

Evaluation for Improvement

शाला सिद्धि  
SHAALA SIDDHI

National Programme on  
**School Standards**  
and **Evaluation**

A Programme Document



Unit on School Standards and Evaluation  
National University of Educational Planning and Administration  
New Delhi

National University of Educational Planning and Administration (NUEPA)  
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**Unit on School Standards  
and Evaluation (USSE)**



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**“In view of the great need to improve standards of education at the school stage, we recommend that a nationwide programme of school improvement should be developed in which conditions will be created for each school to strive continually to achieve the best results of which it is capable”**

**Education Commission, 1964-66**

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## **1.0 Context**

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Improving quality and performance of schools have been continuously reaffirmed in all the policy pronouncements. The school education system in India is witnessing speedy expansion coupled with increasing diversity of student population. The complexity of diversified context (rural, urban and tribal), composition of schools (large and small) and conditions (provisioning) are major challenges to achieve equitable quality education for all children in India. Rights Based Approach to elementary education through enactment of Right to Education Act (2009) has emphasized accountability of schools. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) clearly visualizes “decentralizing school management and accountability” as a means to improving school performance. Policy documents continue to emphasize access to schooling and concurrently aim to achieve quality in school education. The critical role of schools in the changing education context in terms of its effectiveness and improvement is gaining key importance for providing quality education for all children. There is a greater realization that in view of the huge investments in terms of human and other resources in school education sector, the school needs to perform and deliver at its optimum level. The quality initiatives in school education sector, thus, necessitate focusing on school, its performance and improvement. Therefore, to meet the demand for high quality education, a growing emphasis is being placed upon comprehensive school evaluation systems as they are central to school improvement initiatives.

## 1.1 School Evaluation for School Improvement

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Each school is unique to its own context, size, conditions and provisions. A school is an institution and a space for learning, having the mandate to translate national vision and curriculum in their true spirit. It has been acknowledged nationally and internationally that schools do matter and have major impact upon the development of learners, learning process and life of children. The school is now increasingly recognized as a key agency to improve performance of learners and for the realization of educational objectives. The focus is gradually shifting on schools to take initiatives for their change and improvement in a progressive way. In other words, the school is visualized as an organization capable of reforming itself rather than being totally dependent on external support systems.

School evaluation refers to the evaluation of an individual school—its performance in a holistic manner. It is gaining importance as a means for empowering school to make professional judgment on critical performance areas. It facilitates the schools to understand their strengths, opportunities for improvement, and on developing plans, prioritizing actions, decision-making, resource utilization and creating evidence based support for their improvement.

The purpose of school evaluation needs to be understood in the context of its role and contribution to the wider goal of improving the quality of schools. It needs not be perceived as an exercise to identify the weaknesses or deficiencies in the performance of a school and expecting compliance of suggestion for interventions in respect of identified weaknesses or deficiencies.

Currently, schools do not have a 'structured mechanism in place' to systematically and honestly review and evaluate their performance. Hence, it is imperative to focus on every school as a point of delivery and improve its performance in a progressive manner through a continuous process of evaluation. School evaluation empowers the school as a whole to celebrate its change and encourages for sustainable transformation.

## 1.2 School Evaluation Practices: Current Status

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Historically, school inspection and supervision by educational authorities has been considered as an instrument of school evaluation, the outcome of which is generally presented in the form of an inspection report. The inspection of schools is generally conducted without explicit criteria of evaluation and clearly written inspection guidelines.

In recent years, the efforts have been initiated by some states to develop and implement structured school evaluation programme against pre-determined

criteria of evaluation. The states like Gujarat, Karnataka, Odisha, Madhya Pradesh, etc., have taken positive initiatives to improve quality of elementary education through School Assessment, Monitoring and Accreditation processes for which assessment and monitoring tools was developed. Each state has defined its own indicators, processes and approaches to assess school quality. Though varied in nature, these practices are indicative of the fact that there is greater recognition for assessing school performance to improve quality of schools and learning levels of children, particularly at the elementary level. These initiatives are based on the assumption that systematic school evaluation leads to improvement in the overall quality of the schools and also the performance levels of teachers and students.

