



केन्द्रीय माध्यमिक शिक्षा बोर्ड
Central Board of Secondary Education
संबंधित - Online School Affiliation & Monitoring System R-2.0



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Self Assessment Part A - School Governance: Leadership and Management

S.No	Element	Description	Level(1 to 3)		
1.	Vision(Clarity)	The school has its Vision/ Mission clearly and explicitly stated.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
2.	Vision(Dissemination)	The school effectively communicates its mission/vision with all stakeholders.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
3.	Leading by Planning and Decision Making (Comprehensive)	The school development plan shows evidence of comprehensive and quantifiable planning in all areas- Curriculum; Infrastructure; Resources; Physical education and other Co-curricular areas; and Staff development.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
4.	Leading by Planning and Decision Making (Defined Roles and Responsibilities)	All members of staff have clearly defined roles and responsibilities. They are informed about it at the start of the session.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
5.	Leading by Planning and Decision Making (Collaborative decision making)	Decision making process includes all stakeholders in the school. Leadership duties are widely shared.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
6.	Leading by Planning and Decision Making (Statutory regulations)	The leadership is fully aware of statutory and regulatory requirements and ensures compliance to stipulated rules and regulations.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
7.	Leading by Planning and Decision Making (Operational leadership)	Operational procedure of the school are well defined and strictly observed.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
8.	Educational Leadership (Understanding of educational goals)	The school leadership is conversant and fluent with educational outcomes in all domains.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
9.	Educational Leadership (Awareness of school effective practice)	The school leadership display an understanding of the curricular practices that improve students' learning experiences across all domains.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
10.	Educational Leadership (Monitoring of T- L Process)	School Management and Principal are active participants in the monitoring of the T-L process.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
11.	Educational Leadership (Focus on Learning Outcomes)	Learning outcomes in all domains are appraised and appropriate modification of pedagogical practices are done to improve T- L processes.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
12.	Educational Leadership (Providing autonomy to teachers)	Teachers are given autonomy and are encouraged to use alternative pedagogy/ resources/ assessment procedures.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
13.	Relationship with Stakeholders	The school actively builds a positive relationship with all stakeholders (parents, management/SMC and local community) that is likely to enrich students and their learning experiences.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
14.	Innovation	The school policies and practices promote innovation in all areas including curriculum; teaching learning; assessment; resource planning and allocation; and administration.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
15.	Review and accountability	The school management and leadership engages in periodic review of the school policies and practices and study their impact on various areas of the school.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1

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Self Assessment Part B - Curriculum Design, Planning and Review

S.No	Element	Description	Level(1 to 3)		
1.	Curriculum Plan	The school has annual/term-wise written curriculum plans for all subjects and domains at all levels.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
2.	Dissemination	The curriculum plan is available for all stakeholders.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
3.	Collaboratively planned	The curriculum has been collaboratively planned with inputs from all stakeholders.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
4.	Alignment with National policies/ CBSE guidelines	The curriculum shows alignment to national policies/ framework and the CBSE guidelines across all subjects/ domains/ levels.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
5.	Long and Short Term Planning	The curriculum gives evidence of both short term and long term planning. Balanced time allocation to different subjects/ aspects has been made.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
6.	Comprehensive	The curriculum plan is detailed and includes specific suggestions of teaching strategies, resources and assessment procedures for all aspects- cognitive, social, emotional and health and for all levels.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
7.	Linearity and Progression	The curriculum progresses sequentially from one level to another, both in terms of content and skills in all subject areas, ensuring no learning gaps.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
8.	Catering to diversity	The curriculum plan incorporates suggestions for adaption of instructional and assessment strategies to cater to varying needs and styles of learners.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
9.	Inclusive	The curriculum plan includes specific strategies, resources and assessment ideas for inclusion of CWSN.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
10.	Progressive	The curriculum plan is student-centered and reflects awareness of progressive educational ideas and pedagogical practices.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
11.	Inter-disciplinary	The curriculum plan acknowledges the inter-disciplinary nature of learning and mentions overlapping/ related concepts and suggests common activities across subjects.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
12.	Promoting 21st Century Skills	The curriculum, in a focused manner, guides teachers to incorporate teaching methodologies that encourage problem solving, decision making, independent and critical thinking.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
13.	Implementation	The school has a systematic procedure to ensure that the curriculum is implemented in the planned manner. Responsibilities and time lines for the implementation of the different aspects of the curriculum are clearly indicated.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
14.	Review and Monitoring	Definite procedures are in operation for review and monitoring of the curriculum implementation.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
15.	Revision/ Modification	The review of the curriculum implementation leads to modifications in the existing plan.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1

