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**Tool for Assessment of Special Schools for
Children with Hearing Impairment**

Instructional Manual

Administration

Services

Infrastructural facilities

Human resources

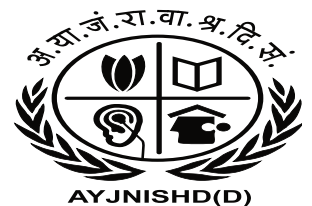
**Facilities
Hostel**

Curricular transactions



सत्यमेव जयते

**Commissioner of Disabilities
Government of Maharashtra**



**Ali Yavar Jung National
Institute of Speech & Hearing
Disabilities (Divyangjan),
Mumbai 400 050.**

Introduction

Special schools of children with hearing impairment have been playing an integral role in the rehabilitation of the children with hearing impairment since the establishment of the first school in Mazagaon, Mumbai in 1884. Today there are approximately 250 grant in aid special schools in Maharashtra covering almost all districts.

The role of special schools have been changing as per the policies, frameworks and legislations. From segregated special education, the special schools have transformed itself to readying children for integration and now supporting inclusive education. Inclusion can be facilitated if children are early intervened, so a need exists that each special school should start an early intervention center. For sustainability and quality education, the special schools need to be upgraded in terms of infrastructure, curriculum transactions and areas of capacity building of human resource and services. For doing so, it will be essential to know the present level of functioning of special schools. Hence, a tool to assess the current status of special schools is developed which is primarily aimed at strengthening the special schools for children with hearing impairment. The acronym of the tool TASC (Tool for Assessment of Special Schools of Children with Hearing Impairment) is designed to provide guidelines for further up gradation so that the schools can work towards improving their grades.

TASC- An assessment tool: It comprises of the following:

- (i) A Rating Scale (**Annexure I-A**) and a Guideline for the rating scale (**Annexure I-B**)
- (ii) Checklists; For Parents (**Annexure II**) and For Teachers (**Annexure III**)
- (iii) The Evaluators Observation Record for School (**Annexure IV**)
- (iv) The Evaluators Observation Record for Hostel (**Annexure V**)
- (v) Calculation of Grade
- (vi) A score sheet to be filled in by the evaluators for School (**Annexure VI**)
- (vii) A score sheet to be filled in by the evaluators for Hostel (**Annexure VII**)

(i) The Rating Scale:

- The Rating Scale comprises of Areas namely: (1) Infrastructural facilities, (2) Curricular transactions, (3) Human resources, (4) Services, (5) Administration & (6) Hostel facilities (applicable to residential schools). (**Refer Annexure - I - A**)
- **Annexure - I - B** is the guideline for rating of Areas in **Annexure I-A**. Each Area has Parameters and Sub-parameters. Each Parameter has 5 Sub parameters to be rated. These are mentioned as a, b, c, d, and e in **Annexure I-B**.
- Schools and Hostel facilities are to be rated separately Sr. No 1-5 in **Annexure I-A** for school and Sr.No. 6 in **Annexure I-A** for hostel.
- Each Sub-parameter has 3 Indicators. The evaluators are suggested to darken the circle or tick mark the circles provided against each indicator if present and cross it if it is not present. Each indicator if present will be allotted 1 (one) mark. If the school has all three indicators the school will get 3 marks for that Sub-parameter. Thus the maximum obtainable score for each of the Sub-parameter will account for 15. While rating, the obtained score needs to be averaged out of 5 and indicated in the **Annexure I-A**. Fractions should be totaled to whole number for rating. E.g. for the Parameter of Building if the total score of indicators present is 7 out of 15, then average out of 5 will be 2.33 ($5 \times 7 / 15$). This should be indicated as 2 in **Annexure I-A** as the score is below 2.5. If the total score of Indicators present is 11 out of 15, then average out of 5 will be 3.66 ($5 \times 11 / 15$). This should be indicated as 4 in **Annexure I-A** as the score is above 3.5. In case of more than 1 Evaluator use only one sheet for rating of **Annexure I-A**.
- Table no 1 and 2 given below summarizes the Areas, the number of Parameters, Sub parameters and the maximum scores obtainable for school and hostel respectively.

