and transformation. Let us work together to ensure that every child in Meghalaya receives an education that is equitable, engaging and empowering.

Shri. Vijay Kumar Mantri, IAS
Commissioner and Secretary



Education Department
Government of Meghalaya

Message

It is with great pride that we unveil the Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF)—a transformative step in our journey toward educational excellence. Adapted from the PARAKH framework developed by NCERT, the MSQAAF has been thoughtfully contextualized to reflect the unique needs, strengths and aspirations of our schools and communities.

This framework is not just a policy document, but a practical tool for self-reflection and improvement. It sets out clear, measurable benchmarks across five key domains: Administration, Curriculum, Assessment, Infrastructure and Inclusiveness. Through these, schools can evaluate their strengths, identify areas for growth and work toward building inclusive and engaging learning environments.

The MSQAAF respects Meghalaya's socio-cultural diversity, offering flexibility while ensuring a consistent and equitable vision of quality education. It is the result of a collaborative effort by the Directorate of Educational Research and Training (DERT), school leaders, educators and other stakeholders.

We urge all institutions to embrace the MSQAAF not as a compliance requirement, but as an opportunity to innovate, grow and transform. Let us work together to ensure that every child in Meghalaya receives an education that empowers them for the future.

Shri. R. Rapthap, IAS
The Commissioner and Secretary

Education Department
Government of Meghalaya



Message

The pursuit of quality in education must be continuous, inclusive and reflective of our local realities. With this vision in mind, the Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF) for our State has been crafted as a guiding instrument to support our schools on their path to improvement.

The MSQAAF offers schools a clear, structured and flexible approach to assess their strengths, identify gaps and implement meaningful change. More than a tool for evaluation, it is a roadmap for progress — one that encourages self-review, community participation and context-sensitive solutions.

In Meghalaya, where education is deeply connected to culture, language and community life, this framework has been thoughtfully adapted to value local knowledge systems and the unique strengths of our schools. It recognizes that quality is not uniform — it must be responsive to the diversity that defines our state.

I encourage all SMC members, educators, school principals and teachers to use this framework not as a checklist, but as a means to build stronger, more supportive learning environments. When we invest in quality, we invest in the future of every child. My sincere gratitude to all contributors and partners who made this framework possible. Let us move forward with a shared commitment to making every school in Meghalaya a place where learning thrives.



Foreword

The quality of education in any society is a reflection of its collective aspirations, values and commitment to nurturing every learner's potential. In Meghalaya, where schools are as diverse as the communities they serve, there is a growing need for a shared understanding of what quality in education means and how it can be continuously strengthened. It is with this intent that the Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF) for our State has been developed.

The MSQAAF is not merely a tool for evaluation. It is a mirror — encouraging schools to look inward, to reflect honestly on their practices and to build a culture of continuous learning and improvement. It draws upon national priorities outlined in the National Education Policy (NEP) 2020, while being carefully adapted to the educational realities and cultural richness of Meghalaya. This framework recognizes that each school is unique — shaped by its environment, its people and its purpose. Therefore, the MSQAAF is designed to be flexible and inclusive, promoting local solutions, community involvement and contextual relevance. It provides schools with practical indicators and guidance to chart their own path toward improvement.

The Directorate of Educational Research and Training (DERT), along with educators, experts, teachers and stakeholders across the state, have played a pivotal role in contextualizing the framework developed by PARAKH, NCERT. I am deeply grateful to everyone who contributed to this collective effort.

It is my hope that the MSQAAF will inspire school practitioners, principals, teachers and communities to engage in purposeful dialogue, adopt reflective practices and foster environments where every child can flourish. Let this be a foundation for a more responsive, equitable and high-quality education system in Meghalaya.

Dated: Shillong, the 19th June, 2025

(Smt. Rimaya. S. Manners, MCS)
Director
Directorate of Educational Research and Training (DERT)
Government of Meghalaya

Preface

The Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF) for the State of Meghalaya has been thoughtfully conceptualized as a practical and comprehensive guide to help schools across the state enhance their quality of education in a structured and meaningful manner. Moving beyond conventional evaluation models, this framework presents a dynamic and inclusive approach that supports continuous improvement in every aspect of school functioning—ranging from leadership and curriculum to assessment practices and community involvement.

The SQAAF developed by PARAKH, NCERT, has been contexualised for the State of Meghalaya. Based on the SQAAF tool from PARAKH, NCERT, the MSQAAF for our State is built around five core domains: Administration, Curriculum, Assessment, Infrastructure and Inclusiveness. Each domain is supported by detailed sub-domains, offering clear indicators that address both foundational and aspirational aspects of school quality. For instance, the Administration domain promotes effective school governance, participatory decision-making and transparent resource management—key to fostering accountability and visionary leadership in our schools.

In alignment with the National Education Policy (NEP) 2020, the Curriculum domain encourages interdisciplinary approaches, experiential learning and the integration of local knowledge systems, ensuring that classroom practices remain relevant, rooted and forward-looking. Similarly, the Assessment domain advances a shift toward competency-based assessments, child-friendly reporting systems such as Holistic Progress Cards (HPCs) and mechanisms for self-assessment and peer reflection—making evaluation more meaningful and learner-centric.

A unique strength of this framework is its three-tiered performance continuum:

- **Level 1 (Needs Improvement)** – indicating areas that require focused attention,
- **Level 2 (Performing Satisfactorily)** – representing satisfactory performance and
- **Level 3 (Exemplary Performance)** – reflecting exemplary practices and innovation.

This system not only helps schools map their current status but also supports them in setting clear, achievable goals for continuous development.

Inclusivity is a foundational principle of the MSQAAF. The framework places strong emphasis on creating equitable learning environments that cater to the diverse needs of students, including those from tribal communities, marginalized backgrounds and children with special needs. The Infrastructure domain underscores the importance of safe, inclusive and resource-enriched spaces that nurture both learning and well-being.

In addition, this version of the MSQAAF integrates sustainability, local relevance and community participation into its quality vision. Schools are encouraged to adopt environmentally responsible practices, leverage technology meaningfully and collaborate with families and communities to enrich the educational experience. Through built-in feedback loops and participatory processes, the framework promotes a culture of shared responsibility and growth.

Importantly, the MSQAAF is not intended as a one-time evaluation tool, but as a living framework—one that encourages schools to reflect, recalibrate and strive toward excellence in a manner that resonates with the unique cultural and educational aspirations of Meghalaya.

We believe that this framework will empower schools, educators and communities to reimagine quality education and drive systemic improvement. By embracing the MSQAAF, we take a significant step towards building resilient, inclusive and future-ready schools—where every child has the opportunity to thrive.

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ACRONYMS

APAAR	Automated Permanent Academic Account Registry
CAS	Creativity, Activity, Service
CBS	Credit Based System
COBs	Close of Businesses
CPD	Continuing Professional Development
DIKSHA	Digital Infrastructure for Knowledge Sharing
FLN	Foundational Literacy and Numeracy
HPCs	Holistic Progress Cards
ICT	Information and Communications Technology
IEP	Individual Education Plan
LOs	Learning Outcomes
MC	Managing Committee
MoM	Minutes of Meeting
MSQAAF	Meghalaya School Quality Assessment and Accreditation Framework
NAS	National Achievement Survey
NEP	National Education Policy
NCF	National Curriculum Framework
NGO	Non-Governmental Organisation
OoSC	Out of School Children
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic Development
PE	Physical Education
PIs	Performance Indicators
PLC	Professional Learning Community
PTAs	Parent Teacher Associations
PTM	Parents Teacher Meeting

SCERT	State Council of Educational Research and Training.
SCF	State Curriculum Framework
SDGs	Sustainable Development Goals
SDP	School Development Plan
SEL	Social and Emotional Learning
SIP	School Improvement Plan
SMC	School Managing Committee
SSSA	State School Standard Setting Authority
TOK	Theory of Knowledge
TSAP	Teacher Self-Assessment Program

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Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF)

1. Introduction to MSQAAF

The Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF) is a forward-thinking initiative designed to improve the quality of education in Meghalaya. It is based on the National Education Policy (NEP) 2020 and provides a structured roadmap for schools to evaluate and enhance their performance across all critical areas. MSQAAF serves as a strategy for sustainable school improvement, innovation and equity, helping schools to reflect on their practices, identify strengths and gaps and take informed steps for improvement.

The framework is built around five key domains:

- Administration
- Curriculum
- Assessment
- Infrastructure
- Inclusiveness

2. Vision, Mission and Objectives of the MSQAAF

2.1 Vision

Empowering schools to deliver exceptional education through standardized framework, self-assessment and external evaluation, nurturing a supportive environment, fostering a culture of continuous improvement and adapting to evolving societal needs to ensure students thrive in a dynamic world.

2.2 Mission:

1. *School Empowerment*: Enabling schools to take ownership of their growth and development through systematic self-assessment and reflection.

2. *Curriculum Enhancement*: Encouraging schools to critically examine and refine their curricular practices to optimize student performance.

3. *Personalized Learning*: Fostering inclusive, equitable learning environments that empower students to become self-assured, socially connected and lifelong learners.

4. *Quality Culture*: Promoting a culture of accountability, transparency and objectivity in evaluation processes to ensure high-quality education.

5. *Institutional Growth*: Supporting schools in their journey towards becoming adaptive, learning organizations that prioritize continuous improvement.

6.*Building Partnerships*: Strengthening collaboration among stakeholders to drive innovation and improvement in student learning outcomes

2.3 Objectives

The Meghalaya School Quality Assessment and Accreditation Framework aims to achieve the following objectives:

1. Promote Student Success: To create supportive environments that foster academic achievement, inclusivity and excellence in student learning outcomes, while preparing students to develop as Global Citizens for an increasingly complex, interdependent world, respecting Meghalaya's unique cultural context.

2. Establish Inclusive Learning Environments: To cultivate schools as welcoming, effective learning cultures that promote high standards of student learning and personal development.

3. Enhance Reflective Practices: To regularly reflect on processes, identify areas for

improvement and innovation and utilize data-driven insights to respond to evolving educational standards and societal needs.

4. Nurture Innovation and Collective Responsibility: To empower schools to cultivate a culture of creativity, problem-solving and innovation, addressing local challenges and opportunities, while fostering shared ownership and accountability among educators, administrators and stakeholders.

5. Recognize Learning Organizations: To assess, accredit and recommend schools that meet established ethics and standards and promoting continuous improvement.

6. Foster Adaptive Growth: To empower schools to continuously improve, innovate and adapt to changing needs, ensuring student success and community relevance.

3. Understanding Standard Setting

3.1. What is Standard Setting?

Standard setting is the process of establishing benchmarks or criteria that define the expected levels of quality, performance, or proficiency within the education system. It aims to answer two fundamental questions: "What should students know and be able to do at different stages of their schooling?" and "What constitutes a good quality school?"

3.2. Why is Standard Setting Necessary?

Standard setting is crucial for:

- Ensuring quality and equity in education.
- Improving accountability and transparency.
- Guiding curriculum and pedagogy.
- Driving continuous school improvement.

3.3. How are Standards Set?

Standards are set through a collaborative process involving various stakeholders, including PARAKH, DERT and experts. This process is based on research and best practices and is contextualized to local needs through workshops and consultations.

4. Objectives of Establishing MSSA and MSQAAF

The establishment of the Meghalaya School Standards Authority (MSSA) and MSQAAF aims to achieve several key objectives:

4.1. Standardization of Education

The MSSA will utilize a standardized framework to evaluate schools, ensuring that all educational institutions meet minimum quality benchmarks. This includes assessing aspects such as teaching quality, infrastructure, governance and student outcomes.

4.2. Accountability and Transparency

By mandating the public disclosure of school performance data, the MSSA fosters accountability among schools. This transparency empowers parents and communities to make informed decisions regarding their children's education.

4.3. Continuous Improvement

The MSQAAF is designed to identify areas within schools that need improvement, thereby facilitating a continuous feedback loop that encourages educational institutions to enhance their practices and outcomes over time.

4.4. Regulatory Oversight

The establishment of an independent authority will help regulate both public and private schools, ensuring compliance with educational standards and promoting equity across different regions.

4.5. Informed Decision-Making

The MSQAAF framework will provide crucial data insights that guide policymakers, educators and parents in understanding school performance and making necessary adjustments or interventions.

4.6. Holistic Development

Aligned with the NEP's emphasis on overall student development, the SSSA aims to support a more holistic approach to education by setting comprehensive standards that include emotional, social and cognitive growth.

4.7. Strategic Move (NEP 2020 Recommendation)

The recommendation for the SSSA and SQAAF under NEP 2020 is a strategic step towards improving educational standards in India by ensuring accountability, promoting transparency and facilitating continuous enhancement of school quality.

5. Ensuring Consistency in School Standards

The Meghalaya School Standards Authority (MSSA) will ensure consistency in school standards across Meghalaya through several strategic approaches.

5.1. Key Strategies for Consistency

- **Establishment of Minimal Standards:** The MSSA will set minimal standards based on essential parameters for all schools, developed by PARAKH and contextualized by DERT in consultation with stakeholders. This framework provides a uniform baseline for educational quality across the State.
- **Independent Regulatory Body:** Functioning as an independent regulator, the MSSA will hold all schools—public, private and philanthropic—accountable to the same standards, ensuring consistent application of regulations regardless of institution type.
- **Focus on Learning Outcomes:** The emphasis will shift from merely meeting input requirements (e.g., infrastructure) to achieving desired learning outcomes, encouraging schools to prioritize educational effectiveness and student performance uniformly.
- **Data-Driven Accountability:** The MSSA will act as a quality disclosure mechanism, assessing and reporting on school performance. Publicly available information promotes transparency and fosters a competitive environment for improvement.
- **Empowerment Through Information:** By providing verified and comparable information about schools, the MSSA empowers parents and local communities to make informed decisions regarding education, helping diagnose systemic issues and hold stakeholders accountable.
- **Addressing Conflicts of Interest:** The establishment of an independent MSSA addresses conflicts of interest inherent in systems where the same bodies are responsible for providing education, regulation and policymaking, by creating a separate entity for standard setting and regulation.

These strategies collectively aim to create a cohesive framework that ensures all schools meet consistent educational standards, ultimately enhancing the overall quality of education across Meghalaya.

6. Mechanisms for Monitoring Compliance

The Meghalaya School Standards Authority (MSSA) will employ several mechanisms to monitor compliance with established school standards across the state, ensuring adherence to quality benchmarks.

- **Regular Inspections:** Systematic inspections will assess compliance with safety, infrastructure and educational quality standards,

scheduled to ensure real-time adherence to regulations.

- **Quality Audits:** Schools will undergo quality audits evaluating operations like teaching effectiveness, student outcomes and safety norms, providing a comprehensive overview of performance against established standards.
- **Grievance Redressal Mechanism:** A system will allow stakeholders (parents, teachers) to report non-compliance or issues, facilitating accountability and prompt corrective actions.
- **Data Collection and Reporting:** A dedicated web portal and the M-SIMS platform will enable schools to submit compliance data, evidence and self-assessments, allowing MSSA to track performance metrics and maintain transparency.
- **Training and Capacity Building:** The MSSA will provide training for school administrators and staff on compliance requirements and best practices, equipping educational institutions to meet standards effectively.
- **Feedback Mechanisms:** Stakeholder feedback (students, parents, teachers) will be collected to assess school performance and identify areas for improvement, ensuring direct perspectives are considered.
- **Standardized Reporting Protocols:** Clear guidelines for reporting compliance status and non-compliance will be established, requiring schools to adhere to these protocols for consistent monitoring.

7. VSK and Technologies for Automated Compliance Monitoring

The MSSA will leverage advanced technologies to create an efficient and effective framework for monitoring school compliance:

- **Artificial Intelligence (AI) and Machine Learning (ML):** AI-driven tools will analyse large datasets to identify trends, patterns and anomalies indicating compliance issues, predicting potential risks. ML algorithms will learn from past incidents to improve non-compliance detection and adapt to changing regulations.
- **Real-Time Monitoring Systems:** These systems will continuously track compliance-related activities across schools, generating alerts when potential violations are detected for timely intervention.
- **Data Integration and Centralized Management:** Automated compliance tools will integrate with existing school management systems for efficient data collection and analysis, allowing for streamlined monitoring and documentation.
- **Dashboards and Reporting Tools:** Compliance monitoring platforms will provide dashboards with real-time overviews of compliance status, trends and risks, facilitating detailed report generation for stakeholders.
- **Natural Language Processing (NLP):** NLP technology will scan and interpret regulatory documents and internal communications, ensuring alignment with current regulations and reducing manual effort for compliance checks.
- **Anomaly Detection Systems:** These systems will monitor user submissions and detect deviations from expected behaviour, flagging potential missed deadlines or other compliance issues.

- **Optical Character Recognition (OCR):** OCR technology will digitize paper records, making it easier to search and analyse historical compliance documents and ensuring critical information is not overlooked during audits or assessments.