### Latest Initiatives - Some Highlights

- ◆ A consensus has emerged in states, which have introduced school assessment and monitoring system, that it leads to improvement in school quality
- ◆ The states have defined the indicators/ criteria of school performance based on their respective conceptual notion of school assessment and monitoring
- ◆ The School assessment/ monitoring is mostly undertaken by external assessors/ evaluators with limited focus on self-evaluation
- ◆ The assessment process is based on filling out factual information as per the prescribed check list, and leads to generation of only quantitative data
- ◆ States are using 'School Assessment Data' and information for grading and comparing of schools with limited feedback to individual schools for improvement
- ◆ There is a movement from generalized evaluation to data-based evaluation.

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## Vision

“National Programme on School Standards and Evaluation (NPSSE) is envisaged as a positive step to enable all schools to continuously engage themselves in self improvement”

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## 2.0 National Programme on School Standards and Evaluation (NPSSE)

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The National Programme on School Standards and Evaluation (NPSSE) is an initiative to institutionalize school evaluation for improving the quality of school education, both at the elementary and secondary levels. It is an endeavour to support continuing evaluation of each school for its improvement and development. The programme envisions reaching 1.62 million schools of the country by creating a sustainable system of school evaluation. Therefore, it aims at developing a common understanding across stakeholders – of the what, the why and the how of school evaluation.

The NPSSE visualizes ‘School Evaluation’ as the means and ‘School Improvement’ as the goal. The NPSSE further emphasizes the importance of school evaluation as a cyclic process for formulating the school development plan, prioritizing and implementing actions and recording evidences of change.

The NPSSE has built upon the strength of the current school evaluation initiatives like ‘*Gunotsav*’ of Gujarat, ‘*Samiksha*’ of Odisha, the evaluation framework developed by the Karnataka School Quality Assessment and Accreditation (KSQAAC), etc. It is also rooted in evidence based international and national researches on school evaluation practices.

## Guiding Principle of the NPSSE

- ◆ Based on Constitutional values, National Policies on Education, Curriculum Frameworks, Right of Children to Free and Compulsory Education Act (2009) and national schemes like SSA and RMSA
- ◆ Visualizes school as the unit for evaluation keeping learners at the center stage
- ◆ Focuses on School Evaluation as a continuous process leading to school improvement in an incremental manner
- ◆ Envisions School Evaluation as a collaborative endeavor of all stakeholders at different levels
- ◆ Empowers each school to understand its own performance so as to embark on a journey of continuous self improvement

## 2.1 Major Objectives of NPSSE

To develop a technically sound conceptual framework, methodology, instrument, and process of school evaluation to suit the diversity of Indian schools

To create an institutional mechanism and develop a critical mass of human resource for adaptation and contextualization of the school evaluation framework and practices across states

To develop capacity of schools and system level functionaries to institutionalise school evaluation leading to school improvement in a sustainable and continuous manner

To facilitate the system to be responsive to school-specific needs, analyse school evaluation reports across systemic levels and initiate appropriate policy interventions

## 'School Evaluation as the means and School Improvement as the goal'

- ◆ Each school is unique to its own context, size, conditions and resources
- ◆ Schools have the mandate to translate national vision in true spirit
- ◆ School Evaluation refers to evaluating the individual school-its performance in a holistic and continuous manner
- ◆ Each school needs to critically analyze the current practices to identify its strengths and areas that need immediate action for improvement
- ◆ School Evaluation creates a collaborative culture with the active participation of all stakeholders for making professional judgment and decisions
- ◆ School Evaluation enriches teachers and teaching learning practices through reflection and collective sharing of experiences
- ◆ School Evaluation leads to better planning and effective implementation through an inbuilt review mechanism
- ◆ School Evaluation empowers the school as a whole to celebrate change and encourages sustainable transformation

Moving away from a singular focus on  
compliance towards a commitment to  
continuous improvement

## 2.2 Major Shift

School Evaluation is a systematic and sustained approach to engage in enquiry and reflection to make school a better place for students, teachers and community. Hence, 'school improvement' fundamentally means improving what a school does through continuous evaluation.

