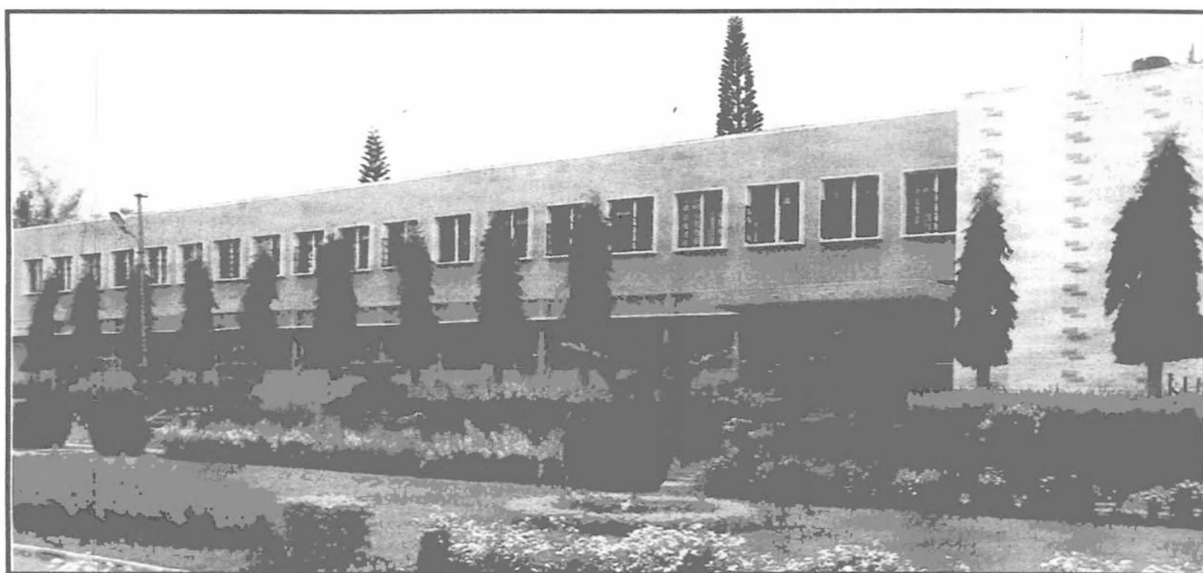# DEVELOPMENT OF GUIDELINES AND FORMATS FOR ASSESSMENT AND ACCREDITATION OF SCHOOLS

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1.1 Assessment and Accreditation of schools: Rationale

Assessment and Accreditation of schools has been recognized as the quality ensuring mechanism in developed countries. It has become necessary and relevant to India as our country has developed the world's second largest system of school education during the last 50 years. Because of rapid expansion and other factors common to any developing country, it has become heterogeneous in every aspect. Quality assurance of such a complex and diversified school system has become all the more important. The National Policy on Education, 1986 and the Programme of Action 1992 emphasized bringing qualitative improvement in school education. As a part of the implementation of quality improvement initiatives under SSA and RMSA the quality monitoring tools are prepared.

Accreditation is a type of quality assurance process under which a school services are evaluated by the external agency to determine the quality of a school based on certain acceptable and suitable standards. The accreditation in higher education institutions is initiated by UGC through NAAC. There is a need to have assessment of the schools to encourage healthy competition in schools. The Government of Andhra Pradesh has requested the institute to develop the norms and standards along with formats to be used in the process of accreditation of schools to encourage healthy competition among the schools managed by the various governmental agencies. The Andhra Pradesh Residential Educational Institutions Society (APREIS); Andhra Pradesh Social Welfare Residential Educational Institutions Society (APSWREIS); Andhra Pradesh Tribal Welfare Residential Educational Institutions Society (APTWREIS); Integrated Tribal Development Authority (ITDA), and Local bodies like Zilla Parishad, Mandal Parishad and Municipality along with state government managed Government schools are considered for finalisation of the assessment tools and formats.