8. MSQAAF Development

8.1. Establishment of MSSA

The framework development involved defining the structure and role of the MSSA, outlining its operations and fostering collaboration with key stakeholders such as government agencies, educational institutions and domain experts.

8.2. Implementation of MSQAAF

Implementation includes a comprehensive self-assessment tool aligned with NEP guidelines ready for use. Benchmarks are based on global best practices tailored to local contexts, with an ongoing focus on learner-centered standards that promote holistic development.

9. Capacity Building

The MSSA will undertake capacity building initiatives by:

- Conducting training programs for educators and school leaders on MSQAAF standards.
- Developing resource materials and training modules to support implementation.
- Establishing mentorship programs to guide schools through the self-assessment process.

10. School Improvement Plans

10.1. Self-Assessment Process

Schools are encouraged to conduct self-assessments using the MSQAAF framework. Workshops will be facilitated to help schools analyse their strengths and weaknesses.

10.2. Development of Improvement Plans

Schools will be guided in creating actionable School Improvement Plans (SIPs) based on their self-assessment results. These SIPs will be ensured to be realistic, measurable and aligned with educational goals.

11. Monitoring and Evaluation

To ensure continuous quality enhancement:

- A monitoring framework will be established to track implementation progress.
- The effectiveness of MSQAAF and MSSA will be regularly evaluated through feedback mechanisms.
- Strategies will be adjusted based on evaluation outcomes to continuously enhance quality standards.

12. Community Engagement

The framework emphasizes:

- Fostering partnerships with local communities, parents and NGOs to support educational initiatives.
- Promoting awareness about MSQAAF and MSSA objectives among all stakeholders.

13. Awareness Programs

Awareness programs will:

- Emphasize the significance of implementing MSQAAF and MSSA for achieving quality education in Meghalaya.
- Highlight the potential long-term benefits for students, teachers and the education system as a whole.

Various awareness programs will be offered by MSSA to prepare schools for accreditation, including:

- Training School Assessors Workshop
- Competency Based Teaching-Learning Process (TLP)
- Implementation of Learning Outcomes
- Transformational Assessments
- Pedagogical Leadership
- Holistic Progress Card
- Monitoring & Tracking of Learning Outcomes
- Professional Standards for Teachers & Teacher Self-Assessment
- Professional Learning Communities to drive School Improvement

14. MSQAAF School Report Card

The framework also includes the M-SQAAF School Report Card for grading schools.

LEVELS OF PERFORMANCE IN MSQAAF

To enable a structured and transparent evaluation of schools, the Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF) employs a three- tiered performance level system across its domains and sub-domains. This system provides a clear picture of how schools are performing relative to the benchmarks outlined in the framework. The three levels of performance—**Level 1, Level 2 and Level 3**—help schools identify their strengths and areas for improvement, fostering a culture of continuous growth and accountability.

1. LEVEL 1 (Needs Improvement)

The **Level 1** reflects the foundational stage of performance. Schools at this level show limited alignment with MSQAAF benchmarks and often face significant gaps in planning, resources and execution.

Key Characteristics:

- Minimal or inconsistent implementation of quality practices.
- Limited adherence to national and regional educational standards.
- Lack of structured systems for planning, monitoring and feedback.
- Inadequate resources or infrastructure to meet the required benchmarks.

2. LEVEL 2 (Performing Satisfactorily)

The **Level 2** represents schools that meet most of the standards but have scope for improvement to achieve excellence. Schools at this level demonstrate moderate effectiveness in implementing policies and practices, but they may lack innovation or system-wide integration.

Key Characteristics:

- Partial alignment with MSQAAF standards.
- Moderate engagement of stakeholders and limited use of advanced tools or strategies.
- Practices are functional but may lack consistency or scalability.
- Room for improvement in inclusiveness, infrastructure, or monitoring systems.

3. LEVEL 3 (Exemplary Performance)

The **Level 3** signifies excellence in performance, where schools consistently meet or exceed the benchmarks outlined in the framework. These schools are recognized as leaders in education, setting high standards for others to follow.

Key Characteristics:

- Complete alignment with national and regional standards, as well as MSQAAF benchmarks.
- Implementation of innovative, learner-centered practices.
- Strong systems for monitoring, feedback and continuous improvement.
- Focus on inclusiveness, sustainability and holistic development.

SCORING SYSTEM FOR MSQAAF

The Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF) uses a detailed scoring system to evaluate a school's performance across five key domains: Administration, Curriculum, Assessment, Infrastructure and Inclusiveness. This scoring mechanism is designed to provide a clear, measurable and actionable overview of how schools perform in critical areas, enabling targeted improvements.

Each sub-domain in the MSQAAF framework is evaluated using a three-tiered performance level system, with each level assigned a specific score:

- **Level 1 (Needs Improvement):**

Less than 60%

- **Level 2 (Performing Satisfactorily):**

60%-75%

- **Level 3 (Exemplary Performance):**

More than 75%

The total score for each domain is calculated by summing the points earned across all sub-domains within that domain. Each sub-domain is assessed based on how well the school meets the benchmarks outlined in the MSQAAF, with the total domain score reflecting the school's performance in that area.

Domain-wise Scoring Overview

1. Administration

The Administration domain evaluates the leadership, governance and management practices of a school. This includes areas such as strategic planning, staff development, stakeholder engagement and safety.

Number of Sub-Domains: 9

Sub-Domains:

1) Leadership and Governance
2) Vision and Strategic Planning
3) Financial Management
4) Professional Development and Capacity Building
5) Staff Recruitment and Retention
6) Communication with Stakeholders Engagement
7) School Safety and Security
8) Continuous Feedback
9) Pedagogical Leadership

Maximum Score for the Domain: 195 points

2. Curriculum

The Curriculum domain assesses how effectively the school's curriculum aligns with national standards, supports learner-centered approaches and integrates skill-based and interdisciplinary learning.

Number of Sub-Domains: 17

Sub-Domains:

1) Curriculum Alignment
2) Curriculum Design and Flexibility

3) Subject Choices at Higher Grades
4) Career Counselling and Student Support
5) Skill-based Education
6) Student - Centered Learning Approaches
7) 21st Century Skills and Character Building
8) Digital Literacy, Artificial Intelligence and ICT Integration
9) Multidisciplinary and Interdisciplinary Learning
10) Arts and Sports Integration
11) Support for Mental and Physical Health
12) Environmental Protection and Practices
13) Curriculum Innovation and Global Contexts
14) Indigenous Knowledge and Cultural Transmission
15) Language of Instruction and Multilingual Education
16) CAS (Creativity, Activity, Service)
17) Professional Engagement and External Expertise

Maximum Score for the Domain: 297 points

3. Assessment

The Assessment domain evaluates the school's assessment practices, covering both academic and non-academic evaluations. It also assesses adherence to equivalence standards and examination security protocols.

Number of Sub-Domains: 11

Sub-Domains:

1) Competency-Based Assessment Framework
2) Formative and Summative Assessments
3) Holistic Progress Cards (HPCs)
4) Reflection and Self-Assessment
5) On-Demand and Flexible Assessments
6) Credit-Based System and Credit Transfer
7) Project-Based and Experiential Assessments
8) Relating Assessment to Community Needs and Concerns
9) Integrity in Assessment, Examination Security and Transparency
10) Moderation and Standardization of Assessments
11) Adherence with PARAKH's equivalence standards, norms and guidelines

Maximum Score for the Domain: 177 points

4. Infrastructure

The Infrastructure domain evaluates the quality, accessibility and sustainability of a school's physical and technological resources.

Number of Sub-Domains: 9

Sub-Domains:

1) Basic Infrastructure (Toilets, Drinking Water, Electricity, Internet)
2) Classroom Upgrades and Smart Classrooms
3) Playgrounds and Sports Facilities

4) Health, Hygiene and Cleanliness
5) Library Usage and Learning Resources
6) Laboratory Usage and Resource Availability
7) Green Buildings and Sustainable Practices
8) Maintenance and Upkeep of Infrastructure
9) Safety Audits and Infrastructure Audits

Maximum Score for the Domain: 153 points

5. Inclusiveness

The Inclusiveness domain assesses how well the school promotes equity, diversity and socio-economic support for students.

Number of Sub-Domains: 8

Sub-Domains:

1) Support for Students with Disabilities
2) Cultural Sensitivity and Diversity
3) Gender Sensitivity
4) Engagement and Involvement of Tribal Populace
5) Socio-Economic Inclusivity
6) Identification of at-risk Students, Programmes for Dropout Prevention and Reintegration
7) Strengthening School-Community Relationships
8) Talent Identification and Nurturance

Maximum Score for the Domain: 144 points

Total Scoring System

- **Total Maximum Score Across All Domains: 966 points**
- Schools are assessed on each sub-domain, with scores ranging from 1 to 3 for each performance level.
- The cumulative score reflects the school's overall adherence to quality benchmarks.

Domain-wise Scoring

Each domain contributes proportionally to the total score based on its weightage and the number of sub-domains.

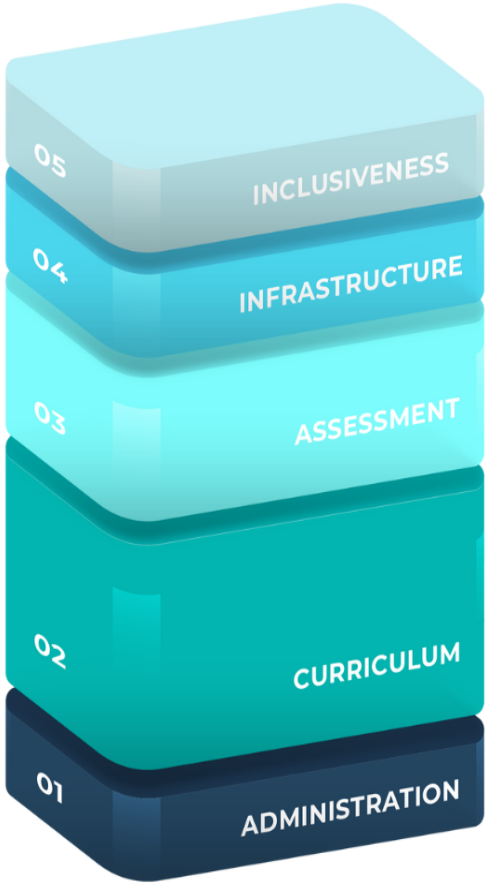
Interpreting Scores

Higher scores indicate strong alignment with SQAAF benchmarks and areas of exemplary performance. Lower scores highlight domains and sub-domains that need targeted improvement.

Action Planning

Schools use their scores to identify strengths and gaps, allowing them to develop targeted action plans for continuous improvement.

Key Domains



DOMAINS	SUB-DOMAINS	NO. OF PERFORMANCE INDICATORS	SUB-DOMAINS	NO. OF PERFORMANCE INDICATORS	TOTAL
	SUPPORT FOR STUDENTS WITH DISABILITIES	5	SOCIO-ECONOMIC LNCLUSIVITY	5	65
	CULTURAL SENSITIVITY AND DIVERSITY	5	IDENTIFICATION OF AT-RISK STUDENTS, PROGRAMMES FOR DROPOUT	8	
	GENDER SENSITIVITY	5	STRENGTHENING SCHOOL-COMMUNITY RELATIONSHIPS	4	
	ENGAGEMENT AND INVOLVEMENT OF TRIBAL POPULACE	8	TALENT IDENTIFICATION AND NURTURANCE	8	
	BASIC INFRASTRUCTURE	5	GREEN BUILDINGS AND SUSTAINABLE PRACTICES	5	99
	CLASSROOM UPGRADES AND SMART CLASSROOMS	5	MAINTENANCE AND UPKEEP OF INFRASTRUCTURE AUDITS	5	
	PLAYGROUNDS AND SPORTS FACILITIES	5	SAFETY AUDITS AND INFRASTRUCTURE AUDITS	5	
	HEALTH, HYGIENE, AND CLEANLINESS	5			
	LIBRARY USAGE AND LEARNING RESOURCES	8			
	LABORATORY USAGE AND RESOURCE AVAILABILITY	8			
	COMPETENCY-BASED ASSESSMENT FRAMEWORK	4	PROJECT BASED AND EXPERIENTIAL ASSESSMENTS	5	59
	FORMATIVE AND SUMMATIVE ASSESSMENTS	3	RELATING ASSESSMENT TO COMMUNITY NEEDS AND CONCERNS	8	
	HOLISTIC PROGRESS CARDS (HPCS)	3	INTEGRITY IN ASSESSMENT, EXAMINATION SECURITY, AND TRANSPARENCY	8	
	REFLECTION AND SELF-ASSESSMENT	5	MODERATION AND STANDARDIZATION OF ASSESSMENTS	5	
	ON-DEMAND AND FLEXIBLE ASSESSMENTS	4	ADHERENCE WITH THE PARAKH'S EQUIVALENCE STANDARDS, NORMS, AND GUIDELINES	9	
	CREDIT-BASED SYSTEM AND CREDIT TRANSFER	5			
	CURRICULUM ALIGNMENT/CURRICULUM REVIEW AND IMPLEMENTATION	4	MULTIDISCIPLINARY AND INTERDISCIPLINARY LEARNING	6	51
	CURRICULUM DESIGN AND FLEXIBILITY	4	ARTS AND SPORTS INTEGRATION	8	
	SUBJECT CHOICES AT HIGHER GRADES	7	SUPPORT FOR MENTAL AND PHYSICAL HEALTH	7	
	CAREER COUNSELLING AND STUDENT SUPPORT	7	ENVIRONMENTAL PROTECTION AND PRACTICES	7	
	SKILL BASED EDUCATION	7	CURRICULUM INNOVATION AND GLOBAL CONTEXTS	8	
	STUDENT-CENTERED LEARNING APPROACHES	7	INDIGENOUS KNOWLEDGE AND CULTURAL TRANSMISSION	3	
	21ST CENTURY/FUTURE-READY SKILLS AND CHARACTER BUILDING	6	LANGUAGE OF INSTRUCTION & MULTILINGUAL EDUCATION	3	
	DIGITAL LITERACY, ARTIFICIAL INTELLIGENCE, AND ICT INTEGRATION	8	CAS (CREATIVITY, ACTIVITY, SERVICE)	3	
			PROFESSIONAL ENGAGEMENT AND EXTERNAL EXPERTISE	4	
	LEADER SHIP & GOVERNANCE	8	SCHOOL SAFETY AND SECURITY	7	48
	VISION AND STRATEGIC PLANNING	11	CONTINUOUS FEEDBACK	9	
	FINANCIAL MANAGEMENT	7	**NEW SUB DOMAIN : PEDAGOGICAL LEADERSHIP**	2	
	PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING	7			
	STAFF RECRUITMENT AND RETENTION	7			
	COMMUNICATION AND STAKEHOLDER ENGAGEMENT	7			

TOTAL NUMBER OF PERFORMANCE INDICATORS - 322

MSQAAF CHECKLIST

1. Administration

Sub-Domain 1.1: Leadership and Governance

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
1.1.1	**How effectively does the school leadership engage staff and stakeholders in decision-making processes?**	Leadership is centralized (only School Head/SMC), with limited engagement of staff and stakeholders in decision-making.	Leadership engages staff and stakeholders occasionally, but the process lacks consistency or impact.	Leadership actively engages staff and stakeholders through collaborative, transparent decision-making processes.
1.1.2	**Who are involved in development of School Vision, Mission & School Development Plan?**	School Head develops a School Development Plan (SDP) as per the given mandate; the other stakeholders do not find an opportunity to participate in the planning process	School Head develops a vision/ mission statement, allocates responsibilities to majority of teachers for SDP implementation; provides direction for its implementation; teachers are involved only in the creation of the SDP & prioritization of tasks	School Head engages all stakeholders in developing vision/ mission statements taking into account current practices, policies and programs which are subsequently documented; SDP is co-created by all the stakeholders and is aligned to the vision/ mission statement; appropriate prioritization is done for necessary action; all teachers understand their defined roles and responsibilities and act accordingly to make desired progress; periodic review of vision and SDP is undertaken regularly
1.1.3	**How well does the leadership communicate its**	The school leadership's vision and goals are	Vision and goals are communicated to staff and students,	Leadership clearly articulates its vision and goals, inspiring

	vision and goals to all members of the school community?	unclear or poorly communicated.	but the approach is not inspiring or consistent	and aligning the entire school community toward common objectives.
1.1.4	**How regularly does the school leadership review and update school policies to align with emerging needs and standards?**	Policies are rarely reviewed or updated, leading to outdated practices.	Policies are reviewed occasionally, but the updates are not comprehensive or forward-looking	Leadership regularly reviews and updates policies, ensuring alignment with emerging needs and educational standards
1.1.5	**How well does the leadership foster a culture of innovation, motivation, continuous improvement, values and dispositions within the school?**	The school lacks a culture of innovation, motivation, values and dispositions with minimal focus on continuous improvement	Some initiatives promote innovation, motivation, values and dispositions and improvement occasionally but lack sustained impact	Leadership fosters a strong culture of innovation, motivation, values & dispositions and continuous improvement through regular initiatives and staff empowerment
1.1.6	**How effectively does the leadership resolve conflicts and address challenges within the school community?**	Conflicts and challenges are inappropriately managed, leading to unresolved issues	Leadership resolves conflicts and challenges, but the approach lacks consistency or thoroughness	Leadership handles conflicts and challenges effectively, fostering harmony and proactive problem-solving
1.1.7	**How effectively does the school leadership ensure accountability and transparency in its governance practices?**	Accountability and transparency mechanisms are limited or inconsistently implemented.	Some accountability and transparency measures are in place but are not applied systematically across the school	Leadership ensures strong accountability and transparency through clear policies, regular reporting, and open communication
1.1.8	**To what extent does the leadership promote collaboration and shared responsibility among staff members?**	Collaboration and shared responsibility are minimally encouraged, leading to isolated efforts	Some efforts promote collaboration, but they are not consistently applied across the staff	Leadership actively promotes collaboration and shared responsibility, creating a cohesive and supportive school environment.

