

## **APPENDIX - A**



**DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
FACULTY OF EDUCATION & PSYCHOLOGY  
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA  
LOKMANYA TILAK ROAD,  
VADODARA-390002  
GUJARAT**

### **TO WHOM SO EVER IT MAY CONCERN**

*Ms. Swaleha Sindhi* is a bonafide research scholar at the Centre of Advanced Study in Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. Her Research Proposal entitled “*A Study on the Quality Assurance System in the Secondary Schools of Gujarat State*” has been approved for Doctoral study in our Faculty.

Her Study is of importance in the area of Quality and Quality Assurance in Education. The study does not compromise privacy of participants and it does not cause any emotional, physical and psychological harm to the subjects as it requires only data collection through questionnaires, interviews and participants observation.

Data collected will be exclusively used for this research work. The researcher will take all the ethical considerations while collecting the data. You are requested to grant her permission and provide the academic support.

Date: 12/06/13

Place: Vadodara

**Prof. K. Pushpanadham**

Research Guide

## **APPENDIX – B**

### **OBSERVATION PROTOCOL**

<b>Question</b>		<b>Yes</b>	<b>No</b>
<b>1</b>	The campus is clean and well kept.		
<b>2</b>	School awards and student work are on display throughout the school		
<b>3</b>	There is a sense of safety and security on campus		
<b>4</b>	There is a positive interaction between staff and administration		
<b>5</b>	There is positive school spirit displayed by staff and students		
<b>6</b>	All the staff members are familiar with the vision of the school		
<b>7</b>	There are reward/recognition programs for staff and students		
<b>8</b>	Leadership style of the administration is : Distributive, facilitative ,Top down		
<b>9</b>	Positive interaction between staff, students, parents, and community is evident		
<b>10</b>	There is positive interaction between staff and school administration		
<b>11</b>	Effective Administration is visible in all areas of the school		
<b>12</b>	The office is hospitable and friendly upon entry		
<b>13</b>	There are continuous events in the school that recognize learning and social opportunities for the community.		
<b>14</b>	Teachers are actively engaged in school activities		
<b>15</b>	The school administration has positive interaction with students		
<b>16</b>	There is a friendly and constructive atmosphere in staff meetings		
<b>17</b>	Students are actively engaged in classrooms		
<b>18</b>	Level of content standards for lessons are visible		
<b>19</b>	Students are conscious of learning objectives		
<b>20</b>	Student work is displayed in the classroom		
<b>21</b>	Extra practice is observed in the classroom		
<b>22</b>	A variety of learning activities (Group, technology, projects) are utilized in classrooms		
<b>23</b>	Good questioning technique is evident during classroom observations		
<b>24</b>	Assessments demonstrate various measures to assess student work		

## **APPENDIX - C**

### **DOCUMENT REVIEW CHECKLIST**

**Study: Quality Assurance System in the Secondary Schools of Gujarat State.**

<b>DOCUMENT</b>	<b>DATE OF REVIEW</b>	<b>COMMENTS</b>
School Newsletter		
School Handbooks		
Parent communication		
Calender		
Class newsletter		
Principal memos		
Class/school schedules		
Staff communication		
Plan books		
Web pages		
PTA minutes		
Students portfolios		
School website		

## **APPENDIX - D**

### **INSTITUTION PROFILE**

1. Year of Establishment: \_\_\_\_\_
2. Total no. of students in the school: \_\_\_\_\_
3. Total no. of teaching staff in the school: \_\_\_\_\_
4. Total no of non-teaching staff : \_\_\_\_\_
5. Whether the school is Aided/Unaided: \_\_\_\_\_
6. Mission of the school: \_\_\_\_\_
7. Institution's results in Board examination :

<i>Year</i> →	2008	2009	2010	2011	2012
<i>Result (%)</i> ↓					
<i>Class X</i>					
First classes (60-69%)					
Distinctions (70 % and above)					
<i>Class XII</i>					
First classes (60-69%)					
Distinctions (70 % and above)					

## 8. Resources and Facilities

<b><i>Facilities</i></b>	<b>Figure</b>
School bus	
No. of books in the library	
No. of periodicals subscribed	
No. of display boards	
Canteen /Kitchen	
Drinking water taps	
Toilets for boys	
Toilets for girls	
Play Ground	
Sports equipment	
School bus	
<b><i>No. of rooms available in the school</i></b>	
No. of classrooms	
Hall	
Activity room	
Stores	
Staff room(s)	
Laboratories	
Art room	
Sick room	
Music room	
Library/reading room	
<b><i>No. of teaching aids</i></b>	
No. of Charts	
Overhead projector	
Video cassette recorder/player	
Stereo system	
TV	
Smart Board	
Computers	
Other aids	
No. of instruments in the labs	