The Regional Institute of Education (NCERT), Mysore has undertaken a programme to Develop the guidelines for Grading and Accreditation of Schools based on the Quality Parameters at secondary level consequent to the request of the state government. The programme was proposed by the state in the two-day consultative seminar organized by the Regional Institute of Education (NCERT), Mysore at Directorate of State Educational Research and Training (DSERT), Bangalore on 18th and 19th January 2007. The need of programme requirement is also reiterated at the state coordinating committee meeting held at the chambers of the Principle Secretary School Education, Government of Andhra Pradesh. As a priority of the state requirement, the institute has undertaken the task of the development of guidelines for grading and accreditation of schools based on quality parameters during the year 2007-08 and 2008-09. In the process of developing the norms for assessment and

accreditation of schools, the institute organized three-day seminar on the norms for assessment and accreditation of schools with an intention to know the academic exercises undertaken by individual researchers, institutes and organizations. The institute also invited the international organization UNICEF to share their experiences in the quality assessment of the schools. The Quality Control Cell of Maharastra State Government, Navodaya Vidyalaya Samithi (NVS), Karnataka School Quality Assessment Organisation (KSQAO) and Bharathidasan University School Linkage Project, Thiruchirapalli, Tamilnadu shared their experiences in this regard. The National Assessment and Accreditation Council (NAAC) of University Grants Commission (UGC) experiences in the quality assessment of higher education institutions are also discussed by keeping the school as an institution. Education Quality Foundation of India (EQFI), New Delhi a Non-Governmental Organisation working for quality assessment of schools also presented their experiences in the assessment of schools. The Sarva Shikha Abhiyan (SSA), Government of Andhra Pradesh presented their experiences

In most countries in the world, the function of accreditation for educational institutions is conducted by a government ministry of education. In India, NAAC is taking the responsibility of accreditation of institutes of higher education i.e. universities and colleges which are aspiring the grants from UGC.

The assessment criterion for schools was identified by providing an opportunity to the academicians, researchers and practitioners to share their views on assessment practices on school related issues 7th to 9th February 2008 in the National Seminar on Assessment and Accreditation of Schools at the Regional Institute of Education, Mysore. SSA state units of Andhra Pradesh, Karnataka, Chatisghadh and Maharastra are participated and presented their views on the quality monitoring mechanism and continuous feedback on quality inputs. The UNICEF, DPS (Delhi Public School) administration and Navodaya Vidyalaya Samithi are also participated and presented their views in the National Seminar. The non-governmental agencies like Educational Quality Foundation of India (EQFI) etc. are also take part in the above seminar.

The proceedings of the seminar came out with the following 8 (Eight) criteria for assessment of schools.
1. School Vision, Mission and Motto
2. Curricular & Co-curricular activities
3. Teacher Empowerment, Instructional Strategies and Evaluation practices
4. Leadership and School Management

5. School Resources for Teaching and Learning

6. Community Involvement

7. Student Achievement, Feedback and Counsiling Mechanism

8. Healthy and Successful practices

Criteria and Key Aspects

1. SCHOOL INFORMATION

A. Vision, Mission and Motto

Every school is started by Management / Community / Educational Society with clearly spelt out goals and aims. The school works to fulfill such defined goals, objectives or aims. You have to disply and qualitatively write school's Vision and Mission statement. Write mode of working of the school as envisaged in the Mission statement in functional terms. You write the Motto of the school.

2. CURRICULAR & CO-CURRICULAR ACTIVITIES

The key aspects identified under this criterion are - Curricular Design and Development, Academic Flexibility, Feedback on Curriculum, Curriculum update and Best Practices in Curricular Aspects.

This criterion deals with how the curriculum - assigned is enriched by an institution or totally remade, depending on the freedom allowed in curricular design - is compatible with the mission and vision statements of the institution. It also considers the practices of an institution in initiating a wide range of activities. The focus of this criterion is captured in the following statements that spell out the qualitative aspects and good practices expected of an institution:

➤ The institution has clearly stated and communicated Vision, Mission, Motto and Values.

➤ The institution develops and deploys Institutional Plans to achieve the objectives and effective implementation of the curriculum.

➤ The institution involves the students, alumni, community, academic peers and other stakeholders in curriculum development and implementation.

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3. TEACHER EMPOWERMENT, INSTRUCTIONAL STRATEGIES AND EVALUATION PRACTICES

Professional culture of the school with a healthy discussion of instructional strategies, practices and student work; adequate time and financial resources to ensure continuous improvement of instruction; availability and utilization of technology to support instruction and improve student learning; the school's professional development programmes to provide opportunities for teachers to develop; healthy practices like students' evaluation of teachers and supervision and evaluation processes of teachers; localized small scale action research studies on effectiveness of various instructional approaches and reflective about the instructional practices of the teachers; rewarding innovative instructional strategies ; teaching awards won by the teachers; professional development of faculty (seminars, conferences workshops etc); teacher appraisal; focus on specific aspects, value education, civic responsibilities personality development, environment education etc., and evaluation scheme.

