



Ministry of Education
Government of India



Performance Assessment, Review, and
Analysis of Knowledge for Holistic Development

SCHOOL QUALITY ASSESSMENT AND ASSURANCE FRAMEWORK

**SCHOOL QUALITY
ASSESSMENT
and
ASSURANCE
FRAMEWORK**

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Government of India



MESSAGE

The School Quality Assessment and Assurance Framework (SQAAF) represents a transformative approach to ensuring quality and excellence in our schools. Designed to address the multifaceted needs of our education system, SQAAF offers a comprehensive framework that evaluates schools across five critical domains: Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness.

This framework is not just a tool for assessment but a guide for continuous improvement. It reflects the principles and objectives of the National Education Policy (NEP) 2020, emphasizing the importance of learner-centric education, inclusivity, and innovation. By aligning school practices with clearly defined performance indicators, SQAAF empowers institutions to identify their strengths, address challenges, and implement forward-thinking strategies that prepare students for the complexities of the modern world.

The focus on inclusiveness and equity within SQAAF ensures that every student, regardless of their socio-economic background, receives a quality education. It underscores the need for competency-based assessments, holistic progress cards, and sustainable infrastructure, while fostering an environment where all stakeholders, including parents, teachers, and the community, collaborate in the pursuit of excellence.

As we launch this framework, I call upon school leaders, educators, policymakers, and community members to adopt SQAAF as a shared mission. The responsibility of nurturing the next generation lies with all of us, and by implementing this framework, we can ensure that every school becomes a beacon of learning, innovation, and equity. Let us together redefine the standards of education and create a brighter future for our children and our nation.

Shri Anandrao V Patil
Additional Secretary



Department of School
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MESSAGE

The School Quality Assessment and Assurance Framework (SQAAF) is a testament to our shared vision of creating schools that are inclusive, innovative, and future-ready. At its core, SQAAF provides schools with a structured roadmap to evaluate their performance across five domains: Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness.

This framework is more than a set of benchmarks; it is a catalyst for transformation. By addressing key aspects such as leadership and governance, competency-based assessments, holistic progress cards, and sustainable infrastructure, SQAAF ensures that schools are equipped to meet the challenges of the 21st century. Its emphasis on inclusiveness aligns with our national goal of bridging educational disparities, ensuring that every child, irrespective of their circumstances, has access to opportunities that nurture their potential.

One of the most commendable aspects of SQAAF is its adaptability. It encourages schools to move beyond compliance and adopt innovative practices that resonate with local and global educational trends. From integrating technology in classrooms to promoting community engagement, this framework fosters a culture of continuous learning and improvement.

As we embark on this significant initiative, I extend my gratitude to the educators, policymakers, and stakeholders who have contributed to its development. The true success of SQAAF, however, lies in its implementation. I urge school leaders, teachers, and communities to embrace this framework with enthusiasm and commitment. Together, let us build schools that are not only centers of academic excellence but also nurturing spaces that inspire curiosity, creativity, and character in every child.

Foreword

Quality education is the foundation of a strong society, and schools play an integral role in shaping the future of our nation. The School Quality Assessment and Assurance Framework (SQAAP) serves as a powerful tool for ensuring that schools maintain the highest standards in both their academic and operational practices. By focusing on core areas like leadership, policy implementation, communication, and resource management, the framework provides schools with clear guidelines for continuous improvement.

The SQAAP's comprehensive structure encourages schools to not only meet immediate needs but also to anticipate future challenges, fostering innovation and long-term sustainability. Its focus on transparency and collaboration between schools and stakeholders ensures that the framework is not just a regulatory tool but a partnership for progress. It lays the foundation for schools to become centers of excellence, where quality education is delivered with a commitment to inclusivity and equity.

This framework is a step towards elevating the standards of education and nurturing the potential of every student. I am confident that its implementation will lead to substantial and lasting improvements in our schools, benefiting generations to come.

Prof. Dinesh Prasad Saklani

Director, NCERT

Preface

The School Quality Assessment and Assurance Framework (SQAAF) has been meticulously developed as a comprehensive tool to guide schools in their journey toward excellence. This framework transcends traditional assessment methods, offering a structured and dynamic approach to enhancing every aspect of school operations, from governance to pedagogy and community engagement.

SQAAF's strength lies in its holistic vision, which integrates five pivotal domains—Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness—each supported by detailed sub-domains that address critical areas of school functioning. For instance, the Administration domain emphasizes effective leadership, governance, financial management, and stakeholder engagement, ensuring schools are equipped to operate transparently and strategically. Similarly, the Curriculum domain focuses on aligning educational content with the principles of the National Education Policy (NEP) 2020, fostering interdisciplinary learning, skill development, and adaptability to future challenges.

The framework underscores the importance of innovative and equitable assessment practices, exemplified by the emphasis on competency-based evaluations, holistic progress cards (HPCs), and mechanisms for self-reflection and peer feedback. Through a three-tiered performance level system—Abhilasha (Needs Improvement), Pragati (Performing Satisfactorily), and Jagriti (Exemplary Performance)—SQAAF offers schools a clear roadmap for progression, enabling them to identify areas of growth and adopt targeted interventions.

Inclusiveness forms the cornerstone of this framework, as it evaluates schools on their ability to address the needs of diverse learners, including those from marginalized communities and students with special needs. The domain of Infrastructure highlights the importance of creating safe, accessible, and resource-rich environments that promote holistic development and well-being. Additionally, SQAAF's focus on sustainability encourages schools to integrate green practices, innovative technology, and community collaboration into their operational ethos.

SQAAF is designed not just as a benchmarking tool but as a catalyst for systemic improvement and stakeholder engagement. By integrating feedback mechanisms and

fostering a culture of collaboration, the framework ensures that schools remain responsive to the evolving needs of learners and society. It enables institutions to adopt global best practices while staying rooted in the cultural and educational aspirations of the nation.

