ION/No 12/2023-24   Date 19 July, 2023

SCHOOL QUALITY ASSESSMENT AND ASSURANCE FRAMEWORK

Working towards attainment of goals set by NEP-2020, CBSE has set up the Standards' Framework for Excellence in School Education - School Quality Assessment and Assurance (SQAA) Framework to catalyse transformational change in its affiliated schools.

Standards have been prepared in different areas of school functioning like curriculum, pedagogy, assessment, infrastructure, inclusive practices, human resources, management and governance, leadership and beneficiary satisfaction against which the schools can assess themselves for quality interventions.

The Board has decided to implement SQAA for all its affiliated schools from the Session 2023- 2024 while applying for Fresh Affiliation/Switch Over/Upgradation/Extension of schools. All the affiliated schools will undertake self-assessment on SQAA Portal every year between 1st April to 31st December.

Refer to CBSE Circular CBSE/SQAAF/2023 dated 05.07.2023 CBSE is organising a series of Webinars as detailed below, these Webinars will be available on CBSE YouTube Channel from **03.00 p.m. to 05.00 p.m**. All Incharges along with their entire team are expected to attend the same. The common sessions on 13th, 25th July, 11th and 15th Sep, 2023 are to be attended by all Incharges.

S.NO.	DOMAINS / DATE OF WEBINAR	SUB DOMAINS	INCHARGES
1.	Curriculum, Pedagogy and Assessment **26 to 28 July, 2023**	1.1 Curriculum Planning 1.2 Teaching Learning Process 1.3 Student Enrichment, Skill based/Vocational Education Programmes embedded in the Annual Curriculum and Pedagogical Plan 1.4 Mainstreaming Physical Education and Sports 1.5 Values and Ethos 1.6 Student Performance, Assessment of Learning Outcomes and Feedback and Learning Enhancement Programme 1.7 Early Childhood Care and Education and Foundational Literacy and Numeracy	VPL/HM (SR.) HM (PR)HM (PP) ALL CLASS REPS.
2.	Infrastructure – Adequacy, Functionality and Aesthetics **31 July, 2023**	2.1 Classrooms, library, laboratories, computer labs, ICT facilities and rooms for different activities 2.2 Principal's Office, Staff room and Administrative Offices 2.3 Infirmary and Health Management Facilities 2.4 Water, Sanitation Facilities and Waste Management 2.5 Furniture 2.6 Lighting and Ventilation 2.7 Eco friendly orientation and integration of Organic Living in Curriculum 2.8 Safety Provisions 2.9 Playground and Sports Facilities 2.10 Hostels (Only for Residential Schools and separate for Boys and Girls) 2.11 School Canteen (For Day Schools) 2.12 Transport and Escort Facility	MS. Loveleen Kapoor Academic Coordinator /Manisha Arora

S.NO.	DOMAINS / DATE OF WEBINAR	SUB DOMAINS	INCHARGES
3.	Human Resources 05 Aug, 2023	3.1 School Staff – teaching and nonteaching 3.2 Parents 3.3 Students 3.4 Alumni 3.5 Community	HM (Sr) Ms Ruby Singh
4.	Inclusive Practices 09 Aug, 2023	4.1 Barrier free environment 4.2 Games, Sports and other Recreational Facilities 4.3 Transportation Facilities 4.4 Overcoming Attitudinal Barriers 4.5 Self Special Equity Projects	HM (Pr)/ PGT Psychology
5.	Management and Governance 11 Aug, 2023	5.1 Vision and Mission Statement 5.2 Institutional Planning 5.3 Effective Coordination 5.4 Resource Management 5.5 Relationship Management 5.6 Activity Management 5.7 Data and Record Maintenance 5.8 Oral/Virtual/Online and Written Communication 5.9 Financial and Fee Administration 5.10 Admission Process	PPL/HM (PP)
6.	Leadership 23 Aug, 2023	6.1 Pedagogical Leadership 6.2 Collaborative Leadership 6.3 Systems for Ongoing Quality and Change Management	VPL/Ms. Neerja B/Ms. Rashi
7.	Beneficiary Satisfaction 31 Aug, 2023	7.1 Satisfaction of Students 7.2 Satisfaction of Staff (Teaching and Non-Teaching) 7.3 Satisfaction of Principal 7.4 Satisfaction of Parents and Alumni 7.5 Satisfaction of Community 7.6 Satisfaction of Management	Ms. Vidhi O/ Ms. Kamna J / Ms Manami Ghosh/ Ms. Ruchika Khanna

All CBSE manuals are available in the school library and the digital copies of the manual will be shared by on Vice Principal SQAAF Whats App Group.