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Self Assessment Part C - School Life : Teaching-Learning and Assessment

S.No	Element	Description	Level(1 to 3)		
1.	Planning for Instruction (Comprehensive)	Extensive and comprehensive planning for instruction is undertaken in the school. Both short and long term plans are prepared.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
2.	Planning for Instruction (Instructional goals and Content)	Instructional goals and objectives are clearly defined. Plans reflect clear understanding of subject matter.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
3.	Planning for Instruction (Catering to diverse learning styles, needs and interests)	Teaching plan incorporates suggestions of alternate teaching strategies to meet diverse learning needs, reflects use of multiple resources including technology and specifies formal & informal assessment techniques for different instructional units.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
4.	Teaching Process (As per the needs of learners)	Teacher demonstrates awareness of learners needs, interests and learning styles. Presentation reflects effective use of alternate strategies to meet varying learners' needs.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
5.	Teaching Process (Experiential)	Teacher adopts an experiential approach to teaching. Instruction is supported by methods that encourage learning by doing.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
6.	Teaching Process (Content(s) mastery)	Teacher demonstrates clarity of contents.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
7.	Teaching Process (Communication & Clarity of Interaction)	Delivery is highly effective/smooth/easy. Able to communicate effectively and draw attention of learners.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
8.	Teaching Process (Pedagogical Knowledge)	Teacher is conversant with effective practices and uses them for effective delivery	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
9.	Teaching Process (use of resources including technology)	Teacher demonstrates effective integration of teaching resources for teaching. Focuses on improvisation of learning resources. Teacher proficient in the use of technology.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
10.	Teaching Process (Classroom Management)	Students are disciplined and well behaved. They are alert and paying attention to teacher.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
11.	Teaching Process (Learners' Participation)	Active learners' participation. Students responsive alert and frequently ask questions to teacher and seek clarification.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
12.	Teaching Process (Class room environment)	Democratic classroom environment. Respect for all learners is evident in the interaction.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
13.	Assessment (Continuous)	Assessment done along with teaching and teaching is adapted accordingly	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
14.	Assessment (Varied)	Diverse forms of assessment used. These focus on different domains and skill sets.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
15.	Assessment (Quality)	Assessment techniques are open-ended and encourage critical and creative thinking.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
16.	Assessment (Records)	The records of assessment (formal/informal) are maintained. Data is analyzed and leads to specific inputs for learners.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
17.	Assessment (Feedback to students)	Exhaustive and constructive feedback is given to individual students. Feedback gives direction/ guidance for improvement. Teacher also uses assessment data for diagnostic purposes.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
18.	Assessment	Most students demonstrate attainment of stipulated learning outcomes as evident	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1

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19.	Reflection (Self)	Teacher engages in self reflection.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
20.	Reflection (Collaborative)	Collaborative reflection on teaching is a part of the TL process.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
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Self Assessment Part D - Personal Health Social Emotional Development

S.No	Element	Description	Level(1 to 3)		
1.	Personal-Social-Emotional wellbeing and Development of Health	The school focuses on the personal, social and emotional development of the students and makes provisions and space for a variety of strategies and opportunities to promote them at all levels. The school environment is physically, socially and psychologically, healthy and promotes health-enhancing behaviors.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
2.	Personal Development (self-awareness and self-image)	School, through formal and informal systems, encourages students to recognize personal attributes, talents, strengths and interests.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
3.	Personal Development (Responsibility)	School, through formal and informal systems, plans and executes activities that enable students to take responsibility towards self, others, the community and the environment.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
4.	Social Development (Participation in democratic structures, leadership and decision making)	School ensures that students continuously engage in activities that foster leadership and decision making skills across all areas of school including but not restricted to - academic programmes, co-curricular areas, outreach programs, student leadership programs and other initiatives that encourage health and social well-being.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
5.	Social Development (Communication skills)	School ensures that students continuously engage in activities that develop the ability to communicate effectively with peers, teachers and other adults.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
6.	Emotional development (Empathy, compassion)	School has formal systems in place to nurture and build emotional strength, compassion, empathy and inter personal relationships among children.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
7.	Emotional development (Resilience and skills of coping with stress/ anger/ anxiety)	School has systems in place to build emotional resilience in children and empowers them with coping skills in all domains including academic, personal, social, emotional, health and physical through both in-house resources and with the support of outside experts.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
8.	Values inculcation	School plans and actively promotes awareness of constitutional and other universal values through various ways.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
9.	Adolescence Education	School policy reflects clear focus on age appropriate life skills based adolescence/ health/safety education for all classes across different levels.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
10.	Discipline	Students are well behaved, courteous and demonstrate restraint. Classroom practices encourage students to take responsibility for their actions and regulate their behavior. School has a discipline policy which apart from routine administrative issues of school fees, attendance and punctuality etc. also specifies agreed upon classroom rules for teachers and students along with suggested precautionary and remedial procedures in case of deviations.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
11.	Mental Well being	The school adopts a structured approach to ensure mental wellbeing of students.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
12.	Identification and prevention of socio-emotional problem	School has clear policy, programs and procedure for identifying students who are experiencing difficulties or are at risk of experiencing behavioral, emotional and/ or social difficulties.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1

