

School Self-Assessment

1. Leadership and Management Practices

Sl. No	Indicators	Current Rating	Target Rating	Review Rating
1	School has a revised written management policy in consultation with relevant stakeholders, which is understood and shared with all - Principals, teachers, students, community, SMB, NFEIs, ECCD facilitators, Centre Management Committee and proprietor.			
2	The policy covers all aspects of school management system in line with National Education Policy.			
3 EPS	Quality of School Improvement Plan (SIP) as evaluated on the defined parameters: 1. Specific "from-to" goals with quantification (e.g. 1-2 or 1-3 etc.) 2. Sufficient progress in goals (e.g. 1-3 instead of 1-2) 3. Clear action items with timelines and responsibilities.			
4 EPS	Percentage of parameters where targets were achieved from previous year's SIP.			
5	School has professionally trained principal who promotes shared leadership effectively including life skills.			
6	School consciously observes staff¹ and students' code of conduct and ensures effective implementation.			
7 GNH	Student leaders are elected and engaged in setting up their roles and responsibilities which are effective in driving student development affairs.			
8	Staff performance appraisal is conducted transparently and timely.			
9	Resources such as finance, human and materials are mobilised, used and monitored effectively through proper check and balance mechanism.			
10 GNH	School involves parents and NFE learners in school activities and student development programmes.			
11	School ensures realistic and timely requisition and follows up on arrival of school resources including NFE and ECCD centres.			
12	School management is proactive in seeking support from relevant agencies and has evidences of such support for school, NFE and ECCD centre improvement.			
13	School has collectively prepared professional development plan and programmes with evidences of implementation.			
14	School has an agreed schedule for in-school teacher meeting,			

¹ Refers to teachers, non-teaching staff, NFEIs, and ECCD facilitators

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	including class, subject, management and committee meetings.			
15	School renders necessary support to children with special needs.			
16 GNH	School ² has developed appropriate disaster management plan including ECCD centres.			
	Sub Total			
	Summary Score			

2.Green School Domain (Physical Ambience)

Sl. No	Indicators	Current Rating	Target Rating	Review Rating
1	School in collaboration with community adopts and advocates No Plastic Policy (refuse, reduce, reuse and recycle).			
2	The children are clean and tidy.			
3	School promotes and demonstrates knowledge on eco-literacy like climate change, resource conservation, impact of pollution and consumerism.			
4	School adopts innovative ways to harvest / manage natural water resources e.g. rain water harvest.			
5 EPS	School has accessible, safe and sufficient drinking water with functioning taps including all learning centres ³ .			
6 EPS	School ⁴ has adequate, accessible and clean toilets separately for girls, boys and staff.			
7 GNH	School ⁵ is litter free and promotes proper wastes management practices.			
8	The classroom is clean, safe, spacious, and conducive for interactive teaching and learning activities considering gender sensitivity.			
9 GNH	School has well maintained flower gardens, hedges and plants in all relevant places.			
10	School promotes organic farming and local produce through school agriculture programmes / makeshift vegetable garden / other means.			
11	School adopts water sources, streams, sections of rivers, forest and provides sustained care, cleanliness and preservation.			
12 GNH	School ⁶ promotes and practices healthy food habits (display of nutrition guide, zero waste policy, discourages junk food, etc.)			

² School includes NFE and ECCD centre

³ Centre refers to NFE and ECCD

⁴ School refers to NFE and ECCD

⁵ School refers to NFE and ECCD

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13	School environment is free of graffiti.			
14	School ⁷ ensures timely maintenance of school buildings, and other infrastructure to provide safe environment. (Drain, railing, ramps, verandah, footpath, wiring, windowpanes, school fence, etc.)			
15	School ⁸ promotes and practices strong conservation ethics (e.g. saving electricity, water, paper, etc.).			
	Sub Total			
	Summary Score			

3.Green School Domain (Psycho-Social Ambience)

