

# Self-Assessment Score Card 2024

## Domain 1: CURRICULUM, PEDAGOGY AND ASSESSMENT

### Sub Domain - 1.1 Curriculum Planning

**Standards/Benchmarking Statements - 1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level IV- Dynamic Evolving

**Standards/Benchmarking Statements - 1.1.2 The School Leaders and Teachers are familiar with the curriculum documents and support material brought out by CBSE.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable

**Standards/Benchmarking Statements - 1.1.3 The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable

**Standards/Benchmarking Statements - 1.1.4 Curriculum develops skills and abilities which prepares students for lifelong learning; fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs).**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable

### Sub Domain - 1.2 Teaching Learning Processes

**Standards/Benchmarking Statements - 1.2.1 School follows an optimum number of teaching days and teaching hours as defined by the Appropriate Authority/State/UT Government.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

**Standards/Benchmarking Statements - 1.2.2 The school follows Teacher – Student Ratio as per norms.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable

**Standards/Benchmarking Statements - 1.2.3 Teachers are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive environment for joyful learning.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

**Standards/Benchmarking Statements - 1.2.4 The School uses NCERT defined Learning Outcomes (LOs) for all classes as success criteria.**

S.No.	Maturity Level Standards/Benchmarking Statements

1.	Level II – Transient
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### Sub Domain - 1.3 Student Enrichment, Skill based/Vocational Education Programmes embedded in the Annual Curriculum and Pedagogical Plan

#### Standards/Benchmarking Statements - 1.3.1 The school provides ample opportunities for Art Education.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Standards/Benchmarking Statements - 1.3.2 The School Vocational Education Programme develops entrepreneurial and employability skills and provides opportunities for internship and apprenticeship at local industry.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Standards/Benchmarking Statements - 1.3.3 The school provides facilities to the students to participate in activities which enhance Literary and Reading Skills, Creative and Critical Thinking Skills; Scientific Skills; Communication Skills, Leadership Skills, and ensures mandatory Digital, Financial, Citizenship, Information and Media, Environmental and Health Literacy.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Standards/Benchmarking Statements - 1.3.4 The school has a Life Skills Development Programme focusing on Thinking, Social and Emotional skills.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

### Sub Domain - 1.4 Mainstreaming Physical Education and Sports

#### Standards/Benchmarking Statements - 1.4.1 School has a Policy and a strong leadership for promoting Health and Physical Education in Students.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Standards/Benchmarking Statements - 1.4.2 Teaching and learning of PE, Sports, Yoga and other Fitness Activities is rich and engaging.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Standards/Benchmarking Statements - 1.4.3 Inclusive PE and Sport is an important aspect of school.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable

### Sub Domain - 1.5 Values and Ethos

#### Standards/Benchmarking Statements - 1.5.1 The school nurtures values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Standards/Benchmarking Statements - 1.5.2 The school inculcates pride towards Indian heritage and

civilization and encourages students to be conscious of their duties towards society, living beings and nature.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable

#### Sub Domain - 1.6 Student Performance, Assessment of Learning Outcomes and Feedback and Learning Enhancement Programme

**Standards/Benchmarking Statements - 1.6.1 The school ensures 75% attendance of its students and reduces drop outs.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

**Standards/Benchmarking Statements - 1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

**Standards/Benchmarking Statements - 1.6.3 The school has defined procedures and criteria to regularly assess the students performance; adopts varied assessment tools and techniques to assess the performance of the students – Assessment for Learning and As Learning.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

**Standards/Benchmarking Statements - 1.6.4 Assessment of skills and competencies (visual and performing arts, life skills, values and ethos, vocational skills, health and physical education, scientific skills, computational skills, literacy skills, digital skills, reading skills and other skills) is done on the basis of Learning Outcomes and the criteria given in the Holistic Progress Card (HPC).**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

**Standards/Benchmarking Statements - 1.6.5 The school uses the results of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment to ensure all students progress on their developmental continuum.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

### Domain 2:INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS

#### Sub Domain - 2.1 Classrooms, Library, Laboratories, Computer Labs, ICT Facilities and rooms for different activities

**Standards/Benchmarking Statements - 2.1.1 The school has sufficient classrooms conducive to learning.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

**Standards/Benchmarking Statements - 2.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

**Standards/Benchmarking Statements - 2.1.3 Laboratories are available to support learning activities.**

S.No.	Maturity Level Standards/Benchmarking Statements

1.	Level I - Inceptive
<b>Standards/Benchmarking Statements - 2.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.</b>	
<b>S.No.</b>	<b>Maturity Level Standards/Benchmarking Statements</b>
1.	Level I - Inceptive
<b>Standards/Benchmarking Statements - 2.1.5 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre.</b>	
<b>S.No.</b>	<b>Maturity Level Standards/Benchmarking Statements</b>
1.	Level II – Transient