4. LEADERSHIP AND SCHOOL MANAGEMENT

The leadership style of Heads of school can be classified as autocratic, democratic, transactional and laissez-faire. The autocratic head of school take all decisions of his own and expect staffs to implement the order. It is most successful when head is present in school. The democratic head of school is liked by all teachers, staffs and students. He takes decision on the basis of consultation, deliberation and discussion. It is always successful either when head is present or absent. The transactional head is aware of both needs of school and needs of staffs, teachers and students. He tries to integrate and balance both the needs of school, employees and students. The laissez-fare head is indifferent to school activities. He neither gives direction nor encourage employee. This leadership style is most ineffective. School can be assessed and accredited by evaluating socio-personal, academic and administrative qualities as well as the leadership style of Head.

5. SCHOOL RESOURCES FOR TEACHING AND LEARNING

This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution to maintain the quality of academic and other related activities on the campus. It also requires information on how every constituent of the institution - students, teachers and staff — benefit from them. Expansion of facilities to meet future development and maintenance of the facilities is also included among other concerns. The focus of this criterion is captured in the following criterion statements that spell out a few good practices of a quality institution:

The key aspects identified under this criterion are: Physical Infrastructure, Maintenance of Infrastructure, Library as Learning Resource, ICT as Learning Resource, Other Facilities,

➢ The institution has adequate physical infrastructure facilities to run the educational programmes efficiently.

➢ The institution continuously augments its infrastructure to keep pace with its academic development.

➢ The institution has effective mechanisms for maintenance and optimal use of infrastructure.

➢ The institution takes ample care and considers the environmental issues associated with infrastructure.

➢ The institution has adequate library and computer facilities and other learning resources with easy access for all its staff and students.

This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher order 'thinking' and investigation through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practical sessions. The criterion has an ample focus on how the institution supports and facilitates the use of new and emerging technologies. It also probes into the adequacy and competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that spell out the good practices adopted by an institution:

The institution has a transparent admission process and ensures that the defined admission criteria are equitably applied to all applicants.

➢ The institution engages its students in active learning.

➢ The instructional approaches and learning experiences provided are comprehensive and in keeping with the stated objectives of the institution.

➢ The students are prepared to live in diversified democratic society

6. COMMUNITY INVOLVEMENT

Community is a laboratory to the school and utilizing community resources to the maximum extent. Different and varied types of community resources can be effectively utilized by taking school to the community, and bringing the community to the school. School is a miniature society which moulds the children / students as good citizens.

Community involvement is a partnership among parents, teachers and children, in which all try to contribute to the development of the school. There are plethoras of ways in which the community can and has contributed to the quality of class room transaction either by directly participating in it or by supporting it indirectly. Hence, based on its performance in making the community to involve in school activities and also efficiently utilizing the community resources in teaching-learning process, a school can be judged as an excellent one or a best grade one.

7. STUDENT ACHIEVEMENT, FEEDBACK AND COUNSILING MECHANISM

The institution has sustainable practices in teaching-learning and evaluation, which have the greatest impact on performance, leading to quality enhancement in Teaching, Learning and Evaluation and good institutional performance.

The institution incorporates new technologies into its programmes and encourages students and faculty to use and adopt technology in teaching -learning.

The assessment and evaluation outcomes are used in improving the performance of the students and curriculum transaction effectively.

8. HEALTHY AND SUCCESFIL PRACTICES

This criterion focuses on the special efforts of an institution that affected its academic excellence. Any successful practice is a pathway created to further the interest of the students and the institution. Every institution constitutes Internal School Quality Assurance (ISQA) Cell. The ISQA Cell is a working group to encourage healthy and successful practices and to promote school and community relationship. The focus of this criterion is captured in the following criterion statements and key aspects:

Grading System

After Assessment, the Cumulative Score of an institution is arrived at, the institutions will be accredited on a 3- letter grade as follows:

If the cumulative score is 70 and above, the institution will be accredited with 'A' Grade, institution with a cumulative score from 60 – 69 will be accredited with 'B' Grade and

institution with a cumulative score from 50 – 59 will be accredited with 'C' Grade. If the cumulative score is less than 50, the institution gets "Not Accredited" status.

