

BEST PRACTICES IN PROMOTING

INDIAN ART AND CULTURE PROMOTION

ASSESSMENT RUBRICS

Criteria	0	1	2	3	4	5
Vision	The school has no vision statement for the promotion of Indian Art and Culture	The school has a vision statement but there is no reflection of the promotion of Indian Art and Culture in a comprehensive manner.	The school has a well defined vision which reflects promotion of Indian Art and Culture, but without comprehensive SOP	The school has a well defined vision which reflects promotion of Indian Art and Culture but does not have the availability of the needed infrastructure.	The school has a phenomenal and impressive vision which reflects promotion of Indian Art and Culture, but without well equipped human resources.	The school has a predominant and leading vision which reflects promotion of Indian Art and Culture. The School has the needed infrastructure and competent human resource and also observes documentation process.
Policy	The school has no policy for the promotion of Indian Art and Culture.	The school has a policy for the promotion of Indian Art and Culture, but without welldefined Standard Operating Procedure (SOP)	The school has a policy for promotion of Indian Art and Culture with standard operating procedures, but these are not well-defined	The school has a policy for promotion of Indian Art and Culture & well defined SOP, but it lacks the needed infrastructure and human resource.	The school has an excellent policy for promotion of Indian Art and Culture & well defined SOP, infrastructure and human resource, but documentation is not done regularly.	The school has an outstanding policy for promotion of Indian Art and Culture & well defined SOP. It has adequate infrastructure and competent human resources. The School does monitoring documentation of activities regularly.

Criteria	0	1	2	3	4	5
Annual Calendar Plan	There is no Annual Calendar Plan	An Annual Calendar Plan exists but no reflection of promotion of Indian Art and Culture.	There is an Annual Calendar Plan but the reflection of activities promoting Indian Art and Culture is not across the board	There is a reflection of promotion of Indian Art and Culture with clarity in the process of implementation, but only to some extent, across the board	There is a reflection of promotion of Indian Art and Culture with clarity on the process of implementation across the board	There is allocation of time & distribution of activities in ACP and in the time table. There is involvement of all stakeholders and clear cut documentation on transaction & assessment practices
Inclusivity	There is no scope for inclusivity with respect to promotion of Indian Art and Culture in the Annual Calendar Plan for both Scholastic and Co-scholastic areas	Scholastic and Co-scholastic activities for promotion of Indian art and Culture are reflected, but only with isolated elements of inclusivity	Scholastic and Co-scholastic activities reflect the elements of inclusivity, but it is not reflected in all activities.	Scholastic and Co-scholastic activities reflect the elements of inclusivity across the board, but activities to promote inclusivity in Art & Culture are organised sporadically only on some important days	Scholastic and Co-scholastic activities reflect the elements of inclusivity across the board and those focus on promoting inclusivity in Art & Culture, but all the stakeholders are not covered	The Annual Calendar Plan reflects provisions for Students who choose to excel, who are differently abled, manifests Gender Equity and allows scope for non competitive activities. All students participate and also the teachers, parents, alumni and community members are also involved.

Criteria	0	1	2	3	4	5
Activities	The school has no provision for activities to promote Indian Art and Culture	The time table of the School has provision for Visual and Performing Arts, but with limited activities involving parents, teachers and all the stakeholders.	The time table of the school incorporates Visual and Performing Arts. Activities are also planned for involvement of parents and teachers, but these are organised only on very few occasions	The school has a structured time table for Visual and Performing Arts and integration of Visual and Performing Arts into Scholastics is visible. There is also a plan for involvement of parents, teachers and peer educators, but these are not implemented to the extent the time table reflects.	The school has a structured time table for Visual and Performing Arts and integration of Visual and Performing Arts is visible. There is also a plan for involvement of parents, teachers and peer educators, but these activities are yet to be treated as an integral part of scholastic and co-scholastic domains.	The School has - Structured time table for Visual and Performing Arts (Music, Art, Sculpture, Dance, Theatre). Well planned Integration Module for integration of Visual and Performing Arts in Scholastic and Co-scholastic domains. Planned activities for involvement of parents, teachers, peer educators with effective implementation. Monitoring & reviewing practices are observed and documentation is done regularly.

Criteria	0	1	2	3	4	5
Infrastructure	There are no identified rooms/ spaces for any activity.	The school uses makeshift arrangement for conducting activities and has one to two rooms for specific activities. The rooms/ spaces are not well maintained.	The school has some identified rooms/ spaces but these are not used optimally. Rooms/ Spaces are maintained to some extent. There is no evidence of documentation of all the activities.	The school has adequate number of rooms/ spaces. Rooms/ Spaces are maintained to some extent and effectively used. Activities are also conducted. There is evidence of documentation on all the activities, but it lacks the details	The school has adequate number of rooms/ spaces, but these are not used optimally though they are well maintained. Documentation is available, but not of all the activities.	Sufficient rooms/spaces and needed equipment for activities are available. The infrastructure & equipment are well maintained and optimally used by all the concerned target groups, i.e. students, teachers and also used when parents and members of the community are involved. The activities are well documented.

Criteria	0	1	2	3	4	5
Human Resources	There is dearth of qualified staff dedicated to promote Indian Arts and Culture in the school	There are one or two staff members with multiple roles. There is lack of training for the staff for executing the integration of the elements of Indian Arts and Culture in scholastic domain or plan and organise activities in the co-scholastic domain.	Qualified staff is available, but they are used sporadically, as the activities on Arts and Culture are not organised regularly. The staff is not adequately engaged for the organisation of activities for parents, peer educators, members of the community and alumni.	Adequate number of qualified staff as per the number of students is available. They are engaged for the organisation of activities for parents, peer educators, members of the community and alumni. But they lack the needed abilities to ensure integration of elements of Indian Arts and Culture in scholastic domain, the capacity building programmes are not organised for them.	Adequate number of qualified staff as per the number of students is available. As per their needs they are provided opportunities to participate in the capacity building programmes. They promote the integration of elements of Indian Arts and Culture in scholastic domain and also organise co-scholastic activities. But since these activities are sporadically organised, the staff is not utilised optimally.	Adequate number of qualified staff as per the number of students is available. As per their needs they are provided opportunities to participate in the capacity building programmes. They promote the integration of elements of Indian Art and culture in scholastic domain and also organise co-scholastic activities. The staff is utilised optimally. It is ensured that the teachers do documentation regularly.

Criteria	0	1	2	3	4	5
Innovative Practices	There is no evidence of any innovative practices with respect to the promotion of Indian Art and Culture.	One to two innovative practices related to promotion of Indian Art and Culture are implemented	Innovative practices with respect to the promotion of Indian Arts and Culture are implemented, but such activities are conducted for only those students who have excelled in other activities or who are more participative.	Innovative activities are planned and conducted for all the students, but involvement of all the groups is not ensured.	Innovative activities are conducted involving all the stakeholders, but efforts are not made to involve or to ensure that all the stakeholders actually participate and it is not a mere passive engagement	Correlation of visual and Performing Arts with real life Opportunity for self expression Exhibition of student work and performances Appreciation of art and culture in India and in the International scenario Promotion of art through technology An activity/ activities done differently Additional activities other than the routine are done regularly. Encouragement of students to participate at National and International Levels. Documentation with the feedback from all the stakeholders is regularly done.
Safety & Security	There are no preventive and corrective protocols related to safety and security for all stakeholders	Preventive & Corrective protocols with SOP related to safety and security are there, but to a limited extent.	Preventive & Corrective protocols related to physical injury & abuse are implemented, but not in all situations and that too only for the students	Preventive & Corrective protocols and SOP are in place for all the target groups, but there is lack of well established process to ensure that these are observed.	Preventive & Corrective protocols and SOP are in place for most of the situations (physical injury & abuse) for students and staff, but the needed measures covering the situations reflected in POCSO & J.J. Acts.	Preventive & Corrective protocols and SOP are well in place (physical injury & abuse) for all the stakeholders. The school ensures that all the safety and security measures are taken sincerely and all the steps including involvement of all the stakeholders are taken. Documentation is also done regularly.

Criteria	0	1	2	3	4	5
Stakeholders	No involvement of stakeholders in promotion of Indian Arts and Culture in school	The school involved only teachers and some of the parents in the activities on Indian Arts and Culture. The rest of the stakeholders do not participate.	The school involves all the teachers and most of the parents in the activities on Indian Arts and Culture, but these activities could be organised sporadically and other stakeholders were not involved	The school involved teachers, parents, members of the community and alumni in the activities on Indian Arts and Culture organised only on some important days of the year. And also, these were not documented	Evidence of activities reflecting involvement of all stakeholders (students, teachers, parents, alumni, members of the community and management) in promoting appreciation for Indian Arts and Culture to a large extent	The elements of for Indian Art and Culture are transacted as an integral part of scholastic and co-scholastic activities. All the stakeholders (students, teachers, peer educators, parents, alumni, members of the community and management) are involved in promoting Indian Arts and Culture. The entire process is duly documented.

Criteria	0	1	2	3	4	5
Leadership	The Head of the School has not taken any initiative in promoting Indian Art and Culture in the School	The Head of the School has ensured that the minimal requirements of number of periods are allocated for Visual and Performing Arts.	The Head of the School is involved in the planning, implementation and promotion of Indian Art and culture in the school and ensures availability of minimum requirements	The Head of the School is involved in the planning, implementation, monitoring and mentoring and ensures availability of needed infrastructure, equipment and Human Resources, but only for selected activities organised sporadically.	The Head of the School is involved in the planning, implementation, monitoring and mentoring and ensures availability of needed infrastructure, equipment and Human Resources, but only for activities in the Co-Scholastic domain.	The Head of the school is actively involved in the planning, implementation, monitoring and mentoring the activities being organised and also facilitates the process of promotion of Indian Art and Culture Education by involving all the stakeholders. The Head of the School has also ensured the availability and accessibility of the needed infrastructure, equipment and Human Resources. She/he has also ensured that all the activities are documented.

Note: Please attach related documentations in respect of each of the above Criteria.