Compliance oriented School Evaluation	NPSSE - School Evaluation leading to Improvement
Fault finding exercise and narrow perspective on assessing school performance	Understanding the diverse factors responsible for school performance
Focus only on ensuring compliance	Holistic school vision–context and culture
Evaluation Plan aims only at closing compliance related gaps	Evaluation plan aims to provide constructive feedback and to prioritize and implement tasks
Does not yield adequate information for all stakeholders to make effective improvement	Putting in place structures at the school level for all stakeholders to collaborate to evaluate and make plans for improvement
Use external evaluation when required, for external grading and comparison	Using self evaluation regularly independent of external evaluation for continuous improvement of schools

### 3.0 School Standards and Evaluation Framework (SSEF)

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The School Standards and Evaluation Framework (SSEF) is developed as a comprehensive instrument for school evaluation keeping in view the diversity of schools and children in India. It aims to enable schools to evaluate their performance in a more focused and strategic manner and facilitate them to make professional judgment.

The SSEF has truly translated the spirit of 'School Evaluation' as the means and 'School Improvement' as the goal. The SSEF not only facilitates school evaluation process but also provides pathways for change and improvement. Accordingly, each school can evaluate the current level of its performance and also get the concrete directions to undertake for the next level of improvement.

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#### Objective

The major objective of SSEF is to establish and refer to an agreed set of key domains, core standards and processes which all schools must use as well defined criteria for school evaluation. It will provide a clear road-map for each school to embark on a journey of self and external evaluation, leading towards incremental school improvement with accountability.

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## Salient Features of School Standards and Evaluation Framework (SSEF)

- ◆ Identifies Key Domains as critical performance areas and a set of Core Standards under each Key Domain as reference points for evaluation and improvement
- ◆ A comprehensive instrument for both self-evaluation and external-evaluation
- ◆ Flexible and adaptable for contextualization by the states, addressing the needs of diverse schools
- ◆ Clear, logical and easy-to-use by the school and external evaluators
- ◆ Makes the evaluation process consistent and transparent
- ◆ Enables schools to evaluate their current level of performance and provide concrete directions towards the next level of improvement

### 3.1 Development of SSEF: Guiding Principles

The process of development of the SSEF follows a very systematic approach. The conceptual framework is strongly supported by evidence-based national and international researches on school evaluation. It acknowledges the diversity of schools and the students-cultural, linguistic and socio-economic background. The SSEF is developed on the guiding principles of Constitutional Values, National Policies on Education, Curriculum Frameworks, etc. and is also in resonance with the Right of Children to Free and Compulsory Education Act (2009), Rashtriya Madhyamik Shiksha Abhiyan and Sarva Shiksha Abhiyan. The principles of inclusion and equity are considered as the basic premises for developing the framework. The SSEF is strongly built on the notion of “All children can learn” and “All school can improve”.



## 3.2 Process of Development of SSEF

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The SSEF is developed through a participatory approach, involving state-level functionaries, district and block level education officers, educators, school heads, teacher unions, teachers, etc. It is based on mutual consensus of all stakeholders on '**How to evaluate Indian schools**' to improve their performance.

Series of workshops and consultative meets were organized to evolve a mutually agreed key performance areas against a set of benchmark indicators or standards. Therefore, in the SSEF, seven Key Domains are identified as the key performance areas of the schools. Subsequently, under each Key Domain, the Core Standards are defined and placed as reference points for evaluation and improvement. The Core Standards, under each Key Domain, address the most significant dimensions of the respective Key Domain. They formulate measurable expectations and provide common understanding for school evaluation. The Core Standards, under each Key Domain, place the expected level of performance with more lucid descriptive content in incremental manner at three levels to support holistic evaluation of schools. The SSEF has been piloted at each stage of its development.

## 3.3 Structure of SSEF

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The SSEF comprises seven 'Key Domains' as the significant criteria for evaluating performance of schools. Each 'Key Domain' has a set of 'Core Standards' that addresses the most significant elements of the respective Key Domain.