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	programs	place to address issues of identified students who are experiencing difficult behavioral and social emotional problems and incidents such as violence, bullying, aggression, victimization substance abuse. School offers a wide range of resources to offer support and has clearly spelt referral pathways.	<input checked="" type="checkbox"/>		
14.	Records and follow up	The school has an evolved structure of recording incidents of bullying and other anti-social behaviors and a procedure to follow up and monitor students involved.	<input checked="" type="checkbox"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
15.	Motivation and awareness building (Towards prevention of anti-social behaviours)	School plans, provides and monitors enrichment opportunities to strengthen positive behavior and combat/ curb anti-social tendencies (bullying, cyber-bullying, substance abuse etc.).	<input checked="" type="checkbox"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
16.	Promotion of healthy lifestyle	A concern for health is documented at various levels in the school plans/ policy/ programmes and curriculum. The school promotes eating of healthy food (canteen, student and parental awareness). Staying active is encouraged.	<input checked="" type="checkbox"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
17.	HPE	The school offers wide choices and resources for Health and Physical Education activities. Trained staff supports students' participation and monitors progress.	<input checked="" type="checkbox"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
18.	Preparedness for health emergency	The school has systems and trained personnel (doctor and nurse) to handle medical emergencies.	<input checked="" type="checkbox"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
19.	Health check-ups & records	School has a defined system and engages trained personnel for health checkups of all students.	<input checked="" type="checkbox"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
20.	Motivation and awareness	Health is a part of the educational programme for students and staff.	<input checked="" type="checkbox"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
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Self Assessment Part E - Safety and Hygiene

S.No	Element	Description	Level(1 to 3)		
1.	Safety (Physical environment)	Systems are in place to ensure and monitor that the school premise is a safe and secure environment.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
2.	School Safety (Preparedness)	The school has systems in place to ensure preparedness against disasters and emergencies.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
3.	Hygiene (Cleanliness)	Absolute cleanliness is maintained in all spaces of the school premise.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
4.	Hygiene (Motivation and education)	Hygiene is a part of the educational programme for students and staff.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
5.	Safety and Hygiene (School Vicinity)	The school ensures that the surrounding area/ vicinity is clean and safe for the students.	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
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Self Assessment Part F - Inclusion

S.No	Element	Description	Level(1 to 3)		
1.	Inclusive culture	The school creates a culture of inclusion where all staff and students are sensitized to the requirements and challenges of CWSN. The CWSN participate in classroom instruction and other learning activities in similar ways as other students.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
2.	Identifications/ Progress and review	The school has effective systems in place to identify CWSN. The school has qualified personnel and systems to monitor and document their progress.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
3.	Teaching-Learning support	General and special education teachers demonstrate shared responsibility and collaborate to design, implement, and evaluate instruction/educational program/ IEPs for CWSN. A variety of instructional material in accessible formats including written video, picture/symbols, actual objects, demonstrations, oral, etc. are used for CWSN.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
4.	Enabling resources	The school acquires and maintains ample resources to support the needs of CWSN in the form of assistive technology and provides training to the student, his/her family, peers and support personnel. Collaboration with Universities, hospitals, and professional training institutions is sought by school.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
5.	Parent	The school engages the parent community to provide quality inclusive educational experience for CWSN.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1

