



## SCHOOL DEVELOPMENT INDEX

Enabling Schools, Changing Lives



Delhi Commission for Protection of Child Rights (DCPCR)  
Government of National Capital Territory of Delhi



TEACHFORINDIA



MANISH SISODIA

मनीष सिसोदिया



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### FOREWORD

Three and a half years ago, I began with a dream for India, simple but overwhelming. A dream to build our nation on strong democratic values. A strong democracy can only be built on strong school systems. So, I started with a dream about our schools. I dream of nurturing schools that are joyful, and psychologically safe spaces for our children, where their mental and physical faculties are challenged and their creativity flourishes. Today, that dream looks like a possibility.

I congratulate my teachers and administrators for believing in my dream, for dreaming with me and making it our shared dream.

We have indeed made some progress, though lot more needs to be done. It is not enough as our children deserve the very best. So, we need to continuously reflect, evaluate and improve.

It is in this context that I am very glad to see this initiative by DCPCR make progress. Independent, objective and credible evaluation is the cornerstone for continuous development. It is this gap that the exercised called "School Development Index" seeks to bridge.

I hope that this exercise enables identification of best practices, and provides a platform for celebration of high performance, and acknowledgement of improvement and efforts.

I assure DCPCR and all other stakeholders of my government's unwavering commitment and unconditional support to prepare our children academically, enable them socially and develop them emotionally.

  
Manish Sisodia





सत्यमेव जयते

## PREFACE

The Delhi Commission for Protection of Child Rights is entrusted with the responsibility of monitoring the implementation of Right to Free and Compulsory Education Act (RTE), 2009 under Section 31 of said Act in letter and spirit. For more than a decade, this Commission has been committed to work towards ensuring safe, secure and healthy environment for our children to learn and grow. RTE Act has made education a fundamental right for all children. It is hence the responsibility of this Commission to understand how well the schools are achieving their core objectives so that RTE isn't reduced merely to Right to Attending School but translates into high-quality learning for all children. Monitoring and evaluation of RTE needs to be made more comprehensive, including elements of provisions, processes within the school, as well as overall quality of student learning outcomes.



In this regard, the Commission is taking one step further by conducting an independent and comprehensive school evaluation of approximately 5800 schools in Delhi i.e schools administered, aided and regulated by Directorate of Education, East Delhi Municipal Corporation, North Delhi Municipal Corporation, South Delhi Municipal Corporation, New Delhi Municipal Council and Delhi Cantonment Board. There is enough research to inform that timely, consistent and comprehensive school evaluation can lead to school effectiveness. School assessment then provides the requisite content as input for school improvement.

The purpose of this school evaluation exercise is to enable and support all education departments, all line departments and most importantly to inform the parents who send their children in schools with a hope to shape them as responsible citizens of society.

I hope this exercise serves as an instrument to celebrate and document all the best practices and build sound evaluation report that paves way for improvement of schools and thereby our children.

**Ramesh Negi**  
Chairperson, DCPCR



सत्यमेव जयते

## **Message**

**"When it comes to education, there can only be two types of people- teachers & their friends."**

How do we translate this quote into our lives reality, and into our daily practice? We have explored this question for past year and asked ourselves how we can best develop our school. 'School Development Index' is an initiative in that direction. The idea is to comprehensive evaluate all the schools (government, aided and Private) in Delhi on three key questions: safety, learning and inclusion. The more important question, however, is why we are doing evaluations and what can we do with the evaluation results.



## **Why Evaluate?**

### **Because we want to celebrate!**

The design of the government and government institutions is such they may sometimes inhibit the creativity, innovations and development of psychologically safe spaces to experiment, and potentially fail.

Hence, this is an initiative for just that. Let's understand our schools and document best practices. Let's know our strengths. Let's celebrate all the great things that are there about our schools. Let's celebrate the good work, of our children, our principals, our teachers, our officials and all those working with the schools in any capacity. Let's celebrate even the smallest of the achievements and improvements.

We, therefore, need to evaluate to understand ourselves to celebrate!

### **Because we want to and can do better, for our children deserve the best!**

It is important to know where we falter, where the efforts did not quite produce the intended result, where we need to pause and reflect. It is important to look around and learn. It is important to stay be student ourselves.

**We, therefore, need evaluation to understand ourselves because we want to and can do better!**

But here is the catch!

*"Is it another data collection exercise?"*

*"Why another evaluation?"*

*"Does it mean another inspection?"*

*"Aren't the private schools autonomous?"*

*"Aren't the teachers burdened with enough non-academic work already?"*

### **Teachers, We Understand You!**

We understand that schools are made to fill the data from all quarters every now and then, sometimes even within crippling timelines. I am sure all the departments and officials mean well. We understand the pain of both the officials and the teachers. No side likes it! This was one of the most discussed points during our consultation. We assure you that schools shall not be asked for filling any data. The onus of collecting data is on our teams that we shall send to the schools. Our only request is to fully cooperate with our teams when they visit your schools for a period of 2-3 days.

### **"This doesn't mean another Inspection"!**

No! There is no penalty, no threat! The effort is only to understand! Trust us! We understand that in an effort for improvement, experiments are needed, and some of them do not quite go the way intended. But they even educate us. So, we believe failures are good and we intend on celebrating them as failures reflect efforts and intentions to improve.

### **Change Takes Time**

We understand change takes time. Simple changes like ensuring visitors entry registers can be done in no time but improving learning levels, or making schools joyful places for children and teachers is a journey and we understand it. Therefore, we assure you that we shall be patient. We shall not only be patient but we shall be your assistant in that journey.

### **We Understand Your Locus of Control**

We understand that the structural fitness of a building is beyond locus of control of a school principal or teacher or the timely delivery of books, or the shortage of staff and many other things. We understand that. And we assure you that we shall not hold you accountable for aspects beyond your locus of control.

We also understand that, yet, you wield powers like no one else. You have the power to believe in the child when even he/she has lost the belief. You have the power to make a child read and love books.

Hence the tagline for the project - **Enabling Schools, Changing Lives.**

***"There are people who write destiny. They use blackboards"***

Keep writing destinies, my dear educator. Keep changing lives!



