

QUALITY ASSURANCE IN SECONDARY SCHOOL EDUCATION: GROUND REALITIES OF SCHOOL INSPECTIONS

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Flow of the presentation

1. Conceptual Framework

2. Methodology

3. Major Findings

4. Discussion

5. Conclusion



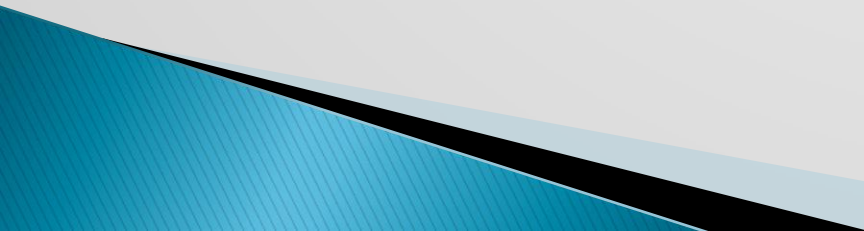
A magnifying glass with a silver handle and frame is positioned over the text. The lens is centered on the words 'Focus on Quality', which are written in a bold, black, sans-serif font. The background is a plain white surface. The magnifying glass has a soft shadow beneath it, suggesting it is resting on the surface. The text is slightly blurred, indicating the focus is on the words themselves.

**Focus
on
Quality**

Quality Education Includes: (UNICEF, 2000) □

Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;

Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; ,,

- ▶ **Content** that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition and peace ,,
 - ▶ **Processes** through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;,,
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- ▶ **Outcomes** that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

INTRINSIC AND EXTRINSIC QUALITY

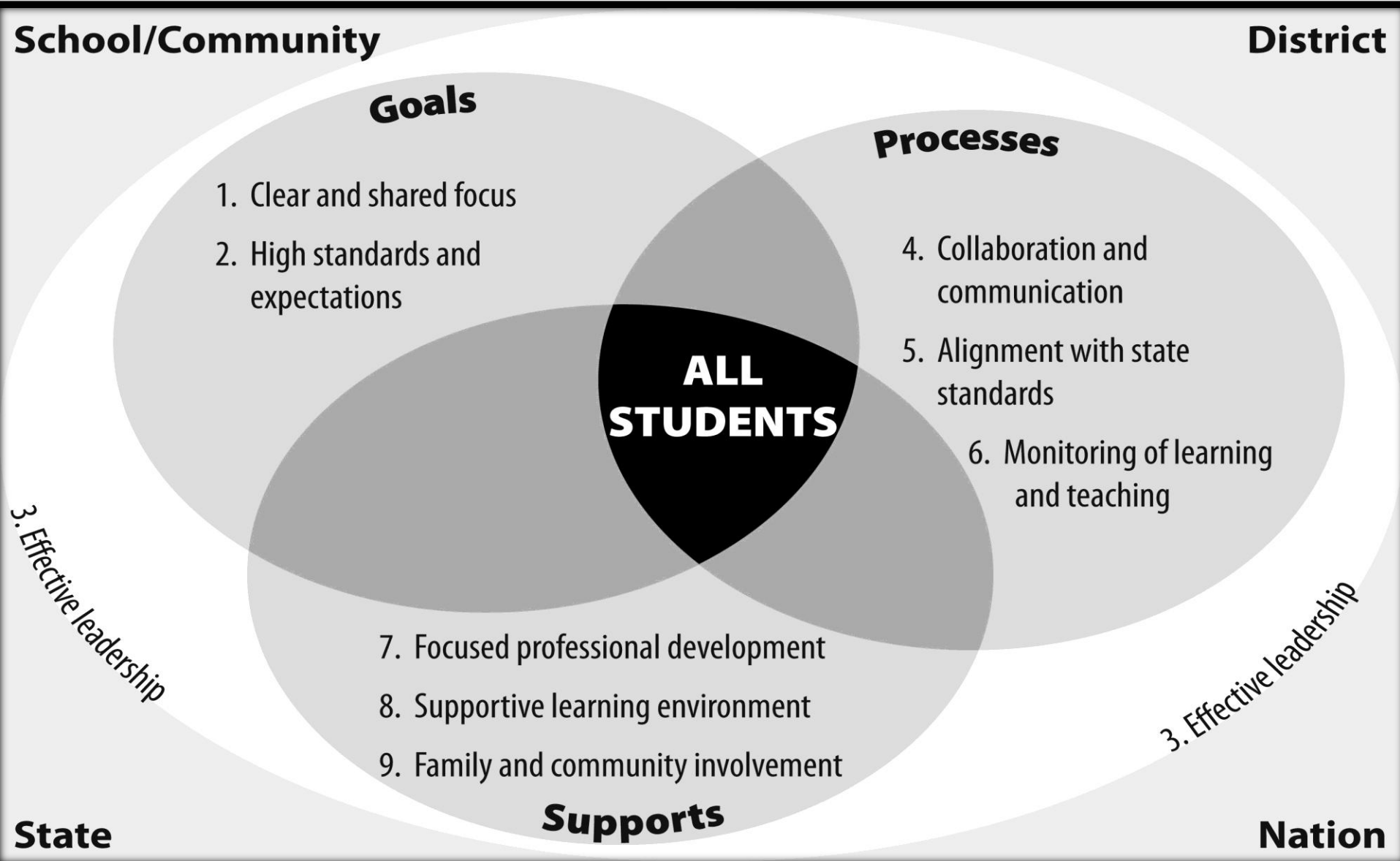
The intrinsic qualities of education refer to the basic values and ideals, which form the very heart of education:

It focuses on the knowledge creating processes and student learning. Intrinsic quality represents the core of academic quality. The academic community can be seen as guardians of intrinsic quality.

The extrinsic quality refer to the capacities of education institutions to respond to the changing needs of the society with whom they interact.

It could be argued to what extent extrinsic quality should be determined by economic demands or the state (government) demands – both of which form pillars of society.

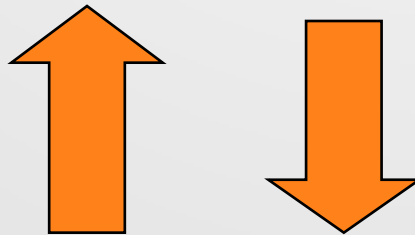
QUALITY INDICATORS FOR EFFECTIVE SCHOOLS



Setting a Standard for Quality

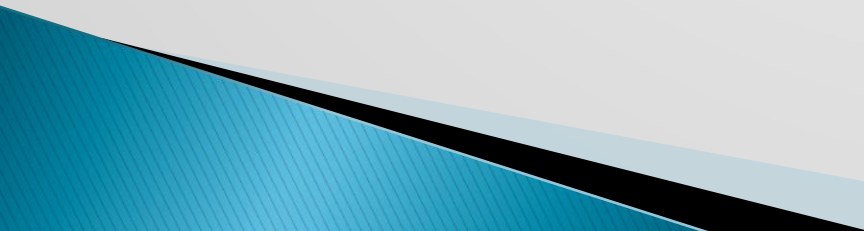
Levels of Quality assurance

Internal quality assurance within the
institutions

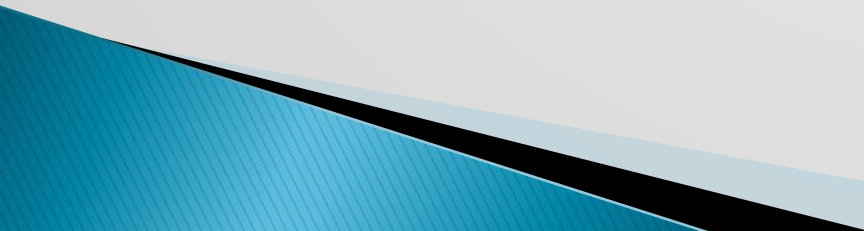


External quality assurance

School Inspection

- Age old practice for quality assurance in School Education.
 - The school inspection system in India began with' the Education Despatch of 1854 .
 - School Inspections for Accountability and Support
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Research Questions

- I. How the School Inspection as the mechanism to monitor school Quality is managed in the state of Maharashtra?
 - II. What are the perceptions of the teachers and school Principals on school inspection in Maharashtra state secondary and Higher secondary Board of Education?
 - III. What are the administrative challenges of School Inspection?
 - IV. How can the practice of school inspection be strengthened?
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Delimitation of the study