I sincerely believe that SQAAF will inspire schools, educators, and communities to redefine quality education. It is my hope that this framework will not only support schools in meeting established standards but also encourage them to set new benchmarks of excellence. By embracing SQAAF, we take a decisive step towards creating a future where every school thrives as a hub of innovation, inclusivity, and lifelong learning.

Prof. Indrani Bhaduri

CEO and Head PARAKH, NCERT

INTRODUCTION

The School Quality Assessment and Assurance Framework (SQAAF) is a transformative and structured tool meticulously designed to evaluate, enhance, and sustain the quality of education in schools. As the educational landscape evolves in response to societal and technological advancements, schools must adopt mechanisms that foster continuous improvement and ensure excellence in every aspect of their operations. SQAAF serves as both a diagnostic and developmental framework, providing schools with clear benchmarks across critical domains that collectively define educational quality.

SQAAF aligns with the National Education Policy (NEP) 2020 and the National Curriculum Framework to ensure schools provide inclusive, equitable, and high-quality education, fostering holistic student development and preparing learners for future challenges. It provides schools with a well-defined mechanism for self-assessment and accountability while encouraging data-driven decision-making and action plans.

A critical element of the implementation of SQAAF is the establishment of the State School Standard Setting Authority (SSSA) at the State/Union Territory (UT) level. As envisioned in NEP 2020, the SSSA serves as an independent, state-wide regulatory body tasked with:

- **Quality Regulation and Accreditation:** The SSSA ensures adherence to defined benchmarks of quality education by accrediting schools and monitoring compliance with minimal standards set collaboratively with PARAKH.
- **Development of Standards:** Collaborating with SCERT and other stakeholders, the SSSA develops

global, evidence-based quality parameters to enhance school performance.

- **Transparent Public Disclosure:** SSSA ensures timely, transparent, and accurate dissemination of accreditation status and regulatory information through public platforms such as the State Vidya Samiksha Kendra portal.
- **Data Management and Accountability:** The SSSA maintains up-to-date records of schools, fostering informed decision-making and promoting accountability within the education ecosystem.
- **Grievance Redressal Mechanism:** The authority serves as a central platform for resolving complaints and grievances of students, parents, and school staff, enhancing trust and fairness.

The establishment of the SSSA complements the objectives of SQAAF by ensuring that schools across the States/UTs adhere to consistent standards of educational quality, align their operations with NEP 2020, and create an equitable learning environment.

The framework is built upon five core domains, each addressing a vital component of the educational ecosystem:

1. **Administration:** This domain evaluates the effectiveness of leadership, governance, strategic planning, financial management, and stakeholder engagement in creating a well-functioning institution.
2. **Curriculum:** SQAAF emphasizes the importance of aligning curriculum design with national frameworks like the NEP

2020 and NCF, while also promoting flexibility, innovation, skill development, and interdisciplinary learning.

3. **Assessment:** This domain focuses on designing and implementing robust, transparent, and equitable assessment systems that measure student outcomes holistically, including cognitive, social, and emotional growth.
4. **Infrastructure:** Recognizing the critical role of facilities in shaping learning environments, this domain assesses the adequacy of classrooms, laboratories, libraries, safety measures, and accessibility.
5. **Inclusiveness:** This domain evaluates the extent to which schools cater to diverse learners, including those with special needs, and ensure equity, cultural sensitivity, and socio-economic inclusivity.

By providing clear benchmarks for these domains, SQAAC empowers schools to align their practices with national and global educational standards, fostering a holistic approach to school improvement.

A defining feature of SQAAC is its commitment to measurable outcomes. Schools are guided to align their curriculum, assessments, and infrastructure with established standards while fostering innovation and adaptability. Through data-driven assessment tools, schools can monitor student performance, identify gaps, and implement targeted interventions. Regular feedback from stakeholders ensures that schools remain accountable and continuously evolve to meet emerging challenges.

In the Administration domain, the framework emphasizes transparent leadership, governance, and strategic planning. Schools are encouraged to

involve staff and community members in decision-making, ensuring that institutional goals are aligned with learner outcomes. Curriculum standards are designed to support learner-centric approaches, encouraging schools to adopt innovative pedagogies, flexible pathways, and multidisciplinary practices.

The Assessment domain underscores the need for competency-based, project-driven, and formative evaluation techniques. These methods move beyond rote memorization to capture a 360-degree view of student progress. Similarly, the Infrastructure domain prioritizes the creation of safe, inclusive, and resource-rich learning environments that foster student engagement and well-being.

Inclusiveness lies at the heart of SQAAC, as the framework seeks to bridge educational inequities. The Inclusiveness domain assesses how schools address diverse learner needs, including those from underprivileged or marginalized communities, and ensure gender equality, cultural sensitivity, and socio-economic support.

Through its holistic approach, SQAAC not only measures institutional performance but also serves as a roadmap for excellence. The framework equips schools to adopt forward-thinking practices, integrate global trends, and nurture well-rounded individuals ready to contribute meaningfully to society. By aligning operational efficiency with educational standards and student well-being, SQAAC ensures that schools remain adaptable, accountable, and innovative.

In essence, SQAAC transforms schools into vibrant ecosystems of learning, where every stakeholder collaborates to create a future-ready educational experience. The framework aspires to foster institutions that do not merely meet benchmarks but set them—cultivating excellence, equity, and lifelong learning for all.

LEVELS OF PERFORMANCE IN SQAAF

To enable a structured and transparent evaluation of schools, the School Quality Assessment and Assurance Framework (SQAAF) 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—**Abhilasha**, **Pragati**, and **Jagriti**—help schools identify their strengths and areas for improvement, fostering a culture of continuous growth and accountability.

