

BEST PRACTICES IN PROMOTING

INCLUSIVE EDUCATION FOR SPECIAL NEEDS CHILDREN

ASSESSMENT RUBRICS

Criteria	0	1	2	3	4	5
Vision	The school has no vision statement reflecting inclusive education	The school has a vision statement but there is no reflection of promotion of inclusive education in school.	The school has a well defined vision which reflects promotion of inclusive education	The school has a well defined vision which reflects promotion of Inclusive education for Special Needs Children in school but special attention needs to be given to some elements as well as to the disadvantaged groups.	The school has an excellent & remarkable vision which reflects promotion of Inclusive Education For Special Needs Children in school and other disadvantaged groups, but the coverage is not comprehensive	The school has a distinguished and exemplary vision which reflects promotion of Inclusive Education For Special Needs Children and other disadvantaged groups, comprehensively in school
Policy	The school has no policy for promotion of inclusive education in school .	The school has a policy for promotion of inclusive education in school, but it does not specify all categories of target groups	The school has a policy for promotion of inclusive education in school, specifying all categories of target groups, but well defined standard operating procedures are yet not stated	The school has a policy for promotion of inclusive education in school, specifying all categories of target groups, stating well defined standard operating procedures	The school has a certified and desirable policy for promotion of Inclusive Education For Special Needs Children specifying all categories of target groups, stating well defined standard operating procedures	The school has a progressive and excellent policy for promotion of Inclusive Education For Special Needs Children specifying all categories of target groups, stating well defined standard operating procedures
Annual Calendar Plan	There is no annual calendar plan	Annual calendar plan exists but no reflection of activities to promote inclusive education in the school	The annual calendar plan contains activities to promote inclusive education in the school but the activities do not reflect clearly laid down process for actualising inclusive education	The annual calendar plan contains activities to promote inclusive education in the school and states the process of actualising inclusive education, but activities for all categories of the target groups are not included	The annual calendar plan contains activities to promote inclusive education in the school, states the process of actualising inclusive education, and activities for all categories of the target groups, but objective of mainstreaming is not reflected	There is adequate allocation of time & distribution of activities in ACP and in the time table. The process of involvement of stakeholders and that of clear cut documentation on transaction & assessment practices is mentioned with strategies to realise the objectives of inclusive education in its entirety

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Inclusivity	The school has not taken care of the need to ensure inclusivity either in the vision or policy documents or in annual calendar, time table and transaction strategies	The decision makers of the school are aware of inclusivity but have not done anything to ensure its realisation in any way.	There is a plan related to the need to realise inclusivity, but it does not reflect the process and modality for its actualisation through planning and implementing activities for promoting inclusivity	The plan reflects the strategy and detailed process of promotion of inclusivity in its totality, but the efforts to organise remedial programs are not effectively conducted. The plan does not relate to the specific needs of different categories of target groups	Various activities for the promotion of inclusivity have been organised and the participation of all stakeholders has been ensured, but the remedial activities are scattered to touch upon very few areas of inclusivity and also all stakeholders are not involved. There is very limited effort for inclusion of differently abled students with the mainstream.	Well planned activities for the promotion of inclusivity, related to gender, differently-abled and socially disadvantaged groups have been organised as per the plan. All the stakeholders, students, teachers, members of the management and the community including parents and alumni have participated in those activities. Also these remedial activities have focused not only on development of awareness about inclusivity, but also on developing needed abilities and skills that may enable all to realise inclusivity not only in the school but also in the community
Infrastructure	The school lacks in infrastructure required for promotion of inclusive education	The school has some infrastructure, but those are not adequate to organise activities and facilitate the promotion of inclusive education in school.	The school has infrastructure, to organise activities and facilitate the process of involving only a few numbers for promotion of inclusive education in school.	Owing to the limitations of available infrastructure, the school has organised a few activities for only some categories of the target group	Although the adequate infrastructure is not available in the school, it has managed such infrastructure from the neighbourhood or in the community, to organise activities focused on attaining all the objectives of inclusive education in school but all the categories of target groups are not covered	The school has adequate infrastructure and utilised it fully to organise activities focused on attaining all the objectives of inclusive education for all the categories of target groups in school. According to the nature of the activities that needed to be organised in the community itself, the school has been able to arrange such infrastructure and organised the activities successfully. It has also received positive feedback from parents and members of the community.

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Human Resources	The school does not have trained human resource to promote inclusive practises in the school.	The school does have some especially identified human resource, to promote inclusive practises in school, but they are not oriented specifically for their expected functions	The school does have human resource, but not appropriately oriented to promotion of inclusion practises in school.	The school does have human resource, but there is no special educator/counsellor. Only a few of the teachers are appropriately oriented to ensure and promote the inclusion and mainstreaming of of all the categories in school.	The school does have human resources, including a special educator/counsellor who are appropriately oriented, but all of them have not been fully employed to ensure and promote the inclusion and mainstreaming of all the categories in the school.	The school does have human resources, that are appropriately oriented, and all of them have been fully employed to organise activities which have been organised at desirable intervals and also to cater to the special needs of all categories of target groups. It has also received positive feedback for promotion of inclusion in the school.
Indigenous Activities relevant to School Community Partnership	The school has not organised any indigenous activity for promoting inclusive practises in school through community partnership	The school has organised some indigenous activities for promoting inclusive education in school sporadically, but has not organised activities that may be popular in the concerned community	The school has organised some indigenous and context specific activities, but without considering the appropriateness of such activities for the promotion of inclusive education in school	The school has organised some indigenous activities and also considered the appropriateness of such activities for the promotion of inclusive education in school, but only an insignificant number of community members could participate	The school has organised many indigenous activities with the support of community but those activities could not focus on the needs of all categories of target groups to be covered under inclusive education.	The school meticulously selected those indigenous activities that were appropriate and had the potential for attaining the objectives inclusive education with the full support of the community and also obtained feedback. The school conducted activities with partnership of the community and also received positive feedback