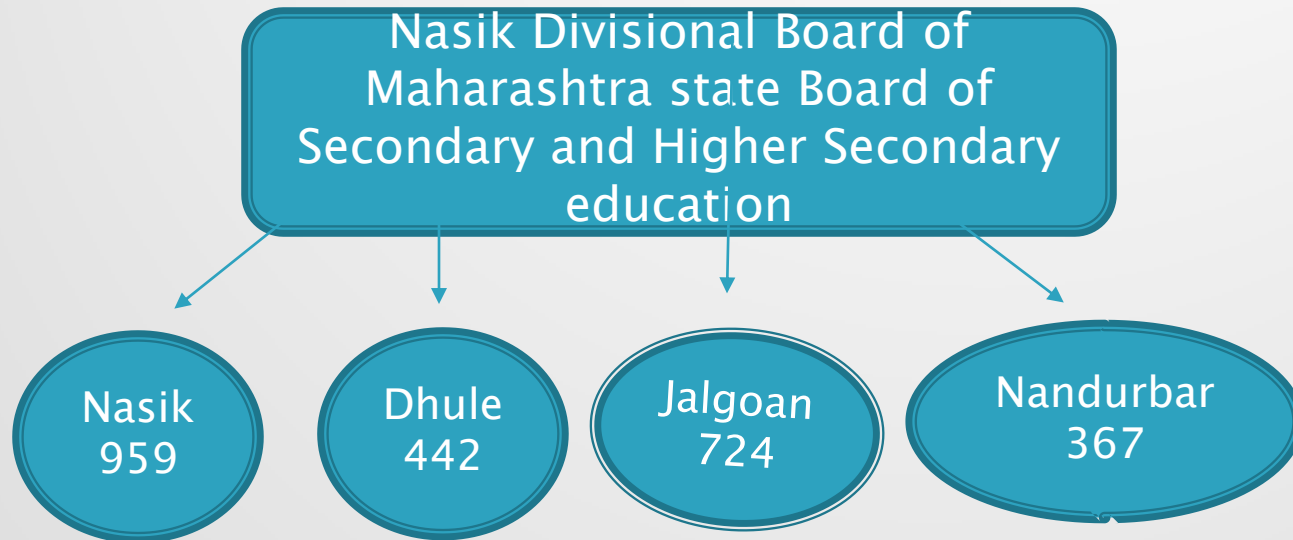
- The study is delimited to the School Inspections conducted by the Maharashtra State Board of Secondary and Higher Secondary Education Board.
- The study is also delimited to the perceptions of teachers, Principals and Inspecting officers.



Research Context



- There are 2.5 crore school-going children comprising 24% of the total population of Maharashtra (Census 2011). During 2016-17, the state had 1,04,970 elementary schools (class 1 to class 8) in which 160 lakh children were enrolled. There were 25,737 secondary schools (class 9 to class 12) which enrolled 66.15 lakh children (Economic Survey, 2016-17).



Therefore, the Population for present study comprises of 959 secondary schools affiliated to Maharashtra state board of Secondary and higher Secondary education

Sampling

The sample was selected by the researcher based on the two criteria:

- Those talukas of Nasik District having maximum number of schools.

- The schools in which the pass percentage of the students in S.S.C examination is high for the last five consecutive academic years.

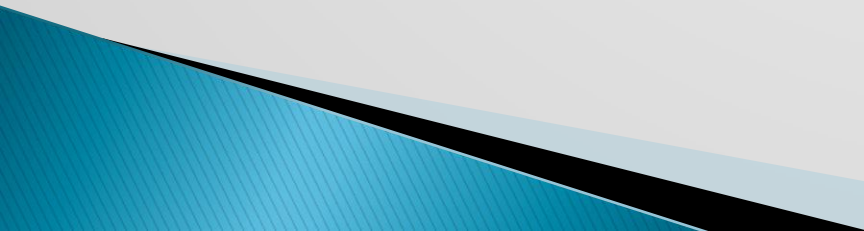
- A total of 60 schools in 7 Talukas of Nasik were included. 5 teachers from each school, Principals, BEO and School Inspectors.

Major findings of the study

Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) is **decentralized** in its **administration through nine divisions** .

