

Life Empowerment Awards for Schools 2018 - 19

- Promotion & Recognition of Holistic Development in Schools -



BEST PRACTICES IN PROMOTING

VISION FOR SCHOOL, FAMILY AND COMMUNITY PARTNERSHIP

ASSESMENT RUBRICS

Criteria	0	1	2	3	4	5
Vision	The school has no vision statement on School, Family, and Community Partnership.	The vision statement of the school does not reflect promotion of School, and Family, Community Partnership. comprehensively.	The school has a well defined vision which comprehensively reflects promotion of School, Family, and Community Partnership.	Well defined vision which comprehensively reflects promotion of School, Family, and Community Partnership but efforts need to be done for its improvement and continuation of the work.	An excellent vision which comprehensively reflects promotion of School, Family, and Community Partnership. Efforts are being made to improve Family, Community & School Partnership but it still needs to reach the entire community & parents.	An outstanding and remarkable vision which comprehensively reflects promotion of School, Family, and Community Partnership. Continued efforts along with significant results are being achieved by the school.
Policy	The school has no policy for promotion of School, Family, and Community Partnership.	The school has a policy for promotion of School, Family, and Community Partnership, but without SOP	The school has a policy for promotion of School, Family, and Community Partnership with well defined Standard Operating Procedures(SOP)	A well defined policy for promotion of School, Family, and Community Partnership and with Standard Operating Procedures (SOP) but it is not so clear on account of lack of sufficient details.	An excellent policy for the promotion of School, Family, and Community Partnership and with Standard Operating Procedures(SOP) along with relevant details are present.	Partnership and with Standard Operating
Annual Calendar Plan	There is no Annual Calendar Plan	The ACP exists but there is no reflection of School, Family, and	The ACP reflects School, Family, and Community	The allocation of the needed space for promotion of School,	The ACP clearly reflects the process of actualising the School, Family, and	

(ACP)	Community	Partnership, but the	Family, and	Community Partnership	table. The process of
	Partnership	allocated space in it is	Community	But the process of	involvement of stakeholders
	programmes/initiatives.	very limited.	Partnership is	documentation on	is mentioned. The strategies
			reflected in the ACP.	transaction and assessment	to realise these objectives.
			However, the process	is not clearly reflected.	have been reflected. The
			of actualising it is not		documentation on
			so clear on account of		transaction & assessment
			lack of sufficient		practices is mentioned.
			details.		

has not taken care of of the need to ensure is reflected in inclusivity either in the Vision/Policy through School, Family and inclusivity through School, Family and its totality through School, Family and its totality through School, Family and its totality promotion of inclusivity through School, Family and its totality, related to promotion of inclusivity through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and stakeholders has been organised as per total through School, Family and	, differently-abled ly disadvantaged
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Activities in school includes mentions the involving parents parents & other members of other members of the	U 1
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the Plan of Activities on way of the & other members of the community have been been organised on at	
the school do the promotion participation of the community organised on more than one occasions in an account of the School, parents and other have been occasion and efforts have efforts have been not reflect.	•
not reflect of the School, parents and other have been occasion and efforts have efforts have been normalized promotion of Family and members of organised, but as a been made to ensure the participation of reasons.	
the School, Community in event which is not participation of reasonable parents and other	
Family and Partnership, but the activities to well thought of in number of parents and other community, with the	
Community does not specify be converted into terms of its members of community, the development inte	•
	ost in them related
conducting such not organised is being organized to create interest in the Partnership.	v and Community
activities. any such only on one or two School, Family and	y and Community
activity. occasions. Community Partnership.	y and Community