1. ABHILASHA (Needs Improvement)

The **Abhilasha** level reflects the foundational stage of performance. Schools at this level show limited alignment with SQAAF 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. PRAGATI (Performing Satisfactorily)

The **Pragati** level 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 SQAAF 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. JAGRITI (Exemplary Performance)

The **Jagriti** level 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 SQAAF 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 SQAAF

The School Quality Assessment and Assurance Framework (SQAAF) 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 SQAAF framework is evaluated using a three-tiered performance level system, with each level assigned a specific score:

- **Abhilasha (Needs Improvement):**
Less than 60%
- **Pragati (Performing Satisfactorily):**
60%-75%
- **Jagriti (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 SQAAF, 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: 8

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

Maximum Score for the Domain: 168 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: 318 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: 180 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: 963 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.

CHECKLIST FOR SQAAF

Administration

Sub-Domain: Leadership and Governance

		Abhilasha	Pragati	Jagriti
1.	How effectively does the school leadership engage staff and stakeholders in decision-making processes?	Leadership is centralized, 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. ☐
2.	How well does the leadership communicate its vision and goals to all members of the school community?	The school leadership's vision and goals are unclear or poorly communicated. ☐	Vision and goals are communicated to staff and students, but the approach is not inspiring or consistent. ☐	Leadership clearly articulates its vision and goals, inspiring and aligning the entire school community toward common objectives. ☐
3.	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. ☐
4.	How well does the leadership foster a culture of innovation and continuous improvement within the school?	The school lacks a culture of innovation, with minimal focus on continuous improvement. ☐	Some initiatives promote innovation, but they are sporadic and lack sustained impact. ☐	Leadership fosters a strong culture of innovation and continuous improvement through regular initiatives and staff empowerment. ☐
5.	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. ☐

		Abhilasha	Pragati	Jagriti
6.	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. ☐
7.	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: Vision and Strategic Planning

		Abhilasha	Pragati	Jagriti
8.	How effectively does the school implement its vision and long-term strategic plan?	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 effectively implemented. ☐
9.	How regularly does the school leadership involve the community and staff in the strategic planning process?	The strategic planning process is largely internal, 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. ☐
10.	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. ☐
11.	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. ☐

		Abhilasha	Pragati	Jagriti
12.	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 rarely 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. ☐
13.	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. ☐
14.	How well does the school monitor and measure progress toward achieving its strategic goals?	Progress toward strategic goals is rarely monitored or measured. ☐	Progress is occasionally monitored, but the process lacks a structured approach. ☐	Progress toward strategic goals is rigorously monitored and measured using clear metrics, ensuring accountability and continuous improvement. ☐

Sub-Domain: Financial Management

		Abhilasha	Pragati	Jagriti
15.	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. ☐
16.	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. ☐
17.	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 unequal, leading to imbalances in program funding. ☐	Resources are allocated equitably, ensuring all programs and departments have adequate funding and support. ☐

		Abhilasha	Pragati	Jagriti
18.	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. ☐
19.	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. ☐
20.	To what extent does the school implement technology for efficient financial management?	Technology is minimally used, and financial processes are largely manual. ☐	Some financial processes are digitized, but the integration is limited. ☐	Advanced financial management tools and technologies are fully integrated, ensuring efficiency and accuracy. ☐
21.	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: Professional Development and Capacity Building

		Abhilasha	Pragati	Jagriti
22.	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. ☐
23.	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. ☐

		Abhilasha	Pragati	Jagriti
24.	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. ☐
25.	How well does the school integrate feedback from teachers into its professional development programs?	Feedback from teachers is not consistently collected or integrated into professional development planning. ☐	Some feedback from teachers is considered, but it does not consistently influence program design. ☐	Teacher feedback is systematically collected and used to tailor professional development programs to their needs. ☐
26.	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. ☐
27.	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. ☐
28.	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: Staff Recruitment and Retention

		Abhilasha	Pragati	Jagriti
29.	Are recruitment processes effective in attracting and retaining qualified staff?	High turnover and ineffective recruitment practices. ☐	Recruitment processes are standard, with moderate staff retention. ☐	The school actively recruits high-quality staff and retains them through strong support and development programs. ☐
30.	How well does the school support staff retention through professional development opportunities?	The school provides limited professional development, contributing to staff turnover. ☐	Some professional development opportunities are available, but retention remains moderate. ☐	The school offers extensive professional development programs, which significantly enhance staff retention. ☐
31.	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. ☐
32.	How well does the school manage workload distribution to prevent staff burnout?	Workload distribution is uneven, leading to staff burnout. ☐	Some measures are taken to balance workload, but issues persist. ☐	The school effectively manages workload distribution, preventing staff burnout and promoting work-life balance. ☐
33.	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. ☐
34.	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. ☐
35.	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: Communication and Stakeholder Engagement

		Abhilasha	Pragati	Jagriti
36.	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. ☐
37.	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. ☐
38.	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. ☐
39.	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. ☐
40.	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. ☐
41.	To what extent does the school involve stakeholders in co-creating initiatives for school improvement?	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. ☐
42.	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: School Safety and Security

		Abhilasha	Pragati	Jagriti
43.	Does the school ensure a safe learning environment with adequate safety measures and emergency protocols?	Safety 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. ☐
44.	How effectively are staff and students trained in emergency preparedness and safety protocols?	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. ☐
45.	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. ☐
46.	How regularly does the school conduct safety audits and update safety protocols?	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 ongoing safety for all. ☐
47.	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. ☐	Some safety awareness programs are conducted, but they lack consistency or depth. ☐
48.	To what extent does the school provide access to first-aid facilities and trained personnel?	First-aid facilities and trained personnel are not readily available. ☐	First-aid facilities and trained personnel are not readily available. ☐	The school ensures well-equipped first-aid facilities and trained personnel are readily available to handle emergencies. ☐
49.	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: Continuous Feedback