**Anurag Kundu**  
Member, DCPCR



## **Guide for Schools**

This School Evaluation Tool has been prepared keeping in consideration the diverse backgrounds of children of Delhi, different school types (Government, Municipal, Aided and Unaided) and already existing multiple data collection structures such as U-DISE and Shaala Siddhi.

Inputs and feedback have been taken from different stakeholders such as Principals, Teachers, Government Officials, Parents, Academicians (DIETs/ SCERT) and Civil Society Organisation leveraging their experience and expertise. Therefore, the tool has undergone more than 15 rounds of iteration and pilot tested twice. Further, the purpose of this exercise on one hand is to celebrate the good work happening in the schools of Delhi by acknowledging the schools that are performing well. The findings from the exercise may also prove very helpful for reflection and further improvement.

This School Evaluation exercise is proposed to be an annual exercise wherein external teams set up by Commission will visit all schools to collect data based on the given tool through different sources such as school observation, stakeholder conversation etc. Further, there will be an attempt to cause minimum disturbance to schools and use the existing data to the extent possible. Only that data which is not available, or is not updated will be collected from the schools. **It must be clarified that schools shall not be asked to fill up the data; rather it will be collected by means of the external team.**

Since the intent of starting School Development index is to enable schools by means of providing credible, independent and objective reflection of the school, it is important that there is transparency from our end as well. Therefore, shared below are the guiding questions and sub-questions for this exercise as we move forward, together.

**Any feedback, critique, or comment is welcome. We want to hear from you.**

1. How do we ensure the schools are perfectly safe spaces for our children and teachers?
  - a. What is the status of implementation of Minimum Standards of School Safety? (Web Link to Minimum Standard of School Safety [http://www.edudel.nic.in/upload/upload\\_2017\\_18/901\\_dt\\_07112017.pdf](http://www.edudel.nic.in/upload/upload_2017_18/901_dt_07112017.pdf))
  - b. Are our children emotionally and psychologically safe?
2. Is there maintained and clear entry exit system along with visitor records?
3. Does school have clean toilets separately maintained for male and female students?
4. Does school have clean filtered drinking water facility?
5. Are the teachers professionally equipped in terms of educational qualifications?
6. How does the school ensure adequate availability and usage of learning resources such as library books, computers and equipment for experiments in labs?
7. Are their sufficient resources for students to engage in sports, music, dance and arts related co – curricular activities?
8. Are important Phone numbers (Fire, Ambulance, Child line, Police, nearby Doctor or Hospital, Child Welfare Committee) displayed in school?
9. Does school conduct regular parent teacher meetings?
10. Has school completed all EWS/ DG related admissions as per the compliances by their respective government authorities? (if applicable)

## **Reading the School Evaluation Tool**

1. This framework consists of three themes i.e Safety and Security, Teaching and Learning, Community Participation & Social Integration.
2. Each theme is sub divided into an Area of Enquiry, Indicator and Criteria. Area of Enquiry signifies the domains that are being observed / assessed under that particular theme. For example: Assessment is an area of enquiry being evaluated under theme Teaching and Learning.
3. There are 4 levels marked against each criterion. Level 1 signifies school performing that has the longest journey to make on a particular criteria and Level 4 acknowledges and celebrates the performance of the school.
4. School marked on any particular level will have to qualify all the levels prior to it. For example – A school can be marked Level 3 only when it is already doing things mentioned in Level 1 and 2.
5. Levels have been designed such that school can understand and gradually improve towards level 4 by taking clear actionable steps as mentioned in each level. Increment in the levels shifts from availability of resources and facilities to adequacy, usability, usage and impact.
6. Schools will be assessed on a particular criterion using level 1 to 4. Based on the levels given to a school on a criterion, aggregation of score will be done for relevant indicator and area of enquiry.

**Note: Adhyayan Foundation has prepared this School Evaluation Tool as the Knowledge Partner for this exercise.**



## **GLOSSARY**

1. **Average Percentage Marks** – Sum of percentage marks obtained by individual students of a particular grade divided by total students in that grade. Example: if 5 students obtained 50%, 65%, 70%, 40% and 90% respectively, then average percentage marks is equal to  $((50\%+65\%+70\%+40\%+90\%)/5) = 63\%$
2. **Cross Disability Training** – The training given to special educators to teach children with special needs with different requirements. Example: A special educator specialised in teaching blind children is also trained to teach children who cannot speak. This is important because schools have limited special educators and often there are students with diverse special needs.
3. **Career Counsellor** – An individual responsible for guiding and mentoring students with regard to making subject and career choices especially for students of grade 9<sup>th</sup> and above. They are also referred as EVGC.
4. **Estate Manager** - Any person (other than teacher and principal/HOS) full time responsible for managing infrastructure, repair and maintenance works. It does not include guards and sanitation workers.
5. **Fill rate** – Percentage of admissions given by an unaided school (private school) out of 25% seats reserved for children belonging to Economically Weaker Section (EWS) or Disadvantageous Groups (DG) at entry level classes in accordance with Section 12(1)c of Right to Free and Compulsory Education Act, 2009.
6. **Functional Computers** – Computers available in computer laboratories in usable condition with all necessary software and programs installed for students to use and learn. Computers in principal office, admin office or any other such place will not be counted.
7. **Important Phone Numbers** – Important phone numbers of fire brigade, ambulance, child line, police, child welfare committee, nearby hospital-doctor should be displayed in school.
8. **List of Prohibited Items** – Things that student should not bring to school or possess other than during specific periods for example chemicals during experiments which may be harmful for school students. For example – Lighters, matchsticks, sharp objects.
9. **Pass Percentage** - Percentage of students who have obtained minimum 33% marks in their grade. For example, if 30 out of 50 students in a particular grade have obtained 33% or more marks then the pass percentage of that grade is 60%.