Table No 1: Rating for School

Sr. No.	Areas	No. of parameters to be rated under each Area	No of Sub - parameters to be rated under each Parameter	Maximum score obtainable (No. of parameters x15)
1.	Infrastructural facilities	6	15	90
2.	Curricular transactions	3	15	45
3.	Human resources	4	15	60
4.	Services	2	15	30
5.	Administration	1	15	15
Total				240

Table No 2: Rating for Hostel

Sr. No.	Areas	No of parameters to be rated under each Area	No of sub-parameters to be rated under each Parameter	Maximum score obtainable (No. of parameters x15)
1.	Hostel Facilities	2	15	30

(ii) The checklists: There are two Yes / No type checklists. One checklist is for parents (**Annexure II**) and one is for teachers (**Annexure III**). These are to be used for grading schools. Each checklist has 10 items. For each of the positive response 1 (one) mark is allocated so that the total maximum obtainable marks is 10 for each checklist.

For Parent's Checklist: The checklist may be given to any 5 parents across various mediums or levels and the obtained score should be averaged out of 10

For Teacher's Checklist: The checklist may be given to any 3 special educators and any 2 allied professionals (social worker, Psychologist, Audiologist etc.) and average out the scores obtained out of 10

(iii) The Evaluators observation of school: Annexure IV is the evaluator's sheet which is to be used for allocating marks to the overall teaching learning of the school. It has 3 aspects which has a maximum obtainable score of 40. The two evaluators need to score separately and average the scores out of 40.

(iv) The Evaluators observation of hostel: Annexure V is the evaluator's sheet which is to be used for allocating marks to the overall facilities of the hostel. It has 3 aspects which has a maximum obtainable score of 20. The two evaluators need to score separately and average the scores out of 20.

(v) Calculation of grades:

For school:

- The maximum obtainable score for school is 300.
- It is a sum total of Annexure I-A (Sr. no 1-5) score of 240 + Annexure II score of 10 + Annexure III score of 10+ Annexure IV score of 40 = 300

Table No 3: Scores for allocation of grades for school

Sr. No.	Range of scores	Grades	Interpretation
1.	270 and above	A	Excellent
2.	210 - 269	B	Very Good
3.	150 - 209	C	Good
4.	90 - 149	D	Average
5.	0 - 89	E	Poor

For hostel:

- The maximum obtainable score for hostel is 50.
- It is a sum total of Annexure I-A (Sr. no 6) score of 30 + Annexure V score of 20 = 50

Table No 4: Scores for allocation of grades for hostel

Sr. No.	Range of scores	Grades	Interpretation
1.	45 and above	A	Excellent
2.	35 - 44	B	Very Good
3.	25 - 34	C	Good
4.	15 - 24	D	Average
5.	0 - 14	E	Poor

(vi) Score sheet for school: Annexure VI is the score sheet for scores obtained and the grade assigned along with on the spot recommendations for school.

(vii) Score sheet for hostel: Annexure VII is the score sheet for scores obtained and the grade assigned along with on the spot recommendations for hostel.

(viii) Steps for evaluating & scoring

Step 1: Read the instructional manual carefully and also go through all the Annexures.

Step2: For day schools, rate the school i.e. Sr. No 1-5 in **Annexure I-A** and for residential schools rate the school same as day school and the hostel separately the separately i.e. Sr. No 6 in **Annexure I-A**. While rating in **Annexure I-A** use **Annexure I-B** i.e. Guidelines for ascertaining the indicators. Put a tick mark against each Indicator if it is present. The ratings has to be given in the **Annexure I-A** by circling the appropriate number. Evaluators need to be rating this by consensus.

Step 3: Distribute the **Annexure II & III** i.e. checklists to parents and teachers respectively as mentioned in the guidelines.

Step 4: Average out the **Annexure IV**, if there are more than one evaluators.

Step 5: Average out the **Annexure V**, if there are more than one evaluators.

Step 6: Fill up the score sheet i.e. **Annexure VI & or VII** and assign grade respectively for school and hostel. Also provide on the spot recommendations.