Asha Prabhakar
(Principal)
स्वच्छ भारत
एक कदम स्वच्छता की ओर

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DETAILS OF DOMAINS, SUB DOMAINS AND RELATED STANDARDS

DOMAIN 1: CURRICULUM, PEDAGOGY AND ASSESSMENT

The students achieve excellence through a wide range of inclusive and innovative policies, practices and well-defined outcomes that allow for holistic, cohesive and free learning spaces for learners. The many student friendly systems and operatives that make education a functional and living entity are a part of academic and non-academic processes and products. The teachers' knowledge of their subjects and how students learn; learning environment and creating positive classrooms, teacher-student interactions; teaching learning methodologies; integration of arts, values, life skills, sports in teaching learning practices, use of interdisciplinary approaches to achieve student learning outcomes, informal assessments to measure students on their developmental continuum; continual upgrade by staff on their knowledge, competencies and skills; inclusivity and building a culture of innovation are some of the descriptors of a strong curricular, pedagogical and assessment policy in place.

SUB DOMAINS	STANDARDS
1.1 Curriculum Planning	1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP. 1.1.2 The School Leaders and Teachers are familiar with the curriculum documents and support material brought out by CBSE. 1.1.3 The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board. 1.1.4 Curriculum develops skills and abilities which prepare students for lifelong learning; fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs).
1.2 Teaching Learning Processes	1.2.1 School follows an optimum number of teaching days and teaching hours as defined by the Appropriate Authority/State/UT Government. 1.2.2 The school follows Teacher – Student Ratio as per norms. 1.2.3 Teachers are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive environment for joyful learning. 1.2.4 The School uses NCERT defined Learning Outcomes (LOs) for all classes as success criteria.
1.3 Student Enrichment, Skill based/Vocational Education Programmes embedded in the Annual Curriculum and Pedagogical Plan	1.3.1 The school provides ample opportunities for Art Education. 1.3.2 The School Vocational Education Programme develops entrepreneurial and employability skills and provides opportunities for internship and apprenticeship at local industry. 1.3.3 The school provides facilities to the students to participate in activities which enhance Literary and Reading Skills, Creative and Critical Thinking Skills; Scientific Skills; Communication Skills, Leadership Skills, and ensures mandatory Digital, Financial, Citizenship, Information and Media, Environmental and Health Literacy. 1.3.4 The school has a Life Skills Development Programme focusing on Thinking, Social and Emotional skills.
1.4 Mainstreaming Physical Education and Sports	1.4.1 School has a Policy and a strong leadership for promoting Health and Physical Education in Students. 1.4.2 Teaching and learning of PE, Sports, Yoga and other Fitness Activities is rich and engaging. 1.4.3 Inclusive PE and Sport is an important aspect of school.
1.5 Values and Ethos	1.5.1 The school nurtures values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders. 1.5.2 The school inculcates pride towards Indian heritage and civilization and encourages students to be conscious of their duties towards society, living beings and nature.
1.6 Student Performance, Assessment of Learning Outcomes and Feedback and Learning Enhancement Programme	1.6.1 The school ensures 75% attendance of its students and reduces drop outs. 1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning. 1.6.3 The school has defined procedures and criteria to regularly assess the students' performance; adopts varied assessment tools and techniques to assess the performance of the students – Assessment for Learning and As Learning. 1.6.4 Assessment of skills and competencies (visual and performing arts, life skills, values and ethos, vocational skills, health and physical education, scientific skills, computational skills, literacy skills, digital skills, reading skills and other skills) is done on the basis of Learning Outcomes and the criteria given in the Holistic Progress Card (HPC). 1.6.5 The school uses the results of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment to ensure all students progress on their developmental continuum.

1.7 Early Childhood Care and Education and Foundational Literacy and Numeracy	1.7.1 The school organises content and teaching learning material based on defined Learning Outcomes, principles and guidelines given in NCF for Foundational Stage along with consideration for the local context. 1.7.2 The school adopts an inclusive approach to pedagogy that is play based, engaging, contextual and experiential. 1.7.3 The schools designs and conducts age appropriate, regular and ongoing assessments that check for the achievement of the defined Learning Outcomes. 1.7.4 The school has created a suitable ecosystem for attaining Foundational Literacy and Numeracy (FLN) targets for all children.

DOMAIN 2: INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS

School provides for a safe, secure, clean green environment for all students. Facilities are provided by the school in the areas of space, safety requirements, health management and the aesthetic component. Learning spaces allow for a happy environment in which students can learn. Adequacy, functionality and Aesthetics of the enabling resources will be focused upon in this domain. Provisions need to be in place for buildings to be friendly for the differently abled. Through its eleven sub-domains, all major aspects associated with infrastructure are accounted for in a simple and easy manner for institutions to follow.