- 10. Playground** - Playground in schools will NOT be counted as cemented ground. The ground with sand and/or grass will be considered playground. Cemented floor will only be counted for courts of sports like badminton, basketball etc.
- 11. Principal/Head of School (HOS)** - Principal/HOS refers to a person who is a full time in-charge dedicated to administrative work of school. It doesn't include a teacher officiating as principal. The principal, however, may take few periods per week.
- 12. Retention rate** - Percentage of students belonging to EWS / DG category who have continued studying in same unaided (private) school in second year i.e percentage of students retained with the school in the second year after enrolment.
- 13. Restricted Spaces** - Confined, abandoned, empty or harmful spaces that are not to be visited by students due to safety reasons. This includes labour huts, labour camps, construction areas, generator rooms, main electric switch boards or any other place which can be harmful for a child if left unsupervised such as students playing around swimming pool in unsupervised situation can lead to accidents etc.
- 14. Safety Committee Assessment** - The Government of NCT of Delhi has come up with Minimum Standards of School Safety which is a list of things, if followed, will help school become a safe and secure space for learning.
- 15. School Management Committee** - Committee constituted in accordance with the Section 21 of Right to Free and Compulsory Education Act in government and aided schools in Delhi chaired by Principal/HOS and comprising 12 parents, elected representatives and social workers.
- 16. Socio - Emotional Counsellor** - A counsellor responsible for guiding students with regard to their emotions, counselling them and taking up student related grievances.
- 17. Special Educators** - Individuals responsible for teaching children with special needs through diverse teaching methods and resources.
- 18. Teacher** - Teacher refers to full-time academic teachers, guest and contractual teachers, STC In-charges. Principal, Vice-Principal, lab attendants, counsellors, coaches, NGO employees etc. will not be considered as teachers.
- 19. Valid Meetings** - Any meeting is considered valid only when it meets the quorum as specified in the norms. Example: A School Safety Committee Meeting is considered valid if at least 5 members are present in the meeting including 2 parent members.



## **Safety and Security**

| Indicator   | Criteria                               | Level 1   | Level 2  | Level 3  | Level 4  |
|---|--|---|--|--|--|
| <b>Area of Enquiry – 1. Emergency and Disaster Preparedness</b> |  |   |  |  |  |
| 1a. Hazardous Spaces and Materials                              | Chemicals, Acids and Prohibited Items  | No list of prohibited items is displayed. There are unnamed bottles lying around in the school / labs and acid is kept in toilets for cleaning.   | List of hazardous material is displayed. Some chemicals in the chemistry/ science lab are stored and labeled properly.   | Most chemicals and acids are labeled and properly stored.  | All hazardous material are securely labeled, stored and locked safely.   |
|   | Construction, Potholes and Electricity | Open switch boards/boxes, open wires are seen. Students have easy access to generators and any construction going on in the school (if applicable). There are open pits/potholes/ drains inside or outside school premises. | There are no open pits/potholes/open drains inside or outside school. There are no open wires/switch boards or boxes in any classroom or school premises. Some of switch boxes/generators are labeled. | Students have restricted access to things like generators and construction going on in the school (if applicable) but are seen on the site of construction despite the restriction. Most of the electrical switch/generators are labeled properly. | All electrical wiring is concealed/insulated and electrical connections, appliances; generators are properly labeled and locked. Construction site (if any) is appropriately barricaded and secured. No student has access to any restricted places. |
| 1b. Safety Assessment, Safe Building and Furniture              | School Safety Committee Assessment     | No valid meeting of school safety committee has been held in last 6 months.   | 1 or 2 valid meetings have been held and 1-2 times assessment on Minimum Standard of school safety done in last 6 months. No parents are aware about meetings.   | 3-4 valid meetings have been held and 3-4 times assessment on Minimum Standard of school safety done in last 6 months. Some parents in the committee are aware about meetings.   | All mandatory or more valid meetings have been held and assessment on Minimum Standard of school safety done in last 6 months. Most parents in the committee are aware about meetings.   |
|   | Secure Premises                        | School wall is not covered with fence and CCTVs do not exist or dummy CCTVs exist in the school.  | Some of the school wall is covered with fence and CCTVs exist but are dysfunctional.   | Most of the school wall is covered with fence. CCTVs exist and are functional but no monitoring of live feed.  | All school walls are covered with fence. CCTVs exist and are functional which monitors live feed.  |



| Indicator   | Criteria                            | Level 1   | Level 2   | Level 3  | Level 4  |
|---|-------------------------------------|---|---|--|--|
| <b>Area of Enquiry – 1. Emergency and Disaster Preparedness</b> |                                     |   |   |  |  |
| 1c. Disaster/Emergency Response                                 | Announcement System and Mock Drills | Public announcement system is non-existent or dysfunctional and no mock drill has been conducted for more than a year.  | Announcement system is functional. Mock drill has been conducted once in last 12 months. Some students can explain what to do in case of earthquake or fire.  | Functional announcement system in place. Mock drill for fire and earthquake has been conducted once in last 12 months. Most students can explain what to do in case of earthquake or fire. | Functional public announcement system exists. Mock drills are conducted at least 2 times in last 12 months. All students can explain what to do in case of earthquake or fire. |
|   | Hydrant and Fire Extinguisher       | School doesn't have fire safety certificate or it is expired. Fire extinguishers or hydrants are present at some places. No student or teacher can explain how to use a fire extinguisher | Valid fire safety certificate is available. Fire extinguishers or hydrants are present at all places but not periodically checked. Some teachers or some students can explain using a fire extinguisher | Fire extinguishers or hydrants are functional and periodically checked. Most teachers or most students can explain using a fire extinguishers  | Staff and students ( as applicable) are trained in using the fire extinguisher or hydrants. All teachers and all students can explain using a fire extinguisher.               |
|   | Prominent Displays                  | Important phone numbers and evacuation plan is not displayed  | List of phone numbers is displayed. Evacuation plan is displayed in 1-2 areas but not readable. Some of the entry / exits are marked  | Evacuation plans are displayed in 1-2 areas. Most entry/ exits are marked.   | Evacuation plan is displayed in all buildings and all entry / exits clearly marked.  |