Criteria	0	1	2	3	4	5
Infrastructure	The school does not have adequate infrastructure to organise activities for promotion of School, Family and Community Partnership.	The school has adequate infrastructure but not sufficient to organise activities for promotion of School, Family and Community Partnership.	The school has infrastructure, but those are suitable for activities involving only a few of the target groups.	In spite of adequate infrastructure, the school has not made efforts to arrange its availability in the community, and hence it has organised only few activities, for limited number of parents and members of the community	Although the adequate infrastructure is not available in the school, it has arranged such infrastructure in the neighbourhood/in the community, but that infrastructure has not been sufficient to organise activities focused on attaining all the objectives of School, Family and Community Partnership and has not received positive feedback from parents and members of the community	The school has adequate infrastructure and utilised it fully to organise activities focused on attaining the objectives of School, Family and Community Partnership School, Family and Community Partnership. Also, the School has been able to arrange such infrastructure, whenever needed and organised the activities successfully. It has also received positive feedback from parents and members of the community on the activities that have been organised to promote School, Family and Community Partnership.
Human Resources	The school does not have human resources to organise activities for promotion of School, Family and Community Partnership.	The school has only limited number of human resources to organise activities for promotion of School, Family and Community Partnership.	The school does have human resources, but none of them are appropriately oriented to organise such activities.	The school does have human resource, but only a few of them are appropriately oriented to organise activities for promotion of School, Family and Community Partnership.	The school does have well oriented human resources, but all of them have not been fully employed to organise the activities.	The school does have well oriented appropriately oriented human resource, and all of them have been fully employed to organise activities which have been organised at desirable intervals for promotion of School, Family and Community Partnership. They have also procured the feedback from the target groups.

Criteria	0	1	2	3	4	5
Innovative	The school has	The school	The school has	The school has evolved	The school has evolved a	The school has evolved a
Practices	not evolved	has evolved a	has evolved a evolved a number a number of tried out number of innovative		number of innovative	
	any innovative	few	of innovative	innovative practices out	practices, that were found to	practices, that were found to
	practices for	innovative	practices that have	but only a few of those,	be effective during try out	be effective during try out and
	promotion of	practices, but been found for a limited groups of and a		and all of those were adopted	all of those were adopted	
	School, Family	during the try	effective during the	target groups could be	effectively while organising	effectively while organising
	and	out phase	try out phase, for	adopted while	activities for promotion of	activities for promotion of
	Community	only a few of	promotion of	organising activities for	school community	School, Family and
	Partnership for	them have	School, Family and	promotion of School,	partnership on different	Community Partnership on
	promotion of	been found	Community	Family and Community	occasions, but all the	different occasions and all the
	School, Family	to be	Partnership, but	Partnership.	participants could not	participants observed those
	and	effective.	none of those have		observe those practices	practices effectively. The
	Community	And hence,	not been organised		effectively, may be owing to	feedback received has been
	Partnership.	could not be	on a larger scale.		the limitations in those	encouraging.
		made as an			practices	
		integral part				
		in full swing.				
Safety &	The school	The school is	The school has	The school has	The school has included	The school has clearly
Security	does not have	aware of the	made safety and	included safety and	safety and security measures	articulated safety and security
	adequate	need to	security a part of its	security measures to be	to be taken in its plan for	measures to be taken in its
	measures for	ensure safety	plan for organising	taken a part of its plan	organising activities to	plan for organising activities
	ensuring safety	and security,	activities	for organising such	promote school community	to promote School, Family
	and security,	but has not	partnership, but has	activities, but has not	partnership and also oriented	and Community Partnership
	while	made it a part	not planned	appropriately oriented	and assigned specific duties	and also oriented and
	organising	of the Plan	necessary steps to	and assigned specific	to its staff, but the needed	assigned specific duties to its
	activities for	for	ensure safety and	duties to its staff to	procedures to ensure safety	staff to ensure safety and
	promotion of	organising	security of all those	ensure safety and	and security of all those who	security of all those who
	School, Family	activities to	who would	security of all those	would participate in such	would participate in such
	and	promote	participate in such	who would participate	activities could not be	activities. The school has also
	Community	School,	activities.	in such activities.	followed in all the activities.	ensured that these were
	Partnership.	Family and				followed during the
		Community				organisation of all the
		Partnership.				activities.

