



# HIMAKSHARA INTERNATIONAL OUTSTANDING SCHOOL AWARD(HIOSA)

## Introduction

With a view to encourage a quality education culture, Himakshara has decided that the outstanding practices and performance schools should be awarded. Therefore, an award scheme is being introduced commending outstanding educational practices to facilitate the sharing of front-line experience and to promote excellence and improvements across the education sector.

## Benefits

Whilst schools are encouraged to conduct self-evaluation and develop their own set of performance indicators for this purpose, we believe the Himakshara International Outstanding School Awards (HIOSA) would present an opportunity for schools to take stock of where they stand and hopefully provide some pointers for them to pursue excellent practices and achievements. We see the HIOSA not only as an exercise to recognise and award outstanding performance in education, but a very first step to be taken by all key players in the education sector to actively examine where their strengths and weaknesses are and make plans to strive for excellence.

Himakshara has framed the procedures and criteria for selection, generally acceptable and workable. On the basis of comments received, the HIOSA will be finalised for endorsement by the Selection Committee which will be responsible for the selection of awardees for the consideration of the Executive Committee. With inputs and suggestions from the education sector, the proposals contained here could be further refined and the aims and benefits of the award schemes widely shared by the education sector. We invite your suggestions and comments on the proposals.

## Objectives

The Himakshara International Outstanding School Awards (HIOSA) is to commend and promote outstanding educational practices in the schools of India and abroad. The HIOSA aims to give recognition and encouragement to schools with excellent performance; cultivate a quality culture within the school sector to strive for excellence having regard to the schools' unique conditions.

## Types of Awards

### \* Himakshara International Outstanding School Award:

(Two for Aboard & Two for Indian School/Institutes)

**These awards are presented to**

- Educational institutions from around the world in recognition of their educational excellence in various fields. Awards are given to institutions that focus their energies on overall quality of education.
- Institutions, organizations, and departments with outstanding services to students in terms of consulting, placements, training, skill development, guidance, etc.

### \* Dr. APJ Abdul Kalam Student of the Year Award :

**These awards recognize**

- Students with outstanding academic track records at 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>, 12<sup>th</sup> level including senior secondary (intermediate, CBSE, ICSE, State Board, etc.)

## Eligibility

- **Himakshara International Outstanding School Award:**

All schools, including kindergartens, primary and secondary, special and evening schools including Government schools are eligible for nomination to the HIOSA.

- **Dr. APJ Abdul Kalam Student of the Year Award :**

- ❖ IX<sup>th</sup> Passed out Topper and studying present X<sup>th</sup> student.
- ❖ X<sup>th</sup> passed out Topper one student.
- ❖ XI<sup>th</sup> Passed out Topper and studying present XII<sup>th</sup> student.
- ❖ XII<sup>th</sup> passed out Topper one student.
- ❖ Each School only Two toppers (IX<sup>th</sup> or X<sup>th</sup>, XI<sup>th</sup> or XII<sup>th</sup>) will be consider for Award.

## The Award

The winner of the Himakshara International Outstanding School Award will receive an **Award Trophy consisting a Certificate with 24C Gold plated Medal.**

## Entry Procedure

A nomination system will be adopted for entry into the HIOSA. Each nomination should be supported by present or former school head, school sponsoring bodies, school councils, teachers, parents, students, or community personalities. The nominator(s) and the nominee should complete an entry form and submit it to Himakshara's Office, before the closing date. All information provided in the entry form, attached to it or subsequently submitted for the purpose of entry into the HIOSA will be treated in strict confidence.

### Care:

1.Principal/Head of Institute along with One Associate/Teacher can receive this Prestigious Award.

2.More than one associate/teacher can also attend the function, but they themselves will have to arrange their accommodation Boarding/ lodging etc. at their own costs.

## Criteria for Award

Educational Domains/Areas

### *Management and Organisation*

- 1.1 Planning and administration
- 1.2 Staff development
- 1.3 Deployment of resources in implementation
- 1.4 Evaluation and feedback mechanism

### *Teaching and Learning*

- 2.1 Curriculum
- 2.2 Class teaching and learning
- 2.3 Assessment

## *Support for Pupils and School Ethos*

- 3.1 Pastoral care
- 3.2 Personal, social and cultural development
- 3.3 Support for students with special educational needs
- 3.4 Links with parents and community
- 3.5 School climate

## *Students' Attainment and Achievement*

- 4.1 Moral and ethical development
- 4.2 Intellectual development
- 4.3 Physical and emotional development
- 4.4 Social development
- 4.5 Aesthetic development

## Detailed Award Criteria

### 1. *Management and Organisation*

#### 1.1 **Planning and administration**

- 1.1.1 **School vision and mission:** School vision and mission covering the aims of school education, and the all-round development of students having regard to the school's unique conditions.

School vision and mission is shared by staff and students.

- 1.1.2 **School development plan:** School-based plans with strategic targets meeting the needs of its students and their parents, and taking advantage of its strengths and minimising its weaknesses.

The plans should have clear and consistent targets in terms of promoting students' moral and ethical, intellectual, physical and emotional, social and aesthetic development.