Annexure - I - A

RATING SCALE FOR GRADING SPECIAL SCHOOLS OF CHILDREN WITH HEARING IMPAIRMENT

Sr. No.	Areas	Parameters	Rating				
			1	2	3	4	5
1	Infrastructural facilities	i) Building	1	2	3	4	5
		ii) Classroom	1	2	3	4	5
		iii) Fixtures	1	2	3	4	5
		iv) Cleanliness	1	2	3	4	5
		v) Amplification & Hearing devices	1	2	3	4	5
		vi) Teaching Learning Material (TLM)	1	2	3	4	5
2	Curricular Transactions	i) Planning & Execution of curricular activities	1	2	3	4	5
		ii) Monitoring & Evaluation of curricular activities	1	2	3	4	5
		iii) Planning of co- curricular activities	1	2	3	4	5
3	Human Resources	i) School Management	1	2	3	4	5
		ii) Principal	1	2	3	4	5
		iii) Teacher	1	2	3	4	5
		iv) Allied Professionals	1	2	3	4	5
4	Services	i) Routine	1	2	3	4	5
		ii) Innovative	1	2	3	4	5
5	Administration	i) Record keeping & policies	1	2	3	4	5
APPLICABLE TO RESIDENTIAL SCHOOLS							
6	Hostel facilities for residential schools	i) Lodging	1	2	3	4	5
		ii) Boarding	1	2	3	4	5

GUIDELINES FOR RATING SPECIAL SCHOOLS OF CHILDREN WITH HEARING IMPAIRMENT

Sr. No.	Areas	Parameters	Sub-parameters	Indicators		
				1	2	3
1	Infrastructural facilities	i) Building	a) Accessible to the disabled	<input type="checkbox"/> Has appropriate ramps	<input type="checkbox"/> Toilets are disable friendly	<input type="checkbox"/> Signage in all essential areas
			b) Away from noisy areas	<input type="checkbox"/> Not adjacent to highway / main roads	<input type="checkbox"/> Sufficient space around the building to reduce noise of traffic	<input type="checkbox"/> No market area nearby
			c) Connectivity of public transport	<input type="checkbox"/> Bus stop / Railway station at walkable distance/ school transport	<input type="checkbox"/> Bus routes from major areas available	<input type="checkbox"/> Facilities of other transport like auto or cycle rickshaw easily available
			d) Provisions of playground	<input type="checkbox"/> Available in school/ close vicinity	<input type="checkbox"/> Well maintained and fenced	<input type="checkbox"/> Sports facilities
			e) Safety and security provisions	<input type="checkbox"/> Security guards in shifts	<input type="checkbox"/> Fire extinguisher	<input type="checkbox"/> CCTV (Closed Circuit TV)
		ii) Classroom & Learning Spaces	a) Spaces	<input type="checkbox"/> Adjustable furniture for creating spaces	<input type="checkbox"/> Space for storing children's belongings	<input type="checkbox"/> Common space for activities
			b) Lighting and ventilation	<input type="checkbox"/> Lights in proportion to class size	<input type="checkbox"/> Cross ventilation	<input type="checkbox"/> Light above blackboard
			c) Seating arrangements	<input type="checkbox"/> L or U shape	<input type="checkbox"/> Equidistant teacher's position	<input type="checkbox"/> Not cluttered
			d) Prevention of spill over noise	<input type="checkbox"/> Induction loop system not in adjacent classrooms	<input type="checkbox"/> No temporary partitions	<input type="checkbox"/> Classroom having doors with glass window
			e) Location of blackboard	<input type="checkbox"/> At students eye level	<input type="checkbox"/> Non glazed	<input type="checkbox"/> Sufficient in size
		iii) Fixtures	a) Appropriateness of furniture	<input type="checkbox"/> Age appropriate	<input type="checkbox"/> Having rubber bushes	<input type="checkbox"/> Safe and sturdy
			b) Suitability & safety of Lighting arrangements	<input type="checkbox"/> Facilitating speech reading	<input type="checkbox"/> Switch boards at safe & appropriate level	<input type="checkbox"/> No loose or hanging wires
			c) Status of fans / coolers	<input type="checkbox"/> Not noisy	<input type="checkbox"/> Well maintained	<input type="checkbox"/> Fan not overhead / Coolers outside classrooms
			d) Wall usage	<input type="checkbox"/> Covered with soft boards or appropriate material	<input type="checkbox"/> Mat finish and non - glossy	<input type="checkbox"/> Provisions for hanging charts
			e) Availability of shelves & cupboards	<input type="checkbox"/> Age/grade appropriate	<input type="checkbox"/> Easy to operate	<input type="checkbox"/> Safe for children
		iv) Cleanliness	a) Drinking water facilities	<input type="checkbox"/> Water purifiers available	<input type="checkbox"/> Clean area around water facility	<input type="checkbox"/> Ladle and glass for drinking
			b) Status of taps	<input type="checkbox"/> At the level of children	<input type="checkbox"/> Not leaking	<input type="checkbox"/> Easy to operate
			c) Kitchen facilities	<input type="checkbox"/> Well maintained	<input type="checkbox"/> Adequately equipped	<input type="checkbox"/> Clean utensils
			d) Status of toilets	<input type="checkbox"/> Separate toilets for boys and girls	<input type="checkbox"/> Hand wash and other cleansing agents	<input type="checkbox"/> Constant water supply
			e) Availability of dustbins	<input type="checkbox"/> Available per room	<input type="checkbox"/> Dust bins have lids to cover	<input type="checkbox"/> Separate dustbins for sanitary napkins