Institutional Preparation

Institutions that would like to get themselves accredited have to fulfill certain requirements and submit a SAR to DSE, AP by fulfilling the guidelines given in the manual. Every institution constitutes Internal School Quality Assurance (ISQA) Cell. The ISQA Cell is a working group to encourage healthy and successful practices and to promote school and community relationship.. The ISQA Cell of the institute makes efforts to prepare the SAR by involving staff, students and parents. The preparation of SAR will be an intensive but self-rewarding exercise for institutions. To maximise the benefits of such an effort, operational guidelines on institutional preparations are given below.

A successful self-study must have the total commitment of the management, administration and every member of the teaching faculty of the institution. All the constituents of the institution should not only be kept fully informed but also be as closely involved in the self-study as possible. Three basic commitments are essential for a successful self-evaluation, viz.,

- Willingness to invest the necessary time and effort
- The support of all institutional personnel, and
- A conscious dedication at all levels to perform the task effectively

To achieve these objectives, the leadership - the Head of the institution - has to play a positive and creative role. To assist him/her a ISQA Cell consisting of 4 to 6 members is to be constituted which will co-ordinate the compilation and analysis of data relating to the various aspects of the institution and its functions. This ISQA Cell will be responsible for organizing the information and data, to prepare the comprehensive report. The coordinator of this ISQA Cell will function as the institutional facilitator during the on-site visit of the peer team. He/She must be able to motivate others. Further, requisite clerical and other office support may have to be provided.

If the ISQA Cell plans the data collection in a systematic way and sets deadlines for various stages of the SAR writing, like preparing the criterion-wise draft analysis, circulating it among the members of the institution, preparing the final version etc., the whole process will be completed in a few weeks' time. Thus the ISQA Cell will have to play an active role in the preparation of the SAR, which has to be submitted to the head of the institution for submission to DSE, AP.

Manual for appraisal of Schools & Educational Institutions

This document on institutional accreditation is presented in two sections. Section A is a general introduction to the process of assessment and accreditation. Section B gives guidelines on organizing the Self-appraisal Report to be written in two parts. Part – I is the format for providing quantifiable data/information of the institution for Self-appraisal and Part – II is a descriptive report with evidences.

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2. Sample Questionnaires for feedback from Teachers

3. Assessment of Education Institution based on Suggested Parameters

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Guidelines for Assessment and Accreditation

This section gives overall guidelines for the process of assessment and accreditation of Educational Institutions It details on the eligibility criteria and methodology for assessment and accreditation of EI's. This section also explains, the criteria, key aspects and the rationale of Self-appraisal, which is the backbone of the whole process of assessment and accreditation.

Introduction

The Regional Institute of Education (NCERT), Mysore has undertaken a programme to Develop the guidelines for Grading and Accreditation of Schools based on the Quality Parameters at secondary level consequent to the request of the state government. The programme was proposed by the state in the two-day consultative seminar organized by the Regional Institute of Education (NCERT), Mysore at Directorate of State Educational Research and Training (DSERT), Bangalore on 18th and 19th January 2007. The need of programme requirement is also reiterated at the state coordinating committee meeting held at the chambers of the Principle Secretary School Education, Government of Andhra Pradesh. As a priority of the state requirement, the institute has undertaken the task of the development of guidelines for grading and accreditation of schools based on quality parameters during the year 2007-08 and 2008-09. In the process of developing the norms for assessment and accreditation of schools, the institute organized three-day seminar on the norms for assessment and accreditation of schools with an intention to know the academic exercises undertaken by individual researchers, institutes and organizations. The institute also invited the international organization UNICEF to share their experiences in the quality assessment of the schools. The Quality Control Cell of Maharastra State Government, Navodaya Vidyalaya Samithi (NVS), Karnataka School Quality Assessment Organisation (KSQAO) and Bharathidasan University School Linkage Project, Thiruchirapalli, Tamilnadu shared their experiences in this regard. The National Assessment and Accreditation Council (NAAC) of University Grants Commission (UGC) experiences in the quality assessment of higher education institutions are also discussed by keeping the school as an institution. Education Quality Foundation of India (EQFI), New Delhi a Non-Governmental Organisation working for quality assessment of schools also presented their experiences in the assessment of schools. The Sarva Shikha Abhiyan (SSA), Government of Andhra Pradesh presented their experiences.