## **APPENDIX - E**

### **QUESTIONNAIRE FOR PARENTS**

**Name of School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Place:** \_\_\_\_\_

**Please Note:** \_\_\_\_\_

SA: Strongly Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

<b>Sr. No.</b>	<b>STATEMENT</b>	<b>(SA) 5</b>	<b>(A) 4</b>	<b>(UD) 3</b>	<b>(D) 2</b>	<b>(SD) 1</b>
<b>School Leadership</b>						
<b>1</b>	Parent feel satisfied with leadership competencies of the principal					
<b>2</b>	Principal is approachable.					
<b>3</b>	The Principal is conscious of quality of school.					
<b>4</b>	Parents feel satisfied with the vision of school					
<b>5</b>	Parents feel satisfied with the Principal's ability to develop academic environment of school					
<b>Infrastructure and other resources</b>						
<b>6</b>	The School has facilities of clean drinking water					
<b>7</b>	School has adequate medical facilities					
<b>8</b>	Library is well equipped and has a good collection of books and related material					
<b>9</b>	School has sufficient floor space for each classroom.					

10	School has transportation facilities for the students					
11	School has a playground					
12	School has equipment's with modern technology					
<b>Student Achievement</b>						
13	Students are encouraged to self-assess their own learning					
14	Students are given remedial teaching in the school					
15	School prepares children for future challenges					
16	Parents are reported about the progress and problems of the students					
<b>Teachers' Professional Development</b>						
17	Parents are satisfied with the academic competencies of the teachers					
18	Teachers are well approachable					
19	Teachers are committed to their work					
20	Teachers demonstrate fairness and objectivity					
<b>Curriculum transaction in the classroom</b>						
21	Schools make efforts to teach students through/with the use of educational technology.					
22	Teachers use a wide range of strategies in teaching learning process in the classroom					
23	Teachers give regular home assignments.					

<b>24</b>	Parents are aware of the classroom instructions					
<b>School Community Relations</b>						
<b>25</b>	There is Parent Teacher Association in the school					
<b>26</b>	Parents are actively involved in the parent/teacher organization at school					
<b>27</b>	Open House in school is an informative and positive experience					
<b>28</b>	Parents are consulted on school development					



## **APPENDIX - F**

### **QUESTIONNAIRE FOR TEACHERS**

**Name of School:** \_\_\_\_\_

**Please Note:** \_\_\_\_\_

SA: Strongly Agree, A: Agree, UD: Undecided: disagree, SD: Strongly Disagree

<b>No.</b>	<b>STATEMENT</b>	<b>(SA) 5</b>	<b>(A) 4</b>	<b>(UD) 3</b>	<b>(D) 2</b>	<b>(SD) 1</b>
<b>School Leadership</b>						
<b>1</b>	Principal has a strong instructional leadership					
<b>2</b>	There is a regular evaluation of Academic activities.					
<b>3</b>	Principal involves teachers in decision making					
<b>4</b>	Principal is approachable.					
<b>5</b>	There is a regular evaluation of extracurricular school activities					
<b>Infrastructure and other resources</b>						
<b>6</b>	School has adequate medical facilities for students and staff					
<b>7</b>	Staffroom is clean, airy and well maintained					
<b>8</b>	School has modern technology and is accessible to the teachers					
<b>9</b>	Library is well equipped and has required number of books					

<b>Student Achievement</b>					
<b>10</b>	Students are consistent in their academic achievement.				
<b>11</b>	High expectations are set for student learning and students are empowered learners				
<b>12</b>	There is remedial teaching for the students when needed				
<b>13</b>	Students have opportunities to connect their learning to real-life experiences				
<b>Teacher Professional Development</b>					
<b>14</b>	Teachers have adequate opportunities to continue professional development				
<b>15</b>	Teachers receive adequate recognition and rewards for their professional development.				
<b>16</b>	Teachers are adequately informed about the policies, procedures, duties and responsibilities in the school.				
<b>17</b>	Teachers attend government training Programmes				
<b>Curriculum transaction in classroom</b>					
<b>18</b>	Critical thinking and problem solving are integrated into the curriculum.				
<b>19</b>	Teachers incorporate technology into their teaching and learning				
<b>20</b>	The curriculum adequately prepares students for the future.				
<b>21</b>	There is a continuous performance assessment of teachers to ensure proper curriculum transaction in classrooms.				