		Abhilasha	Pragati	Jagriti
50.	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. ☐
51.	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. ☐
52.	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. ☐
53.	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. ☐
54.	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. ☐
55.	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 input. ☐	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 stakeholders. ☐
56.	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. ☐

Curriculum

Sub-Domain: Curriculum Review and Implementation

		Abhilasha	Pragati	Jagriti
1.	How often is the curriculum reviewed to ensure continued alignment with national policies?	Curriculum reviews are rare, and updates are seldom made. ☐	Curriculum is reviewed periodically but not consistently. ☐	The curriculum is reviewed regularly, with updates made to ensure it remains aligned with future-ready skills and competencies. ☐
2.	How well are the guidelines from national education policy documents incorporated into subject-specific curriculum design?	Subject-specific guidelines from national policy documents are not reflected in the curriculum. ☐	Guidelines are incorporated into some subjects, but the approach is not consistent. ☐	National policy guidelines are systematically integrated into the design of all subjects. ☐
3.	How effectively does the school involve teachers 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. ☐
4.	To what extent does the school align its curriculum with emerging global trends in education?	The curriculum does not reflect emerging global trends in education. ☐	Some global trends are incorporated into the curriculum, but the approach lacks depth or consistency. ☐	The curriculum is thoroughly aligned with emerging global trends, ensuring students are prepared for a rapidly changing world. ☐
5.	How well does the school incorporate stakeholder feedback during curriculum review?	Stakeholder feedback is rarely sought during curriculum reviews. ☐	Feedback is collected from stakeholders but is not consistently utilized. ☐	Stakeholder feedback is systematically collected and integrated into curriculum review and revisions. ☐
6.	How effectively does the curriculum incorporate holistic and multidisciplinary education?	Holistic and multidisciplinary approaches are inadequately reflected in the curriculum. ☐	Some aspects of holistic education are incorporated, but the approach is fragmented. ☐	The curriculum fully embraces holistic and multidisciplinary approaches. ☐
7.	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: Curriculum Design and Flexibility

		Abhilasha	Pragati	Jagriti
8.	Is the curriculum flexible enough to adapt to the varying needs of students?	The curriculum is rigid and outdated, with limited relevance to students' needs. ☐	The curriculum meets national standards but lacks flexibility. ☐	The curriculum is dynamic, regularly updated, and offers flexibility to meet diverse student needs. ☐
9.	How effectively does the curriculum prepare students for future challenges?	The curriculum is outdated and does not address future challenges. ☐	Some aspects of the curriculum address future challenges but lack depth. ☐	The curriculum is forward-looking, equipping students with skills and knowledge for future challenges. ☐
10.	How effectively is the curriculum tailored to meet the specific needs of different student groups (e.g., special education, gifted learners)?	The curriculum does not cater to diverse student groups. ☐	The curriculum offers some adaptations for diverse learners, but they are limited. ☐	The curriculum is highly adaptable, providing tailored learning pathways for different student groups. ☐
11.	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. ☐
12.	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 not effectively used to support flexible or personalized learning. ☐	The school integrates advanced technology to enable flexible, personalized learning paths for students. ☐
13.	How well does the curriculum address the balance between academic and extracurricular learning to provide flexibility?	The curriculum places minimal emphasis on balancing academic and extracurricular learning. ☐	The curriculum provides some balance, but extracurricular integration is not well-developed. ☐	The curriculum strikes a strong balance between academic and extracurricular learning, providing flexibility for diverse student interests. ☐

Sub-Domain: Subject Choices at Higher Grades

		Abhilasha	Pragati	Jagriti
14.	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. ☐
15.	How well does the school accommodate students' requests for non-traditional subject combinations (e.g., arts and sciences) at higher grades?	Students cannot choose non-traditional subject combinations. ☐	Students cannot choose non-traditional subject combinations. ☐	The school offers full flexibility, allowing students to pursue non-traditional subject combinations based on their interests and career aspirations. ☐
16.	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. ☐
17.	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 rarely 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. ☐
18.	To what extent does the school leverage 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. ☐
19.	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. ☐
20.	How well does the school assess and address the demand for specific subjects to tailor offerings at higher grades?	The school does not assess student demand for specific subjects, leading to limited offerings. ☐	Student demand is assessed occasionally, but it does not significantly impact subject availability. ☐	The school regularly assesses student demand and adjusts subject offerings to align with their interests and career aspirations. ☐

		Abhilasha	Pragati	Jagriti
21.	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: Career Counselling and Student Support

		Abhilasha	Pragati	Jagriti
22.	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 they are infrequent or lack structure. ☐	The school regularly organizes structured career awareness activities, including fairs, guest lectures, and workshops, to guide students. ☐
23.	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. ☐
24.	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. ☐
25.	How effectively does the school address the needs of students interested in non-traditional career paths (e.g., arts, sports, entrepreneurship)?	Non-traditional career paths are not addressed in the school's counselling services. ☐	Some support is available for non-traditional career paths, but it is limited in scope. ☐	The school provides targeted counselling and resources to support students interested in non-traditional career paths. ☐
26.	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. ☐

		Abhilasha	Pragati	Jagriti
27.	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. ☐
28.	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: Skill-based Education

		Abhilasha	Pragati	Jagriti
29.	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 not a core focus. ☐	Skill-based education is integral to the curriculum, preparing students for future careers. ☐
30.	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. ☐
31.	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. ☐
32.	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. ☐
33.	How well does the school collaborate with industries or organizations to enhance skill-based education?	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. ☐

		Abhilasha	Pragati	Jagriti
34.	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. ☐
35.	How systematically does the school track and evaluate the effectiveness of its skill-based education programs?	The effectiveness of skill-based education programs is not tracked or evaluated. ☐	Some tracking and evaluation occur, but the process is inconsistent or lacks depth. ☐	The school systematically tracks and evaluates the effectiveness of its skill-based education programs, using data to inform improvements. ☐