Sr. No.	Areas	Parameters	Sub-parameters	Indicators		
				1	2	3
1	Infrastructural facilities	v) Amplification & Hearing devices	a) Classroom amplification devices	<input type="checkbox"/> Availability of Individual / Group amplification	<input type="checkbox"/> In working conditions	<input type="checkbox"/> Used regularly
			b) Checking hearing devices	<input type="checkbox"/> Six sound test conducted	<input type="checkbox"/> Stetoclip used to check hearing aids	<input type="checkbox"/> VU meter used to check battery status
			c) Spare parts bank	<input type="checkbox"/> Additional batteries	<input type="checkbox"/> Additional cords	<input type="checkbox"/> Loaner hearing aids available
			d) Availability of other devices	<input type="checkbox"/> Speech trainer / Hearing Aid Analyser	<input type="checkbox"/> Noise makers	<input type="checkbox"/> Music system for auditory training
			e) Care & maintenance	<input type="checkbox"/> Log book maintained	<input type="checkbox"/> Records of servicing maintained	<input type="checkbox"/> Calibration undertaken periodically of equipment
		vi) Teaching Learning Material (TLM) & Library	a) Suitability of TLM	<input type="checkbox"/> Subject wise availability	<input type="checkbox"/> Grade wise availability	<input type="checkbox"/> Teacher made TLM
			b) Stationary	<input type="checkbox"/> Availability	<input type="checkbox"/> Funds allocated	<input type="checkbox"/> Stock register
			c) Library facility	<input type="checkbox"/> Books for children and teachers	<input type="checkbox"/> Library period in time table	<input type="checkbox"/> Toy / CD Library
			d) Storage provisions	<input type="checkbox"/> Space allotted for material	<input type="checkbox"/> Space maintained	<input type="checkbox"/> Availability of labelled cupboards and shelves for TLM
			e) Utilities of TLM	<input type="checkbox"/> Time allocated to prepare	<input type="checkbox"/> Issued at home	<input type="checkbox"/> Accession register maintained

Sr. No.	Areas	Parameters	Sub-parameters	Indicators		
				1	2	3
2	Curricular Transactions	i) Planning & Execution of curricular activities	a) Lesson plans	<input type="checkbox"/> Yearly / Half yearly	<input type="checkbox"/> Monthly	<input type="checkbox"/> Daily diaries
			b) Time-table formulation	<input type="checkbox"/> Class - wise	<input type="checkbox"/> Master time table	<input type="checkbox"/> Exam / Evaluation time table
			c) Activity based learning	<input type="checkbox"/> Directed Activities	<input type="checkbox"/> Field visits	<input type="checkbox"/> Sustainable developmental activities (e.g. save water/oil/trees etc)
			d) Follow up lessons	<input type="checkbox"/> Routinely undertaken	<input type="checkbox"/> Material / worksheets prepared	<input type="checkbox"/> Recapitulation undertaken
			e) Remedial teaching	<input type="checkbox"/> Individual	<input type="checkbox"/> Group	<input type="checkbox"/> Record keeping
		ii) Monitoring & Evaluation of curricular activities by Principal /Senior teacher	a) Instructional Practices	<input type="checkbox"/> Planned activities	<input type="checkbox"/> Records of class visits	<input type="checkbox"/> Discussions & guidance to teachers
			b) Attendance	<input type="checkbox"/> Facility of bio metric	<input type="checkbox"/> Tracking of attendance	<input type="checkbox"/> Follow up of absenteeism
			c) Assessment	<input type="checkbox"/> Formative	<input type="checkbox"/> Summative	<input type="checkbox"/> Diagnostic
			d) Report writing	<input type="checkbox"/> Report cards of students maintained	<input type="checkbox"/> Summary reports of children prepared covering all areas	<input type="checkbox"/> Discussion held with teachers
			e) Discussion of reports with parents	<input type="checkbox"/> Strengths & weakness	<input type="checkbox"/> Referrals & guidance for progress	<input type="checkbox"/> Follow up with parents
		iii) Planning & execution of co-curricular activities	a) Calendar of activities for celebrations and recreation	<input type="checkbox"/> Annual Planning	<input type="checkbox"/> Implementation & Monitoring	<input type="checkbox"/> Annual report writing
			b) Committees for conducting various co - curricular activities	<input type="checkbox"/> Various committees formed	<input type="checkbox"/> Members rotated in committees	<input type="checkbox"/> Innovative initiatives
			c) Follow up of co-curricular activities in classroom teaching	<input type="checkbox"/> Routinely embedded in classroom instructions	<input type="checkbox"/> Material / worksheets prepared for revision & homework	<input type="checkbox"/> Recapitulation undertaken
			d) Participation in competitions	<input type="checkbox"/> Inter school	<input type="checkbox"/> District	<input type="checkbox"/> State / National/International
			e) Nurturing talents of children	<input type="checkbox"/> Evaluation of talents	<input type="checkbox"/> Internal support	<input type="checkbox"/> External / CSR Support