<b>School Community Relations</b>					
<b>22</b>	School provides opportunities for meaningful parent involvement in school decision-making.				
<b>23</b>	The PTA and School Board/Committee meet regularly and PTA contributes to the school				
<b>24</b>	Teachers discuss student work and behavior with parents/guardians regularly in open house meetings.				
<b>25</b>	School and community participates to undertake development programmes				

## **APPENDIX - G**

### **QUESTIONNAIRE FOR STUDENT**

**Name of School:** \_\_\_\_\_

Please Note:

SA: Strongly Agree, A: Agree, UD: Undecided, Disagree, SD: Strongly Disagree

Sr. No.	STATEMENT	(SA) 5	(A) 4	(UD) 3	(D) 2	(SD) 1
<b>School Leadership</b>						
1	Principal ensures that there is a strong accountability for student achievement					
2	Principal appreciates and recognizes good behavior of students.					
3	Principal has effective system of communicating important information					
4	Principal has the capacity to provide effective leadership					
<b>Infrastructure and other resources</b>						
5	School has good drinking water and sanitation facilities					
6	Laboratories and classrooms are adequately sized to accommodate the number of students.					
7	There is a playground and proper place to play.					
8	Libraries are well equipped with relevant books and reading material					

<b>Student's Achievement</b>						
<b>9</b>	All students are encouraged to participate in co-curricular activities					
<b>10</b>	Classroom appearance and arrangements are conducive to learning					
<b>11</b>	Seating arrangements promote the student interactions					
<b>12</b>	School has a student council					
<b>Teacher's Professional Development</b>						
<b>13</b>	Teachers are receptive to other's perspectives and ideas.					
<b>14</b>	Teachers discuss the nature of participation in training and orientation programs and seminars /conferences					
<b>15</b>	Teachers serve as a facilitator in the classroom					
<b>16</b>	Teachers have a deep knowledge of subject matter					
<b>Curriculum transaction in classroom</b>						
<b>17</b>	Curriculum content is appropriate to the needs of students					
<b>18</b>	Teachers are well prepared to teach their subjects					
<b>19</b>	Teachers use wide range of strategies in teaching learning process					
<b>20</b>	Teacher's make use of modern technology in classrooms.					

<b>School Community Relations</b>						
<b>21</b>	School encourages students to help others					
<b>22</b>	PTA meetings are carried out at regular intervals					
<b>23</b>	School staff and parents/guardians share responsibility for attaining the school's goals					
<b>24</b>	Parents are involved in school activities					

## **APPENDIX - H**

### **INTERVIEW SCHEDULE FOR THE PRINCIPALS**

School Name: \_\_\_\_\_

Website: \_\_\_\_\_ E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_ Year of Establishment: \_\_\_\_\_

Type of School: Boys/Girls/Co-ed; \_\_\_\_\_

Type of Management: Govt. /Govt. Aided/Unaided; \_\_\_\_\_

Name of Board: \_\_\_\_\_

1. Tell us a little about your background. How long have you been in the field of education?
2. Your school has been identified as a high performing urban highschool. What school factors do you think contribute to this identification?
3. Are there specific teacher practices that contribute to higher student engagement?
4. What do you consider as quality indicators in your school?
5. How do you assure quality of each indicator?
6. How do you assess each indicator?
7. Are there specific programs that this school has in place that contribute to higher student engagement?
8. What best practice approaches are followed at your school for improving the student achievement? Why did you select these approaches?
9. How has the present approach made a difference in teaching practices in your school?
10. What system is in place for the representation of students in the school?
11. What is the role of parent's in decision-making at school?
12. How is success or progress measured at the school and/or classroom level?
13. What measures are taken by the school for the professional improvement of teachers?
14. How freely can school resources be used for improving achievement of students?
15. What type of relationship exists among the staff members of your school?
16. How do you encourage the efficiency, sincerity and honesty of staff members?
17. Any Specific Observations You Want to Share.