| Indicator                                  | Criteria               | Level 1   | Level 2  | Level 3   | Level 4  |
|--|------------------------|---|--|---|--|
| <b>Area of Enquiry – 2. Safe Traveling</b> |                        |   |  |   |  |
| 2a. Verification and Supervision           | Transportation Quality | The bus and driver has a valid license. School and bus provider / driver has valid contract with school.                  | Record of driver and conductor's activities and verified documents are maintained with the school.                                   | School buses / vans are yellow in colour with school details printed on them. The conduct of driver/ conductor and driving is rated average.                        | All buses are equipped with a GPS tracking facility and helper / conductor to assist. The conduct of driver/ conductor and driving is rated excellent. |
|  | Supervision            | No teacher/staff supervises entry/ exit of students in school. School has no database of parent phone number and address. | School supervises the entry exit of some (primary only) students. School updates database of all parents / contact details annually. | All students' entry / exit are supervised. Database of parent contact details is updated every 6 months and modes of transport that each child uses are maintained. | School updates database of all parents / contact details as well as mode of transport that each child uses every quarter.                              |

| Indicator  | Criteria                           | Level 1   | Level 2   | Level 3   | Level 4  |
|--|------------------------------------|---|---|---|--|
| <b>Area of Enquiry – 3. Physical and Sexual Safety</b> |                                    |   |   |   |  |
| 3a. Preventive Measures                                | Abandoned Areas and Empty Places   | None of the empty rooms/ terrace area/ secluded area is locked properly or is well lit.   | Some of the empty rooms/ terrace area/ secluded area is locked properly or is well lit.   | Most of the empty rooms/ terrace area/ secluded area is locked properly or is well lit.   | All of the empty rooms/ terrace area/ secluded area is locked properly or is well lit.   |
|  | Identity Cards for Students        | None of the students are seen wearing ID cards.   | Some of the students are seen wearing ID cards.   | Most of the students are seen wearing ID cards.   | All of the students are seen wearing ID cards.   |
| 3b. Monitored Entry and Exits                          | Visitors and Entry Exit Registers  | Visitor register is not present at the gate. No visitor rules are displayed. Visitors meet school staff anywhere in the school premises.                            | Visitor register is available but none or very few entries (less than 15) recorded for the last month. Dos and Don'ts for visitors are displayed. Visitors meet school staff anywhere in the school premises. | Visitor register has proper record of all entries and in readable handwriting. Designated waiting area for visitors is available.             | Separate registers are maintained for different categories of visitors like vendors/drivers/ cleaners/ teachers/ parents etc. Designated waiting area for visitors is available. |
|  | Gate and Guard                     | Any of the school gates is fully or partially obstructed. School does not have any guard.   | School has at least 2 gates which are functional with no obstruction. School has at least 1 guard during school hours.  | Both school gates are open and school has at least 1 male and 1 female guard during school hours and 1 guard after school hours.              | School has at least 1 male and 1 female guard during school hours and at least 1 guard for after school hours.   |
| 3c. Awareness  | Students' training on Child Rights | No attempt has been made by school/ department to make children aware regarding any child rights related issues.  | Child friendly posters on good /bad touch displayed. At least one training on child rights related theme has been organized.  | School has partnered with NGO to organize trainings and ensures that awareness building programmes have been conducted at least twice a year. | Awareness building and training programmes are conducted for students at least once a quarter on all child rights related themes.  |
|  | Staff Training on Child Rights     | No attempt has been made by school/ department to make teachers aware regarding any child rights related issues.  | Only 1 training has been conducted by department/ NGO on child rights related issues in last 1 year.  | School has partnered with NGO to organize trainings and ensures that awareness building programmes have been conducted at least twice a year. | Awareness building and training programmes are conducted for teachers at least once a quarter on all child rights related themes.  |
|  | Workplace safety for women         | School doesn't have any Internal Complaints Committee constituted as per Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. | A valid Internal Complaints Committee has been constituted  | Internal Complaints Committee has met at least once in last 6 months.   | Training of staff on what constitutes as sexual harassment at workplace and related issues has happened at least once in last 6 months.  |

| Indicator   | Criteria                     | Level 1   | Level 2   | Level 3   | Level 4   |
|---|------------------------------|---|---|---|---|
| <b>Area of Enquiry - 4. Social and Emotional Well Being</b> |                              |   |   |   |   |
| 4a. Adult Support   | Socio - Emotional Counseling | No availability of any type of counselor to help students if they feel vulnerable or no workshop has been conducted related to socio emotional aspects.   | Part time counselors are available in school  | Full time counselors is/are available in school and records of some students is also maintained by them . The school have conducted 1 workshop for students on socio emotional aspects in last 6 months   | The school have conducted 2 or more workshops for students on socio emotional aspects in last 6 months and maintains proper record of most students who are counselled. |
| 4b. Culture Building  | Student Behavior Management  | Bullying incidents in the school are very frequent. Students are beaten / abused by each other and teachers. The school response to misbehavior is beating and corporal punishment. Mostly bullying action by staff doesn't lead to any action by school. | Student bullying mostly results in teacher scolding or giving a note in diary. School mostly takes action only after students complain to parents about punishment incidents at school. | Teacher does separate conversation or counselor in the school counsel students who bullies or get bullied. Students feel free to approach principal or counselor in matters of bullying by staff members. Matters related to bullying are discussed by teacher with individual parents of concerned students. | Teachers or professionals discuss issues related to bullying along with teachers and students often to make them aware about its consequences.                          |

| Indicator                                | Criteria                       | Level 1  | Level 2  | Level 3  | Level 4   |
|--|--------------------------------|--|--|--|---|
| <b>Area of Enquiry - 5. Health</b>       |                                |  |  |  |   |
| 5a. Medical Facility                     | Type of Facility               | A first aid box is available in the principal's office, but has insufficient materials/ expired medicines. | A fully functional first aid box with all materials neatly labeled is available. However, parents are informed and the student is sent home for treatment. | The school has an empanelled doctor / paramedic, to whom students are taken in case of a medical requirement. There is a designated vehicle to take students.                          | The school has an in house doctor / nurse and medical room where all medical needs and first aid are catered to.  |
| 5b. Student Health Diagnosis and Records | Initiatives and Record Keeping | No student medical record exists. Student nails are found to be large and unclean.                         | Only height, weight and blood group related data exists. Most students have neat and clean nails.  | Dental records and any other child specific problem level data exist along with height weight and blood group record and school provides iron and de-worming tablets to most students. | The school collaborates with a health care center/NGO/hospital. At least half yearly health checks of students are done. School provides iron and de worming tablets to all students. |