Criteria	0	1	2	3	4	5
Stakeholders	The school has	The school has	The school has	The school has	The school has	The school has involved all the
	not envisaged	organised some	organised some	involved all the	involved all the	stakeholders in activities
	any activity for	activities in which some	activities on the	stakeholders in	stakeholders in	organised for promotion of
	the participation	stakeholders,	promotion of	activities	activities organised	School, Family and
	of all the	particularly parents have	School, Family and	organised for	for promotion of	Community Partnership and
	stakeholders for	been involved, but in	Community	promoting	School, Family and	the activities have focused on
	promotion of	those only the academic	Partnership,	School, Family	Community	all the objectives. The school
	School, Family	achievement of students	involving most of	and Community	Partnership, and the	has also received feedback
	and Community	or the need to promote	the stakeholders,	Partnership, but	activities have	from all the stakeholders,
	Partnership.	so-called discipline in	but not all.	the activities have	focused on most of	acknowledging the significance
		the school, but not on		focused on a	the objectives, but	of such activities.
		the promotion of		limited number of	the feedback of the	
		School, Family and		objectives.	participants has not	
		Community Partnership.			been procured.	
Indigenous	The school has	The school has	The school has	The school has	The school has	The school meticulously
Activities	not organised	organised some	organised some	organised some	organised many	selected the indigenous
relevant to	any activity	indigenous activities for	indigenous	indigenous	indigenous	activities that were appropriate
School	especially the	promoting School,	activities	activities that it	activities and also	and had the potential for
Community	self-designed,	Family and Community	sporadically, but	considered	considered the	attaining the objectives of
Partnership	for the	Partnership sporadically,	without considering	appropriate for	appropriateness of	promoting School, Family and
	promotion of	but has not considered it	the appropriateness	the promotion of	such activities but	Community Partnership. It
	School, Family	important to organise	of such activities	School, Family	those activities	organised those activities in
	and Community	certain activities that	for the promotion	and Community	could not focus on	which all the categories of
	Partnership.	may be popular in the	of School, Family	Partnership, but	the major	stakeholders of that particular
		concerned community.	and Community	only some of the	objectives of	community participated and
			Partnership.	stakeholders	School, Family and	enjoyed. The school also
				could participate.	Community	obtained the feedback from the
					Partnership.	stakeholders.

Criteria	0	1	2	3	4	5
Leadership	The	The Principal	The Principal	The Principal	The Principal reflected	The Principal reflected the promotion of
	Principal	appreciates	reflected the	reflected the	the promotion of	School, Family and Community Partnership in
	does not	the	promotion of	promotion of	School, Family and	the vision, the policy and the annual calendar
	give much	significance	School,	School, Family and	Community Partnership	plan of the school, prepared a specific plan to
	significance	of promoting	Family and	Community	in the vision, the policy	organise activities aimed at attaining all the
	to promote	School,	Community	Partnership, in the	and the annual calendar	objectives, facilitated needed orientation of
	School,	Family and	Partnership	vision, the policy	plan of the school,	human resources and availability needed
	Family and	Community	in the vision,	and the annual	prepared a specific plan	infrastructure for effective organisation of
	Community	Partnership,	the policy	calendar plan of the		
	Partnership	but could not	and the	school, and prepared	aimed at attaining all	safety and security and also that activities
	and focuses	make it a part		a specific plan to	the objectives,	
	only on	of vision and	_		facilitated needed	related to the observance of provisions in
	teaching	policy and	l	aimed at attaining all	orientation of human	POCSO and Juvenile Justice Acts. She/He
	and	hence of the	but could not	_	resources for effective	<u> </u>
	discipline in	ACP and	make efforts	did not consider it		S
	the school.	time table of	to organise	l -	activities, made efforts	• •
		the school.	any activity	human resources for	to ensure safety and	
			in this	effective	security and also to	•
			regard.	organisation of	arrange needed	-
				activities.	infrastructure, but	practices by concerned stakeholders. She/He
					could not ensure that	made it an essential part of all the activities to
					certain indigenous	get feedback of the participants and improve
					activities are selected	the quality of activities based on it.
					and organised'	

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