## **APPENDIX - I**

### **PHOTOGRAPHS TAKEN DURING THE DATA COLLECTION PROCESS**

#### ***Photographs of Case Study School-A***



**FRONT OFFICE OF THE SCHOOL BOARD ROOM FOR STAFF MEETING**



**INTERVIEW WITH THE PRINCIPAL TROPHIES DISPLAYED IN PRINCIPAL'S ROOM**



**PHOTOGRAPHS OF THEME BASED DECORATION OF BULLETIN BOARDS BY STUDENTS**





**MEDICAL ROOM WITH A NURSEWELL-ARRANGED AND EQUIPPED LIBRARY**



**STUDENTS SERVING FOOD TO THE KITCHEN STAFF**



**STUDENTS COACHING UNDERPRIVILEGED CHILDREN**

*Photographs of Case Study School-B*



**SCHOOL BUILDING AND FRONT OFFICE**



*Photographs Showing Greenery Maintained Inside the School*



**SCHOOL KITCHEN**



**SCHOOL AUDITORIUM**



*Photographs of Case Study School-C*



**TEACHER'S PROFESSIONAL DEVELOPMENT**



**CLASSROOM TRANSACTION**



**STUDENTS PROJECT AT DISPLAY**

*Photographs of Case Study School-D*



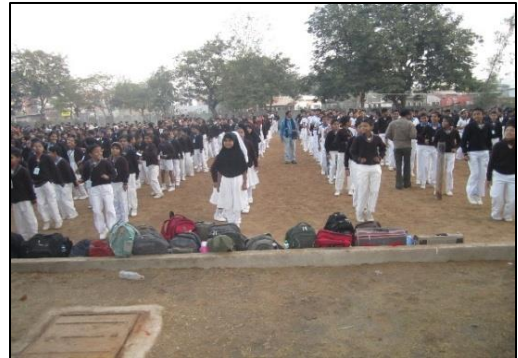
**SCHOOL CAMPUS**



**SCHOOL SHADE**



**STUDENT MUSICAL TROOP**



**SPORTS ACTIVITIES IN SCHOOL**

## APPENDIX - J

### COURSE WORK CERTIFICATE



**THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA**

Fatehgunj, Vadodara – 390 002, Gujarat, INDIA

Telephone : [+91-0265] • (Registrar) : 2795521

• (DO/GCU/Audit) : 2793735 • (IA/CAO) : 2795506, 2795527 • (Dy R./AR ADE) : 2792032

• (Dy R. Exams/Academics) : 2789485 • (AR Exams/Academics) : 2795502

• (Dy R./AR ADM) : 2784062 • (ADM/ADE) : 2795514 • (Engineer/CD) : 2795512 • (Security) : 2789385

No.ACA3/PhDCWCerti/6/

Day & Date: Friday, 07 June 2013

To,  
The Dean,  
Faculty of Education & Psychology,  
The M. S. University of Baroda

Subject: Issuance of Ph.D. Course Work completion Certificate.

Sir/Madam,

Please find an enclosed certificate towards completion of Ph.D. Course work of the below specified Research Scholar:

Name of the Research Scholar: Ms. Sindhi Swaleha

Registration Number: 238

Registration Date: 14/02/2011

Ph.D. course work certificate number: ACA3/6

Since the certificate being a pre-requisite for the submission of the synopsis, you are requested to arrange to send the certificate to the Research Scholar concerned through the concerned guide for further necessary actions.

Thanking you,

Yours faithfully,

Deputy Registrar (Academic)  
For Registrar (OSD)  
The M. S. University of Baroda

Faculty of Education

and Psychology, Baroda.

Forward No. FLP / 319

Date: 28/6/13

Enclosure:

Ph.D. Course Work completion Certificate of Ms. Sindhi Swaleha.

Copy to:

- Section Examination

Page 1 of 1

DEAN  
FACULTY OF EDUCATION & PSYCHOLOGY  
M. S. UNIVERSITY OF BARODA  
VADODARA



**THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA  
CERTIFICATE**

*[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]*

This is to certify that **Ms. Sindhi Swaleha**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number 238 dated 14/02/2011, for pursuing Ph.D. on has undertaken and completed the course work with the **Grade A**.

**STATEMENT OF CREDITS EARNED**

Name of Research Scholar: **Ms. Sindhi Swaleha (F)**

Faculty/Institution: Faculty of Education & Psychology

Department: Education

Paper Number	Course Title	Course Credits	Grade Earned
<b>Core Courses – 09 Credits [Offered At University Level]</b>			
I.	Introduction to Research & Research Writings	3	B
II.	Introduction to Basic Computer Functions & Application for Research Purposes	3	B
III.	Quantitative Research Techniques & Data Analysis	3	C
<b>Departmental Courses – 06 Credits [Offered at Departmental Level]</b>			
IV.	Review of Related Literature in the Area of Quality Assurance in Education	3	A
V.	Quality Assurance System in Secondary Schools of Gujarat State : A Critical Appraisal	3	A
<b>Overall Grade</b>			<b>A</b>

ACA3/6

Date of Issue: 02/05/2013

Place: Vadodara

Registrar (OSD)