The evaluation of each 'Key Domain' entails sequential steps. These steps are 'Reflective Prompts', 'Factual Information', 'Core Standards' (with descriptive content), 'Supportive Evidences', which together facilitate schools in making professional judgment of their level of performance. Each school is expected to prepare a consolidated evaluation report in the 'School Evaluation Dashboard'. The SSEF is flexible for adaptation contextualization and translation in the state specific language.

The structural arrangement of each Key Domain facilitates each school to evaluate their own performance in a systematic and professional manner with the support of evidences.

Key Domain	Core Standard
Enabling Resources of School: Availability, Adequacy and Usability	What is the availability and quality of infrastructure, human resources and teaching-learning resources? (Twelve Standards)
Teaching-learning and Assessment	How effective is the teaching-learning and assessment? (Nine Standards)
Learners' Progress, Attainment and Development	How is the learners learning progress, attainment of learning outcomes and personal and social development? (Five Standards)
Managing Teacher Performance and Professional Development	How is the teacher performance managed and developed? (Six Standards)
School Leadership and Management	How are the leadership and management of the school? (Four Standards)
Inclusion, Health and Safety	How inclusive and safe is the school? (Five Standards)
Productive Community Participation	How productive are the community linkages for the school? (Five Standards)

### 3.4 School Evaluation and Improvement Process

The conceptual notion of the SSEF is rooted to ‘School Evaluation’ as the means and ‘School Improvement’ as the goal. It strongly believes that the evaluation result should facilitate school in identifying its strengths and areas of improvement.



School Evaluation and Improvement Process

### 3.5 School Evaluation Dashboard

The School Evaluation Dashboard facilitate each school to provide consolidated self-evaluation report in key performance domains and core standards, including

action for improvement. It has three parts i. Basic Information about learners and teachers ii. 'School Evaluation Composite Matrix', which provides the holistic picture of school performance across seven Key Domains and their Core Standards and iii. Action for Continuous School Improvement Plan. The dashboard has also the provision for external evaluation report.

The 'School Evaluation Dashboard' is available online in a dedicated web portal. Each school can submit its self-evaluation report by using the interactive web portal. The external evaluators have to use the same web portal to provide their evaluation report. A consolidated school evaluation report, encompassing both self and external evaluation is generated online by the web portal.

The 'School Evaluation Dashboard' can be used for viewing and analysing school evaluation report and data which can further be consolidated at the block, district, and state level to extend appropriate support to school. It also facilitates schools in monitoring their own progress and improvement over the years. It would further direct the schools to take appropriate action for its continuous improvement and allow for revisiting their practices. The consolidated data at the block, district and state level can also direct policy-level decisions across the levels.

### 3.6 State Specificity for Adaptation and Contextualization

The SSEF is flexible for adaptation, contextualization and translation in the state specific language. The SSEF encourages local adaptation by the states based upon their socio-cultural context and state specific policy. Before rolling out the SSEF, it is desirable that deliberations are held at state level to contextualize and adapt the specific sections with suitable changes. The Core Standards with descriptors should be written in the respective local language.

#### Experience of Tamil Nadu

The State of Tamil Nadu, after participating in the series of workshops and consultative meets at the National level, constituted a state core group to initiate the deliberations at the state level. In consultation with the state government, SCERT, Chennai organized several meetings and workshops on the draft of the School Standards and Evaluation Framework (SSEF). Nearly 25 resource persons comprising experts, teacher educators and school heads participated in the deliberations. Subsequently, the SSEF was piloted in 40 schools. The piloting experiences of Tamil Nadu gave further impetus in improving the draft the SSEF.

## 3.7 Web Portal

The National Programme on School Standards and Evaluation (NPSSE) is supported by a dedicated and interactive web portal. The web portal has all programme related documents which can be downloaded by all the users.

The web portal has an interactive platform wherein each school can submit its self-evaluation report online. The external evaluators have to use the same web portal to provide their evaluation report. A consolidated school evaluation report is generated online encompassing both self and external school evaluation report.