Teachers are involved in the development of school-based plans, and such plans are adequately communicated to stake-holders.

#### 1.2 **Staff development**

- 1.2.1 **Staff co-ordination:** Sound communication channels.

Active promotion of team work, sharing among staff and collective decision-making.

- 1.2.2 **Staff development and appraisal:** Plans and provides opportunities for staff development and an effective staff appraisal system to facilitate continuous staff professional development.

## 1.3 **Deployment of resources in implementation**

- 1.3.1 **Effective deployment of resources:** Stake-holders and resources of the school have been effectively involved/ deployed in the implementation process. Effective support to teachers.

## 1.4 **Evaluation and feedback mechanism**

- 1.4.1 **Evaluation:** Regular and effective monitoring or assessment mechanism to evaluate the school's performance in achieving pre-set targets.
- 1.4.2 **Feedback and self-learning:** Proper channels to provide feedback to teachers, students and their parents to facilitate school learning.

## 2. *Teaching and Learning*

### 2.1 **Curriculum**

- 2.1.1 **Curriculum management, planning and organisation:** Curriculum with clear goals, breadth and balance, relevance, continuity and coherence. An effective system to enable staff to participate in curriculum review, monitoring and development.

### 2.2 **Class teaching and learning**

- 2.2.1 **Teaching strategies:** Effective mechanism to ensure adoption of appropriate teaching methods and teaching styles to develop students' knowledge, higher order thinking, creativity, learning skills and attitudes.
- 2.2.2 **Teaching skills:** Monitoring and review system to provide feedback on teaching skills and to promote sharing among teaching staff on good presentation, interaction and classroom management skills.
- 2.2.3 **Classroom climate:** Clear school policy and support for teachers to promote positive expectation, cater for student differences, provide positive reinforcement, and create a democratic and liberal atmosphere conducive to effective learning.

### 2.3 **Assessment**

- 2.3.1 **Assessment policy and system:** Appropriate assessment policy and system meeting curricular goals. Expectation on students based on their needs and abilities.
- 2.3.2 **Use of assessment information:** Recording and reporting system to ensure effective feedback given to students and parents to support learning.

## 3. *Support for Pupils and School Ethos*

### 3.1 **Pastoral care**

- 3.1.1 **Discipline, guidance and counselling:** Effective whole-school approach in nurturing students' character.

## 3.2 **Personal, social and cultural development**

3.2.1 **Extra-curricular activities:** Strong support for a balanced range of extra-curricular activities covering all aspects of students' development.

3.2.2 **Cross-curricular programmes:** Well planned and adequate civic, moral, sex and environmental education programmes.

## 3.3 **Support for students with special educational needs**

3.3.1 **Learning support programmes:** Effective plans for remedial teaching for students with learning difficulties and enrichment and extended learning programmes for gifted students.

3.3.2 **Caring services:** Adequate support for disabled students or students with adjustment or family problems.

## 3.4 **Links with parents and community**

3.4.1 **Home-school co-operation:** Well established communication channels, and effective partnership with parents.

3.4.2 **Participation in community affairs:** Active in community affairs and creating links with other bodies in promoting student learning.

## 3.5 **School climate**

3.5.1 **Morale:** Shared vision and beliefs, strong sense of identity and pride by teachers and students.

3.5.2 **Human relationship:** Teachers' love and care for students, good relationship among staff, between staff and students and among students. Evident collegial culture and strong alumni connections.

## 4. *Students' Attainment and Achievement*

School's contribution to students' attainment and achievement will be assessed in terms of the extent to which a school achieves its pre-set goals and targets in student development, including value-added improvements. In this connection, the school's ability in setting attainable goals based on its own unique conditions; the mechanism used to achieve these goals; and the effectiveness of monitoring and providing feedback will also be considered.

Whilst individual schools will be assessed against its own specific targets on student development, the following attributes of student attainment and achievement may serve as guidelines to schools in the longer term pursuit of all-round student development.

### 4.1 **Moral and ethical development:**

Good personal conduct: discipline and behaviour, appreciation of traditional moral values, awareness of social, political and civic duties; actively providing services to school and community; having high self-esteem, positive self-concept and strength of character to resist various temptations of the society.

## **4.2 Intellectual development:**

Academic attainment: logical and independent thinking, inquiring and reasoning skills, and profile of examination results; language development: appropriate level of bi-literate and trilingual skills; life-long learning skills: ability and motivation in applying skills in technology, and setting attainable goals for continuous learning.

## **4.3 Physical and emotional development:**

Positive health awareness; active participation in and organisation of sports activities; positive disposition to engage in life-long physical activities; readiness for transition to adulthood: students being prepared for the physical, emotional and mental transition to adulthood.

## **4.4 Social development:**

Peer relationship: ability to co-operate, work in teams and share responsibilities; leadership and organisation skills; skills for interpersonal relationship: good communication skills, respect for and acceptance of other people, appreciation of our own cultural heritage and other cultures.

## **4.5 Aesthetic development:**

Active participation in intra or inter school arts or cultural activities; their creative abilities in the arts, music, drama and dance.

## **Enquiries :**

*All enquiries with regard to the HIOSA should be directed to the Himakshara's office.*