Sr. No.	Areas	Parameters	Sub-parameters for rating	Indicators		
				1	2	3
3	Human Resources	i) School Management	a) Fund raising	<input type="checkbox"/> 80 G / FCRA registration	<input type="checkbox"/> Organizing Programs / Visits	<input type="checkbox"/> Approaching corporates for CSR
			b) Visibility of school	<input type="checkbox"/> Web site & brochure of schools	<input type="checkbox"/> Registration under UDISE / SARAL	<input type="checkbox"/> Media awareness programs
			c) Quality up gradation	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> AMC	<input type="checkbox"/> Up- gradation of software
			d) Professional development of staff	<input type="checkbox"/> Academic staff	<input type="checkbox"/> Administrative staff	<input type="checkbox"/> Incentives to staff
			e) Liaisoning with Govt. & other agencies including teacher training programs	<input type="checkbox"/> Providing school for demonstrations and practice teaching	<input type="checkbox"/> Participate in Govt. activities and projects	<input type="checkbox"/> Networking with other NGOs
		ii) Principal	a) Supervision	<input type="checkbox"/> Academic activities	<input type="checkbox"/> Administrative activities	<input type="checkbox"/> Parental involvement
			b) Staff development program	<input type="checkbox"/> Staff meeting	<input type="checkbox"/> Guide teachers during appraisals	<input type="checkbox"/> Depute for short term training
			c) Innovative initiations/encouragement	<input type="checkbox"/> Arrange for guest lectures / workshops	<input type="checkbox"/> Sharing innovations of other teachers	<input type="checkbox"/> Higher education of staff
			d) Liaisoning with stakeholders	<input type="checkbox"/> Parents workshops	<input type="checkbox"/> Teacher exchange programs	<input type="checkbox"/> NGO collaborations
			e) Involvement in actual classroom teaching	<input type="checkbox"/> Teaches for stipulated hours	<input type="checkbox"/> Gives demo lessons	<input type="checkbox"/> Hand holding of new recruits
		iii) Teacher	a) Maintaining records	<input type="checkbox"/> Daily dairies of classroom activities	<input type="checkbox"/> Student files	<input type="checkbox"/> Evaluation / Assessment
			b) Innovations in teaching practices	<input type="checkbox"/> Refer books other than text books	<input type="checkbox"/> ICT	<input type="checkbox"/> Activity based learning
			c) Parent empowerment	<input type="checkbox"/> Hold parent meetings	<input type="checkbox"/> Parent workshops	<input type="checkbox"/> Involving parent in school activities
			d) Providing support for inclusive education	<input type="checkbox"/> Giving demonstrations	<input type="checkbox"/> Providing support services	<input type="checkbox"/> Follow up of children's progress
			e) Participations in other school activities	<input type="checkbox"/> Visibility of school	<input type="checkbox"/> Awareness programs	<input type="checkbox"/> Beyond school activities
		iv) Allied Professionals & Support staff	a) Audiologist / Speech therapist	<input type="checkbox"/> Assessments	<input type="checkbox"/> Therapy	<input type="checkbox"/> Involvement in curricular activities
			b) Art/Craft teachers	<input type="checkbox"/> Skill development of students	<input type="checkbox"/> Involvement in curricular activities	<input type="checkbox"/> Organisation of art exhibitions / events
			c) Physical Education teacher	<input type="checkbox"/> Outdoor and indoor activities	<input type="checkbox"/> Organising sports events	<input type="checkbox"/> Involvement in curricular activities
			d) Social worker/Counsellor/Psychologist	<input type="checkbox"/> Home visits / Evaluations	<input type="checkbox"/> Student/Parent guidance	<input type="checkbox"/> Fund raising /Implementing Govt. schemes
			e) Care taker	<input type="checkbox"/> Routine activities	<input type="checkbox"/> Involvement in school activities	<input type="checkbox"/> Beyond school activities

