

Standard 5: Holistic Students' Development

	Tier 4	Tier 3	Tier 2	Tier 1
<i>5.1 Attitudes and Behavior</i>	An overwhelming majority ($>85\%$) of the students have positive attitudes towards each other, their teachers and the wider community. There is a realization about rights (<i>huqooq</i>) and tremendous value is placed on respect (<i>adab o ehteraam</i>) for others. Instances of inappropriate behavior are very few.	Majority ($>70\%$) of the students have positive attitudes towards each other, their teachers and the wider community. There is a realization about rights (<i>huqooq</i>) and tremendous value placed on respect (<i>adab o ehteraam</i>) for others. There are some instances of inappropriate behavior though.	Most ($>65\%$) of the students have positive attitudes towards each other, their teachers and the wider community. There is awareness about rights (<i>huqooq</i>) and high value is placed on respect (<i>adab o ehteraam</i>) for others. Instances of inappropriate behavior need to be reduced.	Less than 60% students have positive attitudes towards each other, their teachers and the wider community. There is limited realization of rights (<i>huqooq</i>) and respect (<i>adab o ehteraam</i>) for others. Instances of inappropriate behavior need to be reduced immediately.
<i>5.2 Character building</i>	An overwhelming majority of the students ($>85\%$) possess the character traits/virtues (civic, intellectual, moral, spiritual), discipline and a temperament considered necessary to lead a meaningful and productive life as an individual and as a community member.	Majority of the students ($>70\%$) possess the character traits/virtues (civic, intellectual, moral, spiritual), discipline and a temperament considered necessary to lead a meaningful and productive life as an individual and as a community member.	Most of the students ($>60\%$) possess the character traits/virtues (civic, intellectual, moral, spiritual) discipline and a temperament considered necessary to lead a meaningful and productive life as an individual and as a community member.	Less than 60% of the students possess the character traits/virtues (civic, intellectual, moral, spiritual) discipline and a temperament considered necessary to lead a meaningful and productive life as an individual and as a community member.
<i>5.3 Integrity and Ethical Awareness</i>	An overwhelming majority ($>85\%$) of the students display integrity, honesty and truthfulness	Majority ($>70\%$) of the students display integrity, honesty and truthfulness in	Most ($>60\%$) of the students display integrity, honesty and truthfulness in	Less than 60% of the students display integrity, honesty and truthfulness during their

	<p>in all domains of their schooling life. Incidences of cheating in assessment are close to none. Culture of self-accountability, <i>muhasaba</i>, is visible within the student body.</p>	<p>all domains of their schooling life. Incidences of unethical conduct in assessment are few. Culture of self-accountability, <i>muhasaba</i>, is visible within the student body.</p>	<p>all domains of their schooling life. Incidences of cheating, unethical conduct in assessment are significant. Culture of self-accountability, <i>muhasaba</i>, needs to be strengthened.</p>	<p>schooling life. Incidences unethical conduct in assessment are few. Culture of self-accountability, <i>muhasaba</i>, needs to be strengthened.</p>
5.4 Relationships	<p>Interactions among students and teachers are inspiring. They provide the school ethos with the element of <i>Subbah</i>. Relationships are respectful and positive, conducive to holistic well-being. The ideals of <i>adab</i> and <i>ihsan</i> are manifest in the student community. Incidences of bullying are close to none.</p>	<p>Interactions among students and teachers are good. Barring some instances, the ideals of <i>adab</i> and <i>ihsan</i> are manifest in the student community. Incidences of bullying are few.</p>	<p>Interactions among students and teachers need to improve as they can be hazardous for well-being. Incidences of bullying are many. The ideals of <i>adab</i> and <i>ihsan</i> are to be realized within the student community.</p>	<p>Interactions among students and teachers are not positive or conducive to well-being. Incidences of bullying are disturbingly high. The ideals of <i>adab</i> and <i>ihsan</i> are almost absent.</p>
5.5 Attendance and Regularity	<p>School maintains an average of more than 90% of attendance in the ongoing academic year.</p>	<p>School has an average attendance of 80% - 90% in the ongoing academic year.</p>	<p>School has an average attendance of 70 – 80% in the ongoing academic year.</p>	<p>School has an average attendance of less than 70% in the ongoing academic year.</p>
5.6 Hygiene and Cleanliness	<p>An overwhelming majority of the students (>85%) maintain hygienic habits.</p>	<p>Majority of the students (>70%) maintain hygienic habits. Hand-washing, trimmed nails, proper</p>	<p>Most of the students (>60%) maintain hygienic habits. Hand-washing, trimmed nails, proper</p>	<p>Less than 60% of the students maintain hygienic habits. The school need to overall work on</p>