SUB-DOMAIN	STANDARDS
2.1 Classrooms, library, laboratories, computer labs, ICT facilities and rooms for different activities	2.1.1 The school has sufficient classrooms conducive to learning. 2.1.2 The School Library facilitates effective delivery/implementation of its educational programme. 2.1.3 Laboratories are available to support learning activities. 2.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school. 2.1.5 The school has adequate number of activity rooms for art, sculpture, music, dance and theatre.
2.2 Principal's Office, Staff room and Administrative Offices	2.2.1 The school has sufficient space for Principal, staff and administration as per requirements.
2.3 Infirmary and Health Management Facilities	2.3.1 The school has effective preventive health care and health management facilities.
2.4 Water, Sanitation Facilities and Waste Management	2.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.
2.5 Furniture	2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.
2.6 Lighting and Ventilation	2.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.
2.7 Eco friendly orientation and integration of Organic Living in Curriculum	2.7.1 The school follows eco-friendly/green practices to promote and inculcate organic lifestyle among students.
2.8 Safety Provisions	2.8.1 The school ensures safety measures as per statutory requirements and as defined by the Board from time to time; effective measures are also in place for Disaster Management.
2.9 Playground and Sports Facilities	2.9.1 Indoor and outdoor sport facilities are available and support divyang.
2.10 Hostels (Only for Residential Schools and separate for Boys and Girls)	2.10.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of pastoral care staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room. 2.10.2 School has a separate clean and hygienic Kitchen and Dining Area. 2.10.3 The school fosters a culture of cleanliness and hygiene. 2.10.4 School provides for safety and security of students. 2.10.5 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.
2.11 School Canteen (For Day Schools)	2.11.1 The school has a well-managed, clean, hygienic and safe canteen.
2.12 Transport and Escort Facility	2.12.1 School provides optional, safe and reliable transportation facility to accessible and remote areas.

DOMAIN 3: HUMAN RESOURCES

Staff forms an integral part of any school and is responsible for ensuring student learning outcomes in all curricular areas and is responsible for the connect between parents, students and school. This domain first adheres to the major boundaries of recruitment of adequate number of staff and then moves on to mandate Service Rules and Records, Recruitment Practices, Academic Supervision and Continuing Professional Development. School staff refers to all employees both teaching and non-teaching. Policies and practices for staff that are conducive to a working environment, nurturing in nature, promote and encourage innovation and collaboration - are the hall marks of a learning organization. The involvement of stakeholders and family and community partnerships with schools are instrumental in ensuring that students attain their specific and targeted goals. Parents, students, alumni and community are also the resources for the school that support the school in achieving its educational objectives.

SUB-DOMAINS	STANDARDS
3.1 School Staff – teaching and nonteaching	3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives. 3.1.2 The School Induction Programme lays strong foundations for productive relationship and high standards of performance. 3.1.3 The school staff appraisal is a supportive and developmental process to ensure positive outcomes for students. 3.1.4 The school is committed to achieving student learning outcomes by building the capacity of teachers through collaborative, reflective and experiential processes. 3.1.5 The school decides the salary and other allowances as per state norms/central norms. 3.1.6 The school provides staff incentives and appreciation.
3.2 Parents	3.2.1 Parents are partners in the qualitative growth of the school.
3.3 Students	3.3.1 Students participate and are involved in school improvement activities.
3.4 Alumni	3.4.1 Alumni is involved in the school development programmes.
3.5 Community	3.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing and facilitates Volunteerism through Vidyanjali.

DOMAIN 4: INCLUSIVE PRACTICES

The school must bring about a fundamental change in its systems and processes in order to support and address the individual needs of each child. They must adopt effective model of inclusive education and create such an environment in which all students have an opportunity or opportunities to flourish. Inclusive schools value all students as equal members of the school community; engage all students irrespective of their abilities in wide range of activities – both academic and non-academic.

SUB-DOMAINS	STANDARDS
4.1 Barrier free environment	4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers. 4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds. 4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.
4.2 Games, Sports and other Recreational Facilities	4.2.1 Indoor and outdoor games, sports and other recreational facilities are provided to divyang and students belonging to different socio economic backgrounds to learn and thrive with their peers.
4.3 Transportation Facilities	4.3.1 The school provides safe transportation facilities to divyang.
4.4 Overcoming Attitudinal Barriers	4.4.1 The school fosters a culture of compassion, care and empathy towards all.
4.5 Self Special Equity Projects	4.5.1 Self Defence Training instils a sense of confidence, promotes physical fitness and enhances emotional wellbeing among the girls.