Sub-Domain 1.2: Vision and Strategic Planning

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
1.2.1	**Do SMC members take responsibility for the performance of the schools in line with NEP 2020**	Do not take responsibility	Take responsibility partially Enhanced community engagement collaboration Resource efficient governance Focus on Planning and Implementation Ensuring quality education Monitoring infrastructure Preparation of School Development Plan Identifying gaps and solutions Effective use of grants Promoting transparency	Take responsibility fully Enhanced community engagement collaboration Resource efficient governance Focus on Planning and Implementation Ensuring quality education Monitoring infrastructure Preparation of School Development Plan Identifying gaps and solutions Effective use of grants Promoting transparency
1.2.2	**Do SMC members attend training program in line with NEP 2020**	Not aware of this requirement and do not attend	Attended a few	Attended all required training programs
1.2.3	**How regularly do the SMC members meet to discuss on the School improvement plans (on academic, infrastructure, and co-curricular activities)**	Hardly meet	Meet when necessary	Meet in a regular and planned way
1.2.4	**How effective are the meetings above**	No decision taken or decision not implemented	Some decision implemented	All decisions implemented within time frame
1.2.5	**How effectively does the school implement its vision and long-term strategic**	The school has an ambiguous vision or long-term strategic plan	The school has a strategic plan, but it is not consistently implemented or regularly reviewed	The school has a well-defined vision and strategic plan that is regularly updated and

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	plan?			effectively implemented
1.2.6	**How regularly does the school leadership involve the community and staff in the strategic planning process?**	The strategic planning process is largely internal (by Head/SMC in isolation), with little to no involvement from the community or staff	The community and staff are occasionally involved, but their input has limited impact on the final strategic plan	The community and staff are actively involved in strategic planning, with their input shaping long-term goals
1.2.7	**How well does the school leadership evaluate and adjust strategic plans based on student outcomes and feedback?**	The leadership does not regularly evaluate or adjust the strategic plan based on student outcomes	Some adjustments are made, but evaluations lack depth and regularity	The leadership systematically evaluates and adjusts the strategic plan based on comprehensive feedback and student outcomes
1.2.8	**How effectively does the leadership communicate the strategic vision and goals to all stakeholders?**	The strategic vision is not clearly communicated to stakeholders	Some communication exists, but it lacks consistency or clarity.	The leadership effectively communicates the strategic vision and goals to all stakeholders, ensuring alignment and engagement
1.2.9	**How effectively does the leadership ensure that strategic plans align with evolving educational policies and societal needs?**	Strategic plans are rarely updated to reflect changes in educational policies or societal needs	Strategic plans are always updated to reflect changes in educational policies or societal needs	Strategic plans are regularly reviewed and updated to align with evolving educational policies and societal needs, ensuring relevance and responsiveness
1.2.10	**To what extent does the school allocate resources to support the implementation of its strategic plan?**	Resource allocation for strategic plan implementation is inconsistent or inadequate	Resources are allocated to some extent, but they may not fully support strategic priorities	Resources are systematically and adequately allocated to support the effective implementation of the strategic plan
1.2.11	**How well does the school monitor and measure progress toward achieving its**	Progress toward strategic goals is rarely monitored or measured	Progress is occasionally monitored, but the process lacks a structured	Progress toward strategic goals is rigorously monitored and measured using clear metrics,

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	strategic goals?		approach.	ensuring accountability and continuous improvement.

Sub-Domain 1.3: Financial Management

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
1.3.1	**Does the school maintain sound financial management with clear budget allocations?**	Lack of financial oversight with inadequate budget planning and control	Financial management is sound, with regular audits and budgetary control	The school operates with a transparent budget, engages in long-term financial planning, and allocates resources effectively'
1.3.2	**How transparent is the school's financial reporting to stakeholders?**	Financial reporting is unclear or unavailable to stakeholders	Financial reports are available but not consistently communicated to stakeholders	Financial reports are transparent, regularly shared with stakeholders, and accessible to the school community
1.3.3	**How well does the school ensure equitable resource allocation across departments and programs?**	Resource allocation is unequal, leading to imbalances in program funding.	Resource allocation is somewhat unequal, leading to some imbalances in program funding	Resources are allocated equitably, ensuring all programs and departments have adequate funding and support
1.3.4	**How effectively does the school leadership manage financial risks and ensure sustainability?**	Financial risks are not adequately managed, leading to potential instability	Some financial risk management exists, but long-term sustainability is uncertain	Financial risks are proactively managed, ensuring long-term sustainability and financial health for the school
1.3.5	**How effectively does the school utilize financial data and analytics to inform decision-making?**	Financial data is rarely used to guide decision-making processes.	Financial data is occasionally used, but the approach lacks consistency and depth	Financial data and analytics are systematically used to inform decisions, ensuring accuracy and strategic planning
1.3.6	**To what extent does the school**	Technology is minimally used,	Some financial processes are	Advanced financial management tools

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	implement technology for efficient financial management?	and financial processes are largely manual	digitized, but the integration is limited.	and technologies are fully integrated, ensuring efficiency and accuracy
1.3.7	**How well does the school ensure compliance with financial regulations and audit requirements?**	Compliance with financial regulations and audits is addressed inconsistently	The school meets basic regulatory and audit requirements but lacks thorough documentation	The school consistently ensures full compliance with financial regulations and audit standards, with detailed and transparent documentation

Sub-Domain 1.4: Professional Development and Capacity Building

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
1.4.1	**Is there an ongoing professional development program that provides training for educators and school leaders?**	Minimal focus on teacher training, with few opportunities for professional development	Annual teacher training is provided, with basic capacity-building programs in place	Continuous professional development programs with tailored workshops and courses are offered
1.4.2	**How well does the school support teachers in attending external workshops and conferences to enhance their skills?**	The school provides minimal support for external professional development opportunities	Some support is provided for attending external workshops and conferences, but not consistently	The school actively supports and encourages staff to attend external workshops and conferences, enhancing their professional growth.
1.4.3	**How effectively are professional development needs identified and addressed?**	There is no formal process for identifying or addressing professional development needs.	Some needs are identified, but there is no systematic approach to addressing them	Professional development needs are regularly identified through feedback and performance reviews, with tailored programs in place to address them
1.4.4	**How well does the school integrate**	Feedback from teachers is not	Some feedback from teachers is	Teacher feedback is systematically

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	feedback from teachers into its professional development programs?	consistently collected or integrated into professional development planning	considered, but it does not consistently influence program design	collected and used to tailor professional development programs to their needs
1.4.5	**To what extent are leadership development programs offered to current and aspiring school leaders?**	Leadership development programs are rarely offered to school leaders or aspiring leaders	Some leadership development programs are available, but participation is limited	Leadership development programs are regularly offered, with robust participation from current and aspiring leaders
1.4.6	**How effectively does the school measure the impact of professional development programs on teaching quality?**	The impact of professional development programs on teaching quality is not systematically measured	Some impact measurement occurs, but the process is inconsistent or lacks depth	The impact of professional development programs is regularly evaluated, with findings used to enhance teaching quality
1.4.7	**How well does the school encourage peer learning and knowledge-sharing among educators?**	Opportunities for peer learning and knowledge-sharing are infrequent or informal	Some peer learning initiatives exist, but they are not structured or widely practiced	Peer learning and knowledge-sharing are integral parts of the school culture, supported by structured initiatives and collaborative opportunities

Sub-Domain 1.5: Staff Recruitment and Retention

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
1.5.1	**Are recruitment processes effective in attracting and retaining qualified staff**	High turnover and ineffective recruitment practices, lack of support to retain qualified staffs,	Recruitment processes are standard, with moderate staff retention	The school actively recruits high—quality staff and retains them through strong support by subject experts and in service development programs
1.5.2	**How well does the**	The school	Some professional	The school offers

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	school support staff retention through professional development opportunities?	provides limited professional development, contributing to staff turnover	development opportunities are available, but retention remains moderate	extensive professional development programs, which significantly enhance staff retention.
1.5.3	**How effectively does the school support staff well— being to improve retention?**	There is little to no support for staff well-being, leading to high turnover	Some measures to support well-being exist, but they are not consistently applied.	The school has robust staff well-being programs, improving retention and satisfaction
1.5.4	**How well does the school manage workload distribution to prevent staff burnout?**	Workload distribution is unevenly distributed, entrust too many responsibilities besides their own	Some measures are taken to balance workload and responsibilities, but issues persist	The school effectively manages workload distribution & responsibilities, preventing staff burnout and promoting work-life balance
1.5.5	**How effectively does the school implement mentorship programs for newly recruited staff**	Mentorship programs are rarely offered to newly recruited staff	Some mentorship programs are available but lack structure or consistent implementation	The school provides structured mentorship programs for new staff, fostering professional growth and integration.
1.5.6	**To what extent does the school recognize and reward staff contributions to enhance retention?**	Staff contributions are infrequently recognized, with no formal reward system in place	Some recognition and rewards are provided, but the process is informal or inconsistent	Staff contributions are regularly recognized through formal reward systems, boosting morale and retention
1.5.7	**How effectively does the school gather and act on feedback from staff regarding job satisfaction and retention?**	Feedback from staff on job satisfaction and retention is rarely collected or acted upon	Feedback is occasionally gathered, but follow-up actions are inconsistent	The school regularly collects staff feedback on job satisfaction and retention, implementing actionable improvements to address concerns

Sub-Domain 1.6: Communication and Stakeholder Engagement

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
1.6.1	**Does the school engage stakeholders in meaningful dialogue and decision-making?**	Infrequent and unclear communication with parents and community members	Regular communication with parents and stakeholders is maintained	The school engages in open, transparent, and proactive communication with all stakeholders, involving them in key decisions
1.6.2	**How effectively does the school handle stakeholder grievances and feedback?**	Grievances are not handled in a timely or transparent manner	Grievances are addressed, but the process lacks consistency or transparency	Grievances and feedback are handled promptly, transparently, and consistently, leading to stakeholder satisfaction.
1.6.3	**How well does the school communicate important updates and changes to parents and the community?**	Communication of important updates is irregular and unclear	Updates are communicated but may lack clarity or timeliness	The school ensures clear and timely communication of all updates and changes, keeping parents and the community informed
1.6.4	**How effectively does the school solicit feedback from parents, staff, and the community to guide improvements?**	Feedback from stakeholders is rarely solicited or used	Feedback is solicited occasionally but is not consistently used to guide improvements	The school actively seeks and uses feedback from stakeholders to inform continuous improvements in school functioning
1.6.5	**How effectively does the school use multiple communication channels to engage with stakeholders?**	The school relies on limited communication channels, which may not reach all stakeholders effectively	Multiple communication channels are used, but their application is inconsistent or limited in scope	The school uses diverse and well-coordinated communication channels to engage with all stakeholders effectively.
1.6.6	**To what extent does the school involve stakeholders in co-creating initiatives for school**	Stakeholders are rarely involved in co-creating initiatives for school improvement	Stakeholders are occasionally involved in initiatives, but their participation is not fully integrated	Stakeholders are actively involved in co-creating and implementing initiatives for school improvement

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	improvement?			
1.6.7	**How well does the school ensure transparency in sharing progress reports and performance updates with stakeholders?**	Progress reports and performance updates are not shared regularly or lack transparency	Reports are shared periodically, but the level of detail and transparency could be improved	The school ensures detailed and transparent sharing of progress reports and performance updates, fostering trust and collaboration

Sub-Domain 1.7: School Safety and Security

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
1.7.1	**Does the school ensure a safe learning environment with adequate safety measures and emergency protocols?**	Safer measures are inadequate, with no clear protocols for emergencies	Basic safety protocols are in place, and drills are conducted periodically	Comprehensive safety measures, including surveillance, emergency protocols, and regular safety drills, are implemented
1.7.2	**How effectively are staff and students trained in emergency preparedness and safety protoco1s?**	Emergency preparedness training is minimal or nonexistent	Some training is provided, but it is not consistent or comprehensive	Regular, comprehensive emergency preparedness training is provided to staff and students, ensuring everyone is equipped to handle emergencies
1.7.3	**How well does the school maintain physical security (e.g., secure entry, surveillance) to ensure student and staff safety?**	Physical security measures are weak or non-existent	Basic security measures are in place, but improvements are needed	The school has robust physical security, including secure entry, surveillance systems, and clear safety protocols
1.7.4	**How regularly does the school conduct safety audits and update**	Safety audits and protocol updates are rarely conducted	Some audits and updates occur, but they are not regular or comprehensive	The school regularly conducts safety audits and updates protocols to ensure

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	safety protocols?			ongoing safety for all
1.7.5	**How effectively does the school involve students and staff in safety awareness programs?**	Safety awareness programs are infrequent, with limited participation from students and staff	Some safety awareness programs are conducted, but they lack consistency or depth	Safety awareness programs are conducted. Consistency and depth assured.
1.7.6	**To what extent does the school provide access to first—aid facilities and trained personnel?**	First—aid facilities and trained personnel are not available	First-aid facilities and trained personnel are limited and not readily available.	The school ensures well-equipped first-aid facilities and trained personnel are readily available to handle emergencies
1.7.7	**How well does the school ensure compliance with government safety regulations and guidelines?**	Compliance with government safety regulations and guidelines is inconsistent or not monitored.	The school meets basic safety regulations, but the compliance process is not thoroughly documented	The school rigorously ensures full compliance with government safety regulations and guidelines, with regular monitoring and documentation

Sub-Domain 1.8: Continuous Feedback

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
1.8.1	**How effectively does the school collect and utilize feedback to improve school functioning?**	There is no formal system for collecting feedback	Feedback is collected occasionally, but it is not consistently used to improve school functioning	Continuous feedback is actively collected and used to inform improvements in all aspects of school functioning
1.8.2	**How well does the school provide opportunities for students, staff, and parents to give feedback on key school operations?**	There are no formal opportunities for stakeholders to provide feedback.	Feedback opportunities exist but are not frequent or comprehensive	Regular, structured opportunities are provided for students, staff, and parents to give feedback on key school operations.
1.8.3	**How consistently does the school use feedback to inform decision-making and implement changes?**	Feedback is collected but rarely used to inform decisions or changes	Feedback is used occasionally, but its impact on decision-making is limited	Feedback is systematically used to inform decisions, leading to tangible improvements and positive changes in school functioning
1.8.4	**How well does the school communicate the actions taken in response to stakeholder feedback?**	Actions taken in response to feedback are rarely communicated to stakeholders	Some actions are communicated, but not consistently or thoroughly	The school regularly communicates the actions taken in response to feedback, ensuring transparency and stakeholder confidence
1.8.5	**How regularly does the school review and improve its feedback mechanisms to ensure they are effective?**	Feedback mechanisms are not reviewed or updated regularly.	Feedback mechanisms are reviewed occasionally but lack systematic improvement	Feedback mechanisms are regularly reviewed and improved, ensuring they remain effective and accessible to all stakeholders
1.8.6	**To what extent does the school ensure anonymity and confidentiality in its feedback mechanisms?**	Feedback mechanisms do not ensure anonymity or confidentiality, which may discourage honest	Some measures for anonymity and confidentiality exist, but they are not consistently implemented	Feedback mechanisms prioritize anonymity and confidentiality, encouraging open and honest participation from all

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
		input		stakeholders
1.8.7	**How effectively does the school use technology to facilitate feedback collection and analysis?**	Technology is not used for feedback collection, and the process is entirely manual	Some technology is used for feedback collection, but its application is limited and lacks analysis tools	Advanced technology is utilized for efficient feedback collection and analysis, ensuring data-driven improvements
1.8.8	**How regularly do the SMC members meet to discuss on the School improvement plans (on academic, infrastructure, and co-curricular activities)**	Hardly meet	Meet when necessary	Meet in a regular planned way
1.8.9	**How effective are the meetings above**	No decision taken or decision not implemented	Some decision implemented	All decisions implemented within time frame

Sub-Domain 1.9: Pedagogical Leadership (New Sub Domain)