**Grade Conversion Table and Grade Calculation Formula**

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 – 9.00
B	8	7.01 – 8.00
C	7	6.01 – 7.00
D	6	5.01 – 6.00
E	5	4.01 – 5.00
F	4	Below 4.00

$$\text{Overall Grade} = \frac{\sum (\text{Grade Point} \times \text{Credits})}{\sum \text{Credits}}$$

**APPENDIX - K**

**PAPERS PUBLISHED**

**PAPER-1**



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**Volume 8, 2011**



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***Principal's Leadership Style and some other Factors Affecting Work Motivation of Teachers in a Secondary School - A Case Study***

***Swaleha Sindhi***

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Pin-390002, Vadodara, Gujarat, India.

**ABSTRACT :**

*Teachers' motivation and quality of education are linked together. Unless teachers themselves are motivated and committed, it will not be possible to improve the standard of school education. Therefore, the overall significance of work motivation of teachers has to be taken into account and hence the case study method was employed to probe into factors that affect work motivation of teachers in a secondary school of Baroda city. There were three main objectives of the present study where an attempt was made to study; how the principal's leadership style affect the work motivation of teachers; teachers' role perceptions ,and the quality of classroom learning teaching process. In achieving the objectives, three main data collecting instruments were used; Leadership Behavior Description Questionnaires (LBDQ) by Halpin and Croft (1963), Interview schedules, and classroom observation schedule. The data so collected were mainly analyzed using qualitative techniques and some of the emerging variables were partly quantified as means and percentages. The research findings indicate that principal's leadership style, student teacher interactions and several other school and out of school related factors have an impact on teachers' work motivation.*

**Key Words:** Work Motivation, Secondary schools, Leadership Behaviour

**Description Questionnaires (LBDQ)**

## **INTRODUCTION :**

The National policy on education 1986 has pointed out the need for redefining the role of teachers and their vital importance in Indian society. As the country has placed boundless trust in the educational system, the people have a right to expect concrete results from the secondary schools. In the advent of 86th Amendment to the constitution of India to grant the Right to Education to all children of 6 to 14 years old and the Right to Education (RTI) Act, 2009 a fresh need and demand for systemic reforms has come in. The present problems in education are seen in continuous dropout rate among the students, low levels of learning and shortage of teachers and teacher's absenteeism, lack of facilities, lack of teachers commitment, improper planning, deploying teachers for non-teaching jobs and mixing of politics and education have given scope for politicization of teacher unions, court litigations etc. Thus, one of the main national priorities today is the deteriorating standards and quality of education. The role and importance of teachers in the present society, the work motivation and the factors affecting that particular aspect, their job performance and the incentives the government provides them to stimulate their efficiency and better working conditions within which they are asked to perform. Desai, (1981) studied organizational climate and teacher morale and found that proper leadership style of the principal was a leading factor in setting the tone of school climate and also it inspires teacher motivation in the work place. Researchers have also focused their attention on the relationship between motivation and the organizational culture of schools. The work of Maehr (1990) in this area is very important that centers round the theme "Psychological Environment" of school.

The government and the community should endeavor to create conditions which will help motivate and inspire the teachers on constructive and creative lines. Teachers should have the freedom to innovate to devise appropriate methods of communications and activities relevant to the needs and capability of and the concerns of the community". (NPE, 1986 part IX) What is required is that the school system should trust teachers and assign them roles in preparing work plans. They should be enabled to join the apex bodies like State Council of Educational Research and Training.

Moreover, examination system should be reformed in such away that it is a part of teaching learning process. Decentralization should be the principle of School.

## PAPER – 2

# LEARNING COMMUNITY

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Student's Attitude Towards Virtual Education in Iran  
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Quality and Equality: A Major Concern for School Education in India  
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ODL as a Means to Quality and Utility Education for Differently Abled Student  
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Factors Affecting on Learner Unsuccessfulness in Master of Education Programme Through  
Distance Education Mode  
Dezhana Sharma

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# Quality and Equality: A Major Concern for School Education in India

Swaleha Sindhi

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**Received:** 4<sup>th</sup> June, 2011    **Accepted:** 1<sup>th</sup> August, 2011

## Abstract

Quality of education plays pivotal role in the process of development of nations. Hence, quality concerns in education are national priorities for all nations. As India marches on a period of consistent economic growth, the demand for an educated and skilled workforce continues to grow. Providing quality education and creating employment remains high on the government's agenda, however increasing labor force participation rates and reducing unemployment also requires the resources of the private sector. Thus school Education has gained special significance as it make its students acquire adequate knowledge in various disciplines and decide the future course of action in education and the issue of quality schooling is basic to national development, for the parents and students, quality education means, improving the quality of education invariably, raising the levels of academic performance usually measured in the test scores in the various subjects which form part of school curriculum by establishing the quality criteria associated with the indicators will help schools to point out the important areas of their own activities - their own advantages and disadvantages and development opportunities. In India, quality schooling and teaching will lead to more literate people and lower dropout rates. This once again has further benefits such as less poverty and fewer socio-economic problems, increase in girls' enrolment and decrease in girls' dropout rates.