Each school can create its login ID by using UDISE code as login ID and can generate their password. Similarly blocks, districts and states can create their login ID and password. The web portal has a most unique feature in that it has access to school evaluation report of any school by the parents and public to observe and provide feedback.

The web portal can be used by all the stakeholders as follows:

### 1. School

- Creates its login ID by using UDISE code as login ID and can generate their password
- Feeds school self evaluation data and action for school improvement online
- Final submission of self evaluation data generates school self-evaluation report

### 2. External Evaluators

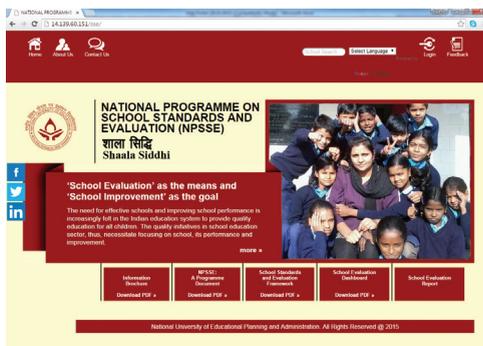
- Create login ID and password for the respective school
- Access school self-evaluation report of the respective school
- Feed school external evaluation data and generate external evaluation report

### 3. Consolidated school evaluation report

- generate online school evaluation report encompassing both self and external evaluation

### 4. Block, District, State and National

- Create login ID and password for the block, district, state and national level
- Access evaluation report of each school, monitor the process and progress at the block and district level
- Generate summary of the school performance evaluation and analyze the levels in the respective domains and core standards at the block, district, state and national level



## 4.0 Approaches and Processes for School Evaluation: Self and External

The SSEF is a strategic instrument for both self and external evaluation. Self-evaluation is considered as the nucleus of the school evaluation process. It is intended to provide the school personnel with a common understanding of the school's overall performance and identify priority areas for improvement. External-evaluation follows as a complementary exercise to self-evaluation so as to ensure that the two approaches work in synergy and respect the strengths and insights that each brings to the overall evaluation. It aims to develop a complete picture of the school for supporting its overall improvement.

	Self Evaluation	External Evaluation
<b>What</b>	A continuous and cyclic process; embedded in day- to-day activities of the school	A complementary exercise to self-evaluation to develop a complete and objective picture of school performance
<b>Who</b>	School, as a whole, acts collaboratively involving all its stakeholders, including the SMC/ SDMC	Evaluators are external to the school and internal to the system- like Education Officials, Head Teachers of other schools, other Public Administrators, etc.
<b>How</b>	Process of self-evaluation includes steps such as building preparedness among all stakeholders; collecting and analyzing evidences; recording judgment in the response matrix; preparing consolidated report in the School Evaluation Dashboard	Evaluators act as 'Critical Friend' to school; analyze and review self-evaluation documents; seek additional information from teachers, parents, children and other stakeholders; observe classroom practices and functioning of the school; give objective feedback to school; record judgment and prepare the evaluation report; provide support in prioritized areas for improvement
<b>When</b>	Is undertaken throughout the term (July-June) (The consolidated report filled in School Evaluation Dashboard needs to be submitted at the end of the term)	Is planned for twice a year, typically as mid-term and end-term exercise (The states may decide on the frequency of external evaluation as per their criteria)

## 4.1 Guidelines for School Evaluation

### Self-Evaluation Guidelines

- ✘ Building Preparedness
- ✘ Collecting Evidences
  - ⊗ Capturing Stakeholder Voices
  - ⊗ School Observations
  - ⊗ Classroom Observation
  - ⊗ Review of Documents
- ✘ Identifying and Recording Status of School Functioning
- ✘ Identifying Strengths and Opportunities for Improvement
- ✘ Formulation of Action for Continuous Improvement Plan (ACIP)
- ✘ Integration of ACIP with School Development Plan

### Complementary Evaluation

### External-Evaluation Guidelines

- ✘ Building Preparedness
- ✘ Collecting Evidences
  - ⊗ Capturing Stakeholder Voices
  - ⊗ School Observations
  - ⊗ Classroom Observation
  - ⊗ Review of Documents
- ✘ Identifying and Recording Status of School Functioning
- ✘ Identifying Strengths and Opportunities for Improvement
- ✘ Examining the Action for Continuous Improvement Plan (ACIP)
- ✘ Examining integration of ACIP with School Development Plan