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
1.9.1	**How effectively does the School Head monitor teachers' performance?**	School Head sometimes prepare alternative arrangements and rounds to class rooms when teachers are absent; but is unaware of Teachers' performance in different classes and subjects	School Head regularly observes the teaching-learning process in different classes and provides written/ verbal feedback to teachers individually; analyses and reviews the learners' performance in different classes and subjects and discusses the same with concerned teachers/ subject teachers	Daily arrangement routine during Teachers' absence, regular rounds to Class rooms, School Head and teachers collectively reflect on current teaching-learning practices (Lesson Planning, Scheme of work, TLM etc.) and learners' progress and attainment; discuss required improvement in the light of learning indicators, learner-centred pedagogy,

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
				innovative approaches to teaching, etc.; discuss performance of learners with parents.
1.9.2	**How effectively does the School Head monitor Learners' Performances?**	School head is unaware of learners' performance in different areas such as behaviour, learning abilities, and subjects	School Head monitor sometimes, and is partially aware of Learners' attendance, participation & engagement in different activities, all round development & progress, attainment	School Head monitor and is fully aware of Learners' attendance, participation & engagement in different activities, all round development & progress, attainment

2. Curriculum

Sub-Domain 2.1: Curriculum Review and Implementation

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.1.1	**How well are the guidelines from national education policy documents incorporated into subject-specific curriculum design?** **Are you aware of the latest School Curriculum Framework developed at the National / State level?**	Subject—specific guidelines from national policy documents are not reflected in the curriculum Not aware	Guidelines are incorporated into some subjects, but the approach is not consistent Aware but have not read through.	National policy guidelines are systematically integrated into the design of all subjects Aware and read through it.
2.1.2	**How often are teachers from the School involve in the curriculum review process?**	Teachers are rarely involved in the curriculum review process	Teachers are occasionally involved, but their input is not consistently integrated into the review process	Teachers are actively involved in the curriculum review process, with their feedback shaping revisions and updates
2.1.3	**How effectively does the School incorporate holistic and multidisciplinary education as per the Curriculum?**	Holistic and multidisciplinary approaches are inadequately implemented by the school.	Some aspects of holistic education are incorporated, but the approach is fragmented	The school fully embraces holistic and multidisciplinary approaches
2.1.4	**How well does the school evaluate the outcomes of curriculum changes on student performance?**	The impact of curriculum changes on student performance is rarely evaluated	Evaluations are conducted occasionally' but are not systematic	The school regularly evaluates the impact of curriculum changes on student outcomes, using data to inform future revisions

Sub-Domain 2.2: Curriculum Design and Flexibility

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.2.1	**How well is the School prepared to meet the specific needs of different student groups (e.g., special education, gifted learners)?**	The school does not cater to diverse student groups	The school offers some adaptations for diverse learners, but they are limited	The school is highly adaptable, providing tailored learning pathways for different student groups
2.2.2	**How effectively does the school incorporate flexible learning paths for students to pursue their interests and strengths?**	Flexible learning paths are not available	Some flexibility is provided for students, but options are limited	The curriculum allows students to pursue diverse learning paths based on their interests and strengths
2.2.3	**How effectively does the school utilize technology to support flexible and personalized learning within the curriculum?**	Technology is not effectively used to support flexible or personalized learning	Technology is partially used to support flexible or personalized learning	The school integrates advanced technology to enable flexible, personalized learning paths for students
2.2.4	**How well does the curriculum address the balance between academic and Co-curricular learning to provide flexibility?**	The curriculum places minimal emphasis on balancing academic and co-curricular learning	The curriculum provides some balance, but co-curricular integration is not well-developed	The curriculum strikes a strong balance between academic and co-curricular learning, providing flexibility for diverse student interests

Sub-Domain 2.3: Subject Choices at Higher Grades

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.3.1	**How much flexibility does the school offer students in choosing subjects at higher grades?**	Students have very limited options and are restricted to rigid subject groupings	Some flexibility is provided, but choices are still limited	Full flexibility is offered, allowing students to choose from a wide range of subjects across different disciplines
2.3.2	**How effectively does the school ensure the availability of qualified teachers to support a wide range of subject choices at higher grades?**	The school struggles to provide qualified teachers for various subject choices, limiting opportunities for students	Qualified teachers are available for some subjects, but there are gaps in covering the full range of options	The school ensures that highly qualified teachers are available for all subject choices, enabling students to pursue their interests
2.3.3	**To what extent does the school support teachers' professional development to teach diverse subjects and interdisciplinary courses?**	Teachers are rarely provided with professional development opportunities to expand their subject expertise	Teachers are provided with professional development opportunities to expand their subject expertise.	The school ensures that teachers receive extensive professional development to support diverse subject offerings, including interdisciplinary courses
2.3.4	**To what extent does the school use online learning platforms to offer diverse subject options at higher grades?**	Online learning platforms are rarely used, limiting access to additional subject options	Some online learning resources are available, but their use is inconsistent across subjects	The school effectively integrates online learning platforms to provide students with access to a broad range of subjects
2.3.5	**How effectively does the school provide access to virtual or hybrid learning models to support subject choices that may not be available in-house?**	Virtual or hybrid learning models are not utilized to supplement subject offerings	Some virtual or hybrid learning opportunities are provided, but their integration into the curriculum is limited	The school effectively uses virtual and hybrid learning models to ensure students have access to all desired subjects
2.3.6	**How well does the school assess and address the demand for**	The school does not assess student demand for specific subjects,	Student demand is assessed occasionally, but it does not	The school regularly assesses student demand and adjusts subject offerings to

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	specific subjects to tailor offerings at higher grades?	leading to limited offerings	significantly impact subject availability	align with their interests and career aspirations
2.3.7	**How well does the school utilize partnerships with school clusters or neighbourhood schools to expand subject choices for students?**	The school does not engage in collaborations with other schools to expand subject choices	Some collaboration exists with school clusters or neighbouring schools, but it is limited in scope.	The school actively collaborates with school clusters and neighbourhood schools to offer a wider range of subject options to students

Sub-Domain 2.4: Career Counselling and Student Support

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.4.1	**How effectively does the school integrate career awareness activities (E.g., Career fairs, guest lectures, workshops) into its curriculum?**	Career awareness activities are not integrated into the curriculum	Some career awareness activities are conducted, but not regularly and lack structure	The school regularly organizes structured career awareness activities, including fairs, guest lectures, and workshops, to guide students
2.4.2	**How well does the school provide access to digital tools and platforms for career exploration and guidance?**	Students have little to no access to digital tools for career exploration	Some digital tools are available, but their usage is inconsistent	The school provides comprehensive access to digital tools and platforms for career exploration, supporting personalized guidance
2.4.3	**To what extent does the school involve parents in career counselling and student support programs?**	Parents are not involved in career counselling or student support programs	Parents are occasionally involved, but their role is limited or informal	The school actively involves parents in career counselling and support programs, fostering collaboration to guide students effectively
2.4.4	**How effectively does the school address the needs**	Non-traditional career paths are not addressed in	Some support is available for non-traditional career	The school provides targeted counselling and resources to

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	of students interested in non-traditional career paths (e.g., arts, sports, entrepreneurship) ?	the school's counselling services	paths, but it is limited in scope.	support students interested in non-traditional career paths
2.4.5	**How well does the school ensure that counselling services are accessible to all students, including those from marginalized or disadvantaged backgrounds?**	Counselling services are not accessible to all students, particularly those from marginalized groups	Some efforts are made to ensure accessibility, but gaps remain for certain groups	Counselling services are fully accessible to all students, with targeted programs for marginalized and disadvantaged groups
2.4.6	**How systematically does the school track the career paths and achievements of alumni to inform current counselling practices?**	Alumni career tracking is not conducted	Some alumni career paths are tracked, but the information is not systematically used for counselling	The school systematically tracks alumni achievements and uses the insights to strengthen current counselling practices
2.4.7	**How effectively does the school integrate life skills and personality development programs into career counselling efforts?**	Life skills and personality development are not integrated into career counselling efforts	Some life skills and personality development programs are offered, but their integration into career counselling is inconsistent	Life skills and personality development are seamlessly integrated into career counselling, preparing students for professional and personal success

Sub-Domain 2.5: Skill-based Education

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.5.1	**Does the school provide opportunities for students to engage in skill-based education?**	Little or no focus on skill-based education	Skill—based education is offered, but is not a focus	Skill-based education is integral to the curriculum, preparing students for future careers
2.5.2	**How effectively are pre-vocational skills introduced in the lower grades?**	Pre-vocational skills are not introduced in lower grades	Some pre—vocational skills are taught, but they are not consistently integrated	Pre-vocational skills are fully integrated into the lower grades, preparing students for future learning and work
2.5.3	**How well does the school integrate skill-based education with academic subjects in higher grades?**	Skill-based is not integrated with academic subjects.	Some integration exists, but skill-based is secondary to academic streams	Skill—based is fully integrated with academic subjects, offering students diverse learning opportunities
2.5.4	**How effectively does the school promote skill-based courses alongside academic courses?**	Skill—based courses are not promoted or recognized equally with academic courses	Skill—based courses are promoted to some extent, but they are not on par with academic streams	Skill—based courses are fully promoted and recognized as equal to academic streams, providing students with diverse career opportunities
2.5.5	**How well does the school collaborate with industries or organizations to enhance skill-based educations**	There is no collaboration with external organizations for skill-based education	Some partnerships exist, but they are limited in scope and impact	The school actively collaborates with industries and organizations to enhance skill-based education, offering internships, mentorships, and real-world projects
2.5.6	**To what extent does the school provide facilities and resources for skill-based learning (e.g., labs, tools, equipment)?**	Facilities and resources for skill-based learning are inadequate or unavailable	Some facilities and resources are available, but they are not comprehensive or fully functional	The school provides well—equipped facilities and resources for skill-based learning, supporting effective skill development
2.5.7	**How**	The effectiveness	Some tracking and	The school

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	systematically does the school track and evaluate the effectiveness of its skill-based education programs?	of skill-based education programs is not tracked or evaluated	evaluation occur, but the process is inconsistent or lacks depth	systematically tracks and evaluates the effectiveness of its skill-based education programs, using data to inform improvements

Sub-Domain 2.6: Student-Centered Learning Approaches

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.6.1	**Does the school employ student-centered teaching practices to enhance engagement and learning?**	Teaching is mostly teacher-centered with little focus on student engagement	A mix of teacher-centered and student-centered approaches are employed	The school fosters a student-centered environment, encouraging active learning, collaboration, and critical thinking
2.6.2	**How effectively does the school implement inquiry-based learning where students engage in independent research and investigation?**	Inquiry-based learning is not a part of the school's curriculum	Some opportunities for inquiry-based learning are provided, but they are limited in scope	Inquiry-based learning is fully integrated, with students regularly engaging in research and critical thinking activities
2.6.3	**Does the school make use of collaborative learning as part of the teaching approach?**	Collaborative learning is rarely practiced	Some collaborative learning practices exist, but they are not fully embedded across subjects	Collaborative learning is a core part of the teaching approach, with students regularly working together on projects and problem-solving tasks
2.6.4	**To what extent do students have agency over their learning, taking ownership and being active participants in their educational**	Students have little control over their learning and follow a teacher-directed approach	Students are occasionally given opportunities to make decisions about their learning, but agency' is limited.	Student agency is central to the learning process, with students regularly setting goals, reflecting on their progress, and taking ownership of

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	journey?			their learning journey
2.6.5	**How regularly does the school offer opportunities for students to engage in experiential learning (e. g., field trips, hands-on projects)?**	Experiential learning opportunities are rare or non-existent.	Some experiential learning opportunities are offered, but they are not consistently applied	Experiential learning is a key component of the curriculum, with regular opportunities for students to engage in hands-on, real-world projects
2.6.6	**How effectively does the school incorporate peer-to-peer learning opportunities in its teaching practices?**	Peer—to—peer learning is rarely incorporated into teaching practices	Some peer—to—peer learning opportunities exist, but they are limited in frequency and scope	Peer-to-peer learning is actively incorporated, with students regularly collaborating and learning from one another
2.6.7	**To what extent does the school encourage students to reflect on their learning and set personal academic goals?**	Reflection on learning and goal-setting are not encouraged	Students are occasionally encouraged to reflect and set goals, but the process is not systematic	Students regularly reflect on their learning and set personal academic goals, supported by structured guidance from teachers

Sub-Domain 2.7: Future-ready Skills and Character Building

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.7.1	**To what extent does the school integrate character building and future-ready skills (e.g., problem-solving, collaboration, creativity) into the curriculum?**	Character building and future-ready skills are not integrated into the curriculum	Some programs exist to develop character and future-ready skills, but they are not fully integrated	Character building and future-ready skills are core components of the curriculum, with regular activities and assessments
2.7.2	**How effectively does the school promote problem-**	Problem-solving and critical thinking skills are	Some lessons encourage problem-solving and critical	Problem-solving and critical thinking are integral to the

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	solving and critical thinking skills across subjects?	rarely promoted in lessons	thinking, but the approach is inconsistent	curriculum, with students regularly challenged to apply these skills across all subjects
2.7.3	**How well does the school foster creativity and innovation among students through curricular activities?**	Creativity and innovation are not emphasized in the curriculum	Some creative activities are offered, but innovation is not consistently promoted	Creativity and innovation are fully embedded in the curriculum, with students encouraged to think outside the box and engage in innovative projects
2.7.4	**To what extent does the school integrate social and emotional learning (SEL) into its character-building curriculum?**	Social and emotional learning (SEL) is not part of the curriculum	Some SEL programs exist, but they are not fully integrated across the curriculum	SEL is a core part of the character-building curriculum, with structured programs that support students' emotional development.
2.7.5	**How effectively does the school incorporate leadership and teamwork skills into its curriculum?**	Leadership and teamwork skills are not included in the curriculum	Some opportunities for developing leadership and teamwork skills exist but are limited in scope.	Leadership and teamwork skills are actively promoted through structured activities and group projects
2.7.6	**To what extent does the school engage students in community service or civic engagement projects to build social responsibility?**	Community service and civic engagement projects are not part of the school' s curriculum	Some opportunities for community service exist but are not consistently integrated into the curriculum	Community service and civic engagement projects are a key component of the curriculum, fostering social responsibility and active citizenship

Sub-Domain 2.8: Digital Literacy, Artificial Intelligence, and ICT Integration

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.8.1	**How effectively does the school integrate digital literacy into the curriculum to equip students with essential digital skills?**	Digital literacy is not part of the curriculum or is minimally addressed	Digital literacy is included, but its integration into the curriculum is inconsistent	Digital literacy is seamlessly integrated into the curriculum, with structured programs fostering essential digital skills for all students
2.8.2	**How effectively does the school use ICT tools in teaching and learning across subjects?**	ICT tools are rarely used, and their application is inconsistent across subjects	ICT tools are used in some subjects, but their application lacks depth and consistency	ICT tools are effectively utilized across all subjects, enhancing teaching and learning through interactive and engaging methods
2.8.3	**How well does the school provide training to teachers in integrating AI tools and emerging technologies into the curriculum?**	Teachers receive minimal or no training in AI tools or emerging technologies	Basic training in AI tools and technologies is provided, but it is irregular or optional	Regular training programs are conducted to equip teachers with advanced skills to integrate AI tools and emerging technologies effectively.
2.8.4	**How well does the school ensure equitable access to ICT resources and tools for all students, including those from disadvantaged backgrounds?**	ICT resources and tools are limited, with unequal access for students from disadvantaged backgrounds	ICT resources are available but not consistently accessible to all students	ICT resources are abundant and equitably distributed, ensuring that all students, including those from disadvantaged backgrounds, have full access
2.8.5	**How effectively does the school integrate AI-based learning modules and coding activities to foster computational thinking and problem-solving?**	Al-based learning modules and coding activities are absent from the curriculum	AI and coding are included in some grades, but their implementation lacks consistency	AI-based learning modules and coding activities are fully integrated across grades, fostering computational thinking and advanced problem-solving skills
2.8.6	**How effectively**	No policies or	Basic guidelines	The school has

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	does the school promote safe and responsible use of digital technologies among students and staff	programs are in place to promote digital safety and responsible technology use	exist, but digital safety practices are not consistently enforced or emphasized	comprehensive policies and training programs that actively promote safe and responsible use of digital technologies among students and staff.
2.8.7	**How well does the school integrate data analysis tools and techniques into teaching to improve student outcomes and personalized learning?**	Data analysis tools and techniques are not used to improve teaching or student outcomes	Some data analysis tools are used, but their application in personalized learning is limited	The school effectively uses data analysis tools to monitor student performance, offering personalized learning strategies to enhance outcomes
2.8.8	**How effectively does the school use ICT tools to enable collaboration among students, teachers, and external stakeholders?**	ICT tools for collaboration are rarely used or ineffective	Some ICT tools are used to facilitate collaboration, but they are limited in scope	ICT tools are fully integrated, fostering collaboration among students, teachers, and external stakeholders through shared projects, virtual discussions, and joint activities