The process of Assessment and Accreditation (A&A) is not an external regulatory mechanism or a superior outside judgment. It is essentially the collective endeavor of an institution and its personnel to constantly and consistently move forward and upward in the direction of relevance, effectiveness and credibility of the professional work they are engaged in.

The Process of Assessment and Accreditation:

The process of assessment and accreditation is expected to help institutions to carry out their Strength, Weakness, Opportunity and Threat (SWOT) analysis and in making their programmes more attractive to the students. Overall, the assessment and accreditation is expected to act as an instrument for raising the quality of the education system and as a whole help the institutions in using their physical and instructional infrastructure optimally and professionally. As the whole process of assessment and accreditation revolves round the institutional processes, the primary role in the assessment and accreditation process is with the individual institution.

Eligibility

Any institution offering programmes in education recognized by Govt. of A.P. and having a standing of at least three years since establishment and with a record of two batches having graduated for SSC are eligible for undergoing the process of assessment and accreditation.

Unit of Assessment

Any school recognized and aided by the government of Andhra Pradesh

The Methodology

The various stages in the process of assessment and accreditation are described below:

I.   Submission of filled in Self-appraisal Report Form by the school;

II.   The 'on-site' visit of the peer team for validation of the SAR and for recommending the assessment outcome.

III.   The final decision by the Committee constituted by the Govt. of A.P.

Stage I: Letter of Intent and Institutional Eligibility for Quality Assessment

All Secondary EIs recognized by Govt. of AP are expected to submit a Letter of intent. The institution receiving confirmation of eligibility for A & A. may proceed to stage – II i.e. preparation and submission of filled in SAR.

Stage II: Self-appraisal Process:

The self-appraisal process, which is the first step when an institution moves towards accreditation, emphasizes on building for the future and the renewal of the institution through an understanding of the existing institutional strengths and weaknesses. While preparing for self–appraisal, the school needs to look at the following three fundamental concepts

✓ The self-appraisal process needs to be a collaborative and participative process which should encourage and involve all the employees of the institution (academic and administrative), students, parents, community members and any other stakeholders

✓ The process should be authentic in analyzing the strengths and weaknesses and not an exercise for creating a document to satisfy the peer team members visiting the institution

✓ The process should be able to rejuvenate the institution and renew passion for effective learning and institutional excellence

Stage III: Validation of the Self-appraisal Report and Peer Review:

On receipt of the SAR, the peer team would perform an in-house analysis of the report for its completeness. For eligible institutions, peer team visits will be organized. The DSE, AP will constitute panels of peer teams in consultation with the Director of SCERT, Hyderabad.

The peer team comprises of a Chairperson and a member.

Normally, a typical visit schedule lasts for two days, beginning with a pre-visit meeting of the peers and ending with an exit meeting which is an open house meeting of the institutional members, stakeholders and the peer team members. The team visits the institution, interacts with all the stakeholders, verifies the documents.. At the end of the visit, based on the evidences gathered by the team and the interactions with various stakeholders, the team makes a collective judgment on the accreditation status of the institution. The validation of the SAR by the peers results in a detailed qualitative report and a quantitative report (Score sheet) with criterion-wise assessment.

The descriptive report is shared with the institution before finalisation and submission to the committee. The institution is thus given an opportunity to suggest for correction on factual errors.

Awarding Accreditation and Grading:

Based on recommendations of the Peer Team, the executive committee constituted by the DSE, AP, reviews the detailed report and criterion-wise assessment submitted by the peer team and awards Grade.

Following are identified eight criteria as the basis for its assessment and accreditation with an assumption that these eight criteria encompass all the processes of an institution:

1. SCHOOL INFORMATION
2. CURRICULAR & CO-CURRICULAR ACTIVITIES
3. TEACHER EMPOWERMENT, INSTRUCTIONAL STRATAGIES AND EVALUATION PRACTICES
4. LEADERSHIP AND SCHOOL MANAGEMENT
5. SCHOOL RESOURCES FOR TEACHING AND LEARNING
6. COMMUNITY INVOLVEMENT
7. STUDENT ACHIEVEMENT, FEEDBACK AND COUNSELING MECHANISM
8. HEALTHY AND SUCCESFIL PRACTICES

The "*Manual for Self-appraisal of educational institutions*" brings out different input, process and output norms that constitute the indicators of quality of an educational institution.