Sl. No	Indicators	Current Rating	Target Rating	Review Rating
1 GNH	School has a revised written policy on school discipline and practices a variety of positive disciplining techniques.			
2 GNH	School practices Life Skills Education and integrates GNH values and principles in all school programmes through whole school approach.			
3	School ⁹ practices inclusiveness for students with special needs.			
4 GNH	School ¹⁰ has safe, caring and supportive environment (e.g. absence of abuses, bullies, corporal punishment, humiliation and harassment).			
5	Principal and staff members effectively communicate with students both inside and outside the school.			
6	School conducts counseling programmes and services with protocols for referrals.			
7 GNH	School promotes mind training and mindfulness practices as a normal part of school life.			
8 GNH	Each student including ECCD children has a proper health record maintained by the class teacher / health in-charge / warden/matron.			
	Sub Total			
	Summary Score			

⁶ School includes NFE and ECCD centre

⁷ School includes NFE and ECCD centre

⁸ School includes NFE and ECCD centre

⁹ School includes NFE and ECCD centre

¹⁰ School includes NFE and ECCD centre

4. Curriculum Practices: Planning and Delivery

Sl. No	Indicators	Current Rating	Target Rating	Review Rating
1	Teacher's full understanding of syllabus is evident from year plan, block plan and daily plan.			
2 EPS	Every teacher has daily lesson plan, which incorporates all the essential components including transformative pedagogy with necessary modification, adaptation and accommodation for students with different learning abilities.			
3 EPS	Use of variety of teaching strategies including transformative pedagogy (role-play, dramatization, group works, classroom debates, question-answer techniques, field trips, project works, local wisdom, use of ICT, etc.) appropriate to each subject is apparent.			
4	Relevant teaching learning materials prepared by both teachers and students are indicated in the plan and are evident.			
5	Teacher implements effective introductory procedures of the lesson.			
6	Teacher inspires and creates conducive environment for positive learning attitudes and behaviours in the students.			
7	Teacher paces his / her teaching to the different abilities using inclusive practices.			
8 EPS	Teacher has quality Teaching Learning Materials (TLM) (e.g. workbook, teachers' manual, flash cards, models, charts, etc.) and uses appropriately.			
9	Teacher translates the knowledge of their subjects into effective classroom teaching relating to GNH values and principles without compromising the quality of the content.			
10	Appropriate class-works are assigned, monitored and assessed using appropriate criteria and constructive feedback.			
11 EPS	Teacher constantly checks students' learning and progress within classroom and actively takes steps for improvement of academically challenged students.			
12	Teacher uses appropriate lesson closure method.			
13	Teacher uses instructional time effectively as per the plan.			
14	Home works are assigned in line with the school homework policy and with clear and appropriate instructions.			
15	The textbooks, syllabi, stationery items and other required learning materials are made available in the classroom.			
16	School has instituted reading programme that is collectively			

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	planned, organised and documented.			
17 EPS	Teacher receives 80 hours of professional development per year through trainings like SBIP, DBIP, CBIP and NBIP.			
18 EPS	Teacher/NFEIs/ECCD facilitators receive effective coaching from Principal /HoDs /SLT/CLT/MLT/ Special Educational Needs Coordinator (SENCo).			
19	Teacher keeps up-to-date with the current developments in their own field and uses them in their teaching.			
20 EPS	Principal spends sufficient time in instructional leadership.			
21 EPS	Teacher uses ICT for day-to-day work and teaching learning purposes.			
	Sub Total			
	Summary Score			