Sub-Domain 2.9: Multidisciplinary and Interdisciplinary Learning

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.9.1	**What approach does the school use in teaching subjects like sciences and social sciences: disciplinary or integrated?**	Subjects are taught in isolation with no interdisciplinary connections	Some interdisciplinary approaches are used in specific subjects but not consistently	A fully integrated approach is used across subjects, linking disciplines to enhance comprehensive learning
2.9.2	**How effectively does the school implement a multidisciplinary approach in teaching and learning?**	Teaching is strictly subject-based with no interdisciplinary connections	Some lessons link multiple subjects, but this is not consistent across the curriculum	A comprehensive multidisciplinary approach is used across subjects, encouraging students to make connections between different fields
2.9.3	**To what extent does the school promote interdisciplinary learning opportunities through projects and activities?**	Interdisciplinary learning opportunities are rare	Some interdisciplinary projects exist, but they are not consistently applied across subjects	The school fosters interdisciplinary learning through regular projects, activities, and collaborative assignments that connect multiple subjects
2.9.4	**How effectively are global contexts and intercultural awareness integrated into learning across subjects?**	Global contexts and intercultural awareness are rarely integrated into lessons	Some lessons incorporate global perspectives, but this is inconsistent	Global contexts and intercultural awareness are deeply integrated into the curriculum, encouraging students to explore diverse perspectives
2.9.5	**How well is the Theory of Knowledge (TOK) integrated into the school's curriculum to promote critical thinking and epistemological understanding?**	TOK is not integrated into the curriculum, or its role is minimal	TOK is included, but its integration is limited and not consistently applied	TOK is fully embedded across the curriculum, with regular opportunities for students to explore and reflect on the nature of knowledge
2.9.6	**How well does the**	There are no	Some opportunities	Regular, structured

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	school provide opportunities for students to engage in TOK-related discussions and debates?	opportunities for students to engage in TOK discussions or debates	exist, but they are not structured or consistent	TOK discussions and debates are an integral part of the curriculum, helping students explore diverse perspectives

Sub-Domain 2.10: Arts and Sports Integration

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.10.1	**How effectively is arts education integrated into the teaching-learning process?**	Arts education is treated as separate from academic subjects, with little integration into learning	Arts are integrated into some lessons, but not consistently part of experiential learning	Arts education is fully integrated into the teaching-learning process, enhancing experiential learning in different subjects
2.10.2	**How well does the school provide facilities and resources for arts education?**	Facilities and resources for arts education are inadequate	Facilities and resources for arts education are adequate	The school provides high—quality, well—maintained facilities and resources that actively support arts education
2.10.3	**How effectively does the school promote traditional or regional arts as part of its curriculum and activities?**	Traditional or regional arts are not promoted or included	Some traditional arts are included, but promotion is inconsistent	Traditional or regional arts are actively promoted, fostering cultural appreciation among students
2.10.4	**To what extent does the school recognize and celebrate student achievements in arts?**	Achievements in arts are rarely recognized or celebrated	Achievements in arts are occasionally recognized but lack structured acknowledgment.	Achievements in arts are consistently recognized and celebrated through exhibitions, awards, and cultural events
2.10.5	**How effectively is sports education integrated with general**	Sports education is not integrated with general education	Sports education is integrated to some extent, but its role is limited	Sports education is fully integrated with general education, enhancing physical

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	education?			development alongside academics
2.10.6	**How well does the school provide sports facilities and resources to support physical education?**	Sports facilities and resources are insufficient or poorly maintained	Basic sports facilities are available but require further enhancement or upkeep	The school offers well— maintained and diverse sports facilities, supporting a wide range of physical activities
2.10.7	**How effectively does the school encourage participation in extracurricular sports programs and competitions?**	Participation in extracurricular sports programs is minimal or unsupported	Some programs and competitions exist, but participation is inconsistent or limited	The school actively encourages participation in sports programs and competitions, fostering student engagement and talent
2.10.8	**To what extent does the school collaborate with external coaches or organizations to enhance sports education?**	Collaboration with external coaches or organizations is minimal or nonexistent	Some collaborations exist, but they are infrequent or limited in scope	The school regularly collaborates with external coaches and organizations to provide advanced training and exposure for students

Sub-Domain 2.11: Support for Mental and Physical Health

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.11.1	**How effectively are mental health programs or schemes promoted in your school?**	There are no programs or schemes promoting mental health	Some programs exist, but they are not consistently promoted or well-structured	Comprehensive programs promoting mental health are in place, with regular activities and support for students
2.11.2	**How well does the school support mental health awareness among students and staff through workshops, seminars, or wellness programs?**	There are no workshops or seminars promoting mental health awareness	There are workshops or seminars promoting mental health awareness	Regular workshops, seminars, and wellness programs are in place to promote mental health awareness among students and staff

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.11.3	**How effectively does the school promote good health habits, including nutrition and physical activity, among students?**	Initiatives to promote nutrition and physical activity are minimal or inconsistent	Some programs exist to promote good health habits, but they require further development and regularity	Structured programs focus on nutrition, physical activity, and overall health, fostering lifelong healthy habits
2.11.4	**How well does the school provide support for students' physical well-being, including regular physical education classes and fitness programs?**	Physical education and fitness programs are irregular or lack depth	Basic physical education classes are conducted, but fitness programs require greater consistency and variety	Comprehensive physical education and fitness programs are integrated into the curriculum, supporting students' physical well-being
2.11.5	**How effectively does the school integrate health and wellness education into the curriculum?**	Health and wellness topics are not part of the curriculum or are addressed superficially	Some topics on health and wellness are included but lack depth or practical application	Health and wellness education is seamlessly integrated into the curriculum, fostering student awareness and proactive care
2.11.6	**How regularly does the school conduct health check-ups or screenings for students and staff**	Health check—ups or screenings are rare or conducted only when necessary	Health screenings are conducted periodically but lack comprehensive follow-ups	Regular health check—ups and screenings are scheduled, with actionable follow-ups and communication to students and parents
2.11.7	**How well does the school promote stress management techniques for students and staff**	Stress management initiatives are rarely addressed or available	Some programs or sessions address stress management but lack consistency or reach	The school actively promotes stress management techniques through workshops, mindfulness activities, and wellness programs, benefiting both students and staff

Sub-Domain 2.12: Environmental Protection and Practices

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.12.1	**To what extent are traditional practices for environmental protection, such as preservation of forests, animals, and water conservation, incorporated into the curriculum?**	Traditional environmental practices are not integrated into the curriculum	Some traditional practices are included, but their integration is limited	Traditional practices for environmental conservation are fully integrated into the curriculum and actively taught
2.12.2	**What strategies should be used to engage students in activities that promote environmental sustainability during "bagless" days?**	No "bagless" days or environmental activities are planned for students	Some "bagless" days are observed, but environmental activities are limited or inconsistent	"Bagless" days are regularly implemented with well-planned activities that promote environmental sustainability
2.12.3	**How effectively are environmental conservation protocols introduced and practiced at the foundational stage?**	Environmental protocols are not introduced or practiced at the foundational stage	Basic environmental concepts are introduced, but protocols are not consistently practiced	Age—appropriate environmental conservation protocols are actively introduced and practiced through experiential learning activities at the foundational stage
2.12.4	**To what extent are environmental sustainability topics and practices integrated into the curriculum at the preparatory stage?**	Environmental sustainability is rarely addressed or integrated into the curriculum at the preparatory stage	Some topics on environmental sustainability are included, but practical application is limited	Environmental sustainability is systematically integrated into the preparatory stage curriculum, with students engaging in hands-on activities like water conservation and recycling
2.12.5	**How well are environmental protection strategies reinforced and expanded upon at**	Environmental protection strategies are not reinforced or expanded upon at the middle stage	Some reinforcement of environmental topics occurs, but the approach lacks depth or practical engagement	Environmental protection strategies are thoroughly reinforced and expanded at the middle stage

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	the middle stage?			through projects, field trips, and collaborations with external organizations
2.12.6	**To what extent does the school integrate advanced environmental protocols, like climate change mitigation and sustainable practices, at the secondary stage?**	Advanced environmental topics and protocols are minimally addressed at the secondary stage	Some advanced topics are included, but they lack consistent integration or depth	Advanced environmental protocols, including climate change mitigation and sustainable practices, are fully integrated at the secondary stage, preparing students for global challenges through research, projects, and community initiatives
2.12.7	**How effectively does the school collaborate with external organizations to promote environmental awareness and conservation practices among students?**	The school does not collaborate with external organizations for environmental awareness	The school collaborate with external organizations for environmental awareness	The school actively collaborates with external organizations, promoting environmental awareness and engaging students in conservation projects

Sub-Domain 2.13: Curriculum Innovation and Global Contexts

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.13.1	**To what extent does the curriculum integrate innovative practices such as project-based learning and real-world problem-solving activities?**	Innovative practices are not integrated into the curriculum.	Some innovative practices are incorporated, but their implementation is limited.	Innovative practices are fully integrated, promoting real-world problem-solving and creative thinking.
2.13.2	**How effectively does the curriculum prepare students to understand and address global challenges such as climate change, technological advancements, and social inequalities?**	Global challenges are not addressed in the curriculum.	Some aspects of global challenges are covered, but they lack depth or regularity.	The curriculum comprehensively covers global challenges, equipping students with knowledge and skills to address them.
2.13.3	**How well does the school incorporate global contexts and intercultural perspectives into its curriculum to enhance global awareness?**	Global contexts and intercultural perspectives are rarely included.	Some global contexts are included, but intercultural perspectives are inconsistently addressed.	Global contexts and intercultural perspectives are systematically integrated across all subjects.
2.13.4	**To what extent does the curriculum encourage students to participate in international collaborations, exchanges, or virtual projects?**	No opportunities for international collaborations or projects are available.	Limited opportunities for collaboration with international counterparts exist.	Regular opportunities for international collaborations and projects are embedded in the curriculum.
2.13.5	**How effectively does the curriculum foster creative thinking**	Creative thinking is not emphasized in the curriculum.	Creative thinking is encouraged in some subjects, but the approach is not	Creative thinking is deeply embedded through interdisciplinary and

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	through interdisciplinary and experiential learning opportunities?		comprehensive.	experiential learning.
2.13.6	**How well does the school provide opportunities for students to explore global citizenship and its responsibilities?**	Global citizenship is not part of the curriculum.	Some activities focus on global citizenship, but they are not structured or consistent.	The curriculum actively promotes global citizenship through structured activities and discussions.
2.13.7	**How effectively are emerging global issues (e.g., pandemics, migration, sustainability) addressed within the curriculum?**	Emerging global issues are not included in the curriculum.	Some issues are addressed, but their integration is limited.	Emerging global issues are comprehensively addressed, preparing students for real-world challenges.
2.13.8	**Emerging global issues are comprehensively addressed, preparing students for real-world challenges.**	Global educational resources are not used in teaching.	Some global resources are used, but their application is inconsistent.	A wide range of global resources is effectively integrated to enhance learning and broaden perspectives.

Sub-Domain 2.14: Indigenous Knowledge and Cultural Transmission

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.14.1	**To what extent is indigenous knowledge integrated into the curriculum, and how is it transmitted to students?**	Indigenous knowledge is not included in the curriculum, and no methods for its transmission are in place	Indigenous knowledge is partially integrated into the curriculum with some informal methods of transmission	Indigenous knowledge is fully integrated into the curriculum at appropriate stages, with formal methods ensuring its transmission
2.14.2	**How well does the school promote the use of**	Indigenous knowledge is not promoted in	Some indigenous knowledge is included, but	Indigenous knowledge is a key component of

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	indigenous knowledge in local context-based projects?	student projects	projects rarely reflect local contexts	student projects, with local contexts actively explored and promoted
2.14.3	**How effectively does the school collaborate with community elders or indigenous experts to transmit cultural knowledge?**	The school does not collaborate with community elders or indigenous experts	Some collaboration exists, but it is limited in scope	The school actively collaborates with community elders and indigenous experts, integrating their knowledge into the curriculum and ensuring students are exposed to rich cultural traditions

Sub-Domain 2.15: Language of Instruction and Multilingual Education

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.15.1	**How well does the school implement instruction in the home or local language, particularly up to Grade 5?**	The school does not use the home or local language as a medium of instruction in the early grades	Some subjects are taught in the home or local language, but it is not consistently applied.	The home or local language is consistently used as the medium of instruction up to Grade 5, as recommended by policy
2.15.2	**How effectively does the school integrate multilingual education, enabling students to learn multiple languages?**	Multilingual education is not emphasized in the curriculum	Some efforts are made to teach multiple languages, but they are limited in scope	Multilingual education is fully integrated, with students proficient in multiple languages and able to navigate diverse linguistic contexts
2.15.3	**How well does the school promote the learning of regional and Hindi language alongside English language?**	Regional and Hindi language are rarely promoted in the curriculum	Some regional and Hindi language instruction is offered, but it is not consistent	The school actively promotes regional and Hindi language learning, with structured programs that support language proficiency

Sub-Domain 2.16: CAS (Creativity, Activity, Service)

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.16.1	**How effectively does the school implement the CAS (Creativity, Activity, Service) program to promote holistic development?**	The CAS program is not implemented or is very limited in scope	CAS is implemented, but participation is inconsistent or lacks depth	The CAS program is fully integrated, with students regularly engaging in creative, physical, and service-oriented activities
2.16.2	**How well does the CAS (Creativity, Activity, Service) program integrate with the broader curriculum to foster creativity and service-oriented skills?**	The CAS program is treated separately from the broader curriculum, with little integration	CAS is partially integrated into the curriculum but lacks depth in alignment with academic goals	CAS is fully integrated into the curriculum, enhancing both academic and personal growth through creative and service-based activities
2.16.3	**How effectively are students monitored and assessed in their CAS activities?**	CAS activities are not monitored, and there are no formal assessments	Some monitoring exists, but assessments of CAS activities are informal	Students are regularly monitored, with structured assessments of their CAS activities based on creativity, activity, and service contributions

Sub-Domain 2.17: Professional Engagement and External Expertise

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
2.17.1	**How often does the school invite professionals excelling in their fields (e.g., scientists, artists, entrepreneurs) to interact with students?**	The school rarely invites professionals for student interaction	Some professionals are invited occasionally, but such events are not frequent	The school regularly invites professionals from various fields to engage with students, fostering real-world learning and inspiration
2.17.2	**Does the school have structured programs to bring in guest speakers or professionals**	There are no structured programs to bring in guest speakers or professionals	Some guest lectures and workshops are conducted, but there is no regular schedule or	Guest lectures and workshops are conducted, there is regular schedule or structured program

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	for lectures, workshops, or mentoring?		structured program.	
2.17.3	**How effectively does the school leverage the expertise of professionals in various fields to support students' career aspirations?**	The school does not utilize professionals to support students' career aspirations	Some professionals are involved, but their participation is limited and irregular	The school actively engages professionals from different fields to guide students in their career aspirations through regular interactions and mentorship
2.17.4	**How frequently are students given opportunities to participate in professional mentorship programs facilitated by the school?**	The school does not offer professional mentorship programs for students	Some mentorship opportunities are available, but they are not consistent or widespread	The school offers regular professional mentorship programs, giving students the chance to learn directly from experts in their chosen fields

3. Assessment

Sub Domain 3.1: Competency-Based Assessment Framework

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.1.1	**Does the assessment framework focus on competency-based assessments, aligned with NCF?**	Assessments are based on rote learning and not competency-based.	Competency-based assessments are used, but not consistently	A comprehensive competency-based assessment framework is consistently implemented across all subjects.
3.1.2	**How well are assessments aligned with the competencies given in NCF-FS and NCF-SE?**	Assessments are not well-aligned with the competencies	Some alignment exists, but it is inconsistent across subjects	Assessments across subjects are closely aligned with the competencies given in NCF-FS and NCF-SE
3.1.3	**Are competency-based assessments regularly reviewed and updated?**	Competency-based assessments are rarely reviewed or updated	Assessments are periodically reviewed but not comprehensively updated	Assessments are regularly reviewed and updated to reflect evolving competencies and curriculum changes
3.1.4	**How well does the competency-based assessment framework support differentiated learning?**	The framework does not support differentiated learning	Some differentiation is present, but the framework lacks flexibility	The framework fully supports differentiated learning, accommodating diverse student needs and learning styles

Sub-Domain 3.2: Formative and Summative Assessments

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.2.1	**How well does the school balance formative and summative assessments to provide continuous feedback and track student progress?**	The school primarily relies on summative assessments like final exams, with little or no formative assessments	Both formative and summative assessments are used, but formative assessments are not integrated into regular teaching-learning practices. Feedback is given occasionally.	Formative assessments are embedded in daily teaching and learning, while summative assessments are used strategically to evaluate overall learning. Feedback from both types of assessments is timely and constructive
3.2.2	**How frequently are formative assessments used to adjust instruction and provide feedback?**	Formative assessments and feedback are rarely used and provided to adjust instruction	Formative assessments and feedback are used and provided occasionally but are not consistently integrated into teaching	Formative assessments are regularly used to adjust instruction and provide timely feedback to enhance student learning
3.2.3	**How well are students prepared for summative assessments**	Students receive minimal preparation for summative assessments through regular review sessions, practice tests, and feedback	Students are somewhat prepared, through regular review sessions, practice tests, and feedback, but the process lacks consistency across subjects	Students are thoroughly prepared for summative assessments through regular review sessions, practice tests, and feedback