Sub-Domain: Student-Centered Learning Approaches

		Abhilasha	Pragati	Jagriti
36.	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. ☐
37.	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. ☐
38.	Inquiry-based learning is fully integrated, with students regularly engaging in research and critical thinking activities. ☐	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. ☐
39.	To what extent do students have agency over their learning, taking ownership and being active participants in their educational journey?	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 their learning journey. ☐

		Abhilasha	Pragati	Jagriti
40.	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 nonexistent. ☐	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. ☐
41.	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. ☐
42.	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: Future-ready Skills and Character Building

		Abhilasha	Pragati	Jagriti
43.	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. ☐
44.	How effectively does the school promote problem-solving and critical thinking skills across subjects?	Problem-solving and critical thinking skills are rarely promoted in lessons. ☐	Some lessons encourage problem-solving and critical thinking, but the approach is inconsistent. ☐	Problem-solving and critical thinking are integral to the curriculum, with students regularly challenged to apply these skills across all subjects. ☐
45.	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. ☐

		Abhilasha	Pragati	Jagriti
46.	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. ☐
47.	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. ☐
48.	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: Digital Literacy, Artificial Intelligence, and ICT Integration

		Abhilasha	Pragati	Jagriti
49.	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. ☐
50.	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. ☐
51.	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. ☐

		Abhilasha	Pragati	Jagriti
52.	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. ☐
53.	How effectively does the school integrate AI-based learning modules and coding activities to foster computational thinking and problem-solving?	AI-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. ☐
54.	How effectively does the school promote safe and responsible use of digital technologies among students and staff?	No policies or programs are in place to promote digital safety and responsible technology use. ☐	Basic guidelines exist, but digital safety practices are not consistently enforced or emphasized. ☐	The school has comprehensive policies and training programs that actively promote safe and responsible use of digital technologies among students and staff. ☐
55.	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. ☐
56.	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: Multidisciplinary and Interdisciplinary Learning

		Abhilasha	Pragati	Jagriti
57.	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. ☐
58.	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. ☐
59.	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. ☐
60.	How well does the curriculum incorporate real-world applications and connections between disciplines?	Real-world applications and connections between disciplines are not emphasized. ☐	Some connections are made between disciplines, but these are not consistently applied. ☐	Real-world applications and interdisciplinary connections are central to the curriculum, with students regularly exploring practical examples. ☐
61.	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. ☐
62.	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. ☐
63.	How well does the school provide opportunities for students to engage in TOK-related discussions and debates?	There are no opportunities for students to engage in TOK discussions or debates. ☐	Some opportunities exist, but they are not structured or consistent. ☐	Regular, structured TOK discussions and debates are an integral part of the curriculum, helping students explore diverse perspectives. ☐

Sub-Domain: Arts and Sports Integration

		Abhilasha	Pragati	Jagriti
64.	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. ☐
65.	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 inadequate. ☐	The school provides high-quality, well-maintained facilities and resources that actively support arts education. ☐
66.	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. ☐
67.	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. ☐
68.	How effectively is sports education integrated with general education?	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 development alongside academics. ☐
69.	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. ☐
70.	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. ☐
71.	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: Support for Mental and Physical Health

		Abhilasha	Pragati	Jagriti
72.	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. ☐
73.	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 no 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. ☐
74.	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. ☐
75.	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. ☐
76.	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. ☐
77.	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. ☐
78.	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: Environmental Protection and Practices

		Abhilasha	Pragati	Jagriti
79.	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. ☐
80.	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. ☐
81.	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. ☐
82.	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. ☐
83.	How well are environmental protection strategies reinforced and expanded upon at the middle stage?	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 through projects, field trips, and collaborations with external organizations. ☐

		Abhilasha	Pragati	Jagriti
84.	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. ☐
85.	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 does not 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: Curriculum Innovation and Global Contexts

		Abhilasha	Pragati	Jagriti
86.	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.
87.	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.
88.	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.

		Abhilasha	Pragati	Jagriti
89.	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.
90.	How effectively does the curriculum foster creative thinking through interdisciplinary and experiential learning opportunities?	Creative thinking is not emphasized in the curriculum.	Creative thinking is encouraged in some subjects, but the approach is not comprehensive.	Creative thinking is deeply embedded through interdisciplinary and experiential learning.
91.	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.
92.	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.
93.	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: Indigenous Knowledge and Cultural Transmission

		Abhilasha	Pragati	Jagriti
94.	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. ☐
95.	How well does the school promote the use of indigenous knowledge in local context-based projects?	Indigenous knowledge is not promoted in student projects. ☐	Some indigenous knowledge is included, but projects rarely reflect local contexts. ☐	Indigenous knowledge is a key component of student projects, with local contexts actively explored and promoted. ☐

		Abhilasha	Pragati	Jagriti
96.	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: Language of Instruction and Multilingual Education

		Abhilasha	Pragati	Jagriti
97.	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. ☐
98.	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. ☐
99.	How well does the school promote the learning of regional and foreign languages alongside the national language?	Regional and foreign languages are rarely promoted in the curriculum. ☐	Some regional and foreign language instruction is offered, but it is not consistent. ☐	The school actively promotes regional and foreign language learning, with structured programs that support language proficiency. ☐

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

		Abhilasha	Pragati	Jagriti
100.	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. ☐
101.	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. ☐

		Abhilasha	Pragati	Jagriti
102.	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: Professional Engagement and External Expertise

		Abhilasha	Pragati	Jagriti
103.	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. ☐
104.	Does the school have structured programs to bring in guest speakers or professionals for lectures, workshops, or mentoring?	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 structured program. ☐	Some guest lectures and workshops are conducted, but there is no regular schedule or structured program. ☐
105.	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. ☐
106.	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. ☐