| Indicator   | Criteria                             | Level 1  | Level 2   | Level 3  | Level 4  |
|---|--------------------------------------|--|---|--|--|
| <b>Area of Enquiry - 6. Hygiene</b>                         |                                      |  |   |  |  |
| 6a. Cleanliness   | Toilets                              | There is no sanitation worker in the school. Toilets are not clean. There is no water supply or functional flush mechanism in the toilets. | Separate toilets are available for boys, girls. The school has at least one sanitation worker to keep the toilets clean. Hand wash facility with soap is not available.   | Toilets are found clean (at least 50% of the times observed). Hand wash/soap facility is available and taps have water. The school has at least one male and one female sanitation worker.     | Toilets are clean at all times and all the facilities like hand wash, taps, cisterns are properly functioning                          |
|   | Water                                | Filtered drinking water is not available or water tank and drinking water storage facility is not clean from inside or its surroundings.   | Water storage facility is clean and filtered drinking water is available. There is cleanliness around drinking water storage facility, but the water tank is not clean.   | Drinking water storage facility and water tank is clean. Water tank and the storage facility cleaning are done at least twice in a year.   | Regular cleaning, maintenance and service of all aspects of the water facility and water tank is done at least once in a quarter.      |
|   | School Premises                      | School is not clean and waste is not collected by MCD every day.   | Waste is collected by MCD from school every day and floor of the school is clean everywhere.  | Walls and ceiling of school are clean.   | Floor, walls, ceiling, almirah and materials are clean.  |
| 6b. Mid-Day Meal  | Food                                 | The food is transferred in broken containers. Most students complain about not getting the food and getting less amount of food.           | The food is stored and transported to the school in covered containers/vessels. Some students complain about not getting the food or not getting enough food.   | Mid day meal distributors wear gloves and head gear. Students are mostly satisfied with the food   | All children (more than 90%) eat the mid-day meal and all are satisfied with the food.   |
| 6c. Menstrual Hygiene<br>(applicable for grade 6 and above) | Awareness and Regular Supply of Pads | Girl students have not received sanitary pads even once in last 6 months or not a single workshop in menstrual hygiene has been conducted. | Sanitary pads have been distributed once or twice in last 6 months and at least 1 workshop has been conducted on menstrual hygiene for girls and gender sensitization for girls and boys. Disposable facility for sanitary pads is present in school. | Sanitary pads have been distributed 3-5 times in last 6 months. The school conducts workshops/programmes to educate girls about the importance of menstrual hygiene at least twice in 6 months | Sanitary pads have been distributed every month. Menstrual hygiene workshops for girls are conducted more than twice in last 6 months. |



## Teaching and Learning

| Indicator  | Criteria   | Level 1   | Level 2  | Level 3  | Level 4   |
|--|--|---|--|--|---|
| <b>Area of Enquiry - 1. Resources (Human and Material)</b> |  |   |  |  |   |
| 1a. Human Resources  | Availability of School Leadership  | School does not have a principal or vice-principal; there is a teacher in-charge of the post  | The school principal is not available only vice principal is available or vice principal has assumed charge as principal.  | The school has full time principal but no vice principal   | School has a full-time principal and vice principal as per norms (if applicable) or in case where vice principal is not mandated,   |
|  | Availability of Teachers in School   | The school has 1 teacher for more than 40 students per class. The school has lesser number of teachers than total sections.                                   | The school has 1 teacher for 36-40 students. The school has 1 teacher per section.   | The school has 1 teacher for 31-35 students. The school has 1 teacher per section and one additional teacher.  | The school has 1 teacher for every 30 or less students. The school has 1 teacher per section and more than 1 additional teacher.  |
|  | Availability, Adequacy and Professional Qualification of Special Educator    | No special educator present in the school.  | A special educator is present who has not received any cross-disability training.  | The school has one full-time special educator who is trained in cross-disability and some teachers are trained to teach children with special needs.   | The school has multiple special educators and most teachers are trained to teach children with special needs.   |
|  | Career Counseling  | No availability of any career counselor or career counselor is available but student do not get to meet him/her and no career counseling melas are organized. | No record of student seeking guidance is maintained. Part time career counselor is available and students get counseled 2-3 times in a year with the counselor or through career counseling melas organized by school. Most of the students feel counseled 2-3 times a year. | Part time career counselor is available. Students are counseled at least 4-5 times in the school through a counselor or through career counseling melas / sessions organized. Records of some students seeking counseling help are maintained. Most of the students feel counseled 4-5 times a year. | Full time career counselor is available who maintains records of most students seeking counseling help along with follow up conversation with regard to career. Students get to meet counselor regularly. |
|  | Availability of Non-teaching Staff - Maintenance manager (repair and upkeep) | The school does not have any clerical or maintenance related personnel compelling all teachers to do this task  | The school has at least 1 non-teaching staff. Most clerical work is done by teachers   | The school has 2-3 non-teaching and clerical staff. Some teachers are expected to do clerical work   | The school has sufficient (4 or more) clerical and maintenance staff who aid in efficient functioning of school.  |