Sub-Domain 3.3: Holistic Progress Cards (HPCs)

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.3.1	**Are holistic progress cards (HPCs) used to assess both academic and non-academic aspects of student development?**	The school does not use holistic progress cards, relying solely on academic results for student assessment	Holistic progress cards are used, ...but non-academic attributes like creativity, emotional growth, and social skills are not consistently assessed	Holistic progress cards are used consistently, providing a 360-degree view of academic and non-academic growth, including creativity, emotional intelligence, and social skills
3.3.2	**How well do holistic progress cards incorporate emotional and social skills into student assessment?**	Emotional and social skills are not included in progress cards	Some emotional and social skills are assessed, but not consistently across students	Emotional and social skills are integral to holistic progress cards, with regular feedback provided on these areas
3.3.3	**How effectively does the school use holistic progress cards to identify and address individual student needs?**	Holistic progress cards are not used to address individual student needs	Progress cards are used to some extent, but the identification and support of student needs are inconsistent	Holistic progress cards are actively used to identify individual student needs, and targeted support is provided to promote overall growth

Sub-Domain 3.4: Reflection and Self-Assessment

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.4.1	**To what extent do students engage in reflective practices and self-assessment as part of their learning process?**	Students rarely engage in self-assessment or reflection	Reflection and self-assessment are sometimes encouraged, but not consistently across subjects	Reflective practices and self-assessment are integral to the learning process, helping students evaluate their progress and set goals
3.4.2	**How effectively does the school support students in developing metacognitive skills through reflection and self-assessment?**	The school does not provide support for developing metacognitive skills	Some support is provided, but it is not consistently integrated into the curriculum	The school actively supports the development of metacognitive skills, with structured reflection and self-assessment activities embedded in the curriculum
3.4.3	**How often do students set personal learning goals based on self-assessment?**	Students do not regularly set personal learning goals	Students set goals, but this is not consistently' encouraged	Students are regularly encouraged to set personal learning goals based on their self-assessment and reflection
3.4.4	**How well does the school integrate peer-assessment alongside self-assessment?**	Peer-assessment is not integrated into the assessment process	Peer-assessment is occasionally used, but not consistently across subjects	Peer-assessment is regularly integrated, with students evaluating each other's work to enhance reflective and collaborative learning across all subjects
3.4.5	**How effectively do students use feedback from self-assessment to improve their performance?**	Students do not use feedback from self-assessment to improve performance	Students act on self-assessment feedback, but the process is not consistent	Students consistently use feedback from self-assessment to set goals and improve their learning and performance

Sub-Domain 3.5: On-Demand and Flexible Assessments

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.5.1	**Does the school offer flexible and on-demand assessment opportunities to accommodate different student needs?**	Assessments are rigid, with no provisions for on-demand or flexible incorporation of interventions and testing and vice versa.	The school provides some flexibility in assessments with room for on-demand incorporation of interventions as well as offering alternative test dates for students with valid reasons	The school offers full flexibility in on-demand assessments and incorporation of interventions with flexible testing schedules, allowing students to demonstrate learning at their own pace
3.5.2	**How well does the school accommodate students with special needs or learning differences in its assessment process?**	The school does not provide accommodations for students with special needs	Some accommodations are provided, but they are not consistently applied across assessments	The school provides comprehensive accommodations for students with special needs, ensuring equitable assessment opportunities
3.5.3	**How effectively are alternative assessment methods (e.g., oral exams, projects) used to cater to different learning styles?**	Alternative assessment methods are rarely used	Some alternative assessments are used, but they are not widely implemented across subjects	The school effectively uses diverse assessment methods, to cater to various learning styles
3.5.4	**How well does the school implement flexible timelines for students to complete assessments?**	The school does not offer flexible timelines for assessments	Flexible timelines are offered for specific cases, but not consistently	The school fully and consistently implements flexible timelines, allowing students to complete assessments based on individual needs

Sub-Domain 3.6: Credit-Based System and Credit Transfer

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.6.1	**How well does the school implement a credit-based system that allows students to accumulate and transfer credits across grades or institutions?**	The school does not have a credit-based system for students	A basic credit-based system exists, but it is not flexible enough for students to transfer credits across institutions or grades	The school has a fully functional credit-based system that allows students to accumulate and transfer credits, facilitating seamless transitions between grades and institutions
3.6.2	**How effectively does the school communicate the details and benefits of the credit-based system to students and parents?**	Information about the credit-based system is not communicated to students or parents	Some information is provided, but it lacks clarity and depth	The school provides clear and detailed information about the credit-based system to students and parents, ensuring they understand how it works and its benefits
3.6.3	**How well does the school facilitate the transfer of credits between different academic institutions?**	The school does not have a process in place for transferring credits between institutions	The school facilitates credit transfers, but the process is slow and not standardized	The school has a streamlined and standardized process for transferring credits between institutions, making transitions seamless for students
3.6.4	**To what extent does the school allow for flexible entry and exit points in a student's academic journey through the credit-based system?**	The school does not allow for flexible entry or exit points in the academic journey	Some flexibility exists, but it is limited in scope	The school fully supports flexible entry and exit points through the credit-based system, enabling students to pause and resume their studies as needed without losing progress

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.6.5	**How well does the school integrate skill-based courses or online learning into the credit-based system to allow for diverse learning pathways?**	The school does not integrate skill-based or online learning into the credit-based system	Some skill—based or online learning credits are accepted, but the system is not fully developed	The school fully integrates skill-based and online learning into the credit-based system, allowing students to pursue diverse learning pathways while earning transferable credits

Sub-Domain 3.7: Project-Based and Experiential Assessments

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.7.1	**Are project-based and experiential learning assessments used to assess students' application of knowledge in real-world scenarios?**	Assessments are based solely on written exams, with no focus on project-based or experiential learning	Some project-based assessments and experiential learning assessments are used, but they are not a significant part of the evaluation process	The school integrates project-based and experiential learning assessments across subjects, encouraging students to apply knowledge in real-world contexts
3.7.2	**How effectively does the school use project-based assessments to assess students' collaborative and critical thinking skills?**	Project—based assessments are rarely used; therefore, collaboration and critical thinking are not evaluated.	Some project—based assessments are used, but they do not consistently focus on collaborative or critical thinking skills	The school regularly uses project—based assessments to evaluate collaboration, critical thinking, and problem-solving skills
3.7.3	**How effectively does the school use experiential learning for assessment?**	Experiential learning opportunities are not included in student assessments	Some experiential learning is incorporated, but it is not consistently assessed	The school integrates experiential learning opportunities across the curriculum, with regular

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
				assessments of students' real-world applications of knowledge
3.7.4	**How well does the school ensure that project-based assessments align with curriculum goals, competencies and learning outcomes?**	Project-based assessments are poorly aligned with curriculum goals, competencies and learning outcomes	Some alignment from curricular goals to competencies to learning outcomes exists, but it is inconsistent across subjects	Project—based assessments are closely aligned with curriculum goals and competencies ensuring that they effectively evaluate key learning outcomes
3.7.5	**To what extent do students engage in self-directed projects that allow them to explore topics of personal interest?**	Students have limited opportunities for self-directed projects	Some opportunities for self-directed projects are provided, but they are not widespread	The school encourages and supports frequent self-directed projects, allowing students to explore topics of personal interest and demonstrate independent learning.

Sub-Domain 3.8: Relating Assessment to Community Needs and Concerns

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.8.1	**How effectively does the school design assessments to reflect local and community-specific issues?**	Assessments rarely incorporate local or community-specific issues	Some assessments reflect local or community-specific issues, but the approach is inconsistent	Assessments are designed to consistently integrate local and community-specific issues, fostering contextual understanding
3.8.2	**To what extent does the school engage community stakeholders in designing assessment activities?**	Community stakeholders are not involved in the assessment design process	Some engagement with stakeholders exists, but it is limited and informal	Community stakeholders are actively involved in the assessment design process, ensuring relevance to community needs
3.8.3	**How well do assessments address the cultural and socio-economic diversity of the student population?**	Assessments fail to consider cultural and socio-economic diversity	Assessments address diversity to some extent, but the approach is not systematic	Assessments are carefully designed to address the cultural and socio-economic diversity of the student population by adopting a very systematic approach
3.8.4	**How effectively does the school align assessments with community-driven skill requirements (e.g., local trades, professions)?**	Assessments do not align with community-driven skill requirements	Some alignment with community-driven skills exists, but it is limited	Assessments are strategically aligned with community-driven skill requirements, promoting employability and practical skills
3.8.5	**To what extent does the school provide opportunities through assessments activities that encourage**	Assessments rarely provide opportunities for activities that emphasize community development or social	Some assessments provide opportunities for activities that encourage community contributions, but the approach is	Assessments are purposefully designed with opportunities for activities to encourage students to engage in community

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	students to contribute towards community development?	responsibility	inconsistent	development and social responsibility.
3.8.6	**How effectively are assessments used to identify and address specific challenges faced by the local community?**	Assessments do not address local community challenges	Some assessments address community challenges, but the approach is informal	Assessments are consistently used to identify and address specific challenges faced by the local community
3.8.7	**How well does the school use community feedback to improve assessment relevance?**	Community feedback is not used to improve assessment relevance	Some community feedback is considered, but its impact on assessments is limited	Community feedback is systematically collected and used to enhance the relevance of assessments
3.8.8	**How effectively does the school align assessments with local environmental and sustainability goals?**	Assessments do not consider local environmental or sustainability goals	Some assessments reflect environmental or sustainability goals, but they are not consistently applied.	Assessments are designed to align with and promote local environmental and sustainability goals

Sub-Domain 3.9: Integrity in Assessment, Examination Security, and Transparency

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.9.1	**How effectively does the school implement norms/policy to maintain the integrity of assessments and prevent malpractice?**	The school lacks clear defined norms/policy to maintain the integrity of assessments	Basic defined norms/policy exist, but they are inconsistently enforced	Comprehensive defined norms/policy are in place and strictly enforced to maintain assessment integrity and prevent malpractice
3.9.2	**How well does the school ensure secure storage and handling of examination materials?**	Examination materials are not securely stored or handled, increasing the risk of breaches	Basic security measures for examination materials are in place but need improvement	Examination materials are stored and handled with advanced security protocols, ensuring full confidentiality
3.9.3	**How effectively are examination invigilation processes implemented to prevent cheating or malpractice?**	Examination invigilation processes are poorly organized, leading to frequent malpractice	Invigilation processes are in place, but occasional lapses occur	Examination invigilation is robust, with trained invigilators and effective monitoring to ensure fairness
3.9.4	**How well does the school implement measures to detect and address irregularities in assessments?**	Measures to detect irregularities in assessments are inadequate or non-existent	Basic measures are in place but are not consistently applied	Comprehensive measures are implemented to detect and address assessment irregularities effectively
3.9.5	**How transparent is the assessment and grading process to students, parents, and stakeholders?**	The assessment and grading process lacks transparency, causing confusion among stakeholders	The process is somewhat transparent, but stakeholders lack full awareness and understanding	The assessment and grading process is fully transparent, with clear guidelines shared with students, parents, and stakeholders

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.9.6	**How effectively does the school use technology to enhance examination security and monitoring?**	Technology is not used to enhance examination security or monitoring	Basic technological tools are used, but their application is limited	Advanced technological solutions (e.g., CCTV monitoring, digital invigilation) are used effectively to enhance examination security.
3.9.7	**How well does the school train staff on ethical practices and security protocols for assessments?**	Staff are not trained on ethical practices or security protocols for assessments	Some training is provided, but it is irregular and insufficient	Regular, comprehensive training is provided to staff on ethical practices and security protocols for assessments
3.9.8	**How effectively does the school implement grievance redressal mechanisms related to assessment disputes?**	Grievance redressal mechanisms for assessment disputes are absent or ineffective	Basic grievance redressal mechanisms exist, but they are not consistently implemented	A robust grievance redressal system is in place, ensuring timely and fair resolution of assessment disputes.

Sub-Domain 3.10: Moderation and Standardization of Assessments

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.10.1	**Does the school employ standard moderation process to ensure consistency and fairness in assessments?**	Assessments are not moderated or standardized, leading to inconsistencies in grading	Assessments are moderated, but the process is not entirely standardized across all subjects	The school uses appropriate and practical moderation process to ensure standardized, fair, and reliable assessments across all subjects
3.10.2	**How effectively are grading and marking schemes**	Grading schemes are not standardized,	Some standardization exists, but it is not	Grading and marking schemes are fully

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	standardized across different teachers and subjects?	resulting in discrepancies	consistent across teachers and subjects	standardized, ensuring consistency and fairness across all subjects and teachers
3.10.3	**How well does the school ensure that moderation practices are transparent and accessible to staff and students?**	Moderation practices are not transparent or well-understood by staff and students	Some transparency exists, but the process is not fully accessible to all stakeholders	The moderation process is fully transparent, with clear guidelines accessible to staff and students, ensuring understanding and consistency
3.10.4	**How regularly are moderation practices reviewed to ensure they remain effective and fair?**	Moderation practices are not regularly reviewed	Moderation practices are reviewed periodically, but the process lacks consistency'	Moderation practices are reviewed regularly, with improvements made to ensure continued fairness and effectiveness
3.10.5	**How well does the school ensure consistency in assessment standards across different stages and grade levels based upon NCF-FS and NCF-SE?**	There is no consistency in assessment standards across different stages and grade levels.	Some consistency exists, but standards vary between stages and grade levels	Assessment standards are highly consistent across all stages and grade levels, ensuring a coherent and reliable assessment process

Sub-Domain 3.11: Adherence with the PARAKHs equivalence standards, norms, and guidelines

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.11.1	**How effectively does the school align its assessment framework with**	The assessment framework is not aligned with NEP 2020 and NCF-SE 2023	Some elements of the framework align with NEP 2020 and NCF-SE 2023, but inconsistencies	The framework is fully aligned with NEP 2020 and NCF-SE 2023, ensuring comprehensive

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023?		exist	adherence to national standards
3.11.2	**To what extent does the school ensure that question papers are designed with blueprints and mapped to clearly defined competencies?**	Question papers are not designed using blueprints or competency mapping	Some question papers use blueprints and competency mapping, but this is inconsistent	Question papers are consistently designed with blueprints and mapped to clearly defined competencies
3.11.3	**How effectively does the school develop alternative assessment strategies to reduce the high—stakes nature of exams?**	Alternative assessment strategies are not developed to reduce high—stakes exam pressure	Some alternative strategies exist, but they are not widely implemented	Comprehensive alternative assessment strategies effectively reduce the high— stakes nature of exams
3.11.4	**To what extent does the school implement a credit-based system for inter-board mobility and multiple entry/exit points?**	A credit—based system for inter-board mobility and multiple entry/exit points is not implemented	Some elements of a credit-based system are implemented, but they are incomplete	A robust credit—based system supports inter-board mobility and multiple entry/exit points as per PARAKH's norms
3.11.5	**How effectively does the school integrate an Academic Bank of Credits (ABC) to facilitate credit accumulation and transfer?**	The school does not use an Academic Bank of Credits	The Academic Bank of Credits is used in some cases, but its implementation is limited	The Academic Bank of Credits is fully integrated, facilitating seamless credit accumulation and transfer

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
3.11.6	**How effectively does the school integrate vocational assessment schemes in collaboration with National Council for Vocational Education and Training (NCVET)?**	Vocational assessment schemes are not integrated with NCVET standards	Some vocational assessments adhere to NCVET norms, but the approach is inconsistent	Vocational assessment schemes are fully integrated with NCVET standards, ensuring equivalence and industry alignment
3.11.7	**How effectively does the school adopt international assessment practices to benchmark against global standards?**	International assessment practices are not adopted	Some elements of international practices are incorporated, but they are limited	International assessment practices are fully adopted, ensuring evaluation standards meet global benchmarks
3.11.8	**How effectively does the school implement and utilize Holistic Progress Cards (HPCs) to provide a 360—degree view of learner development?**	Holistic Progress Cards are not implemented or utilized in the school	Holistic Progress Cards are implemented but lack comprehensiveness or regular updates	Holistic Progress Cards are fully implemented and utilized to assess academic, emotional, and social growth, offering a 360-degree view of learner development
3.11.9	**How effectively does the school analyse and disseminate assessment performance data for continuous improvement?**	Performance data is not analysed or disseminated	Some analysis and dissemination occur, but they are limited in scope	Comprehensive data analysis and dissemination support continuous improvement in assessments

4. Infrastructure

Sub-Domain 4.1: Basic Infrastructure (Toilets, Drinking Water, Electricity, Internet)