Assessment

Sub-Domain: Competency-Based Assessment Framework

		Abhilasha	Pragati	Jagriti
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 implemented across all subjects. ☐
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 are closely aligned with the competencies given in NCF-FS and NCF-SE. ☐
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. ☐
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: Formative and Summative Assessments

		Abhilasha	Pragati	Jagriti
5.	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 practices. ☐	Formative assessments are embedded in daily teaching, while summative assessments are used strategically to evaluate overall learning. Feedback from both types of assessments is timely and constructive. ☐

		Abhilasha	Pragati	Jagriti
6.	How frequently are formative assessments used to adjust instruction and provide feedback?	Formative assessments are rarely used to adjust instruction. ☐	Formative assessments are used occasionally but are not consistently integrated into teaching. ☐	Formative assessments are regularly used to adjust instruction and provide timely feedback to enhance student learning. ☐
7.	How well are students prepared for summative assessments?	Students receive minimal preparation for summative assessments. ☐	Students are prepared, but the process lacks consistency across subjects. ☐	Students are thoroughly prepared for summative assessments through regular review sessions, practice tests, and feedback. ☐

Sub-Domain: Holistic Progress Cards (HPCs)

		Abhilasha	Pragati	Jagriti
8.	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 for a few students, but non-academic attributes like creativity, emotional growth, and social skills are not consistently assessed. ☐	Holistic progress cards are used for all students, providing a 360-degree view of academic and non-academic growth, including creativity, emotional intelligence, and social skills. ☐
9.	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. ☐
10.	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: Reflection and Self-Assessment

		Abhilasha	Pragati	Jagriti
11.	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. □
12.	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. □
13.	How often do students set personal learning goals based on self-assessment?	Students do not regularly set personal learning goals. □	Some 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. □
14.	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. □
15.	How effectively do students use feedback from self-assessment to improve their performance?	Students do not use feedback from self-assessment to improve performance. □	Some 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: On-Demand and Flexible Assessments

		Abhilasha	Pragati	Jagriti
16.	Does the school offer flexible and on-demand assessment opportunities to accommodate different student needs?	Assessments are rigid, with no provision for on-demand or flexible testing. ☐	The school provides some flexibility in assessments, such as offering alternative test dates for students with valid reasons. ☐	The school offers on-demand assessments and flexible testing schedules, allowing students to demonstrate learning at their own pace. ☐
17.	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. ☐
18.	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, such as oral exams and projects, to cater to various learning styles. ☐
19.	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 implements flexible timelines, allowing students to complete assessments based on individual needs. ☐

Sub-Domain: Credit-Based System and Credit Transfer

		Abhilasha	Pragati	Jagriti
20.	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. ☐

		Abhilasha	Pragati	Jagriti
21.	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. ☐
22.	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. ☐
23.	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. ☐
24.	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: Project-Based and Experiential Assessments

		Abhilasha	Pragati	Jagriti
25.	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 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. ☐

		Abhilasha	Pragati	Jagriti
26.	How effectively does the school use project-based assessments to assess students' collaborative and critical thinking skills?	Project-based assessments are rarely used, and 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. ☐
27.	The school regularly uses project-based assessments to evaluate collaboration, critical thinking, and problem-solving skills. ☐	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 assessments of students' real-world applications of knowledge. ☐
28.	How well does the school ensure that project-based assessments align with curriculum goals and learning outcomes?	Project-based assessments are poorly aligned with curriculum goals and learning outcomes. ☐	Some alignment exists, but it is inconsistent across subjects. ☐	Project-based assessments are closely aligned with curriculum goals, ensuring that they effectively evaluate key learning outcomes. ☐
29.	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 self-directed projects, allowing students to explore topics of personal interest and demonstrate independent learning. ☐

Sub-Domain: Relating Assessment to Community Needs and Concerns

		Abhilasha	Pragati	Jagriti
30.	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. ☐

		Abhilasha	Pragati	Jagriti
31.	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. ☐
32.	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. ☐
33.	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. ☐
34.	To what extent does the school use assessments to encourage students to contribute to community development?	Assessments rarely emphasize community development or social responsibility. ☐	Some assessments encourage community contributions, but the approach is inconsistent. ☐	Assessments are purposefully designed to encourage students to engage in community development and social responsibility. ☐
35.	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. ☐
36.	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. ☐
37.	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: Integrity in Assessment, Examination Security, and Transparency

		Abhilasha	Pragati	Jagriti
38.	How effectively does the school implement policies to maintain the integrity of assessments and prevent malpractice?	The school lacks clear policies to maintain the integrity of assessments. ☐	Basic policies exist, but they are inconsistently enforced. ☐	Comprehensive policies are in place and strictly enforced to maintain assessment integrity and prevent malpractice. ☐
39.	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. ☐
40.	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. ☐
41.	How well does the school implement measures to detect and address irregularities in assessments?	Measures to detect irregularities in assessments are inadequate or nonexistent. ☐	Basic measures are in place but are not consistently applied. ☐	Comprehensive measures are implemented to detect and address assessment irregularities effectively. ☐
42.	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 a full understanding. ☐	The assessment and grading process is fully transparent, with clear guidelines shared with students, parents, and stakeholders. ☐
43.	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. ☐
44.	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. ☐

		Abhilasha	Pragati	Jagriti
45.	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: Moderation and Standardization of Assessments

		Abhilasha	Pragati	Jagriti
46.	Does the school employ a 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 a scientific moderation process to ensure standardized, fair, and reliable assessments across all subjects. ☐
47.	How effectively are grading and marking schemes standardized across different teachers and subjects?	Grading schemes are not standardized, resulting in discrepancies. ☐	Some standardization exists, but it is not consistent across teachers and subjects. ☐	Grading schemes are fully standardized, ensuring consistency and fairness across all subjects and teachers. ☐
48.	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. ☐
49.	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. ☐
50.	How well does the school ensure consistency in assessment standards across different grade levels?	There is no consistency in assessment standards across grade levels. ☐	Some consistency exists, but standards vary between grade levels. ☐	Assessment standards are highly consistent across all grade levels, ensuring a coherent and reliable assessment process. ☐