## 5.0 After Evaluation: Moving towards the goal of School Improvement

School	Cluster/ Block/ District	State
<ul style="list-style-type: none"> <li>✘ Consolidating the school evaluation reports of each key domain in the School Evaluation Dashboard to provide a holistic picture of the current performance</li> <li>✘ Identifying strengths and opportunities for improvement</li> <li>✘ Formulating and prioritizing actionables for improvement</li> <li>✘ Creating the School Development Plan, implementing and reviewing its progress periodically</li> <li>✘ Sharing the identified needs of the school with appropriate higher authorities at the cluster/ block/ district level for required intervention by the system</li> </ul>	<ul style="list-style-type: none"> <li>✘ Consolidating data obtained from the School Evaluation Dashboard of all the schools in a digital form; generating a common database for analyzing the individual and collective performance of the schools across Key Domains and Core Standards</li> <li>✘ Supporting and nurturing individual schools based on their specific needs; identifying the common areas that need interventions at cluster, block and district level for support services</li> <li>✘ Undertaking appropriate initiatives with the support of local institutions, experts and others for mobilizing resources, organizing professional development programmes</li> </ul>	<ul style="list-style-type: none"> <li>✘ Creating a composite database on the basis of district-level school evaluation reports; analyzing the data to understand the status of school performance across the districts/states</li> <li>✘ Designing evidence based policy interventions and resource allocation taking cognizance of schools which require more value added support</li> </ul>

## 6.0 NPSSE: Operational Plan

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The NPSSE is an integrated and holistic effort towards school evaluation. It aims to cover all the schools of different size, context and management over a period of time in a systematic and sustained manner. The effective implementation of the NPSSE necessitates the development of material, building capacity of critical mass of human resources, institutional support and arrangement. Besides, research is an overarching activity and inextricably related to each phase of the NPSSE tasks.

### 6.1 Operational Structure

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It is strongly believed that collaborative endeavour amongst experts, policy makers and practitioners would provide the right direction for developing, implementing and institutionalizing school standards and evaluation. The National University of Educational Planning and Administration (NUEPA) is leading the programme under the aegis of Ministry of Human Resource Development (MHRD). A National Technical Group (NTG) has been constituted comprising members from diverse institutions across the country to extend guidance and support.

The NPSSE visualises the key role of the states in rolling out the programme in true spirit. It has acknowledged the school assessment and monitoring efforts taken by the states like Gujarat (the *Gunotvas*-celebreting quality), Odisha (*Samiksha*), Karnataka (KSQAAC), etc. for improving the quality of elementary education. Many other states are also initiating their efforts towards assessing school performance. Hence, substantial numbers of states have the capacity and resources to contextualise and adapt the NPSSE.

As part of the NPSSE initiatives to engage with states, State Technical Group (STG) is being constituted to take forward the state level tasks. It is also proposed to establish a Unit on School Standards and Evaluation (USSE) in each state. It is envisaged that the USSE in each state in close collaboration with STG, experts and teachers will engage in the development, adaptation and context specific framework for school evaluation, guideline for evaluation process, training manual and build capacity of the critical mass of human resources for school evaluation. The state will also identify institutions, schools, university department of education to work in tandem for developing a state specific model of school evaluation.

The programme framework encompasses the following:

## Development of Material

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The following documents have been developed as part of the NPSSE Programme:

1. National Programme on School Standards and Evaluation (NPSSE): A programme document
2. School Standards and Evaluation Framework (SSEF)
3. Guidelines for School Evaluation
4. School Evaluation Dashboard and Web Portal

## Capacity Building

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In order to successfully roll out the programme nationally, it is important to build capacity at the state, block/ district and school levels, by organizing regular meetings, trainings, workshops, etc. These capacity building programmes aim to develop adequate competence at each level to understand the SSEF and evaluate schools in a systematic and standardized manner.