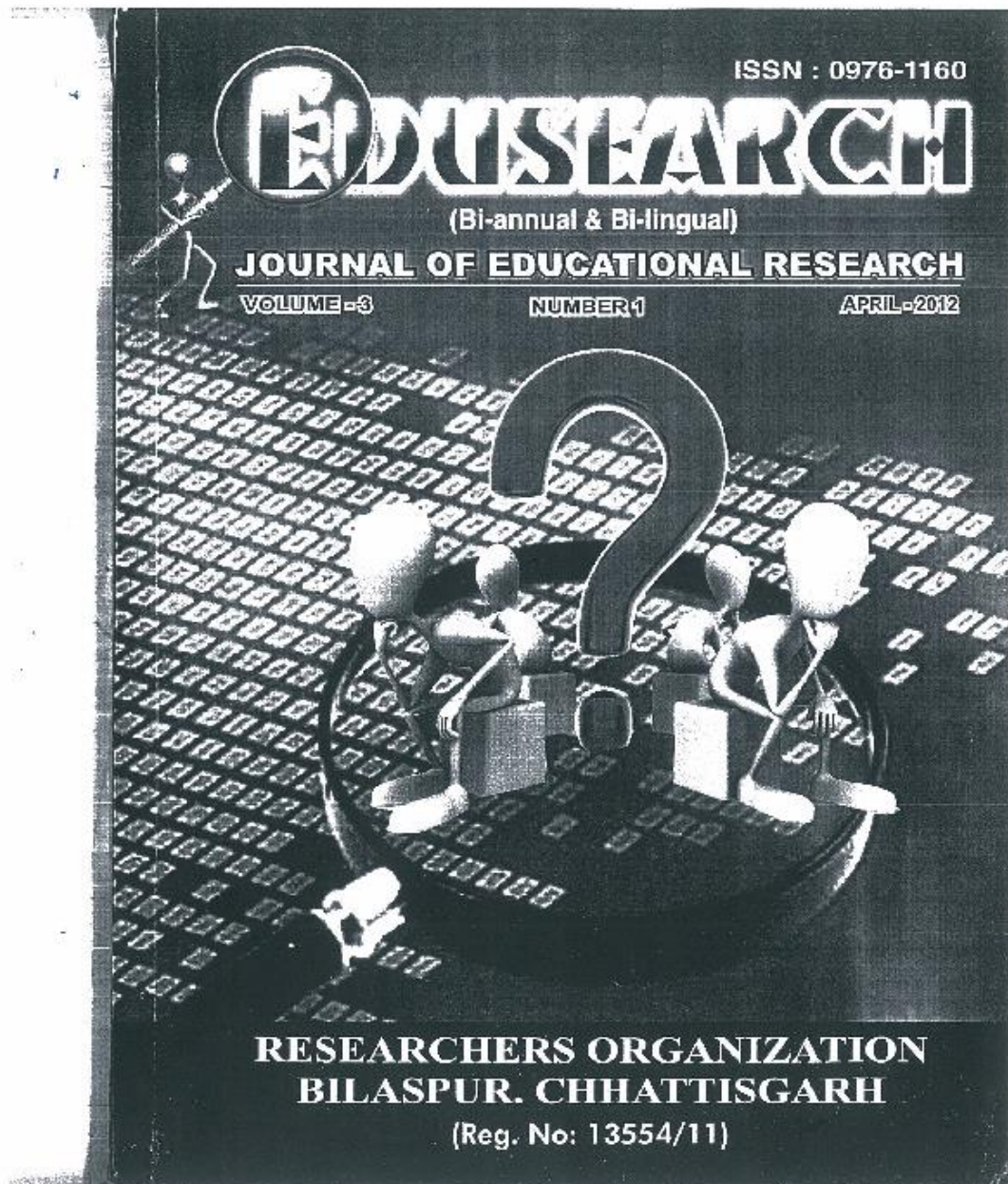
**Keywords:** Quality, School Education

## Introduction

In a highly competitive world with increasing consumer demands, quality has become the key factor of survival in the market, of profitability and development, not just for individual sectors and organizations, but also for the whole country's economy..In India Education is seen as one of the ways to upward social mobility, access to education and quality education are to be regarded as mutually dependent and indivisible needs and rights. The success of democracy depends very much upon education and for building up better society based on democratic principles; schools must be made better than what they are today. India has made a huge progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population, India's improved education system is often cited as one of the main contributors to the growth of India. Much of the progress in education has been credited to various private institutions. The private education market in India is estimated to be worth \$40 billion in 2008 and will increase to \$68 billion by 2012.