Thus overall the Manual includes eight criteria that subsume and account for practices that can lead to quality improvement in school education.

The preparation of the SAR is expected to serve as a catalyst for institutional self-improvement. The participation of the teachers, administrative staff, students, parents and alumni in the quality assurance activities in school education could lead to newer initiatives. Interaction with the stakeholders would also facilitate the development process of the institutions and their educational services.

SCHOOL INFORMATON SCHEDULE FOR ACCREDITATION & ASSESSING GRADES

I SCHOOL INFORMATION

A. Vision, Mission and Motto:

B. School Information:

District Code: ☐ ☐   School Code: ☐☐☐☐☐☐

Academic Year: ☐☐☐☐ - ☐☐

1. School name: _____

2. Rural / Urban (Rural = 1 / Urban = 2)   ☐

3. Village name / Ward No._____

4 PIN Code: ☐☐☐☐☐☐

5 Telephone / Cell phone No.   ☐☐☐☐☐☐☐☐☐☐

6 Village Panchayat / City / Town name_____

7 Revenue Mandal name_____

8 Distance in Kms. from Mandal H.Q.   ☐☐

9 Year of establishment   ☐☐☐☐

10 Year of upgradation as High School (if applicable)   ☐☐☐☐

11 Type of School [1]   ☐

12 Managed by [2]   ☐

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[1] Boys (1) / Girls (2) / Co-educational (3)

[2] Govt. (1) /Z P (2) / Municipality (3) / APREIS (4) / APSWREIS (5) / APTWREIS (6) / ITDA (7) / Private Aided (8) / Others (9)

13 Is it a Residential School? (Yes = 1 / No = 2) □

14 Lowest class in the School □

15 Highest class in the School □ □

16 Total no. of teachers □ □

17 Is the School building used as a part of shift School (Yes = 1 / No = 2) □

18 Medium of instruction:

Enrolment:

Classes →	VI		VII		VIII		IX		X	
Sections in classes										
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
General										
SC										
ST										
OBC										
Total Enrolment										
*										
*										
*										

* Minority categories not covered above

Enrolment in current academic session (By medium of instruction)

Classes →	VI		VII		VIII		IX		X	
Medium ↓	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Telugu										
English										
Urdu										
*										
*										
Total										

* Media not covered above

Children with disabilities

Classes →	VI		VII		VIII		IX		X	
Type of Disability	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
In vision										
In hearing										
In speech										
In moving										
Mental										
Multiple Type										
Others										
Total										

II CURRICULAR AND CO-CURRICULAR ACTIVITIES
A. Curricular Activities:
No. of Tests / Examinations conducted :

Classes →	VI	VII	VIII	IX	X
1) (a) Unit tests					
(b) Quarterly					
(c) Half yearly					
(d) Final exam.					
2) Other tests (Specify)					
3) Life Skills Edn.					
4) Adolescent Edn.					
5) Population Edn.					
6) Vocational Edn. (Gen. Stream)					
7) Vocational Edn. (Vocational Stream)					

8. Do the teachers prepare TLM?   Yes / No

9. Is there co-operative Learning / Group Learning / Peer Learning?   Yes / No

10. Is there any special provision for the physically challenged pupils?   Yes / No

11. Do your school teachers conduct any Action Research?

    If so, mention the information in the following format.