## Institutional Mechanism

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The NPSSE aims to institutionalize School Evaluation by developing national, state and school level mechanisms. It will collaborate with governmental institutions and professional experts at each level to the SSEF in its true spirit.

## Research

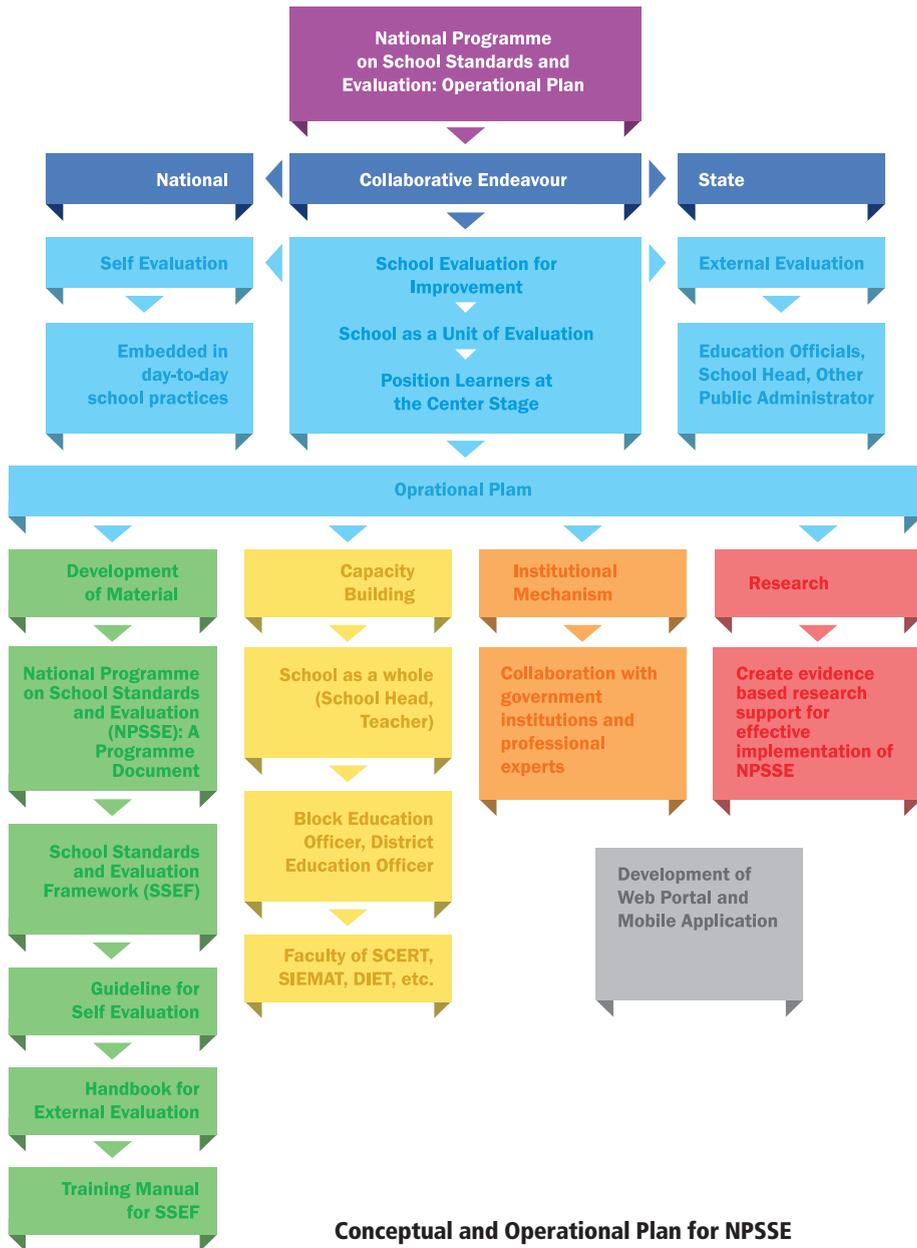
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The SSEU will pilot the SSEF nationally to judge its effectiveness (validity and reliability). It will also conduct research on state, national and international school evaluation practices to improve and enhance the SSEF regularly.