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Self Assessment Part G - Teacher Development

S.No	Element	Description	Level(1 to 3)		
1.	Induction/ Orientation	The school has a support system and conducts an induction/ orientation programme for all new staff.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
2.	Induction/ Orientation (Nature)	The induction/ orientation programme is comprehensive It informs/ educates new staff about all aspects of school life including administration and HR rules and procedures; policies related to school operations – time tables, teachers diaries, reporting etc.; teacher responsibilities; school specific policies like inclusion policy, behaviour policies etc.; and use of technology and training for the same etc.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
3.	Induction/ Orientation (Design)	The induction/ orientation programme is designed by taking inputs from all members of the staff and sections of the school.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
4.	Induction/ Orientation (Execution)	The induction / orientation programme is conducted by Principal, HODs and senior teachers jointly.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
5.	Plan for Professional Development (Provision)	The school has provisions for continuous PD of teachers in terms of calendar and budget. There is a planned process of receiving PD requirements from staff and follow up is done to identify areas where they need help and support.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
6.	Plan for Professional Development (Resource Centre)	The school has provision of a resource center with dedicated staff and enabling resources that encourage teachers to experiment and innovate.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
7.	Self development of teachers	The school encourages all staff to take responsibility for their own professional development and encourages the same through financial support, identifying training opportunities and/or giving official offs /on duty leave/s for the same.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
8.	Staff development (Maintaining data)	The school maintains records of professional trainings/ qualifications obtained across levels and subjects.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
9.	Staff development (Mentoring)	The individual and collective support is provided to teachers for identified needs. Workshops and conferences are organized for enrichment of teachers and counseling and expert guidance is provided to individual teachers.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
10.	Staff development (Monitoring)	A systematic formal procedure exists that reviews the CPD undertaken by teachers and monitors the transfer of learning and its impact in classroom transactions.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1

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MANAGER
THE WOODSTOCK SCHOOL

PRINCIPAL
THE WOODSTOCK SCHOOL



केन्द्रीय माध्यमिक शिक्षा बोर्ड
Central Board of Secondary Education
संघटना - Online School Affiliation & Monitoring System R-2.0



As per new Affiliation Bye-Laws

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Following are the parts of Application Form

- General Information
- About Your School
- Financial Position
- Location/Nature of School
- Infrastructure Details
- Physical Infrastructure
- Other Facilities
- GIS Location
- Enrollment of Students
- Staff Details
- Innovative Practices
- Sports/Activities/SEWA
- Teachers' Details
- School Managing Committee Details
- Fee Information
- School Website Information
- Contribution Towards Environment Protection
- IT Infrastructure Details
- Safety Of Children & Staff
- Self Assessment (Part A To H)
- Upload Enclosure
- Proceed for Payment

Self Assessment Part H - Enabling Resources

S.No	Element	Description	Level(1 to 3)		
1.	Resources Physical Spaces(Lighting system, Ventilation)	The classrooms are well lit and ventilated. CR furniture has scope for flexible arrangements. Teachers use classrooms and other available spaces for collaborative work and group exercises	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
2.	Resources Physical Spaces- Playground, lawns, open spaces, MPR(Use for educational purposes)	The physical spaces- grounds, open spaces, MPR, auditorium are adapted and frequently used for various educational purposes.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
3.	Resources Physical-Laboratories(Use for educational purposes)	Laboratories are equipped with variety of resources and frequently used for various educational purposes across all classes.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
4.	Resources for Health and Physical Education	The school has sufficient space and equipment specifically designed for encouraging all levels of learners to practice sports and games.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
5.	Educational resources- Instructional material Including visual/display material, worksheets, assessment exercises, aids etc. (Curated, developed by teachers)	Resources for learning are curated, designed and developed by the school teachers in a systematic and planned manner.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
6.	Resources Library(Provision)	There is availability of extensive good quality text and digital resources in diverse areas in the library for students and teachers.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
7.	Resources Library(Use)	The library resources are extensively used by teachers and students.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
8.	IT related Resources (Provision and Use)	Availability of smart classrooms and/ or a repertoire of software/ resources procured, curated or developed in-house. Technology enabled learning solutions to enhance students' learning and assessment.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
9.	Use of community and other resources (Expert inputs)	Evidence of well established linkages with community to support students.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
10.	Sustainability	The school adopts and promotes eco-friendly practices.	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1

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