Sr. No	Areas	Parameters	Sub-parameters	Indicators		
				1	2	3
4	Services	i) Routine	a) Speech and Hearing	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Fitment of hearing aids	<input type="checkbox"/> Speech Therapy
			b) Early intervention	<input type="checkbox"/> Early identification	<input type="checkbox"/> Parent infant program	<input type="checkbox"/> Appropriate staff
			c) School readiness	<input type="checkbox"/> Child readiness	<input type="checkbox"/> Mainstream school readiness	<input type="checkbox"/> Family readiness
			d) Integration/ inclusion	<input type="checkbox"/> Partial integration	<input type="checkbox"/> Transition services	<input type="checkbox"/> Support services
			e) Others	<input type="checkbox"/> Nutrition program	<input type="checkbox"/> Medical check-ups for children	<input type="checkbox"/> E- learning
		ii) Innovative	a) Child centred	<input type="checkbox"/> Computer assisted instructions	<input type="checkbox"/> Interpreter services	<input type="checkbox"/> Internships
			b) Teacher centred	<input type="checkbox"/> Research & publications	<input type="checkbox"/> Paper presentations	<input type="checkbox"/> Felicitations & awards
			c) Parent centred	<input type="checkbox"/> Family counselling	<input type="checkbox"/> volunteering	<input type="checkbox"/> Skill development
			d) Organization centred	<input type="checkbox"/> Team building / conflict resolution	<input type="checkbox"/> Leadership / personality development	<input type="checkbox"/> Soft skill development
			e) Community centred	<input type="checkbox"/> Prevention of disability	<input type="checkbox"/> Advocacy of social responsibility	<input type="checkbox"/> Creating barrier free environment
5	Administration	i) Record keeping & policies	a) Service records of teaching & non - teaching staff	<input type="checkbox"/> Staff files	<input type="checkbox"/> Service books	<input type="checkbox"/> Annual performance appraisals
			b) Administrative records register	<input type="checkbox"/> General register	<input type="checkbox"/> Stock register	<input type="checkbox"/> Inward - Outward
			c) Financial records	<input type="checkbox"/> Cash book/ Ledger	<input type="checkbox"/> Voucher files	<input type="checkbox"/> Audit reports
			d) Statements	<input type="checkbox"/> Vision statement	<input type="checkbox"/> Mission and objectives	<input type="checkbox"/> Communication philosophy
			e) Policies and practices	<input type="checkbox"/> Registration documents of institute & staffs RCI registration	<input type="checkbox"/> Prevention of child abuse	<input type="checkbox"/> ICC for Prevention of Sexual Harassment at work place
APPLICABLE TO RESIDENTIAL SCHOOLS						
6	Hostel facilities for residential schools	i) Lodging	a) Kitchen & mess	<input type="checkbox"/> Appropriate space	<input type="checkbox"/> Cleanliness	<input type="checkbox"/> Appliances / Furniture
			b) kitchen staff	<input type="checkbox"/> Designated staff	<input type="checkbox"/> Medical check-up	<input type="checkbox"/> Trained for communication with deaf
			c) Inventory & charts	<input type="checkbox"/> Food stock	<input type="checkbox"/> Toiletries	<input type="checkbox"/> Diet charts
			d) Menu	<input type="checkbox"/> Planned	<input type="checkbox"/> Displayed	<input type="checkbox"/> Monitored
			e) Drinking water	<input type="checkbox"/> Water purifiers available	<input type="checkbox"/> Clean area around water facility	<input type="checkbox"/> Ladle and glass for drinking
		ii) Boarding	a) Hostels	<input type="checkbox"/> Separate male & female	<input type="checkbox"/> Clean, adequate space with ventilation	<input type="checkbox"/> Clean & adequate water facility
			b) Beddings	<input type="checkbox"/> One per child	<input type="checkbox"/> Good condition	<input type="checkbox"/> Clean linen & blanket
			c) Staff	<input type="checkbox"/> Designated staff	<input type="checkbox"/> Separate male & female wardens	<input type="checkbox"/> Trained for communication with deaf
			d) Recreational facilities	<input type="checkbox"/> Outdoor games	<input type="checkbox"/> Indoor games	<input type="checkbox"/> TV / Computer
			e) Medical facilities	<input type="checkbox"/> Health check-ups	<input type="checkbox"/> Doctor & Nurse on call	<input type="checkbox"/> First aid kit