## Development of Web Portal and Mobile Application

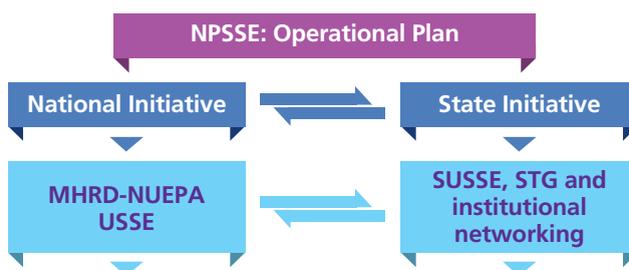
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In order to make the School Evaluation Reports and Improvement process easily accessible to all the stakeholders including schools, Web Portal and Mobile Application is an integral part of the NPSSE operational plan.



**Conceptual and Operational Plan for NPSSE**

## 7.0 NPSSE: Roadmap



Activity	National	State
<b>NPSSE ACTIVITIES FOR 2014</b>		
<b>Research and Development</b>		
1. Analysis of national and international practices on School Evaluation, Assessment and Accreditation		
2. Sharing in different forums, workshops on conceptual framework of school evaluation		
3. Sharing with NTG		↔
4. Development of NPSSE: A programme document		↔
5. Two 'National Consultative Meets' on the development of SSEF and ten small group experts workshops		↔
6. Development of SSEF		↔
<b>Institutional Arrangements</b>		
1. Establishing a Unit on SSE at NUEPA		
2. Formation of 'National Technical Group' (NTG)		↔
3. Sanction for human resources at states and national level (to be initiated)		

Activity	National	State
<b>NPSSE ACTIVITIES FOR 2015</b>		
<b>Research, Development and Publication</b>		
1. Finalization of SSEF and piloting with selected states and schools	↔	
2. Finalization of School Evaluation Dashboard	↔	
3. Finalisation of National Programme on School Standards and Evaluation: A Programme Document	↔	
4. Development of Guidelines for School Evaluation	↔	
5. Development of School Self Evaluation Guidelines	↔	
6. Publication of NPSSE Brochure, SSEF, Programme Document, School Evaluation Dashboard		
7. Dedicated Web Portal on NPSSE		
8. Development of Handbook on External Evaluation	↔	
9. Contextualisation and Translation of SSEF by the respective states		Responsibility of the states (RMSA Funded)
10. Development of Training Manual	↔	
11. Translation of all documents in Hindi	↔	
<b>Institutional Arrangement and Engagement of the Human Resource</b>		
1. Formation of 'State Technical Group' (STG)	↔	
2. Networking with experts and other institutions	↔	
3. Engagement of Human Resource at NUEPA and USSE		

Activity	National	State
<b>Capacity Building</b>		
1. Five small group experts workshops on the development of guidelines and handbook on school evaluation		
2. Five small group experts workshops on the review of handbook on school evaluation		
3. National consultative meet on contextualization, adoption and translation	↔	
4. National consultative meet on approaches to school evaluation and capacity building strategies	↔	
5. Capacity Building of school education administrators at districts, blocks level		
6. Capacity building of School Heads		
7. Institutionalizing school based support for strengthening school standards and evaluation		
<b>NPSSE ACTIVITIES FOR 2016</b>		
<b>Research, Development and Publication</b>		
1. Publication of Handbook on school evaluation and Training Manual		
2. A study of effective use of SSEF and state specific strategies for school improvement	↔	
3. Improvement of SSEF, Guideline and Handbook on the Evidence Based Researches	↔	
4. Documentation and publication of best practices on School Evaluation for School Improvement	↔	
5. School Evaluation Practices in Asian Region–Sharing of practices (publication of a book)		

Activity	National	State
<b>Capacity Building</b>		
1. National consultative meet on state specific experiences in institutionalization of school evaluation and action for school improvement plan	← →	
2. International conference on school evaluation practices leading to school improvement		
3. Capacity Building of schools by DEOs ,BEOs School Heads, other experts from DIETs		
4. District and block specific training programmes in schools		
5. Sharing–workshops at state level		