Sub-Domain: Adherence with the PARAKH's equivalence standards, norms, and guidelines

		Abhilasha	Pragati	Jagriti
51.	How effectively does the school align its assessment framework with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023?	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 exist. ☐	The framework is fully aligned with NEP 2020 and NCF-SE 2023, ensuring comprehensive adherence to national standards. ☐
52.	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. ☐
53.	How well does the school integrate credit-based weightage for assessment units, as recommended by PARAKH?	Assessments do not assign credit-based weightage to content units. ☐	Credit-based weightage is assigned to some content units, but it is not comprehensive. ☐	All content units are assigned credit-based weightage in line with PARAKH's recommendations. ☐
54.	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. ☐
55.	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. ☐
56.	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. ☐

		Abhilasha	Pragati	Jagriti
57.	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. ☐
58.	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. ☐
59.	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. ☐
60.	How effectively does the school analyze and disseminate assessment performance data for continuous improvement?	Performance data is not analyzed or disseminated. ☐	Some analysis and dissemination occur, but they are limited in scope. ☐	Comprehensive data analysis and dissemination support continuous improvement in assessments. ☐

Infrastructure

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

		Abhilasha	Pragati	Jagriti
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. ☐

		Abhilasha	Pragati	Jagriti
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. ☐
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.	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. ☐
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: Classroom Upgrades and Smart Classrooms

		Abhilasha	Pragati	Jagriti
6.	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. ☐

		Abhilasha	Pragati	Jagriti
7.	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. ☐
8.	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. ☐
9.	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. ☐
10.	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: Playgrounds and Sports Facilities

		Abhilasha	Pragati	Jagriti
11.	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. ☐
12.	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. ☐

		Abhilasha	Pragati	Jagriti
13.	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. ☐
14.	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. ☐
15.	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: Health, Hygiene, and Cleanliness

		Abhilasha	Pragati	Jagriti
16.	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. ☐
17.	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. ☐
18.	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. ☐

		Abhilasha	Pragati	Jagriti
19.	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. ☐
20.	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: Library Usage and Learning Resources

		Abhilasha	Pragati	Jagriti
21.	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. ☐
22.	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. ☐
23.	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. ☐
24.	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. ☐

		Abhilasha	Pragati	Jagriti
25.	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. ☐
26.	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. ☐
27.	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. ☐
28.	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: Laboratory Usage and Resource Availability (Language, Mathematics, Social Science, Science, Computer, Skill-based Education)

		Abhilasha	Pragati	Jagriti
29.	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. ☐
30.	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. ☐

		Abhilasha	Pragati	Jagriti
31.	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. ☐
32.	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. ☐
33.	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. ☐
34.	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. ☐
35.	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. ☐
36.	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: Green Buildings and Sustainable Practices

		Abhilasha	Pragati	Jagriti
37.	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. ☐
38.	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. ☐
39.	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. ☐
40.	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. ☐
41.	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: Maintenance and Upkeep of Infrastructure

		Abhilasha	Pragati	Jagriti
42.	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. ☐
43.	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. ☐
44.	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. ☐
45.	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. ☐
46.	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: Safety Audits and Infrastructure Audits

		Abhilasha	Pragati	Jagriti
47.	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. ☐
48.	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. ☐
49.	Are there systems in place for reporting and responding to potential safety hazards in school infrastructure?	There are no formal systems for reporting or responding to safety hazards. ☐	Some systems exist for reporting safety hazards, but responses are inconsistent. ☐	The school has a well-defined system for reporting and addressing safety hazards, ensuring quick responses and risk mitigation. ☐
50.	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. ☐
51.	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. ☐

Inclusiveness

Sub-Domain: Support for Students with Disabilities

		Abhilasha	Pragati	Jagriti
1.	Does the school provide adequate support for students with disabilities, including accessible infrastructure and personalized support?	Little or 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. ☐
2.	How well does the school provide access to assistive technologies and resources for students with disabilities?	No assistive technologies or resources are provided. ☐	Some assistive technologies are available, but access is limited. ☐	Some assistive technologies are available, but access is limited. ☐
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. ☐
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.	How effectively does the school collaborate with specialists (e.g., therapists, counsellors) to support students with disabilities?	The school does not collaborate with specialists to support students with disabilities. ☐	Some collaboration with specialists exists, but it is not consistent or widespread. ☐	The school works closely with specialists to provide comprehensive support for students with disabilities, ensuring their academic and personal development. ☐

Sub-Domain: Cultural Sensitivity and Diversity

		Abhilasha	Pragati	Jagriti
6.	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. ☐
7.	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. ☐
8.	How effectively does the school celebrate festivals and events from different cultures to promote inclusivity?	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 among students. ☐
9.	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. ☐
10.	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: Gender Sensitivity

		Abhilasha	Pragati	Jagriti
11.	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. ☐
12.	How effectively does the school address gender-based harassment or discrimination?	The school does not have systems in place to address gender-based harassment. ☐	Some systems exist, but they are not consistently enforced. ☐	The school has clear policies and practices to address gender-based harassment, with proactive measures to ensure safety and equality. ☐
13.	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. ☐
14.	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. ☐
15.	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: Engagement and Involvement of Tribal Populace