|                        |   |  |   |   |  |
|------------------------|---|--|---|---|--|
| 1b. Material Resources | Availability of Books   | Most books were made available to students later than 15th May   | Most books were made available to students before 15th May.   | Most books were made available to students before 30th April.   | All books were made available to students before 15th April.   |
|                        | Well-equipped and used Library/Reading Corner or Class library (in the case of Primary Schools) | Primary: Classes do not have a reading corner or library. Secondary and Higher Secondary: School doesn't have a library or there is a designated room but students never/rarely visit the library. | There is monthly access to library/reading corner or library books. Library/reading corner does not have sufficient books.  | There are at least fortnightly visits to library/ reading corner. School library/reading corner has sufficient books.   | Students access library/reading corner/ library books weekly. Books are issued to students for reading.  |
|                        | Well-equipped and used Labs (for Higher Secondary and Secondary Schools only)                   | The school does not have any kind of laboratory present in school and no experiments are done in class either.   | The school has at least 1 lab or experiments are just explained in class or lab, they are not performed.  | The school has at least 2 types of labs. Fortnightly visits to the labs take place. Teachers perform the activities/ experiments and students only observe.                       | The school has more than 2 labs. Students are allowed to do activities/experiments weekly. Relevant non-teaching staff / assistants are present to support teachers.             |
|                        | Sports Facilities   | School doesn't have any sports facility / teacher or students are never engaged in any sports activity.  | School has at least 1 sports facility and some equipment available. There is at least 1 sports teacher available and students are monthly engaged in sports activities.       | School has at least 2 sports facility and most equipment are available. There are at least 2 sports teachers available and students are fortnightly engaged in sports activities. | School has more than 2 types of sports facility and all equipment available. There are 3 or more sports teachers available and students are weekly engaged in sports activities. |
|                        | Music, Dance and Theatre Facilities   | School does not have any music, dance and theatre facility/ teacher or students are never engaged in any such activity.  | School has space for music/dance/ theatre activities and some equipment available. There is at least 1 teacher available and students are monthly engaged in such activities. | School has most equipment available for music/ dance/ theatre. There are at least 2 teachers available and students are fortnightly engaged in such activities.                   | School has all equipment available for music/ dance/ theatre. There are 3 or more teachers available and students are weekly engaged in such activities.                         |
|                        | Arts / Drawing Facilities   | School does not have any arts/ drawing facility/ teacher or students are never engaged in any such activity.   | School has at least 1 arts/ drawing teacher available and students are monthly engaged in such activities.  | School has at least 2 arts/ drawing teacher available and students are fortnightly engaged in such activities.  | School has 3 or more arts/ drawing teacher available and students are weekly engaged in such activities.   |
|                        | Computer Literacy   | Computers are not functional or students never/rarely visit the computer lab.  | One functional computer is available for more than 4 students. Students visit computer lab monthly.   | One functional computer is available for 3 - 4 students. Students visit computer lab fortnightly. Record of students' work is visible in most computers.                          | One functional computer is available for less than 3 students. Students visit computer lab weekly. At least 1 computer lab/ IT assistant are present.                            |

| Indicator   | Criteria  | Level 1   | Level 2   | Level 3   | Level 4   |
|---|---|---|---|---|---|
| <b>Area of Enquiry – 2. Learning Spaces (Classrooms, halls, corridors, labs, and libraries)</b> |   |   |   |   |   |
| 2a. Well Lit and Ventilated   | Sufficient Light (Natural / Artificial)                                   | Rarely any spaces are properly lit (less than 20%).   | Some spaces are well lit (Less than 50%).   | Most spaces are well lit (More than 50%).   | All spaces are well lit (More than 90%).  |
|   | Adequate Fans / Cross Ventilation   | Rarely any spaces are properly airy (less than 20%).  | Some spaces are airy (Less than 50%).   | Most spaces are airy (More than 50%).   | All spaces are airy.  |
|   | Functional Arrangement for Power Cuts                                     | No back up is available   | Generator is used/ hired only for special occasions   | Generator is fully maintained and functional but used for few classes only.   | Generator is fully maintained and functional, works for all classes, and kicks in as soon as the electricity goes off.  |
| 2b. Suitable Furniture and Walls  | Adequate Furniture with space for movement and obstruction free corridors | Number of seats/ benches is not enough in all classes (more than 90% classrooms). Many students are sitting on the floor.   | Number of seats/ benches appears adequate only because students are stuffed onto benches in most (more than 50%) of the classrooms. There is not enough space for the teacher to move around freely (More than 90% of the class rooms). | Students are not sitting properly /stuffed in some of the classrooms (less than 50%). Teacher is also free to move around in most (more than 50%) classrooms. | All students are seated comfortably and there is space for the teacher to move around freely.   |
|   | Furniture is age appropriate (Height of desks and benches, tables etc.)   | Furniture is not age appropriate in most classes (either too big or too small).   | Some classes have age appropriate furniture (around 50%).   | Most classes have age appropriate furniture.  | All classes have age appropriate furniture.   |
|   | Maintained Furniture and Walls  | School has not been painted for more than 2 years. Paint is peeling with shabby walls. None of the desks / benches is safe for sitting and windows / gates also have sharp and harmful edges. | School has been painted within last 2 years. Paint is intact but walls are dirty and have marks all over. Some of the desks / benches are safe for sitting and some windows / gates have sharp and harmful edges.                       | School has been painted within last 1 year. Most of the desks / benches are safe for sitting and most windows / gates don't have sharp and harmful edges.     | Walls are pleasant looking with soft boards at appropriate places or tiling on half wall is done. All of the desks / benches are safe for sitting and all windows / gates don't have sharp and harmful edges. |