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.1.1	**Does the school provide adequate and well-maintained basic infrastructure, including toilets, clean water, electricity, and internet access?**	The school lacks basic infrastructure such as clean toilets, safe drinking water, and consistent electricity supply	Basic infrastructure is available but needs improvement in maintenance and accessibility	The school provides clean, well-maintained toilets, safe drinking water, reliable electricity, and internet access, ensuring a conducive learning environment
4.1.2	**How reliable is the school's electricity supply, and how frequently are power outages a problem?**	Power outages are frequent, and electricity supply is unreliable	Electricity supply is generally reliable, but occasional outages affect school activities	Electricity supply is stable, with no disruptions, ensuring continuous operations and teaching
4.1.3	**Does the school provide adequate internet access for students and staff**	Internet access is not available or is highly limited	Internet access is available but may not be reliable or accessible to all students and staff.	The school provides high— speed internet access, available throughout the campus, supporting both teaching and administrative activities
4.1.4	**Are toilets accessible and well-maintained for all students, including students with disabilities?**	Toilets are not well-maintained, with poor access for students, including those with disabilities	Toilets are generally maintained but may not be fully accessible to students with disabilities	Toilets are clean, well-maintained, and fully accessible for all students, including those with disabilities
4.1.5	**How frequently are school facilities for clean drinking water maintained and tested for quality)**	Clean drinking water is not consistently available or tested.	Drinking water is available, but maintenance and quality testing are infrequent	Drinking water facilities are regularly maintained and tested to ensure safe and clean water is available at all times

Sub-Domain 4.2: Classroom Upgrades and Smart Classrooms

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.2.1	**Are the school's classrooms equipped with modern technology to enhance teaching and learning, such as interactive whiteboards and projectors?**	Classrooms are outdated, with minimal use of technology in teaching and learning	Some classrooms are equipped with basic technology, but the infrastructure is not fully optimized for digital learning	Classrooms are upgraded to smart classrooms with interactive whiteboards, projectors, and internet access, fostering an engaging and interactive learning environment
4.2.2	**How frequently are classroom technologies updated to meet the latest educational standards?**	Classroom technology is outdated and rarely updated	Classroom technology is updated periodically, but some resources remain outdated	Classroom technology is regularly updated, with the latest tools and software to enhance teaching and learning experiences
4.2.3	**How well does the school integrate digital learning tools and resources into everyday teaching practices?**	Digital learning tools are not integrated into everyday teaching	Some digital tools are used, but they are not consistently integrated across subjects	Digital learning tools are fully integrated into everyday teaching, with teachers regularly using technology to enhance student engagement
4.2.4	**Are there adequate training opportunities for teachers to effectively use smart classroom technology?**	Teachers do not receive adequate training to use smart classroom technology	Some training is provided, but it is not consistent or comprehensive	Regular, comprehensive training is provided for teachers to effectively use smart classroom technologies
4.2.5	**How well does the school provide technical support for maintaining classroom technology?**	Technical support is limited, and issues with technology are not resolved promptly.	Basic technical support is available, but it may not be sufficient for all needs	The school has a robust technical support system that promptly addresses and resolves issues with classroom technology

Sub-Domain 4.3: Playgrounds and Sports Facilities

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.3.1	**Does the school offer a range of sports and physical activity facilities for students?**	Inadequate or no sports facilities available for students	Basic sports facilities are available, but may be limited in variety	Comprehensive sports facilities support a wide range of physical activities and competitions
4.3.2	**Are sports facilities regularly maintained and updated?**	Sports facilities are poorly maintained and in need of updates	Sports facilities are maintained, but updates and improvements are infrequent	Sports facilities are regularly maintained, and new equipment and updates are consistently provided to enhance student experiences
4.3.3	**Does the school provide equal access to sports facilities for all students, including those with disabilities?**	Sports facilities are not accessible to all students, especially those with disabilities	Some sports facilities are accessible, but access is limited for students with disabilities	Sports facilities are fully accessible, with inclusive opportunities for all students, including those with disabilities
4.3.4	**How well does the school promote physical education and sports activities?**	Physical education and sports activities are rarely promoted or emphasized	Physical education is part of the curriculum, but sports activities are limited	The school actively promotes physical education and provides a wide range of sports activities, encouraging student participation
4.3.5	**How frequently are inter-school sports events or competitions organized to foster athletic development?**	Inter-school sports events or competitions are rarely organized	Some inter-school competitions are held, but they are infrequent	Regular inter-school sports events and competitions are organized, fostering athletic development and teamwork among students

Sub-Domain 4.4: Health, Hygiene, and Cleanliness

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.4.1	**Does the school ensure high standards of health and hygiene, including regular health check-ups for students?**	Inadequate or no sports facilities available for students	Basic hygiene and cleanliness are maintained, with regular health check—ups	High standards of health, hygiene, and cleanliness are maintained, with regular health awareness programs.
4.4.2	**How frequently are cleaning and sanitation services performed to maintain hygiene?**	Cleaning and sanitation services are infrequent, leading to poor hygiene conditions.	Cleaning services are provided, but not consistently or thoroughly	Regular, thorough cleaning and sanitation services are performed to maintain high standards of hygiene throughout the school
4.4.3	**How well does the school promote personal hygiene among students (e.g., handwashing campaigns, hygiene education)?**	Personal hygiene is not promoted or encouraged by the school	Some hygiene education is provided, but campaigns and activities are limited	The school actively promotes personal hygiene through handwashing campaigns, hygiene education, and regular awareness programs.
4.4.4	**How effectively are sanitation facilities maintained to ensure cleanliness and prevent disease?**	Sanitation facilities are poorly maintained, increasing the risk of disease	Sanitation facilities are maintained, but some areas need improvement	Sanitation facilities are well-maintained and regularly cleaned, minimizing health risks and ensuring a healthy environment.
4.4.5	**Does the school conduct regular health awareness and wellness programs for students and staff**	The school does not conduct any health awareness or wellness programs	Some health and wellness programs are conducted, but they are infrequent	Regular health awareness and wellness programs are conducted for both students and staff, promoting a healthy lifestyle

Sub-Domain 4.5: Library Usage and Learning Resources

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.5.1	**How effectively does the school library cater to the diverse learning needs of students across grades?**	The library has limited resources that do not cater to diverse learning needs	The library caters to some diverse learning needs, but certain groups or interests are underserved	The library is well—resourced and caters comprehensively to the diverse learning needs of all students across grades
4.5.2	**How regularly are library resources updated to include current and relevant content across various disciplines?**	Library resources are rarely updated, with outdated content across disciplines	Library resources are updated periodically, but gaps in relevance or currency remain	Library resources are regularly updated to ensure current and relevant content across all disciplines
4.5.3	**How well does the school integrate library usage into classroom learning and project-based activities?**	Library usage is not integrated into classroom learning or project-based activities	Some integration exists, but it is inconsistent or limited to specific subjects	Library usage is deeply integrated into classroom learning and project-based activities across subjects
4.5.4	**How effectively does the library promote independent research and self-learning among students?**	The library does not promote independent research or self-learning	The library provides some opportunities for independent research and self-learning, but they are limited	The library actively promotes independent research and self-learning through resources, guidance, and structured programs
4.5.5	**How accessible are digital library resources and e-learning platforms for students and staff**	Digital library resources and e-learning platforms are not accessible	Some digital resources are available, but accessibility is inconsistent or limited	Digital library resources and e-learning platforms are easily accessible, supporting seamless learning for students and staff

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.5.6	**How well does the library support skill development, including literacy, research, and critical thinking?**	The library does not support skill development in areas like literacy, research, or critical thinking	Some support is provided for skill development, but it is limited or inconsistent	The library actively supports skill development through structured programs and resources, fostering literacy, research, and critical thinking
4.5.7	**How effectively does the library engage students in extracurricular activities like reading clubs, book fairs, or author interactions?**	Extracurricular activities like reading clubs or book fairs are not organized	Some extracurricular activities are organized, but they are limited in scope or frequency	The library regularly organizes engaging extracurricular activities like reading clubs, book fairs, and author interactions
4.5.8	**How effectively does the library cater to the professional development needs of teachers and staff**	The library does not provide resources or support for the professional development of teachers and staff	Some resources for professional development are available, but they are limited	The library actively supports the professional development of teachers and staff with dedicated resources and structured programs

Sub-Domain 4.6: Laboratory Usage and Resource Availability (Language, Mathematics, Social Science, Science, Computer, Skill-based Education)

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.6.1	**How well—equipped are the school's laboratories to support hands-on learning in subjects like Science, Mathematics, and Computer Studies?**	Laboratories lack essential equipment, making hands-on learning difficult	Laboratories are equipped with basic resources, but some subjects are under-resourced	Laboratories are fully equipped with modern resources, supporting hands-on learning in all subjects
4.6.2	**How effectively are language laboratories used to enhance students' linguistic skills, including listening, speaking, reading, and writing?**	Language laboratories are either unavailable or underutilized	Language laboratories are used occasionally, but their integration into learning is limited	Language laboratories are effectively used to enhance linguistic skills, with regular, structured activities
4.6.3	**How regularly are laboratory resources updated to keep pace with advancements in technology and pedagogy?**	Laboratory resources are outdated and not aligned with current advancements	Some updates to laboratory resources are made, but not consistently across all subjects	Laboratory resources are regularly updated to align with advancements in technology and pedagogy
4.6.4	**How well does the school integrate laboratory activities into the curriculum to enhance experiential learning across subjects?**	Laboratory activities are rarely integrated into the curriculum	Laboratory activities are occasionally integrated, but their application is inconsistent	Laboratory activities are fully integrated into the curriculum, enhancing experiential learning across all subjects

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.6.5	**How effectively does the school use social science laboratories to foster practical understanding of concepts like history, geography, and civics?**	Social science laboratories are not available or used	Some practical activities are conducted, but their scope is limited	Social science laboratories are effectively' used to provide hands-on understanding of concepts in history, geography, and civics
4.6.6	**How accessible are computer laboratories for all students to develop digital literacy and computational thinking skills?**	Computer laboratories are either unavailable or have limited access	Computer laboratories are accessible to some students, but usage is inconsistent	Computer laboratories are fully accessible, supporting all students in developing digital literacy and computational thinking skills
4.6.7	**How effectively does the school use skill— based education laboratories (e.g., vocational training labs) to support career readiness?**	Skill—based education laboratories are not available or used	Some skill—based activities are conducted, but they are limited in scope or irregular	Skill-based education laboratories are effectively used to provide hands-on training, supporting career readiness
4.6.8	**How well does the school monitor and maintain its laboratory equipment and resources to ensure their usability and safety?**	Laboratory equipment is poorly maintained, leading to usability and safety issues	Basic maintenance of laboratory equipment is performed, but issues persist	Laboratory equipment is regularly monitored and well-maintained to ensure usability and safety

Sub-Domain 4.7: Green Buildings and Sustainable Practices

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.7.1	**To what extent does the school incorporate green building practices such as energy efficiency and water conservation?**	The school infrastructure does not include any green or sustainable practices	Some environmentally friendly practices are in place, but sustainability is not a core focus of the school's infrastructure	The school adopts green building standards, with energy-efficient systems, rainwater harvesting, and sustainable waste management, promoting environmental stewardship among students
4.7.2	**How well does the school promote environmental sustainability through its infrastructure and practices?**	The school does not promote environmental sustainability through its infrastructure or practices	Some sustainability practices are promoted, but they are not fully integrated into school operations.	The school actively promotes environmental sustainability, with green infrastructure and programs that teach students about sustainable living
4.7.3	**Are there recycling and waste management systems in place to minimize the school's environmental impact?**	The school does not have any recycling or waste management systems	The school does not have any recycling or waste management systems	Comprehensive recycling and waste management systems are in place, with active student participation in reducing the school's environmental footprint
4.7.4	**Does the school use renewable energy sources, such as solar power, to reduce its reliance on non-renewable energy ?**	The school does not use any renewable energy sources	Some renewable energy sources, like solar panels, are used, but on a limited scale	The school extensively uses renewable energy sources, such as solar power, to reduce its carbon footprint and promote sustainability.

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.7.5	**How effectively does the school engage students in environmental conservation projects and activities?**	The school does not engage students in environmental conservation projects	Some environmental conservation activities are organized, but student participation is limited	The school actively engages students in regular environmental conservation projects, such as tree planting, recycling drives, and awareness campaigns.

Sub-Domain 4.8: Maintenance and Upkeep of Infrastructure

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.8.1	**Are the school's buildings and facilities well-maintained, with regular upkeep and necessary renovations?**	School buildings and facilities are poorly maintained, with visible signs of neglect	The school performs basic maintenance of its buildings and facilities, but upkeep could be more frequent and thorough	The school regularly maintains its infrastructure, ensuring that all buildings and facilities are in excellent condition, with periodic renovations as needed
4.8.2	**How frequently does the school conduct maintenance checks to ensure infrastructure safety and quality?**	Maintenance checks are infrequent or rarely conducted	Maintenance checks are performed periodically, but some issues may persist between checks	Regular, thorough maintenance checks are conducted to ensure infrastructure safety, quality, and compliance with regulations
4.8.3	**How well does the school prioritize repairs and renovations based on the needs of students and staff**	Repairs and renovations are not prioritized, leading to prolonged issues	Some repairs and renovations are prioritized, but not all critical needs are addressed	Repairs and renovations are promptly addressed based on priority and necessity, ensuring the comfort and safety of students and staff

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.8.4	**Does the school have a dedicated budget for infrastructure maintenance and upgrades?**	The school does not allocate a dedicated budget for infrastructure maintenance and upgrades	A budget exists for maintenance, but it is insufficient to cover all necessary repairs and upgrades	The school has a dedicated and sufficient budget for infrastructure maintenance and upgrades, ensuring consistent upkeep and improvements
4.8.5	**How well does the school respond to infrastructure issues raised by students and staff**	Infrastructure issues raised by students and staff are not addressed in a timely manner	Some issues are addressed, but responses are not consistent or timely	The school responds promptly and effectively to infrastructure concerns raised by students and staff, ensuring a safe and functional learning environment

Sub-Domain 4.9: Safety Audits and Infrastructure Audits

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
4.9.1	**Does the school conduct regular safety and infrastructure audits to ensure compliance with safety standards and regulations?**	No regular safety or infrastructure audits are conducted	Safety and infrastructure audits are conducted occasionally but may not cover all aspects comprehensively	The school conducts regular, comprehensive safety and infrastructure audits, ensuring that all facilities meet high safety standards and comply with regulations
4.9.2	**How well does the school address the findings from safety and infrastructure audits?**	Findings from safety audits are not addressed, leaving issues unresolved	Some findings are addressed, but not all recommendations are implemented	All findings from safety and infrastructure audits are promptly addressed, with necessary actions taken to ensure safety and compliance
4.9.3	**Are there systems in place**	There are no formal systems for	Some systems exist for reporting safety	The school has a well— defined

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	for reporting and responding to potential safety hazards in school infrastructure?	reporting or responding to safety hazards	hazards, but responses are inconsistent	system for reporting and addressing safety hazards, ensuring quick responses and risk mitigation
4.9.4	**How regularly does the school review its infrastructure safety policies and practices?**	Infrastructure safety policies are rarely reviewed or updated	Safety policies are reviewed occasionally, but not regularly enough to address new risks.	Safety policies and practices are reviewed regularly, ensuring they are up to date and effective in addressing potential risks
4.9.5	**How effective is the school in conducting emergency drills (e.g., fire, earthquake) to ensure infrastructure readiness?**	Emergency drills are infrequent or poorly executed, leaving infrastructure readiness uncertain	Emergency drills are conducted, but not regularly or thoroughly enough to ensure full preparedness	Regular, well—coordinated emergency drills are conducted to ensure both infrastructure and staff readiness for emergencies

5. Inclusiveness

Sub-Domain 5.1: Support for Students with Disabilities

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
5.1.1	**Does the school provide adequate support for students with disabilities, including accessible infrastructure and personalized support?**	No support for students with disabilities	Basic support systems, such as ramps, are available for students with disabilities	Comprehensive support, including specialized staff and individualized learning plans, is provided for students with disabilities
5.1.2	**How well does the school provide access to assistive technologies and resources for students with disabilities?**	No assistive devices or technologies such as ramps, braille, books, learning aids are provided.	Assistive technologies such as ramps, braille, books, learning aids are available, but access is limited	Assistive technologies such as ramps, braille, books, learning aids are available and accessible.
5.1.3	**Are teaching staff trained to support students with disabilities in their learning and development?**	Teaching staff are not trained to support students with disabilities	Some staff have basic training, but it is not consistent across the school.	All teaching staff are fully trained to support students with disabilities, with ongoing professional development
5.1.4	**How accessible are the school's facilities for students with physical disabilities (e.g., ramps, elevators, accessible toilets)?**	School facilities are not accessible for students with physical disabilities	Some accessible facilities are in place, but they are not comprehensive	The school provides fully accessible facilities for students with physical disabilities, ensuring equitable access
5.1.5	**How effectively does the school**	**The school does not collaborate**	**Some collaboration with specialists**	The school works closely with

