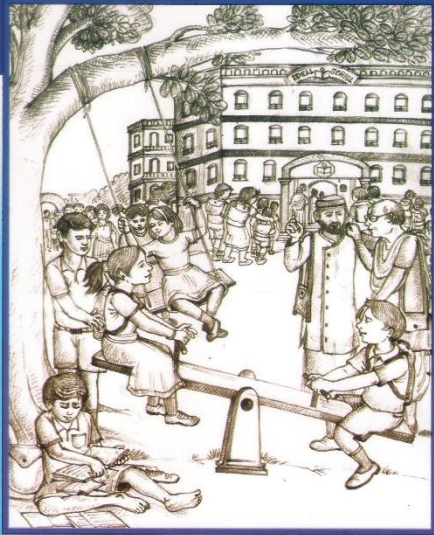


Evaluation Framework for Government,
Government Sponsored and
Government Aided Secondary Schools in India



Ramakrishna Mission Sikshanamandira
Belur Math, Howrah, West Bengal - 711202

RAMAKRISHNA MISSION SIKSHANAMANDIRA

Presenting the New ISBN Publication of

Evaluation Framework for Government, Government Sponsored and Government Aided Secondary Schools in India

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Preface

Over the last decade or so, the introduction of Article 21-A in the Indian Constitution and the subsequent legislation of the RTE Act 2009 has set a great impetus in the area of school education in this country. Now, as we are nearing the initial target of ensuring cent percent enrolment of the children of school going age into our schools it is high time to shift focus on the next obvious target i.e. to ensure quality in the schools.

Even though there are certain fixed criteria towards the assessment of school development and progression in this country (foremost of these being the U-DISE), most of these are essentially quantitative in nature with obvious limitations in understanding the specific and systemic lacunae.

It was primarily to address this felt need, indispensably necessary to ensure a more efficacious functioning of our schools and to rejuvenate the planning, implementation and inspection/supervision system in the field of school education that Ramakrishna Mission Sikshanamandira has come up with a comprehensive School Assessment Framework. The added provisions of field visit for documentary verification, face to face interaction with all stake holders and on the spot assessment of the state of affairs at the institutional level are sure to provide this framework with more penetrative powers.

Having had the opportunity to serve as a member of the NAAC (National Assessment and Accreditation Council, an autonomous institution of University Grants Commission) peer team over the last few years, I have no qualms in acknowledging the fact that the present framework received its foundational ideas from the procedures followed by NAAC in assessing and accrediting the institutions of higher learning of this country. It must nevertheless be added in the same vein that the present framework, though modelled in the lines of the Self Study Report and Peer Team Report of NAAC, has been thoroughly moulded and adapted to touch the nitty-gritties at the school level.

In this connection I admirably recall my tenure as a member of the School Expert Committee (during its early age) constituted by the Government of West Bengal in 2011, which again gave me the motivation to develop such a framework for school education. I owe this occasion to express my gratitude and indebtedness to all the members of that committee whom I chanced to work with for quite some time.

I must acknowledge the efforts undertaken by the M.Ed. trainees of our institution (2014-15) in designing this framework. I am also thankful to all of our faculty members and the staff for their involvement and support towards this project.

For the sake of validation of this framework a workshop was organized in our institution on 9th April, 2015 which was actively attended by 58 school teachers, headmasters and sub-inspectors of schools from different parts of West Bengal along with the faculty members, M.Ed. trainees, and M.Phil./Ph.D. scholars of our institution. The said workshop provided us with invaluable feedback which helped the framework in gaining the desired comprehensiveness. We are optimistic that this framework shall be a major guiding-principle for the institutional heads and educational supervisors/inspectors in the coming days as it gives a clear suggestion as regards what ought to be achieved vis-a-vis what must to be assessed. We hope that in the long run, this framework would thereby leave behind a tiny yet significant mark in the vast realm of educational policy making, implementation and assessment in this country.

In no way do we claim that this framework has reached its ultimate heights and needs not be substantiated and corroborated any further; on the contrary this framework mandatorily needs to be updated, revised and reformed as the get-up-and-go for reaching quality is a continuous process where sky is the only limit. Hence, we earnestly

seek open and constructive criticisms and recommendations from all corners of academicians and educational practitioners for enriching this framework in the coming days.

More than a century ago Swami Vivekananda had envisaged that the 21st century would belong to India as we as a nation will rise to attain prosperity that would surpass all past glory of this hallowed land. Today, if we are to actualize Swamiji's dreams, education and education alone should be the mantra, the most potent instrument and means to achieve our goal. Sikshanamandira like all other institutions of learning in this country is privileged to have the opportunity to contribute in its own humble way through offerings as such in our collective efforts to elevate the quality of education in this country.

It is our proud privilege and good fortune to dedicate this frame work to the holy and sanctified memory of Sister Nivedita.

To conclude, I explicitly express my indebtedness to Prof. (Dr.) Abhijit Guha, Anindya Kumar Chattopadhyay, Ujjwal Paul, Ajoy Ghosh, Kanad Datta, Pranay Pandey, Prasenjit Nemo, Sabyasachi Tarafder and Arpan Das for their invaluable suggestions and untiring co-operation for bringing out this framework and once again extend my heartfelt thanks to the members of faculty and staff of this college for remaining by my side all the time. I pray to Thakur, Maa and Swamiji for their choicest blessings to be showered upon them forever.

Lastly, my utmost thanks and gratitude are due to those who have contributed in this endeavor in various other capacities.

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