| Indicator  | Criteria                        | Level 1   | Level 2   | Level 3   | Level 4  |
|--|---------------------------------|---|---|---|--|
| <b>Area of Enquiry – 3. Classroom Management and Student Development</b> |                                 |   |   |   |  |
| 3a. Student Engagement   | Student Engagement              | Teacher is not audible or barely audible till the last bench. Students are disinterested and not responding. (More than 20% classrooms) | Teacher is asking questions to same set of students. same set of the students are responding and answering  | Teacher is asking from diverse set of students and most students say that they ask question sometimes.  | All students like asking and answering questions and diverse set of students are responding and answering in the class.  |
| 3b. Student Recognition  | Student Work and Effort         | No recognition for any kind of student effort at any level or no student display in most of the classroom.                              | Some student work is displayed in some classrooms and sometimes student are appreciated through remarks in notebooks.   | Most classrooms are full of student work. Student work is mostly appreciated in their notebooks. Students are rewarded for good work or behavior in most of classrooms. | The students are always given appreciative remarks in their notebooks. School recognizes and appreciates student / classroom performance at various levels.                    |
| 3c. Sharing with Caregivers  | Parent Teacher Meetings         | There has been no PTM in last 6 months and no information has been shared with parents in student diary.                                | 1-2 PTMs have taken place in last 6 months with some parent attendance. Teachers mostly (more than 50%) complain about the child's behavior or inadequate marks. Relevant remarks are mentioned in student diary.   | 3-4 PTMs have taken place in last 6 months with most parents attendance (>50%). Teachers inform about the positive qualities of the students and what can be improved.  | PTMs have taken place every month with all parents attending the PTM. Teachers discuss about aspects that can be improved at home. The concerns of parents are also addressed. |
| 3d. Children With Special Needs (CWSN)                                   | Screening                       | Children With Special Needs (CWSN) are not present or no form of screening has been done for more than a year.                          | No formal screening has been done but teachers have identified few children with problems poor eyesight, hearing impairment, slow learners etc. Aids to such children are provided in more than 60 days or parents are communicated referring the child for necessary intervention. | Doctors or Special Educators have done the screening for CWSN at least once within last 12 months. Aids are provided to children within 30-60 days of identifying.      | Students with special needs are helped by a special educator who has been trained. Aids are provided to children in less than 30 days.   |
|  | Physical and Learning Resources | The school has no infrastructure for CWSN.  | The school has a ramp at some of the places and toilets for CWSN. No learning resources for CWSN are present.   | The school has ramps at most places and railings on staircases too at some places. There are some learning resources available.   | The school has ramps, railings and toilets at all required places. The school has most learning resources catering to their needs including Braille books.                     |



| Indicator  | Criteria  | Level 1   | Level 2   | Level 3  | Level 4  |
|--|---|---|---|--|--|
| <b>Area of Enquiry – 4. Teacher Professional Development</b> |   |   |   |  |  |
| 4a. Teacher Preparedness                                     | Teacher Qualification<br>(Applicable only to unaided private schools up to 5th grade)         | Most teachers do not have required degree / diploma.                          | Some teachers do not have required degree/ diploma.   | All teachers have required degree/ diploma. Assisting staff in the form of guest / part time teachers are present. NGOs work with school to enhance student learning.  | All teachers have required degree/ diploma and some teachers have qualified C.TET exam.  |
|  | Teacher Qualification<br>(Applicable only to unaided private schools up to 8th or 10th grade) | Most teachers do not have required degree / diploma.                          | Some teachers don't have required degree/ diploma.  | All teachers have required degree/ diploma. Assisting staff in the form of guest / part time teachers are present. NGOs work with school to enhance student learning.  | All teachers have required degree/ diploma and some teachers have qualified C.TET exam.  |
| 4b. Lesson Plans and Feedback                                | Lesson Plans and Feedback   | Teachers do not make lesson plans.  | Only a week's lesson plans are available with the teacher. Principal / academic coordinator rarely observes the classes and no written feedback on lesson plans is given. | Lesson plan of entire month are available with the teacher. Principal/ senior teacher/ academic coordinator sometimes observe teachers (at least 2 times in last 6 months) and provide written feedback each time. | Teacher has detailed record of lesson plans for 3 months. Principal / senior teacher /academic coordinator frequently observe teacher classes (3-4 times in last 6 months) and written feedback is provided each time. |
| 4c. Staff Meetings   | Frequency and Records   | Staff meetings do not happen. Or staff meeting happen but there is no record. | Quarterly staff meetings are held and records of all meetings maintained.   | Monthly staff meetings are held and records of all meetings maintained.  | Weekly or fortnightly staff meetings are held to discuss matters that concern teachers. Minutes of all meetings are available.   |

| Indicator                                    | Criteria           | Level 1  | Level 2   | Level 3  | Level 4  |
|--|--------------------|--|---|--|--|
| <b>Area of Enquiry – 5. Student Learning</b> |                    |  |   |  |  |
| 5a. Attendance                               | Student Attendance | Students are irregular in school. Average attendance is less than 50%. | Average attendance across all classes is more than 50%.                                       | Average attendance across all classes is more than 70%.  | Average attendance across all classes is greater than 90%.   |
| 5b. Feedback to students                     | Teacher Feedback   | Teacher feedback to students is not a practice in the school.          | Feedback is given in the form of marks on class tests and no expectation to make corrections. | Feedback is visible in home and class work and the students are expected to do corrections of 'wrong answers'. | Feedback is in the form of constructive comments and questions and the student is able to improve their work on the basis of the feedback. |

| Indicator  | Criteria                             | Level 1   | Level 2   | Level 3   | Level 4   |
|--|--------------------------------------|---|---|---|---|
| <b>Area of Enquiry - 6. Assessment</b>           |                                      |   |   |   |   |
| 6a. Sampled Assessment                           | English Class 3                      | Less than 25% students are able to read paragraph       | 25- 50% students are able to read paragraph       | 51- 75% students are able to read paragraph       | More than 75% students are able to read paragraph       |
|  | Hindi Class 3                        | Less than 33% students are able to read paragraph       | 33- 60% students are able to read paragraph       | 61- 80% students are able to read paragraph       | More than 80% students are able to read paragraph       |
|  | Mathematics Class 3                  | Less than 33% students are able to do subtraction       | 33- 60% students are able to do subtraction       | 61- 80% students are able to do subtraction       | More than 80% students are able to do subtraction       |
|  | English Class 5                      | Less than 25% students are able to read story           | 25- 50% students are able to read story           | 51- 75% students are able to read story           | More than 75% students are able to read story           |
|  | Hindi Class 5                        | Less than 33% students are able to read story           | 33- 60% students are able to read story           | 61- 80% students are able to read story           | More than 80% students are able to read story           |
|  | Mathematics Class 5                  | Less than 33% students are able to do division          | 33- 60% students are able to do division          | 61- 80% students are able to do division          | More than 80% students are able to do division          |
|  | English Class 8                      | Less than 25% students are able to read advanced story  | 25- 50% students are able to read advanced story  | 51- 75% students are able to read advanced story  | More than 75% students are able to read advanced story  |
|  | Hindi Class 8                        | Less than 33% students are able to read advanced story  | 33- 60% students are able to read advanced story  | 61- 80% students are able to read advanced story  | More than 80% students are able to read advanced story  |
|  | Mathematics Class 8                  | Less than 33% students are able to do advanced division | 33- 60% students are able to do advanced division | 61- 80% students are able to do advanced division | More than 80% students are able to do advanced division |
| 6b. Pass percentage and Average percentage marks | Average pass percentage of class 9   | ≤ 33%   | 34-59%  | 60%-90%   | ≥ 90%   |
|  | Average percentage marks of class 9  | ≤ 33%   | 34-49%  | 50%-75%   | ≥ 75%   |
|  | Average pass percentage of class 10  | ≤ 33%   | 34-59%  | 60%-90%   | ≥ 90%   |
|  | Average percentage marks of class 10 | ≤ 33%   | 34-49%  | 50%-75%   | ≥ 75%   |
|  | Average pass percentage of class 11  | ≤ 33%   | 34-59%  | 60%-90%   | ≥ 90%   |
|  | Average percentage marks of class 11 | ≤ 33%   | 34-49%  | 50%-75%   | ≥ 75%   |
|  | Average pass percentage of class 12  | ≤ 33%   | 34-59%  | 60%-90%   | ≥ 90%   |
|  | Average percentage marks of class 12 | ≤ 33%   | 34-49%  | 50%-75%   | ≥ 75%   |