DOMAIN 5: MANAGEMENT AND GOVERNANCE

Leadership starts with a Vision which has been made in collaboration with stakeholders. Effective Management and Governance ensures that processes and practices are aligned with the vision and embedded in the system. Core Values and Beliefs of the school form a culture of the school wherein everyone speaks and breathes the same value and belief. Policies for institutional planning, conservative use of resources, financial management, interconnectedness within school to ensure efficiency, etc. are made but tempered with human values of care and compassion.

SUB-DOMAINS	STANDARDS
5.1 Vision and Mission Statement	5.1.1 The School Management and Governance System is driven by Standard Operating Procedures (SOPs) made in alignment with its policies, vision and mission.
5.2 Institutional Planning	5.2.1 The School Institutional Plan is based on the needs of the students and community and the principle of optimum utilization of resources available in the school and community.
5.3 Effective Coordination	5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.
5.4 Resource Management	5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.
5.5 Relationship Management	5.5.1 The School Relationship Management System nurtures and sustains meaningful relationships with its stakeholders to foster increased student achievement.
5.6 Activity Management	5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of the school.
5.7 Data and Record Maintenance	5.7.1 The School Data and Record Maintenance System assists in making informed decisions for increased efficiency and productivity.
5.8 Oral/Virtual/Online and Written Communication	5.8.1 The School Communication System facilitates the school staff to stay connected with its stakeholders and community anytime, anywhere.
5.9 Financial and Fee Administration	5.9.1 The School Financial and Fee Administration System is based on rationality, admissibility and allocability.
5.10 Admission Process	5.10.1 The School Admission Policy is in consonance with Board's and RTE Act norms and is inclusive of bringing OoSC (Out of School Children) and children from deprived communities in the school system.

DOMAIN 6: LEADERSHIP

School leadership is an influential driver in the realization of school mission and fostering student learning and development. The potential role of the Principals is in providing instructional leadership to their respective schools. In order to understand how learning occurs, a visionary leader creates plausible situations conducive to learning, views knowledge as personal experiences constructed in the shared context of teaching learning, rather than embedded in the external reality of textbooks. A leader is sensitive to the social, professional and administrative contexts needed to operate and develops appropriate competencies to be able to create actual situations for scaffolding. Apart from developing mental faculties of the students, an effective leader also develops an artistic and aesthetic sense in students and addresses the learning needs of all children, including those who are marginalized and differently abled. A leader always strives for bringing innovation in different practices and activities and provides every possible support for innovation to happen. A leader views appraisal as a continuous educative process.

SUB-DOMAIN	STANDARDS
6.1 Pedagogical Leadership	6.1.1 The School Leader builds an intellectual and professional capital for teachers to set the direction for school improvement and student learning.
6.2 Collaborative Leadership	6.2.1 Collaborative Leadership engages shared intelligence to co-create learning institutions.
6.3 Systems for Ongoing Quality and Change Management	6.3.1 School Leader fosters a climate that supports achievement of learning outcomes. 6.3.2 The School Leader demonstrates responsibility and accountability in building a culture of equitability, inclusivity and systems thinking in school. 6.3.3 The School Leader provides opportunities to teachers and students to be creative, divergent thinkers, enhance entrepreneurial attitude and thus become future-ready

DOMAIN 7: BENEFICIARY SATISFACTION

Schools shall be successful in meeting this standard when they carry the understanding, commitment and support of all stakeholders. School personnel need to seek opportunities for collaboration to help the institution become a hub of excellence. The school should foster effective communication and interpersonal skills which lead to better social skills. The benefits of involving all stakeholders in decision making are that schools can foster collaboration with community stakeholders to support student learning, have a formal channel to listen to and communicate and productively use the knowledge and skills to enhance the work of the school and improve student learning outcomes.

SUB-DOMAINS	STANDARDS
7.1 Satisfaction of Students	7.1.1 The school tracks and assesses student satisfaction on the learning experiences provided to them at all stages of engagement, inside and outside the classroom.
7.2 Satisfaction of Staff (Teaching and Non-teaching)	7.2.1 The school tracks and assesses staff (teaching and nonteaching) satisfaction on the working conditions, safety, recognition, opportunities for creativity, growth and sense of belongingness at all stages of engagement.
7.3 Satisfaction of Principal	7.3.1 Intrinsic and extrinsic factors influence the job satisfaction experienced by the Principal.
7.4 Satisfaction of Parents and Alumni	7.4.1 The school maintains a healthy relationship with parents and alumni and assesses their satisfaction through connection, engagement and interaction.
7.5 Satisfaction of Community	7.5.1 The school ensures the satisfaction of the community by establishing a culture of meaningful and sustainable community engagement in school programmes.
7.6 Satisfaction of Management	7.6.1 The Management Satisfaction is assessed through stakeholders' attitude and behaviour towards the institution.