Annexure II
CHECKLIST FOR PARENTS PERSPECTIVE

Sr. No.	Items	Yes	No
1.	Does your school have a Parent-Teacher Association?		
2.	Does staff of the school has good attending skills?		
3.	Are you involved in the activities of the school?		
4.	Does the school tries to solve your grievances?		
5.	Does the school have good facilities?		
6.	Do parents get inputs from the school?		
7.	Does your school treat Co-curricular activities as important activities?		
8.	Are you satisfied with the discipline in the school?		
9.	Are parents satisfied with the current performance of their ward?		
10.	Will you recommend this school to other parents?		

Annexure III
CHECKLIST FOR TEACHERS PERSPECTIVE

Sr. No.	Items	Yes	No
1.	I get guidance from my supervisors for teaching.		
2.	I make use of technology (computer, mobile etc.).		
3.	I am satisfied working in the school.		
4.	I am allowed to attend short term training programmes.		
5.	I know the philosophy of communication adopted by the school.		
6.	I am burdened with additional administrative work.		
7.	I am aware of the rules & regulations of the school.		
8.	I get recognition for the good work that I am doing.		
9.	I am getting the benefits that are meant for me.		
10.	The school has made enough efforts to motivate parents.		

Annexure IV
EVALUATOR'S OBSERVATION FOR SCHOOL

Sr. No.	Aspects	Score Obtained Out of 10
1.	Overall quality of teaching practices	15
2.	Overall quality of student's responses in terms of classroom teaching	15
3.	Overall school climate	10
	Total score obtained	40

Annexure V
EVALUATOR'S OBSERVATION FOR HOSTEL

Sr. No.	Aspects	Score Obtained Out of 10
1.	Overall quality of Lodging	5
2.	Overall quality of Boarding	5
3.	Overall Hostel climate	10
	Total score obtained	20