#### Sub Domain - 2.2 Principal's Office, Staff room and Administrative Offices

<b>Standards/Benchmarking Statements - 2.2.1 The school has sufficient space for Principal, staff and administration as per requirements.</b>	
<b>S.No.</b>	<b>Maturity Level Standards/Benchmarking Statements</b>
1.	Level I - Inceptive

#### Sub Domain - 2.3 Infirmary and Health Management Facilities

<b>Standards/Benchmarking Statements - 2.3.1 The school has effective preventive health care and health management facilities.</b>	
<b>S.No.</b>	<b>Maturity Level Standards/Benchmarking Statements</b>
1.	Level I - Inceptive

#### Sub Domain - 2.4 Water, Sanitation Facilities and Waste Management

<b>Standards/Benchmarking Statements - 2.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.</b>	
<b>S.No.</b>	<b>Maturity Level Standards/Benchmarking Statements</b>
1.	Level I - Inceptive

#### Sub Domain - 2.5 Furniture

<b>Standards/Benchmarking Statements - 2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.</b>	
<b>S.No.</b>	<b>Maturity Level Standards/Benchmarking Statements</b>
1.	Level I - Inceptive

#### Sub Domain - 2.6 Lighting and Ventilation

<b>Standards/Benchmarking Statements - 2.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.</b>	
<b>S.No.</b>	<b>Maturity Level Standards/Benchmarking Statements</b>
1.	Level II – Transient

#### Sub Domain - 2.7 Eco friendly orientation and integration of Organic Living in Curriculum

<b>Standards/Benchmarking Statements - 2.7.1 The school follows eco-friendly/green practices to promote and</b>	
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**inculcate organic lifestyle among students.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### **Sub Domain - 2.8 Safety Provisions**

**Standards/Benchmarking Statements - 2.8.1 The school ensures Whole School Safety and Security Approach for all as per statutory norms.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### **Sub Domain - 2.11 School Canteen (For Day Schools)**

**Standards/Benchmarking Statements - 2.11.1 The school has a well-managed, clean, hygienic and safe canteen.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### **Sub Domain - 2.12 Transport and Escort Facility**

**Standards/Benchmarking Statements - 2.12.1 School provides optional, safe and reliable transportation facility to accessible and remote areas.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

### **Domain 3:HUMAN RESOURCES**

#### **Sub Domain - 3.1 School Staff – teaching and non-teaching**

**Standards/Benchmarking Statements - 3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

**Standards/Benchmarking Statements - 3.1.2 The School Induction Programme lays strong foundations for productive relationship and high standards of performance.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable

**Standards/Benchmarking Statements - 3.1.3 The school staff appraisal is a supportive and developmental process to ensure positive outcomes for students.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

**Standards/Benchmarking Statements - 3.1.4 The school is committed to achieving student learning outcomes by building the capacity of teachers through collaborative, reflective and experiential processes.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

**Standards/Benchmarking Statements - 3.1.5 The school decides the salary and other allowances as per**

state norms/central norms.	
S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable
Standards/Benchmarking Statements - 3.1.6 The school creates a positive organisational culture of engagement that strengthens employee-leader relationships.	
S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable

#### Sub Domain - 3.2 Parents

Standards/Benchmarking Statements - 3.2.1 Parents are equal and vital partners in education.	
S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 3.3 Students

Standards/Benchmarking Statements - 3.3.1 Student engagement as fundamental to schooling outcome.	
S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Sub Domain - 3.4 Alumni

Standards/Benchmarking Statements - 3.4.1 Alumni act as Stakeholders in Quality Education and School Development	
S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Sub Domain - 3.5 Community

Standards/Benchmarking Statements - 3.5.1 The school collaborates with community for student achievement and wellbeing and facilitates volunteerism.	
S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

### Domain 4: INCLUSIVE PRACTICES

#### Sub Domain - 4.1 Barrier free Environment

Standards/Benchmarking Statements - 4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.	
S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient
Standards/Benchmarking Statements - 4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds.	
S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

**Standards/Benchmarking Statements - 4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 4.2 Games, Sports and other Recreational Facilities

**Standards/Benchmarking Statements - 4.2.1 Indoor and outdoor games, sports and other recreational facilities are provided to divyang and students belonging to different socio economic backgrounds to learn and thrive with their peers.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 4.4 Overcoming Attitudinal Barriers