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	collaborate with specialists (e.g., therapists, counsellors) to support students with disabilities?	**with specialists to support students with disabilities**	**exists, but it is not consistent or widespread**	specialists to provide comprehensive support for students with disabilities, ensuring their academic and personal development

Sub-Domain 5.2: Cultural Sensitivity and Diversity

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
5.2.1	**Does the school promote cultural sensitivity and celebrate diversity through its programs and curriculum?**	Little emphasis on cultural sensitivity or celebrating diversity	Basic cultural programs promote diversity and inclusion	The school actively promotes cultural sensitivity through regular programs, events, and curriculum integration
5.2.2	**How well does the school integrate cultural diversity into classroom activities and discussions?**	Cultural diversity is rarely addressed in classroom activities	Some classroom activities address cultural diversity, but it is not fully integrated	Cultural diversity is a core component of classroom activities and discussions, fostering an inclusive learning environment
5.2.3	**How effectively does the school celebrate festivals and events from different cultures to promote**	Cultural festivals and events are not celebrated in the school	Some festivals and events from different cultures are celebrated, but not consistently'	The school regularly celebrates a wide range of cultural festivals and events, promoting inclusivity and understanding

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	inclusivity?			among students
5.2.4	**Does the school have policies in place to prevent discrimination based on race, ethnicity, or religion?**	The school has no formal policies to prevent discrimination	Some policies are in place, but they are not consistently enforced	The school has comprehensive anti-discrimination policies, which are consistently enforced to create a safe and inclusive environment
5.2.5	**How well does the school promote intercultural exchange and understanding among students?**	Intercultural exchange programs are not promoted by the school	Some intercultural exchange activities exist, but they are limited in scope	The school actively promotes intercultural exchange programs, fostering understanding and collaboration among students from diverse backgrounds

Sub-Domain 5.3: Gender Sensitivity

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
5.3.1	**Is gender sensitivity actively promoted through the school's policies, practices, and culture?**	Gender sensitivity is not considered in the school's policies or practices	Gender sensitivity is addressed, but not integrated fully into the school culture	Gender sensitivity is embedded in all aspects of school life, with ongoing initiatives to promote gender equality
5.3.2	**How effectively does the school address gender-based harassment or**	The school does not have systems in place to address gender-based	Some systems exist, but they are not consistently enforced	The school has clear policies and practices to address gender-based harassment,

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	discrimination?	harassment		with proactive measures to ensure safety and equality
5.3.3	**How well does the school ensure gender-sensitive teaching and learning practices in the classroom?**	Gender-sensitive teaching practices are not considered in classroom instruction	Some gender-sensitive practices are used, but they are not consistent across subjects	The School promotes gender-sensitive teaching practices in all classrooms, ensuring that learning materials and methods are inclusive
5.3.4	**Are there programs in place to raise awareness about gender equality among students and staff?**	No awareness programs on gender equality are offered	Some awareness programs are available, but they are not consistently implemented	The school offers regular gender equality awareness programs for both students and staff, promoting a culture of respect and understanding.
5.3.5	**How well does the school address the concerns of transgender students in terms of policies and practices?**	Transgender issues are not addressed in the school's policies or practices	Some initiatives address transgender concerns, but they are not fully integrated	Transgender concerns are fully embedded in school policies and practices, ensuring equal rights and support for transgender students

Sub-Domain 5.4: Engagement and Involvement of Tribal Populace

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
5.4.1	**How effectively does the school**	No collaboration exists with tribal	Some collaboration occurs, but it is	Strong, ongoing collaboration with

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	collaborate with tribal communities to incorporate their cultural practices into the school environment?	communities to incorporate their cultural practices	limited to occasional events or activities	tribal communities ensures their cultural practices are integrated into the school environment meaningfully
5.4.2	**How well does the school engage tribal leaders and elders in fostering inclusivity and understanding among students?**	Tribal leaders and elders are not involved in the school's activities	Tribal leaders and elders are occasionally invited for specific events	Tribal leaders and elders are regularly engaged to promote inclusivity and understanding, contributing to student learning experiences
5.4.3	**To what extent does the school include tribal knowledge and languages in its teaching-learning processes?**	Tribal knowledge and languages are not included in teaching-learning processes	Some aspects of tribal knowledge and languages are incorporated, but their integration is limited	Tribal knowledge and languages are fully integrated into the curriculum and teaching methods, enhancing cultural representation and learning
5.4.4	**How well does the school provide access to resources and opportunities specifically designed for tribal students?**	The school provides no resources or opportunities tailored to tribal students	Some resources and opportunities are provided, but they are not comprehensive	Comprehensive resources and opportunities are available for tribal students, including scholarships, extracurricular activities, and mentorship programs
5.4.5	**How effectively does the school organize programs or events to celebrate tribal**	Programs to celebrate tribal heritage are not organized	Some events celebrating tribal heritage are organized, but they are infrequent or	The school regularly organizes meaningful programs celebrating tribal

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	heritage and promote cultural exchange?		lack depth	heritage, fostering cultural exchange and awareness
5.4.6	**How well does the school train its staff to address the specific needs and challenges of tribal students?**	Staff are not trained to address the specific needs and challenges of tribal students	Some training is provided to staff, but it is irregular or superficial	Comprehensive training programs equip staff to effectively address the needs and challenges of tribal students
5.4.7	**How accessible is the school's infrastructure and resources for students from tribal communities?**	Infrastructure and resources are not accessible to students from tribal communities	Infrastructure and resources are accessible to some extent, but barriers remain	Infrastructure and resources are fully accessible, ensuring equal opportunities for students from tribal communities.
5.4.8	**How effectively does the school address the unique educational challenges faced by students from tribal backgrounds?**	The school does not address the unique educational challenges faced by tribal students	Some efforts are made to address these challenges, but they are limited in scope	Comprehensive measures are in place to address the unique educational challenges faced by tribal students, ensuring their academic and personal growth

Sub-Domain 5.5: Socio-Economic Inclusivity

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
5.5.1	**Does the school provide support for economically disadvantaged students,**	Limited or no support for students from economically disadvantaged	Some support, such as scholarships, is provided for disadvantaged students	Comprehensive support, including financial aid and additional resources, is

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	including scholarships and other resources?	backgrounds.		provided to ensure equal opportunities for all students
5.5.2	**How effectively does the school address the diverse learning needs of students from rural, deprived, or disadvantaged backgrounds?**	Little to no support is provided to students from rural, deprived, or disadvantaged backgrounds	Some support is provided, but it is limited and not consistently implemented	Comprehensive programs and resources ensure full inclusivity for students from all backgrounds
5.5.3	**How well does the school provide free or low-cost access to educational resources for economically disadvantaged students?**	Educational resources are not provided for economically disadvantaged students	Some resources are available, but access is limited or inconsistent	Comprehensive access to free or low-cost educational resources is provided, ensuring that economically disadvantaged students have equal learning opportunities
5.5.4	**Does the school offer mentorship or support programs to help economically disadvantaged students succeed academically?**	No mentorship or support programs are available for economically disadvantaged students	Some support programs exist, but they are not well-structured or widely accessible	The school provides comprehensive mentorship and support programs to help economically disadvantaged students thrive academically and personally
5.5.5	**How effectively does the school engage parents and families of economically disadvantaged students in the**	The school does not engage with parents or families of economically disadvantaged students	Some efforts are made to engage these families, but they are not consistent or robust	The school actively involves the parents and families of economically disadvantaged students, providing resources and

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	learning process?			support to enhance their children's learning experience

Sub-Domain 5.6: Identification of at-risk Students, Programmes for Dropout Prevention, and Reintegration

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
5.6.1	**How effectively does the school identify students at risk of dropping out based on academic, social, and personal factors?**	The school does not have a system to identify at-risk students	Basic measures are in place to identify at-risk students, but the approach lacks consistency	A systematic, data-driven process is used to identify at-risk students, considering academic, social, and personal factors
5.6.2	**How well does the school provide personalized support plans for at-risk students to prevent dropouts?**	The school does not provide personalized support plans for at-risk students	Some personalized support is offered, but it is inconsistent or limited in scope	Comprehensive, individualized support plans are in place for at-risk students, addressing their academic, emotional, and social needs
5.6.3	**How effectively does the school involve parents and guardians in addressing the needs of at-risk students?**	Parents and guardians are not involved in addressing the needs of at-risk students	Parents and guardians are occasionally involved, but the approach lacks depth or regularity	Parents and guardians are actively engaged as partners in supporting at-risk students, through regular meetings and collaborative action plans

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
5.6.4	**How well does the school implement programs and initiatives to prevent dropouts and retain students?**	The school does not have programs or initiatives to prevent dropouts	Basic dropout prevention programs exist, but they are not consistently implemented	The school has robust, evidence-based programs to prevent dropouts, focusing on retention and student engagement
5.6.5	**How effectively does the school collaborate with community organizations and government programs to support at-risk students?**	The school does not collaborate with community organizations or government programs	Some collaboration exists, but it is limited or inconsistent	The school actively collaborates with community organizations and government programs to provide holistic support for at-risk students
5.6.6	**How effectively does the school implement reintegration programs for students who have dropped out?**	The school does not implement reintegration programs for dropouts	Basic reintegration programs are available, but their impact is limited	Comprehensive reintegration programs actively bring dropouts back to school, supporting their academic and personal growth
5.6.7	**How well does the school monitor and track the progress of at-risk students and dropouts who have been reintegrated?**	The school does not monitor or track the progress of at-risk or reintegrated students	Some monitoring occurs, but it is irregular or incomplete	The school systematically monitors and tracks the progress of at-risk and reintegrated students, ensuring their sustained success
5.6.8	**How well does the school create a safe and supportive environment to reduce the risk of**	The school does not prioritize creating a supportive environment to reduce dropouts	Some efforts are made to create a supportive environment, but they are inconsistent	The school fosters a safe, inclusive, and supportive environment that actively reduces the risk of student

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	student dropouts?			dropouts

Sub-Domain 5.7: Strengthening School-Community Relationships

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
5.7.1	**How effectively does the school engage with the local community to enhance educational outcomes?**	The school has minimal engagement with the community	There is occasional engagement with the community, but it lacks depth and regularity	The school has strong, ongoing partnerships with the community that actively contribute to the learning environment
5.7.2	**Does the school engage local professionals and organizations to provide mentorship and support for students?**	There is no engagement with local professionals or organizations to mentor or support students	Some mentorship opportunities exist, but they are limited in scope and participation	The school regularly engages local professionals and organizations to provide mentorship and support, fostering real-world learning and career guidance for students
5.7.3	**How well does the school collaborate with community stakeholders to address challenges faced by students?**	Collaboration with community stakeholders to address student challenges is minimal or nonexistent	Some collaboration exists, but it is not comprehensive or strategic	The school works closely with community stakeholders to address academic, emotional, and social challenges faced by students, creating a supportive learning environment
5.7.4	**How effectively does the school utilize local community resources to enhance the overall**	The school does not utilize local community resources to support educational goals	Some community resources are used, but opportunities are limited	The school actively utilizes local community resources, such as libraries, museums, and cultural organizations, to

	educational experience?			enrich the educational experience for students

Sub-Domain 5.8: Talent Identification and Nurturance

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
5.8.1	**How effectively does the school identify students with exceptional talents in academic, creative or extracurricular domains?**	The school lacks a formal process to identify talented students.	Some talented students are identified, but the process is informal or inconsistent	A structured, data driven process is in place to identify talented students across academic, creative, and extracurricular domains
5.8.2	**How well does the school provide opportunities for students to develop their identifies talents through specialised programs?**	Opportunities to develop identified talents are not provided	Some opportunities exist, but they are limited or irregular.	Comprehensive, specialized programs are offered to nurture students' talents in academic, arts, or athletics
5.8.3	**How effectively does the school collaborate with external experts and organisations to enhance talent development?**	No collaborations with external experts or organisations are established	Some collaborations exist, but they are limited in scope or impact	The school actively collaborates with external experts and organizations to provide mentorship, workshops, and advanced learning opportunities for talented students
5.8.4	**How well does the school provide emotional and social support to talented students to help them balance their**	Emotional and social support for talented students is not provided	Some support exists, but it is irregular or insufficient	Comprehensive emotional and social support is provided to help talented students balance their pursuits and maintain well-being

Sl. No.	Performance Indicator	Level 1	Level 2	Level 3
	pursuits and well-being?			
5.8.5	**How effectively does the school provide platforms for showcasing students' talents (eg., exhibitions, performances, competitions)?**	Platforms for showcasing talents are not available or organised	Some platforms are provided, but opportunities are limited	Regular and diverse platforms are provided to showcase students' talents including exhibitions, performances, and competitions
5.8.6	**How well does the school monitor and track the progress of students in talent development programs?**	Progress in talent development programs is not monitored or tracked	Some monitoring occurs, but it is inconsistent or lacks structure	A systematic process is in place to monitor and track the progress of students in talent development programs, ensuring consistent growth
5.8.7	**How effectively does the school involve parents in supporting and nurturing their child's talents?**	Parents are not involved in supporting their child's talents	Some involvement exists, but it is irregular or informal	Parents are actively involved as partners in nurturing their child's talents, through workshops, regular updates, and collaborative, planning
5.8.8	**How well does the school provide financial support or scholarships to students excelling in specific talent areas?**	Financial support or scholarships for talented students are not provided	Some financial support is available, but it is limited to a few students or areas	Comprehensive financial support or scholarships are provided to students excelling in specific talent areas, ensuring equal opportunities

Scoring Scheme

Each sub-domain evaluated using a three-tiered performance level system:

- Level 1 (*Needs Improvement*): Limited alignment with MSQAAF benchmarks, significant gaps in planning, resources and execution.
- Level 2 (*Performing Satisfactorily*): Meets most standards, but lacks innovation or system-wide integration.
- Level 3 (*Exemplary Performance*): Consistently meets or exceeds benchmarks, recognized as leaders in education.

  Level 1: Less than 60%

  Level 2: 60%-75%

  Level 3: More than 75%

The Total Score for each domain can be calculated by summing points earned across sub-domains.

Domains and Maximum Scores:

1. **Administration:** 195 points (9 sub-domains)
2. **Curriculum:** 297 points (17 sub-domains)
3. **Assessment:** 177 points (11 sub-domains)
4. **Infrastructure:** 153 points (9 sub-domains)
5. **Inclusiveness:** 144 points (8 sub-domains)

Total Maximum Score: 966 points

Conclusion

The Meghalaya School Quality Assessment and Accreditation Framework (MSQAAF) for Meghalaya marks a pivotal shift in how we envision and enhance the quality of education across schools in the state. Designed as a comprehensive and transparent guide, the framework empowers schools to engage in reflective self-assessment across five vital domains — Leadership and Management, Curriculum and Pedagogy, Learner Assessment, Infrastructure and Environment and Equity and Inclusion.

Far more than a compliance checklist, MSQAAF offers a clear roadmap for continuous school improvement. It establishes measurable benchmarks, structured performance levels and targeted feedback systems to help schools identify their current position and take informed steps toward progress. The framework promotes a culture of evidence-based decision-making, using regular data analysis and feedback loops to improve learning experiences and school functioning.

At the heart of the Meghalaya SQAAF is a commitment to holistic student development — where academic excellence is integrated with life skills, emotional well-being and character formation. This learner-centred approach ensures that our schools nurture individuals who are not only knowledgeable but also empathetic, resilient and ready to contribute meaningfully to society.

The role of the Meghalaya School Standards Authority (MSSA) in Meghalaya is central to the successful implementation of this framework. MSSA serves as the regulatory anchor, ensuring consistency in quality standards while fostering transparency, accountability and public trust. By facilitating accreditation and enabling the public sharing of performance outcomes, MSSA encourages collaborative ownership among all stakeholders — including school leaders, teachers, parents and communities.

The convergence of MSSA with national bodies such as PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) strengthens the bridge between state policy and ground-level practices. This alignment reinforces Meghalaya's commitment to the goals of the National Education Policy (NEP) 2020 and

the National Curriculum Framework, while allowing space for locally grounded, innovative educational solutions.

A unique aspect of MSQAAF is its three-tiered rating system — Abhilasha (Aspiring), Pragati (Progressing) and Jagriti (Transformative) — which helps schools locate themselves on the quality spectrum and work towards higher standards. These categories are not fixed labels, but part of a growth journey that encourages ongoing reflection, adaptation and aspiration.

By embracing technology, sustainability and inclusive practices, the MSQAAF reflects a forward-looking and flexible vision of education, rooted in the state's cultural values and educational priorities. As schools implement this framework, they are encouraged to foster strong internal review systems, engage with community voices and use real-time data to monitor and enhance their performance over time.

Through sustained efforts supported by all education stakeholders, the MSQAAF has the potential to transform the educational landscape of Meghalaya. Together, we can build a system where every school becomes a centre of excellence and every learner receives an education that is equitable, inclusive and future-ready.

This collective journey is more than a policy implementation — it is a commitment to shaping a brighter future for Meghalaya's children and contributing to a just, knowledge-rich and compassionate India.