		Abhilasha	Pragati	Jagriti
16.	How effectively does the school collaborate with tribal communities to incorporate their cultural practices into the school environment?	No collaboration exists with tribal communities to incorporate their cultural practices. ☐	Some collaboration occurs, but it is limited to occasional events or activities. ☐	Strong, ongoing collaboration with tribal communities ensures their cultural practices are integrated into the school environment meaningfully. ☐
17.	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. ☐
18.	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. ☐
19.	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. ☐
20.	How effectively does the school organize programs or events to celebrate tribal heritage and promote cultural exchange?	Programs to celebrate tribal heritage are not organized. ☐	Some events celebrating tribal heritage are organized, but they are infrequent or lack depth. ☐	The school regularly organizes meaningful programs celebrating tribal heritage, fostering cultural exchange and awareness. ☐
21.	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. ☐

		Abhilasha	Pragati	Jagriti
22.	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. ☐
23.	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: Socio-Economic Inclusivity

		Abhilasha	Pragati	Jagriti
24.	Does the school provide support for economically disadvantaged students, including scholarships and other resources?	Limited or no support for students from economically disadvantaged backgrounds. ☐	Some support, such as scholarships, is provided for disadvantaged students. ☐	Comprehensive support, including financial aid and additional resources, is provided to ensure equal opportunities for all students. ☐
25.	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. ☐
26.	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. ☐

		Abhilasha	Pragati	Jagriti
27.	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. ☐
28.	How effectively does the school engage parents and families of economically disadvantaged students in the learning process?	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 support to enhance their children's learning experience. ☐

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

		Abhilasha	Pragati	Jagriti
29.	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. ☐
30.	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. ☐
31.	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. ☐

		Abhilasha	Pragati	Jagriti
32.	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. ☐
33.	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. ☐
34.	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. ☐
35.	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. ☐
36.	How well does the school create a safe and supportive environment to reduce the risk of student dropouts?	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 dropouts. ☐

Sub-Domain: Strengthening School-Community Relationships

		Abhilasha	Pragati	Jagriti
37.	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. ☐
38.	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. ☐
39.	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. ☐
40.	How effectively does the school utilize local community resources to enhance the overall educational experience?	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 enrich the educational experience for students. ☐

Sub-Domain: Talent Identification and Nurturance

		Abhilasha	Pragati	Jagriti
41.	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. ☐
42.	How well does the school provide opportunities for students to develop their identified talents through specialized 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 academics, arts, or athletics. ☐
43.	How effectively does the school collaborate with external experts and organizations to enhance talent development?	No collaborations with external experts or organizations 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. ☐
44.	How well does the school provide emotional and social support to talented students to help them balance their pursuits and well-being?	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. ☐
45.	How effectively does the school provide platforms for showcasing students' talents (e.g., exhibitions, performances, competitions)?	Platforms for showcasing talents are not available or organized. ☐	Some platforms are provided, but opportunities are limited. ☐	Regular and diverse platforms are provided to showcase students' talents, including exhibitions, performances, and competitions. ☐
46.	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. ☐

		Abhilasha	Pragati	Jagriti
47.	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. ☐
48.	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. ☐

CONCLUSION

The School Quality Assessment and Assurance Framework (SQAAF) represents a transformative approach to evaluating and enhancing the quality of education in schools. By providing a comprehensive, structured, and transparent framework, SQAAF enables schools to systematically assess their strengths and identify areas for improvement across five critical domains- Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness. The inclusion of well-defined benchmarks, performance levels, and actionable feedback ensures that the framework is not just an evaluation tool but a roadmap for continuous development.

By integrating evidence-based assessment practices, data-driven decision-making, and continuous feedback loops, SQAAF equips schools to transition from traditional, rigid systems to dynamic, learner-centric environments. The framework prioritizes holistic student development, ensuring that learning outcomes extend beyond academics to include skills for life, character building, and emotional well-being.

A key advancement in ensuring the effective implementation of SQAAF is the role of the State School Standard Setting Authority (SSSA). SSSA provides the regulatory backbone needed to ensure consistent quality across schools while promoting transparency and accountability. With clearly defined standards, accreditation mechanisms, and public disclosure of performance outcomes, SSSA fosters a culture of trust and shared responsibility among stakeholders—schools, teachers, parents, and the broader community.

The collaboration between SSSA, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), and other regulatory bodies strengthens the link between policy and practice. This synergy ensures that schools not only meet the minimum benchmarks but also strive for excellence by aligning with the National Education Policy (NEP) 2020 and the National Curriculum Framework. Furthermore, it empowers schools to implement innovative solutions, adapt to emerging trends in global education, and prepare learners for an increasingly interconnected and technology-driven world.

The SQAAF's scoring system, with its three-tiered performance levels (Abhilasha, Pragati, and Jagriti), ensures that schools receive fair and constructive evaluations. This approach not only identifies the current performance levels but also motivates schools to aspire for higher standards of excellence. Furthermore, the framework's focus on stakeholder engagement, technology integration, and sustainability reflects its forward-thinking and adaptive nature.

As schools progress through their SQAAF journey, the framework empowers them to build a culture of accountability, collaboration, and innovation. By adopting and internalizing the principles of SQAAF, schools can ensure that their students are not only prepared for academic success but also equipped with the skills, values, and resilience needed to thrive in an ever-changing world.

To ensure continuous progress, schools can establish robust monitoring mechanisms. Regular internal reviews, data-driven analysis, and reflective practices enable schools to track their progress over time.

Performance in each domain can be measured against the SQAAF scoring system, helping schools identify gaps, implement corrective actions, and move progressively from Abhilasha to Pragati and ultimately to Jagriti. Through self-assessment and stakeholder feedback, schools can ensure that improvements are not only systematic but also reflective of the needs and aspirations of their students and communities.

As we move forward, the successful implementation of SQAAF, backed by the SSSA, PARAKH, and state-level education authorities, will pave the way for a resilient, inclusive, and forward-looking education system. This collective effort will ensure that every learner receives an education that is equitable, inclusive, future-ready, and transformative—a true realization of the aspirations of NEP 2020 and a vision for a prosperous, knowledge-driven India.