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Safety & Security	The school has no plan for ensuring safety and security of the differently abled as well as other marginalised children.	The school is aware of the need to ensure safety and security, but has not made it a part of the plan for ensuring safety and security of all categories of children with special needs, including differently abled,	The school has made safety and security a part of its plan for organising activities to promote inclusive education in school, but has planned necessary steps to ensure safety and security of only a few categories of the target groups, especially the needs of the differently abled children, have not been taken care of	The school has included safety and security measures as a part of its plan for organising activities to promote inclusive education in school, but has not appropriately oriented and assigned specific duties to its staff to ensure safety and security of all who are engaged in attaining the goal.	The school has included safety and security measures in its plan for organising activities to promote inclusive education and also oriented and assigned specific duties to its staff, but the needed procedures to ensure safety and security of all differently abled children, were followed selectively but the concerns related to POCSO and J, J, Acts are yet to be taken care of	The school has clearly articulated safety and security measures to be taken in its plan for all the differently abled children to promote inclusive education in school, and also oriented and assigned specific duties to its staff, related to concerns of POCSO and J. J, Acts. It also specified the needed procedures to ensure safety and security of all, and ensured that these were followed during the organisation of all the activities
Stakeholders	The school has not envisaged any activity for the participation of all stakeholders to promote inclusive education in the school	The school has organised some activities in which some stakeholders, particularly parents have been involved to discuss either the academic achievement of students or the need to promote their overall wellbeing in the school, but the need for promotion of inclusive education has not been a subject of discussion	The school has organised some activities involving most of the stakeholders, but the inclusive practices related to all the categories: differently abled, socio-economically marginalised groups and gender groups for promoting inclusive education have not been focused	The school has involved all the stakeholders in activities organised for promoting inclusive practises in school, but the activities have focused on limited number of objectives	The school has involved all the stakeholders in activities organised for promoting inclusive practises in school, and the activities have focused on most of the objectives, but all the issues of actualisation of the inclusion of differently abled have not been focused	The school has involved all the stakeholders in activities organised for promoting inclusive practises in school, and the activities have focused on all the objectives. The school has also received feedback from all the stakeholders, acknowledging the contribution of such activities

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Nature of counseling / other professional services provided	The school has not employed counsellor(s) or other identified professional(s) for inclusive education	The school has evolved a few age/ class specific special education activities to address the counseling needs for promotion of inclusive education in school.	The school has evolved a number of innovative age/ class counseling practices, but tried these out on smaller group only for promotion of inclusive education in school.	The school has evolved a team of counselors & other allied professionals but only a few of those could be very effective in meeting the needs related to the process of inclusion in the school through age/ classed specific activities	The school team has evolved a number of innovative practices, that were found to be effective for promotion of age/ class specific inclusive practises in the school on different occasions, but still those were inadequate	The school team has evolved a number of innovative practices that were found to be effective for promotion of inclusive practises in school, on different occasions and have been able to address the needs related to the process of inclusion in the school.
Leadership	The Principal is yet to appreciate the significance of promoting inclusive education in school and focuses only on teaching and maintenance of discipline in the school	The Principal appreciates the significance of promoting inclusive education in school, but could not make it a part of vision and policy and hence annual calendar plan, and time table of the school	The Principal appreciates the importance of promotion of inclusive education in school, and has reflected it in the vision, the policy and the annual calendar plan of the school, but could not make appropriate efforts to organise any activity in this regard	The Principal appreciates the promotion of inclusive education in school, has incorporated it in the vision, the policy and the annual calendar plan of the school, and prepared a specific plan to organise activities aimed at attaining all the objectives, but did not consider it important to orient human resources for effective organisation of activities for attaining this objective.	The Principal appreciates the promotion of inclusive education in school, has incorporated it in the vision, the policy and the annual calendar plan of the school, prepared a specific plan to organise activities aimed at attaining all the objectives, facilitated needed orientation of human resources for effective organisation of activities, made efforts to ensure safety and security and also arranged the needed infrastructure, but could not ensure that activities focused on inclusivity and certain indigenous activities are selected and organised	The Principal appreciates the promotion of inclusive education in school, has reflected it in the vision, the policy and the annual calendar plan of the school, prepared a specific plan to organise activities aimed at attaining all the objectives, facilitated orientation of human resources and availability of infrastructure for effective organisation of activities. She/ He also made efforts to ensure safety and security, including those related to POCSO & JJ Acts She/ He has ensured that certain suitable indigenous activities are also organised and made all efforts to ensure the participation of maximum number of stakeholders. She/ He has encouraged and also contributed to the development of innovative practices and pursuance of those practices by concerned

						stakeholders. She/ He has made it an essential part of all the activities to get feedback of the participants and improve the quality of activities focused on it.
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Note: Please attach related documentations in respect of each of the above criteria