

Sairam				Rating Scale					Weightage	
Stakeholder	Criterion			5	4	3	2	1		
1. School	1.1	Timetable	1.1.1	The timetable provides teacher time for preparation (This period should exclude their free period which they use for correction of note books or other cocurricular activities)	One prep period per day	Three prep periods per week	Two prep periods per week	One prep period per week	No designated time for preparation	4
			1.1.2	Implementation of Block period for suggested activities	Block period - 1 per month per subject	Block period or used for suggested activities regularly	Block period occasionally used for suggested activities	No block period, used for SSSVV related activities	No block period	2
			1.1.3	Appropriate time allocation for (a)assembly participation, (b) team sports activities by students	At least one period per week allocated for assembly and other co-curricular activities	One period per week allocated for co-curricular for some classes (eg: high school only or primary only)	Time allocation only for the classes in charge of assembly or upcoming program	No time allocation. Children involved are allowed to leave class and participate	Co-curricular activities do not require time allocation	3
	1.2	Flexibility for activities	1.2.1	Judicious and optimal usage of A/V and other school facilities like garden, library, lab, computers, SSSVV tablets(only teachers)	Roster created and made available to all teachers for usage of all school facilities and A/V resources	Roster created for school facilities and A/V screen, not for use of tablet by teachers	Roster created for use of other school facilities, not for A/V room or tablet	No clear roster. Teachers manage time by communicating among themselves	School facilities, A/V screen and tablet are available to be used by any teacher who is free and wants to use it	3
	1.3	Teacher empowerment	1.3.1	Teacher attrition rate over the past 2 academic years	Less than 20%	20% to 40%	40% to 60%	60% to 80%	More than 80%	4
			1.3.2	Orientation of newly inducted teacher	Teacher receives at least 15 days of orientation and mentoring on joining the school	Teacher receives 10 days of orientation and handholding	Teacher receives two to five days of orientation and handholding	Teacher receives one day of orientation or handholding	Teacher learns on the job and asks questions when needed	3
			1.3.3	In-service training for teachers (three areas: subject matter, pedagogy and personality development)	Covers all three areas	Covers two of the three areas	Covers one of the three areas	Either subject matter, pedagogy or personality development, depending on availability of trainer	No in-service training	3
	1.4	School Calendar	1.4.1	Inclusion of activities across 3 Cs in weekly school calendar (preferably level wise) (Corridor, Campus, Community)	School calendar allocates time for at least 2 activities across 3 domains every week	School calendar allocates time for at least 1 activity across each of the 3 domains every week	School calendar allocates time for at least 1 in any two of the 3 domains every week	School calendar allocates time for at least 1 non-classroom activity every week	School weekly calendar does not specify any time for the 3 Cs	2
			1.4.2	Detailed School calendar with support for SSSVV classroom content implementation	School calendar allocates time for Classroom preparation, A/V room, tablet sharing for all classes up to	School calendar allocates time for A/V room and tablet sharing for all classes up to 9 in weekly planner	School calendar allocates time for A/V room usage sharing for all classes up to 9 weekly	School calendar allows time for classroom preparation and A/V room usage but not timed on a weekly	School calendar does not allocate time for classroom preparation or A/V usage or tablet sharing for teachers	3