**PAPER - 3**



# EDUSEARCH

(Bi-annual & Bi-lingual)

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Volume-3

Number-1

April 2012

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## Quality Assurance: Challenges in the Secondary Schools of Gujarat

Ms. Swaleha Sindhi \*

### Abstract

*Quality of performance is a key factor for personal progress; this puts a lot of pressure on students, teachers, schools and in general on the education system itself. Rashtriya Madhyamik Siksha Abhiyan (RMSA) a centrally sponsored scheme for Improvement of Quality of Education at Secondary Stage was launched recently. The task before the government is to align/transform secondary education institutions and current schooling practices with the demands of a globalized and technology-driven world. There are no accreditation standards for primary and secondary education institutes in India. There is a need for secondary schools to have quality assurance and not to see it as an external imposition. This paper focuses on the factors that affect quality education in secondary schools of Gujarat state and the role of school inspectors in assessing quality of educational institutions.*

### Introduction

Virtually every country in the world has identified improving education quality as one of its highest national priorities; India is also one of them. In spite of progress in the demand for increased school access, developing more effective national planning and policy mechanisms, and implementing massive training programs for teachers and administrators, dissatisfaction persists with the capability of education systems to support national economic

and social aspirations. To some extent, plans and policies calling for higher-quality schooling now is replacing expansion and access in the Indian education. It seems that immediate attention of policymakers in India should be focused on designing and implementing policies, programs, and actions to improve education quality. The major challenge posing India is translating the growing consensus on quality into viable policies.

\* Lecturer, Dept. of Educational Administration, M.S. University of Baroda, Vadodara (Guj)

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because there is more to know

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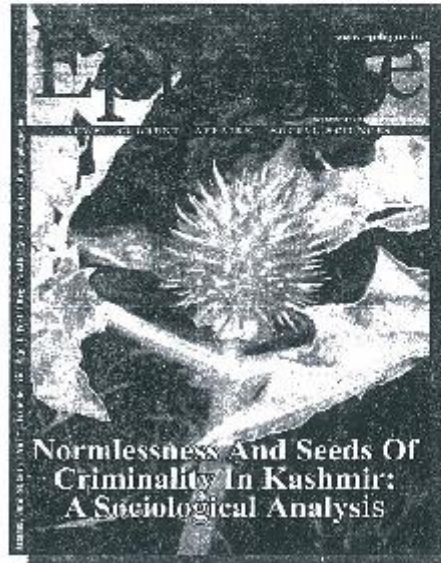
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# Discussing Self Evaluation As A Mechanism Of Quality Assurance For School Improvement: A Critical Appraisal

Ms. Swaleha A Sindhi  
and  
Adfer Rashid Shah

*Education system in India has come a long way and the age old traditions have undergone a makeover to produce an environment that is evolving every single day. Initiatives like the Right to Education Act have provided an impetus to growth and progress by laying special emphasis on elementary education in India. Combined with policy changes like making child labour illegal, the government is working to ensure that the seeds of education are planted in both the rural and less privileged sub-urban areas of the country.*

This paper addresses School self-evaluation is a process that is reflective, collaborative and evidence-based leading to school improvement and focus on the learner outcomes. Also the paper critically evaluates the existing quality assurance in school Boards in India to highlight the loopholes in the system at place and to have a rethink on the need for reforms in quality assurance system in India.

Virtually every country in the world has identified improving education quality as one of its highest national priorities; India is also one of them. In spite of progress in the demand for increased school access, developing more effective national planning and policy mechanisms, and implementing massive training programs for teachers and administrators, dissatisfaction persists with the capability of education systems to support national economic and social aspirations. To some extent, plans and policies calling for higher-quality schooling now is replacing expansion and access in the Indian education. It seems that immediate attention of policymakers in India should be focused on designing and implementing policies, programs, and actions to improve education quality. The major challenge posing India is translating the growing consensus on quality into viable policies.