5.Holistic Assessment

Sl. No	Indicators	Current Rating	Target Rating	Review Rating
1	Teacher collaborates with students to design/assigns and implement a variety of tasks in the class with specific focus to develop concepts, skills, values and attitudes.			
2	Teacher uses range of strategies for assessing students' work (self, peer, group, teacher, etc.)			
3	Home tasks are assigned with specific instructions and criteria for assessing students' works.			
4 EPS	Assessment is conducted effectively with adaptation strategies for students with different abilities and-feedback provided to students and parents.			
5	School has proper monitoring and follow up mechanism on feedback (re-doing & re-checking of students' work).			
6 EPS	School has relevant remedial programmes especially for students scoring less than 45% (class/unit tests and exams).			
7	Examination results are used to analyse teaching learning process for improvement with proper documents.			
8	Promotion is fair, and based on reliable and valid assessment.			
9	Question banks are maintained and are accessible to teachers, students, and other relevant stakeholders.			
10 EPS	Clear guidelines exist for assessment and disseminated to all teachers (question setting, test specification, marking schemes,			

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	paper moderation and group evaluation).			
11	Practices for building and improving student's character are evident.			
12 EPS	Students' assessment is carried out with integrity and fairness.			
13	Teacher maintains assessment record of students (academic and conduct) and is accessible to relevant agencies.			
	Sub Total			
	Summary Score			

6. Broader Learning Domain

Sl. No	Indicators	Current Rating	Target Rating	Review Rating
1	School policy document contains well defined policies on broader learning domain (co-curricular and extracurricular activities) and action plans prepared in collaboration with relevant stakeholders.			
2 GNH	School ensures that every child participates in co-curricular / extracurricular activities including students with special needs.			
3 GNH	School has access to quality playgrounds and sports facilities for all students.			
4 GNH	School promotes cultural and spiritual dimension through community participation, project works, researches and other events / functions.			
5	School has a choice of clubs that meaningfully engage all students to promote their wholesome development.			
6	Citizenship building education is effectively delivered through various programmes (Scouting, <i>Driglam Namzha</i> , Life skills Based Education, Clubs, etc.)			
7	The advancement scheme in scouting for both the scouts and scout masters is followed as per the scouting guidelines and annual action plans.			
8	Students have knowledge and skills on health and physical education.			
9	School takes initiatives to promote local and traditional games and sports with support from the community.			
10	Students are equipped with information on higher studies, training and career options with support from relevant agencies.			
11	School has an ideal designated place to cater services for counseling and career education.			

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12	School promotes aesthetic sensibilities of students through various artistic and cultural expressions.			
13	All school activities integrate and promote GNH values.			
	Sub Total			
	Summary Score			

7.School-Community Vitality

Sl. No	Indicators	Current Rating	Target Rating	Review Rating
1	School surveys and facilitates full enrollment of learners including children with SEN, for ECCD and NFE in the catchment area.	Full to be deleted		
2	School carries out viable and relevant projects (viz. paddy cultivation / plantation, marijuana uprooting, mass cleaning, etc.) in partnership with community.			
3	School involves community/parents to promote alcohol and drug free life styles in the school.			
4	School strengthens life skills related activities for out-of-school youths in collaboration with community/parents/youth centers.			
5 GNH	School creates awareness on student's health, special need issues and literacy to the community.			
6	School has a functioning parents' support group to take a lead role in the parenting education programmes.			
7 GNH	Participation of students and NFE learners in community services/local celebrations is evident.			
8	Contributions are acknowledged through school newsletters, magazines, Parent-Teachers Meeting and any other appropriate media.			
	Sub Total			
	Summary Score			

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8. Other Parameters

Sl. No	Indicators	Current Rating	Target Rating	Review Rating
1	Student to Teacher Ratio			
2	Average Attendance of Teachers (%)			
3	Average Attendance of Students (%)			
4	% of section/classes with students less than equal to 30			

School Improvement Plan (SIP)