Inspection and supervision is mandatory for improving the quality of education as well as for monitoring the functioning of schools and for continuing the grant-in-aid

There should be three inspection visits to each school in a year. **First visit was meant for general observation or pre-inspection whereas second visit contains inspection and third follow up.** According to the norms, the DEO and the Deputy Education Officers, Secondary Education, **were expected to visit minimum 20 -40 secondary schools per year respectively.**



► Evaluation Format for school Inspection
Recommended by RTE-2009

issues of infrastructure

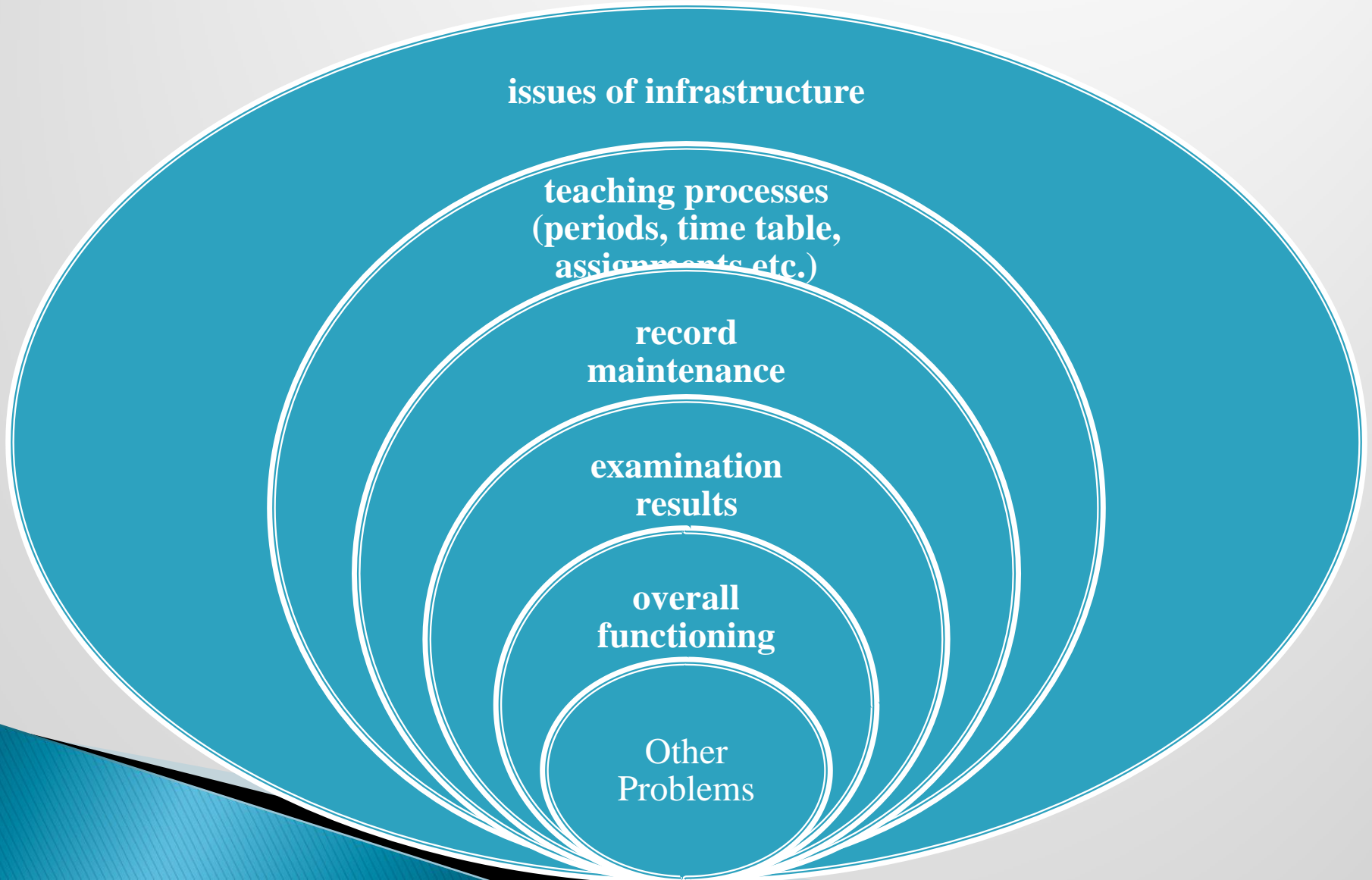
teaching processes
(periods, time table,
assignments etc.)

record
maintenance

examination
results

overall
functioning

Other
Problems



During the inspection visit, the BEO and Extension officers were assisted by the subject Experts. The Process contains