**Standards/Benchmarking Statements - 4.4.1 The school fosters a culture of compassion, care and empathy towards all.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Sub Domain - 4.5 Self Special Equity Projects

**Standards/Benchmarking Statements - 4.5.1 Self Defence Training instils a sense of confidence, promotes physical fitness and enhances emotional wellbeing among the girls.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

### Domain 5: MANAGEMENT AND GOVERNANCE

#### Sub Domain - 5.1 Vision and Mission Statement

**Standards/Benchmarking Statements - 5.1.1 The School Management and Governance System is driven by Standard Operating Procedures (SOPs) made in alignment with its policies, vision and mission.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Sub Domain - 5.2 Institutional Planning Mechanism

**Standards/Benchmarking Statements - 5.2.1 The School Institutional Plan is based on the needs of the students and community and the principle of optimum utilization of resources available in the school and community.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 5.3 Effective Coordination

**Standards/Benchmarking Statements - 5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 5.4 Resource Management

**Standards/Benchmarking Statements - 5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 5.5 Relationship Management

**Standards/Benchmarking Statements - 5.5.1 The School Relationship Management System nurtures and sustains meaningful relationships with its stakeholders to foster increased student achievement.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 5.6 Activity Management

**Standards/Benchmarking Statements - 5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of the school.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 5.7 Data and Record Maintenance

**Standards/Benchmarking Statements - 5.7.1 The School Data and Record Maintenance System assists in making informed decisions for increased efficiency and productivity.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Sub Domain - 5.8 Oral/Virtual/Online and Written Communication

**Standards/Benchmarking Statements - 5.8.1 The School Communication System facilitates the school staff to stay connected with its stakeholders and community anytime, anywhere.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Sub Domain - 5.9 Financial and Fee Administration

**Standards/Benchmarking Statements - 5.9.1 The School Financial and Fee Administration System is based on rationality, admissibility and allocability.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level II – Transient

#### Sub Domain - 5.10 Admission Process

**Standards/Benchmarking Statements - 5.10.1 The School Admission Policy is in consonance with Board's and RTE Act norms and is inclusive of bringing OoSC (Out of School Children) and children from deprived communities in the school system.**

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive



## Domain 6: LEADERSHIP

### Sub Domain - 6.1 Pedagogical Leadership

**Standards/Benchmarking Statements - 6.1.1** The school leader builds an intellectual and professional capital for teachers to set the direction for school improvement and student learning.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

### Sub Domain - 6.2 Collaborative Leadership

**Standards/Benchmarking Statements - 6.2.1** Collaborative Leadership engages shared intelligence to co-create learning institutions.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

### Sub Domain - 6.3 Systems for Ongoing Quality and Change Management

**Standards/Benchmarking Statements - 6.3.1** School Leader fosters a climate that supports achievement of learning outcomes.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

**Standards/Benchmarking Statements - 6.3.2** The School Leader demonstrates responsibility and accountability in building a culture of equitability, inclusivity and systems thinking in school.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

**Standards/Benchmarking Statements - 6.3.3** The School Leader provides opportunities to teachers and students to be creative, divergent thinkers, enhance entrepreneurial attitude and thus become future-ready.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

## Domain 7: BENEFICIARY SATISFACTION

### Sub Domain - 7.1 Satisfaction of Students

**Standards/Benchmarking Statements - 7.1.1** The school tracks and assesses student satisfaction on the learning experiences provided to them at all stages of engagement, inside and outside the classroom.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

### Sub Domain - 7.2 Satisfaction of Staff (Teaching and Non-Teaching)

**Standards/Benchmarking Statements - 7.2.1** The school tracks and assesses staff (teaching and non-teaching) satisfaction on the working conditions, safety, recognition, opportunities for creativity, growth and sense of belongingness at all stages of engagement.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 7.3 Satisfaction of Principal

**Standards/Benchmarking Statements - 7.3.1** Intrinsic and extrinsic factors influence the job satisfaction experienced by the principal.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level III – Stable

#### Sub Domain - 7.4 Satisfaction of Parents and Alumni

**Standards/Benchmarking Statements - 7.4.1** The school maintains a healthy relationship with parents and alumni and assesses their satisfaction through connection, engagement and interaction.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 7.5 Satisfaction of Community

**Standards/Benchmarking Statements - 7.5.1** The school ensures the satisfaction of the community by establishing a culture of meaningful and sustainable community engagement in school programmes.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive

#### Sub Domain - 7.6 Satisfaction of Management

**Standards/Benchmarking Statements - 7.6.1** The Management Satisfaction is assessed through stakeholders' attitude and behaviour towards the institution.

S.No.	Maturity Level Standards/Benchmarking Statements
1.	Level I - Inceptive