Category	Performance Indicators	Current Rating	Target Rating	Review Rating	Actions to Achieve the Target	Time Line(dd-mm-yy)	Remarks
Leadership and Management Practices	Quality of School Improvement Plan(SIP) as evaluated on the defined parameters: 1. Specific "from-to" goals with quantification (e.g. 1-2 or 1-3 etc.) 2. Sufficient progress in goals (e.g. 1-3 instead of 1-2) 3. Clear action items with timelines and responsibilities.						
	Percentage of parameters where targets were achieved from previous year's SIP.						
	Student leaders are elected and engaged in setting up their roles and responsibilities which are effective in driving student development affairs.						
	School involves parents and NFE learners in school activities and student development programmes.						
	School ¹¹ has developed appropriate disaster management plan including ECCD centres.						
	Sub-Total						
	Summary Score						
Green School Domain	School has accessible, safe and sufficient drinking water with functioning taps including all learning centres ¹² .						
	School ¹³ has adequate, accessible and clean toilets separately for girls, boys and staff.						

¹¹ School includes NFE and ECCD centre

¹² Centre refers to NFE and ECCD

¹³ School refers to NFE and ECCD

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	School ¹⁴ is litter free and promotes proper wastes management practices.						
	School has well maintained flower gardens, hedges and plants in all relevant places.						
	School ¹⁵ promotes and practices healthy food habits (display of nutrition guide, zero waste policy, discourages junk food, etc.)						
	School has a revised written policy on school discipline and practices a variety of positive disciplining techniques.						
	School practices Life Skills Education and integrates GNH values and principles in all school programmes through whole school approach.						
	School ¹⁶ has safe, caring and supportive environment (e.g. absence of abuses, bullies, corporal punishment, humiliation and harassment).						
	School promotes mind training and mindfulness practices as a normal part of school life.						
	Each student including ECCD children has a proper health record maintained by the class teacher / health in-charge / warden/matron.						
	Sub-Total						
	Summary Score						
Curriculum Practices: Planning and Delivery	Every teacher has daily lesson plan, which incorporates all the essential components including transformative pedagogy with necessary modification, adaptation and accommodation for students with different learning abilities.						

¹⁴ School refers to NFE and ECCD

¹⁵ School includes NFE and ECCD centre

¹⁶ School includes NFE and ECCD centre

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	Use of variety of teaching strategies including transformative pedagogy (role-play, dramatization, group works, classroom debates, question-answer techniques, field trips, project works, local wisdom, use of ICT, etc.) appropriate to each subject is apparent.						
	Teacher has quality Teaching Learning Materials (TLM) (e.g. workbook, teachers' manual, flash cards, models, charts, etc.) and uses appropriately.						
	Teacher constantly checks students' learning and progress within classroom and actively takes steps for improvement of academically challenged students.						
	Teacher receives 80 hours of professional development per year through trainings like SBIP, DBIP, CBIP and NBIP.						
	Teacher/NFEIs/ECCD facilitators receive effective coaching from Principal /HoDs /SLT/CLT/MLT/ Special Educational Needs Coordinator (SENCo).						
	Principal spends sufficient time in instructional leadership.						
	Teacher uses ICT for day-to -day work and teaching learning purposes.						
	Sub-Total						
	Summary Score						
Holistic Assessment	Assessment is conducted effectively with adaptation strategies for students with different abilities and-feedback provided to students and parents.						
	School has relevant remedial programmes especially for students scoring less than 45% (class/unit tests and exams).						

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	Clear guidelines exist for assessment and disseminated to all teachers (question setting, test specification, marking schemes, paper moderation and group evaluation).						
	Students' assessment is carried out with integrity and fairness.						
	Sub-Total						
	Summary Score						
Broader Learning Domain	School ensures that every child participates in co-curricular / extracurricular activities including students with special needs.						
	School has access to quality playgrounds and sports facilities for all students.						
	School promotes cultural and spiritual dimension through community participation, project works, researches and other events / functions.						
	Sub-Total						
	Summary Score						
School-Community Vitality	School creates awareness on student's health, special need issues and literacy to the community.						
	Participation of students and NFE learners in community services/local celebrations is evident.						
	Sub-Total						
	Summary Score						