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	1.5	Monitoring SSSVV implementation	1.5.1	Periodical monitoring of SSSVV classroom implementation by school head	School head tracks classroom implementation of SSSVV content every week	School head tracks classroom implementation of SSSVV content every month	School head tracks classroom implementation of SSSVV content once every term	School head tracks classroom implementation of SSSVV content once a year	School head does not get involved in tracking classroom implementation of SSSVV content	4
2. State SSSVV Team	2.1	Trainer	2.1.1	Tatvam attendance	All trainers in the team attended more than 70% TATVAM sessions	All trainers in the team attended more than 60% TATVAM sessions	All trainers in the team attended more than 50% TATVAM sessions	All trainers in the team attended more than 40% TATVAM sessions	Insufficient TATVAM attendance by trainers in the team	3
			2.1.2	40 min demo	All the trainers in team have given 40 min demo in a TATVAM session	At least 2 trainers in team have given 40 min demo in a TATVAM session	At least 1 trainer in team has given 40 min demo in a TATVAM session	No trainer in team has given 40 min demo in a TATVAM session	Trainers are not teachers by profession and cannot give 40 min demo in a TATVAM session	4
			2.1.3	Regular engagement with teachers	Trainer/mentor calls or visits each school at least twice a month to talk to teachers	Trainer/mentor calls or visits each school at least once a month to talk to teachers	Trainer/mentor calls or visits each school at least once in three months to talk to teachers	Trainer/mentor calls or visits each school at least two times in one academic year to talk to teachers	Trainer/mentor calls or visits each school at least once in an academic year to talk to teachers	4
			2.1.4	Regular training of teachers	Trainers ensure at least two T2 sessions are conducted in person for all the schools	Trainers ensure at least one T2 session is conducted in person for all the schools	Trainers ensure at least two T2 session are conducted virtually for all the schools	Trainers ensure at least one T2 session is conducted virtually for all the schools	Trainers conducted sessions occasionally	3
			2.2.1	At least one exclusive SRC and Five SPOCs identified for each school (one each for Eng, EVS, Math, Sc, SST)	At least exclusive local SRC and 5 - SPOCs per school	At least exclusive local SRC and one- 4 -SPOCs per school	At least one exclusive SRC and one -3- SPOCs per	At least one exclusive SRC and one -2-SPOCs per	At least one exclusive SRC and one SPOC per school	4
	2.2	SRC/SPOC	2.2.2	Regular engagement with school	SRC and SPOC meet or speak twice a month to discuss content implementation	SRC and SPOC meet or speak once a month to discuss content implementation	SRC and SPOC meet or speak once in three months to discuss content implementation	SRC and SPOC meet or speak once in six months to discuss content implementation	SRC and SPOC meet or speak once a year to discuss content implementation	4
	3.1	Training	3.1.1	Teacher has attended the T2 conducted last year	More than 80% of teachers in the school	More than 70% of teachers in the school	More than 60% of teachers in the school	More than 50% of teachers in the school	Less than 50% of teachers in the school	3
3.1.2			Teacher has completed pre- training LMS T2 course	More than 80% of teachers in the school	More than 70% of teachers in the school	More than 60% of teachers in the school	More than 50% of teachers in the school	Less than 50% of teachers in the school	2	
			3.2.1	Regular download of content for classroom (At least 2 MLPs per month in the past six months)	Downloads by at least 80% of teachers	Downloads by at least 60% of teachers	Downloads by at least 40% of teachers	Downloads by at least 20% of teachers	No downloads by teachers of the school	4

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3. Teacher	3.2	LMS Content	3.2.2 Feedback for chapters used	At least 10 actionable feedbacks given by teachers of the school in AY 22-23	At least 8 feedbacks given by teachers of the school in AY 22-23	At least 6 feedbacks given by teachers of the school in AY 22-23	At least 4 feedbacks given by teachers of the school in AY 22-23	At least 2 feedbacks given by teachers of the school in AY 22-23	2
	3.3	CPD engagement	3.3.1 Teacher has attended relevant SET sessions	At least 50% teachers have received credit for SET	At least 40% teachers have received credit for SET	At least 30% teachers have received credit for SET	At least 20% teachers have received credit for SET	Not attended	2
			3.3.2 Teacher has completed all three CPD LMS courses	100% teachers have received CPD badges	At least 75% teachers have received CPD badges	At least 50% teachers have received CPD badges	At least 25% teachers have received CPD badges	Not awarded any CPD badge	2
			3.3.3 Filling of the teaching styles questionnaire	At least 80% of teachers in the school	At least 60% of teachers in the school	At least 40% of teachers in the school	At least 20% of teachers in the school	No teacher in the school has filled	4