Education system in India has come a long way and the age old traditions have undergone a makeover to produce an environment that is evolving every single day. Initiatives like the Right to Education Act have provided an impetus to growth and progress by laying special emphasis on elementary education in India. Combined with policy changes like making child labour illegal, the government is working to ensure that the seeds of education are planted in both the rural and less privileged sub-urban areas of the country. The massive educational programmes of the Union Government i.e. the Sarva Siksha Abhiyan (SSA) and the Rashtriya Madhyamik Siksha Abhiyan (RMSA), programmes for 'Universalization of Access to and Improvement of Quality of Education at Elementary and Secondary Stage works on the objective of improving the school education in terms of quality access, infrastructure, educational aids, quality teaching,

**PAPER- 5**

**TOWARDS UNIVERSALISATION OF  
SECONDARY EDUCATION IN NORTH - EAST INDIA**



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# A STUDY ON THE QUALITY ASSURANCE SYSTEM IN THE STATE BOARD SECONDARY SCHOOLS

Swaleha Sindhi

## Introduction :

In recent years, investments in Education for All programmes have led to substantial expansion of the elementary education sub-sector. Besides improvements in schooling infrastructure, intakes at the primary and upper primary levels have gone up visibly. This trend is likely to continue for the next several years. At the same time, India's impressive sustained economic growth has increased household and labor market demand for secondary and higher education (World Bank 2009). Secondary education's contribution to economic growth, demonstrated high social benefits and support of democratic citizenship calls for increasing public investment at this level, particularly in view of the very large inequalities in access to secondary education by income, gender, social group and geography. The challenges to substantially improve access, equity and quality of secondary schooling simultaneously. Currently, the role of the state should be to universalize opportunity to attend secondary school, rather than to universalize access (World Bank 2009). Increasing the supply of effective teachers also is a major issue. Government has an important role to play in improving equity of secondary education. Targeted, supply- and demand-side programs for socio-economically disadvantaged groups are called for to improve equity. India needs to make the qualitative investments in teacher education and accountability, curriculum reform, quality assurance, examinations reform, national assessment capabilities and management information systems, which will require time and significant institutional capacity building to succeed at a national scale. The recently launched centrally sponsored scheme for secondary education, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), offers a strategic opportunity to improve access and equity; enhance quality, accountability and ability to measure learning outcomes; and promote

standardization of curriculum and examinations across states.

## Quality of Secondary Education :

Many researchers have focused on level of material and human resources or facilities available in the schools while defining quality of education. Others have tended to equate quality with school effectiveness and treat learner achievement as the indicators of quality. While such approaches do provide an assessment regarding different dimensions of quality, these attempts present only a partial picture of quality. In order to get a holistic picture of quality we also have to consider various factors and processes that take place in the actual functioning of a school.

The operational setting in which the school function provides the internal environment in the schools and is reflected through:

1. The infrastructural facilities
2. The human resources (the teachers the administrators)
3. The teaching learning process, the way in which the curriculum is transacted
4. The learners' achievement reflecting the outcomes of the schools

No doubt these outcomes will be influenced by the other three set of factors and hence learner's achievement can be considered as an indicator of quality of education.

The following statistics give an overview of the present status of Secondary and Higher Secondary Education in the country (as on 30.9.2005)



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# **INSPECTIONS: A MEASURE OF QUALITY ASSURANCE IN STATE BOARD SECONDARY SCHOOLS OF GUJARAT.**

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## **ABSTRACT**

Inspection is concerned with the improvement of standards and quality of education and should be an integral part of a school improvement. The Gujarat Secondary and Higher Secondary Education Board (GSHEB) has the responsibility of improving and maintaining the quality of education in Gujarat. However, the analysis of students performance in the (SSC and HSC) Board Examination continued to indicate that the quality of education is low in Vadodara district with most schools showing stagnant or downward trends. The critical role of inspection as one of the dominant strategies for monitoring and improving the performance of education system in schools is very important. In this backdrop, this study was undertaken to understand the role of school inspectors for improving the quality of education in schools and also to highlight the challenges confronted by the school principals, teachers as well as the inspectors' in the whole process of inspections.

**Keywords:** Quality Assurance, School Inspection, Secondary School.

## **INTRODUCTION**

India has certainly taken a significant stride towards the goal of achieving universal elementary education. The Union Government<sup>1</sup> overwhelmed by the success of Sarva Siksha Abhiyan (SSA) launched Rashtriya Madhyamik Siksha Abhiyan 2 (RMSA), a

1. Government of India is officially known as union government
2. This scheme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality.