



Life Empowerment Awards for Schools 2018 -19

- Promotion & Recognition of Holistic Development in Schools -



BEST PRACTICES IN PROMOTING EXCELLENCE IN COUNSELING SERVICES IN SCHOOLS

ASSESSMENT RUBRICS

Criteria	0	1	2	3	4	5
Vision	The school has no vision statement	The school has a vision statement but it does not reflect the importance of counseling services	The school has a well defined vision statement which reflects the importance of counselling services	The school has a well defined vision statement which reflects the importance of counselling services but there is a need also to include awareness of related laws	The school has a meritorious and valuable vision statement after including awareness of related laws in its overall functioning and management, reflecting the importance of counselling services	The school has a precocious and virtuoso vision statement which translates well in all areas and aspects of the functioning and practices of the school.
Policy	The school has no policy for promotion of counseling services	The school has a policy for promotion of counseling services, but without Standard Operating Procedures (SOP)	The school has a policy for promotion of counseling services with SOP, but it is not comprehensive.	The school has a policy for promotion of counseling services with well defined and comprehensive Standard Operating Procedures.	The school has an efficient and effective policy for promotion of counselling services with well defined and adequate SOP, but it is yet not in line with the well established norms and adapting the new changes in the socio, cultural, and environmental policies and practices	The school has a distinguished and a primo policy for promotion of counselling services with well defined and adequate Standard Operating Procedures which is in line with the well established norms and adapting the new changes in the socio, cultural, and environmental policies and practices
Annual Calendar Plan	There is no Annual Calendar Plan (ACP)	An Annual Calendar Plan exists but there is no reflection of counselling services in it	The Annual Calendar Plan reflects counselling services, but these not across the board	The Annual Calendar Plan reflects of promotion of counselling services with clarity on the process of implementation across the board, but not comprehensibly	The ACP reflects the promotion of counselling services with clarity on the process of implementation to a large extent across the board	Well documented Annual Calendar Plan, allocation of time & activities for age-appropriate counselling reflected in both scholastic & co-scholastic domains

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Inclusivity	There is no reflection of inclusivity with respect to promotion of counseling services in the Annual Calendar Plan of both Scholastic and Co-scholastic domains	Scholastic and Co-scholastic activities for promotion of counseling services reflect elements of inclusivity, but only in isolated manner	Scholastic and Co-scholastic activities for promotion of counseling services reflect limited number of elements of inclusivity	Scholastic and Co-scholastic activities for promotion of counseling services related to all the categories of target groups reflect the elements of inclusivity, but not across the board	Scholastic and Co-scholastic activities for promotion of counseling services reflect most of the elements of inclusivity across the board, but some of the target groups are not included.	Scholastic and co-scholastic activities include comprehensive activities promoting inclusion of differently abled and marginalised socio-economic groups and also for developing gender sensitivity
Counseling Approaches	There is no reference of Counseling Approches in Vision, Policy Statement and Annual Calendar Plan	There is provision for utilising counseling services, but only as an approach of crisis management, but, without reference for its effective use	The counseling services that have been provided are utilized for crisis management, but not in other ways	The counseling services are utilised properly and effectively only for crisis management but there is a lack of well-defined protocols for even crisis management.	The school has provision for preventive & corrective counseling services across the board as per well-defined protocols, but it is yet to be made an integral part of the pedagogy of curriculum transaction in both scholastic and co-scholastic domains	The school has provision for preventive and corrective counseling across the board which are being effectively implemented. It is also being documented, monitored and reviewed. Well defined protocols for crisis management are in place. There is integration of counseling into the methodology of curriculum transaction in both scholastic & co-scholastic domains. There are provisions for counseling for all stakeholders.
Infrastructure	There are no identified rooms/ spaces for counseling services	The school uses makeshift arrangements for isolated cases of counseling services	The school has some identified room(s)/ space(s) for counseling services which are maintained to some extent.	The school has identified room(s)/ space(s) for counseling services which are well maintained and utilized	The school has adequate room(s)/ space(s) for counseling services which are well maintained, utilized along with adequate display of resource materials.	The school has separate specified room(s)/ space(s) for counseling/ career guidance/ resource call. There is optimal use of space & equipment. There is adequate display of resource materials; spaces are well maintained with a welcoming ambience.

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Human Resources	The school does not have a qualified counselor	There are one/two staff members who substitute as counselors during crisis management, but only to facilitate the access to professional counsellor	There is one qualified counselor for the entire school, and there is no involvement of other teachers to extend their assistance to the counsellor. Parents, alumni and community are not involved in the counseling services	There is adequate number of counselors as vis-a-vis the number of students. There is ongoing capacity building program for students, staff & parents, but it is not adequate	There are regular orientation and capacity building programs for staff, students and parents. Participation of staff, and parents in creating a conducive environment is evident to a large extent.	The number of qualified counselors is adequate as per the number of students. Orientation & in-service programs for teachers, counsellors are conducted at regular interval. Other stakeholders- parents, staff, peer educators, alumni and community are involved for creating conducive & safe environment. Counselors are equipped to handle preventive and corrective counseling activities and have the skills to deal with crisis situations. The other teachers are also oriented with basic counselling skills and they apply the same in their day to day practices, while addressing adolescents' issues as well as in guiding them.
Innovative Practices	The school has not evolved innovative practices in respect of counselling services in the school	There are limited opportunities for self expression and development and use of innovative practices	There are some opportunities for self expression and showcasing the use of counselling, but only in respect of corrective counselling	There are opportunities for self expressions in some of the classes. Source of the different media are used for corrective as well as preventive measures. But no effort has been made in the area of using counselling as part of teaching-learning methods.	There are opportunities for appreciation of counselling services for self expression across the board. Different media are used for preventive & corrective measures. There is evidence of integration of counselling into the teaching of some of the subjects and also of exhibiting of students work across the board	There is a correlation of counselling services/ activities with real life. Opportunities for self expression are many. There is exhibition of contribution of counselling in students performances, in both scholastic and co-scholastic. Use of different media as preventive & corrective measures (dance, music, sports, theatre, ICT etc).

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Safety & Security	The school does not have protocol on safety and security in respect of counselling services	Some protocols on safety and security in respect of preventive and corrective counselling services do exist, but these do not cover crisis management. Moreover, these do not reflect relevant laws focussed on safety and security	Preventive & Corrective protocols and Standard Operating Procedures (physical, mental, psychological & abuse) are evidenced for two to three situations for the students. These though reflect awareness of sources of the relevant laws, but lack the needed follow up actions that should be taken to cater to different needs and issues of adolescents	Preventive & Corrective protocols and Standard Operating Procedures (physical, mental, psychological & abuse) are evidenced for some situations for students and staff. There is awareness of source of the relevant laws and there is evidence of one or two committees, cases are though addressed and dealt but not on regular basis. There is no evidence of effectiveness in the functioning of these committees to cater to the needs and issues that adolescents come up with	Preventive & Corrective protocols and Standard Operating Procedures (physical, mental, psychological & abuse) are evidenced for most of the situations. There is awareness of related laws. There is evidence of effectiveness of the committees in terms of the regular follow up of the cases and addressing the needs and issues that adolescents come up with	There is awareness of Cyber Laws, Juvenile Justice Act, Vishakha Guidelines, RTE, and POCSO & Ethics in counseling & guidance. There is awareness of committees on PCOSO, Anti Bullying, Sexual Harassment, Health & Wellness counseling services are utilised in the context of these. The committees not only address the needs and issues of adolescents, follow up on regular basis but also work towards securing the overall well being of the adolescent, covering the broader spectrum of “adolescent safety, security and dignity”
Stakeholders	There is no involvement of stakeholders in promotion of counseling services.	Only isolated activities are conducted, involving a few parents and some members of school management in promotion of counseling services	There is evidence of activities involving teachers, peer leaders besides selected parents and school management, in promotion of counselling services. But the activities have been organised on isolated occasions	There is evidence of activities reflecting involvement of the stakeholders, such as parents, teachers, peer leaders school management and a few members of the community in promoting appreciation of counseling services, but these lack the needed effective impact on the target groups	There is evidence of activities reflecting involvement of most of the stakeholders not only in promoting appreciation of counseling services but also participating in the process	There is involvement of all stakeholders (parents, teachers, students, alumni, management, community) in promoting counseling services & participating in creating a conducive and safe environment. The documentary evidences are also available.

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Leadership	The Head of the School has not taken initiative in promoting counseling services	The Head of the School appoints one or two teachers/staff members who substitute as counsellor(s) during crisis management	The Head of the School has taken steps to appoint a Counsellors and arrange the minimal requirements for school counseling services	The Head of the School has a minimal plan for implementation of counseling services; some evidence of capacity building, some preventive & corrective measures with some protocols for crisis management are available. There is an awareness of related laws & the need formation of some committees.	The Head of the School plans & ensures that there are Counsellors in proportion to the number of students and preventive & corrective counseling services are available. She/ He ensures availability of resources, orientation & capacity building of other teachers and various stakeholders & is aware of the related laws & the need and role of the committees	The Head of School is involved in a collaborative manner to plan, implement, monitor, review, mentor & develop appreciation for counseling services. The Head of School ensures the availability of Counsellors, orientation of teachers and, staff, availability & accessibility of needed infrastructure equipment and human resources. She/He ensures that the students & staff had a healthy life style and there is a conducive & safe environment for all. There is awareness of related laws among the counsellors, teachers and, staff and the Committees set up are functioning

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