**Class room
observation
by the
subject
experts**

**▶ Feedback
session
with
Teachers
and
Principals
by
inspecting
authorities**

School Inspection in Rural and Urban schools

- ▶ **School Inspections were carried in (40%) of the sample schools at least once in a year**
- ▶ **8% of the sample schools were never inspected in last 10 years**
- ▶ **12% of the sample schools were never inspected in last 10 years**
- ▶ **Most of the high performing schools in the urban areas were not inspected in last 5-7 years**

RURAL SCHOOLS

URBAN SCHOOLS

PERCEPTIONS OF THE SCHOOL PRINCIPALS AND TEACHERS

Inadequacy of inspection:

School inspection is highly inadequate and does not meet the needs of schools and parents.

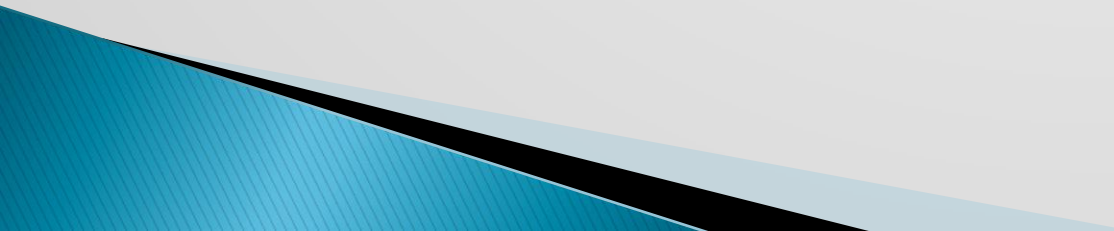
Among the possible causes of inadequate inspections are the understaffing of inspectors, heavy workloads and time constraints.



Attitudes and commitment:

School inspectors have tended to exhibit different attitudes towards inspection and a lack of commitment to their responsibilities.

A number of teachers felt that inspectors were not dedicated to their inspectoral duties. This absence of a positive and committed approach may be attributed to a lack of appropriate incentives for inspectors and professional training.



Lack of collaboration:

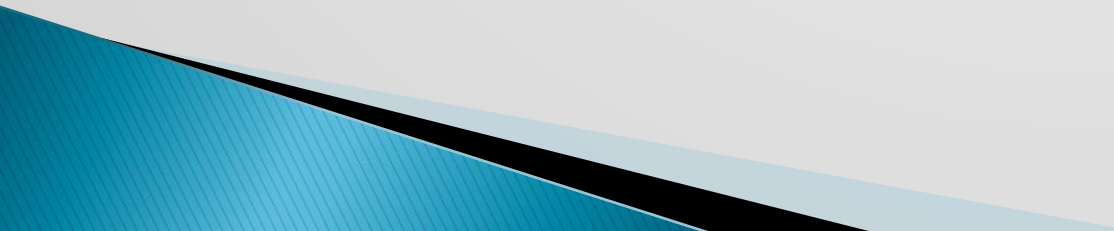
School inspectors tend to evaluate teachers based on their own perceptions of teaching and teacher performance without considering Professional standards.

Teacher involvement in matters of school inspection has been minimal. Teachers do not understand and do not participate in designing the instruments that are used to evaluate them. Opportunities for meaningful dialogue between teachers and inspectors, especially after inspections, are limited.

Feedback and follow-up:

There is little opportunity for discussing findings such as the need for more in-service training of teachers and whether new initiatives satisfy the identified need.

School inspectors have the tendency to focus on school buildings and administrative systems rather than on teaching and learning. This results in minimal attention being paid to the identification and improvement of educational standards.



Inspectorate Autonomy:

The School Inspectorate lacks autonomy to execute its services and as a result is unable to implement recommendations based on inspections.

Presently, school inspectors inspect schools, point out concerns, make recommendations to the boards for implementation, and very little ever changes.

Inspectorate-University partnerships:

There is no clear formal relationship between Colleges of Education, universities and the Inspectorate of the Ministry of Education or schools boards on matters related to SI.

Pre-service and in-service training:

At present, there are no courses that specifically address school inspection in the pre-service training programs for teachers at universities and Colleges of Education. Correspondingly, in-service training opportunities for school inspectors and teachers on the subject of school inspection are completely inadequate.



**THANK-
YOU**