### Community Participation and EWS/DG Integration

| Indicator   | Criteria                        | Level 1  | Level 2   | Level 3  | Level 4  |
|---|---------------------------------|--|---|--|--|
| <b>Area of Enquiry – 1. Community Participation</b> |                                 |  |   |  |  |
| 1a. School Management Committee                     | Formation and Functionality     | None or 1 valid meeting of SMC has been held. Name and phone numbers of SMC members are not displayed. | At least 2 valid meetings have been held in last 6 months. Agenda of the meeting is set by principal. Only issues are raised by principal are discussed. Name and phone numbers of SMC members are displayed. | At least 1 valid meeting has been held every month. HM/Principal, MLA representative or social worker takes the lead in setting the agenda. Everyone's issues are discussed but not much action is taken | Meetings with average attendance of 60% in total meetings. SMC members collaboratively set the agenda and everyone's issues are discussed and action is taken as mutually decided.   |
|   | Professional Development of SMC | No SMC member has received any training regarding their roles and responsibilities                     | Training is organized for SMC members by the department once every year. Most parents didn't undergo training even once a year.   | Training is organized for SMC members by the department twice every year. Some parents have undergone training at least once a year.   | School / SMC collaborate with external agency / NGO / other organizations for the professional development of SMC members. All parents have undergone training at least once a year. |
| 1b. Inclusive Practices                             | Parent Engagement in Schools    | Most parents don't visit school or most parents don't find school environment welcoming.               | Most parents visit school once in 6 months. Parents are sometimes able to raise issues concerning their child with teachers, principal or SMC.  | Most parents visit school once in 3 months. Parents are mostly able to raise issues concerning their child with teachers, principal or SMC.  | Most parents visit school once in a month. Most parents find school environment welcoming and are satisfied with the content and instructional methods used in the school.           |



| Indicator   | Criteria                 | Level 1  | Level 2   | Level 3  | Level 4   |
|---|--------------------------|--|---|--|---|
| <b>Area of Enquiry – 2. EWS/ DG Integration</b>                                       |                          |  |   |  |   |
| k<br>2a. Compliance by School   | Admission and Retention  | School has minimum 66% fill rate of EWS/DG seats in any of the 2 years and minimum retention rate of previous cohort of students is 50%  | School has 67-80% fill rate of EWS/DG seats in both the years and retention rate of previous cohort of students is 51-67%.  | School has 81-90% fill rate of EWS/DG seats in both the years and retention rate of previous cohort of students is 68-80%.   | School has more than 90% fill rate of EWS/DG seats in both the years and retention rate of previous cohort of students is more than 80%.                          |
|   | Entitlement Provisioning | No student has received books and uniform as mandated  | "Some students (less than 50%) have received books and/or uniforms as per school. Some students (less than 50%) have received books and/or uniforms as per parents."<br>" | Most students (more than 50%) have received books and/or uniforms as per school. Most students (more than 50%) have received books and/or uniforms as per parents. | All students have received books and / or uniform as per school. All students have received books and / or uniform as per parents.                                |
| 2b. Compliance by department<br>(Not to be leveled, only information to be collected) | Reimbursement            | Fill it only if the school is comfortable.<br><br>1. Date on which the school has submitted its 2016-17 reimbursement:<br>Date on which the department reimbursed:<br><br>2. Date on which the school has submitted its 2017-18 reimbursement:<br>Date on which the department reimbursed:<br><br>3. Date on which the school has submitted its 2018-19 reimbursement:<br>Date on which the department reimbursed: |   |  |   |
| 2c. Inclusion   | Cultural Integration     | The school has separate classroom for EWS/ DG children or none of the students like going to school or none of the parents find school environment welcoming.  | Some students like going to school. Student involvement in co-curricular activity was last month. Only some parents find school environment welcoming.                    | Most students like going to school. Students have been involved in co-curricular activities this month. Most parents find school environment welcoming.            | All students like going to school. Students have been involved in co-curricular activities this week or last week. All parents find school environment welcoming. |
|   | Academic Integration     | The school has separate classroom for EWS/ DG children or most students are never able to complete homework or student work is checked in more than a months' time.  | Students are sometimes able to complete homework and most student work is checked monthly.  | Students are mostly able to complete their work and most student work is checked weekly.   | Students are always able to complete their work and most student work is checked daily.   |

# HOW & WHY CONTACT US?

1. You can contact us If you have a complaint regarding violation of child rights. Your anonymity will be ensured if you so want.
2. If you have an idea or suggestion that might help us be more efficient in our work.
3. We want to hear from you! Share with us your stories as to how you are contributing to the cause of child rights.



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