

BEST PRACTICES IN PROMOTING PRINCIPAL LEADERSHIP FOR OUTSTANDING ENDEAVOURS

ASSESSMENT RUBRICS

Award Category	0	1	2	3	4	5
Leadership in Promoting Teacher Leadership For Values Education	The Head of the School is yet to appreciate the significance of development of Teacher Leadership For Values Education	The Head of the School appreciates the significance of development of Teacher Leadership For Values Education and not only has reflected it in the Vision, Policy and Annual Calendar Plan, but also interacted with the teachers to contribute to the development of Teacher Leadership For Values Education.	The Head of the School has led the process of advocacy with teachers and parents and shared with them the need for the development of Teacher Leadership For Values Education, but not with all the stakeholders	The Head of the School has ensured that Advocacy programmes for all the stakeholders – students, parents and members of the community are successfully organized to promote and convince them regarding the need for the development of Teacher Leadership For Values Education.	The Head of the School has ensured that the needed human resource is available and the teacher(s) in-charge of organisation of life skills activities have been trained, and they have oriented other teachers of all the subjects for effective integration of life skills in the teaching of all the subjects, and also facilitated the process to orient peer educators	The Head of the school has ensured that all activities focused on life skills development are being organized quite frequently, all the teachers are integrating life skills in the teaching process, and parents and other stakeholders are being involved in these activities quite frequently, peer educators are provided adequate opportunity to interact with the peers, innovative practices are being employed, and all the experiences are being documented and shared with all the stakeholders

Award Category	0	1	2	3	4	5
Leadership in Promoting Vision for School, Family and Community Partnership	<p>The Leadership is yet to appreciate the significance of promoting School, Family and Community Partnership and focuses only on teaching and maintaining discipline in the school</p>	<p>The Leadership appreciates the significance of promoting School, Family and Community Partnership, but has not been able to make it a part of vision and policy and hence also of annual calendar plan and time table of the school</p>	<p>The Leadership has reflected the promotion of School, Family and Community Partnership, in the vision, the policy and the annual calendar plan of the school, but has not made efforts to organize any activity in this regard</p>	<p>The Leadership has reflected the promotion of School, Family and Community Partnership, in the vision, the policy and the annual calendar plan of the school, and prepared a specific plan to organize activities aimed at attaining all the objectives, but did not ensure that human resources for effective organization of activities are oriented</p>	<p>The Leadership reflected the promotion of School, Family and Community Partnership in the vision, the policy and the annual calendar plan of the school, prepared a specific plan to organize activities aimed at attaining all the objectives, facilitated the needed orientation of human resources for effective organization of activities, made efforts to ensure safety and security and also to arrange needed infrastructure, but could not ensure that inclusivity becomes an integral part of interaction among school, family and community</p>	<p>The Leadership reflected the promotion of School, Family and Community Partnership in the vision, the policy and the annual calendar plan of the school, prepare a specific plan to organize activities aimed at attaining all the objectives, facilitates the needed orientation of human resources and availability of needed infrastructure for effective organization of activities. She/ He also make efforts to ensure safety and security and also facilitates activities that focus on inclusivity. She/ He ensure that certain suitable indigenous activities are also organized and makes all efforts to ensure the participation of maximum number of stakeholders. She/ He encourages and also contributes to the development of innovative practices and pursuance of those practices by concerned stakeholders. She/ He makes it an essential part of all the activities to get feedback of the participants and improve the quality of activities based on it.</p>

Award Category	0	1	2	3	4	5
Leadership in Promoting Excellence in Counseling Services	<p>The Head of the School has not taken initiative up till now to promote Excellence in Counseling Services</p>	<p>The Head of the School appoints one or two staff members who substitute as counselor during crisis management , but has not ensured that qualified counselor(s) is/are in place</p>	<p>The Head of the School has ensured that counselors are in place and also taken steps to arrange the minimal requirements for school counseling services</p>	<p>The Head of the School has a minimal plan for implementation of counseling services; some evidence of capacity building, evidence of 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.</p>	<p>The Head of the School has planned & ensured that preventive & corrective counseling services are available. She/ He ensures availability of resources, orientation & capacity building of teachers and concerned stakeholders and also to see that all the stakeholders are aware of the related laws & committees</p>	<p>The Head of School is involved in a collaborative manner to plan and implement, monitor, review, mentor & develop appreciation for counseling services. The Head of School ensures that the staff is oriented, needed infrastructure, equipment and human resources are available and accessible. The head of the school ensures that the students & staff have a healthy life style and there is a conducive & safe environment for all. There is awareness of related laws among counselors and related stakeholders</p>

Award Category	0	1	2	3	4	5
Leadership in Promoting Inclusive Education for Special Needs Children	The Principal is yet to appreciate the significance of promoting Inclusive Education for Special Needs Children in the school and focuses only on teaching and maintenance of discipline in the school.	The Principal appreciates the significance of promoting Inclusive Education for Special Needs Children, but has not been able to make it a part of vision and policy and the annual calendar plan, and time table of the school.	The Principal appreciates the importance of promotion of Inclusive Education for Special Needs Children, and has reflected, it in the vision, the policy and the annual calendar plan of the school, but has not been able to make appropriate efforts to organise any activity in this regard.	The Principal appreciates the promotion of Inclusive Education for Special Needs Children, 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 is yet to consider it important to orient human resources for effective organisation of activities for attaining this objective.	The Principal appreciates the promotion of Inclusive Education for Special Needs Children, 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 has not ensured that activities focused on inclusivity and certain indigenous activities are selected and organised	The Principal appreciates the promotion of Inclusive Education for Special Needs Children, 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. 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.

Award Category	0	1	2	3	4	5
Leadership in Promoting Indian Art and Culture	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, but has not ensured that allocated periods are utilised for the purpose	The Head of the School is involved in the planning and implementation and promotion of Indian Art and culture in the school and ensures availability of minimum requirements, but has not ensured that these are utilised for the purpose	The Head of the School is involved in the planning, implementation and mentoring and ensures availability of needed infrastructure, equipment and Human Resources to some extent	The Head of the School is involved in the planning, implementation and mentoring and ensures availability of needed infrastructure, equipment and Human Resources to a large extent	The Head of the school is involved in the planning, implementation, Mentoring, monitoring and reviewing and facilitating the promotion of Indian Art and Culture Education by involving all the stakeholders. The Head of the School has also ensured the availability and accessibility to the needed infrastructure, equipment and Human Resources.

Award Category	0	1	2	3	4	5
Leadership in Promoting Health and Physical Wellbeing Education	The Head of the School has not taken initiative in promoting Health and Physical Wellbeing Education activities in the School	The Head of the School ensured that the minimal requirements of number of periods are allocated for Health and Physical Wellbeing Education activities	The Head of the School is involved in the planning and implementation and promotion of Health and Physical Wellbeing Education in the school and ensures availability of minimum requirements, but has not ensured that these activities are organised regularly and all the stakeholders are involved	The Head of the School is involved in the planning, implementation and ensures accessibility of needed infrastructure, equipment and human resources , but has not ensured that the resources are utilized optimally	The Head of the School is involved in the planning, implementation and mentoring and ensures accessibility of needed infrastructure, equipment and human resources , but has not ensured that these are utilized for all the target groups	The Head of the school is involved in the planning, implementation, mentoring, monitoring and reviewing the activities and taken effective steps for the enhancement and the promotion of Health and Physical Wellbeing Education by involving all the stakeholders

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