Annexure VI

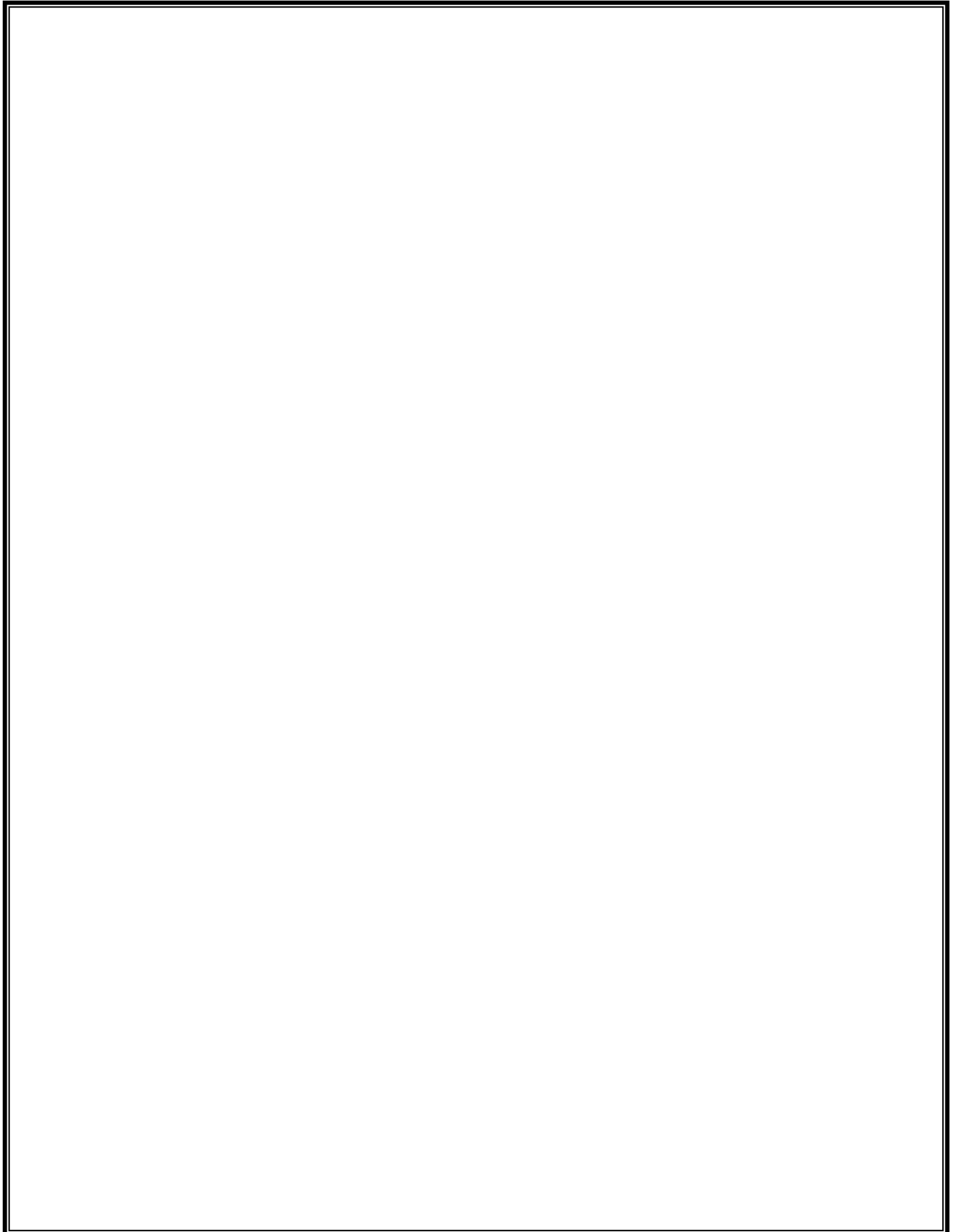
SCORE SHEET TO BE FILLED IN BY THE EVALUATORS FOR SCHOOL

Name of the Organization / School				
Address with Email, Phone Number(s) of Organization / School				
Name & Designation of the informant with Contact Number / email				
Sr. No.	Area	Parameters	Maximum Marks	Marks Obtained
1.	Infrastructural facilities	i) Building	15	
		ii) Classroom	15	
		iii) Fixtures	15	
		iv) Cleanliness	15	
		v) Amplification & Hearing devices	15	
		vi) Teaching Learning Material (TLM)	15	
2.	Curricular transactions	i) Planning & Execution of curricular activities	15	
		ii) Monitoring & Evaluation of curricular activities	15	
		iii) Planning of co- curricular activities	15	
3.	Human resources	i) School Management	15	
		ii) Principal	15	
		iii) Teacher	15	
		iv) Allied Professionals	15	
4.	Services	i) Routine	15	
		ii) Innovative	15	
5.	Administration	i) Record keeping & policies	15	
Score of Parents' Checklist			10	
Score of Teachers' Checklist			10	
Evaluator's Observation Score for School			40	
			Obtained Out Of	300
			Grade assigned	
Remarks & Recommendation(s) of the Evaluators :				
Name of the Evaluators and date on which team visited the school			Signature of the Evaluators	
1				
2				
Date :				
Place :				

Annexure VII

SCORE SHEET TO BE FILLED IN BY THE EVALUATORS FOR HOSTEL

Name of the Organization / School / Hostel				
Address with Email, Phone Number(s) of Organization / School / Hostel				
Name & Designation of the informant with Contact Number / email				
Sr. No.	Area	Parameters	Maximum Marks	Marks Obtained
6.	Hostel Facilities	i) Lodging	15	
		ii) Boarding	15	
Evaluator's Observation Score for Hostel			20	
			Obtained Out Of	50
			Grade assigned	
Remarks & Recommendation(s) of the Evaluators :				
Name of the Evaluators and date on which team visited the Hostel			Signature of the Evaluators	
1				
2				
Date :				
Place :				



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