S.No.	Theme	Month & Year	District /State / National Level Awards

12. Do you have technology-aided teaching?   Yes / No

13. Do the students attend School prayer and sing patriotic songs?   Yes / No

14. (a) Do the Students wear school uniform?   Yes/ No

    (b) Does your school insist punctuality?   Yes / No

    (c) Are the students regular to school sponsored programmes?   Yes / No

    (d) How are the teachers respected in the school?   Always / Some times / Never

15. What activities are taken up under Environmental Education? (Specify)

16. Whether subject meetings are held as per the academic calendar and

    coverage of syllabus monitored?   Yes / No

B. Co-curricular Activities conducted in the school (put tick marks)

> (i)   Cultural Activities
>
> (ii)   Performing Arts (dance, drama etc)
>
> (iii) Sports and Games
>
> (iv)   N.C.C.
>
> (v)   Scouts and Guides
>
> (vi)   Red Cross
>
> (vii) NGC

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(viii) Red Ribbon Club

(ix) Folk Lore

(x) Consumer Club

(xi) Any others (Specify)

III TEACHER EMPOWERMENT, INSTRUCTIONAL STRATEGIES AND EVALUATION PRACTICES

A. *Teacher Empowerment:*

1. Is in - service training conducted for the teachers?   Yes / No

2. Did your school participate in previous Science Exhibition?

      (a) District level   Yes / No
      (b) State level   Yes / No
      (c) South India / National level   Yes / No

3. Did your School / Teacher / Students get any Awards?

      (a) District level   Yes / No
      (b) State level   Yes / No
      (c) National level   Yes / No

4. Did the teachers / students publish any article(s)?   Yes / No

5. Does your management analyze the teachers' knowledge, teaching

   ability and experience before appointment?   Yes / No

6. Are the teachers evaluated during the academic year?   Yes / No

   If so, how many times in a year?

7. Does your school maintain a rapport with the management, the staff,

   the students and their parents for betterment of your school?   Yes / No

B. *Instructional Strategies:*

1. (a) State the teaching learning methodologies adopted by your teachers.

   (b) Write the most commonly used instructional strategies in your school among the

      following, based on priority. Projects, Lecturing, Experimenting, Field Visits, Giving

      Notes, Peer Learning, any other

1	2.	3.
4.	5 .	6.

2. Which of the following Audio Visual Aids do your teachers use in teaching? Put a *Tick* mark.

    (a) Radio   (b) Tape Recorder   (c) T.V.

    (d) VCD/DVD Player   (e) Projector   (f) Any other (specify)

3. (a) How do you identify slow learners?

    Academic Performance / General behaviour / both.

  (b) Does the school organize any remedial programme for slow learners and low achievers?

     If so,   Daily / Weekly

4. Does your school organize Supervisory Study?   Yes / No

5. Does your school organize Intensive Study Coaching?   Yes / No

6. Do you have any collaborative effort with other schools / institutions for improving teaching learning activities? If yes, give details.   Yes / No

S.No.	Name of the School	Name of the Programme	Month & Year	Duration

C. *Evaluation Practices:*

1. Do you have subject committees to prepare question papers?   Yes / No

2.. Does your school collaborate with other schools for preparing the question papers?   Yes / No

3. Is the scheme of valuation prepared?   Yes / No

4. Are the answer scripts shown to the parents?   Yes / No

5. Does the school maintain pupil achievement monitoring system?   Yes / No

6. How is the assessment expressed?   Grades / Marks

IV LEADERSHIP AND SCHOOL MANAGEMENT

(Including school complex linkages with other schools)

1. Rank the following areas focused in the institutional plan. Infrastructural

   Development, Curricular Development, Co-curricular Development, Activities

   for improving the achievement levels of X class students

   (1)   (2)   (3)   (4)

2. (i) Are your class rooms cleaned every day?   Yes / No

   (ii) How often your school buildings are white washed?   Once in   [   ]

      (a) 3 years   (b) 5 years   (c) 10 years   (d) above10 years

3. (a) Do you have sufficient freedom in taking important decisions?   Yes / No

   (b) Are you and your teachers included in the composition of SEMC for the

      development of school activities?   Yes / No

   (c) Are the teachers, students and parents allotted responsibility to discharge their

      duties in the betterment of school, through any committee? If so, state the details

4. (a) Do you organize any programmes involving the local eminent persons?   Yes / No

   (b) Does the SEMC have wide spread representation from the local community?   Yes / No

5. (a) Are there any governmental / non-governmental scholarships? If so,

S.No.	Name of benefactor	Number of beneficiaries

   (b) Are the Educational Tours and Field Trips organized by your school?   Yes / No

   (c) Do your students appear for the competitive exams. Like NTSE, Maths.

      Olympiad, NMMS, Hindi Pracharsabha Exams., etc., (Specify)

      (i)   (ii)   (iii)

      (iv)   (v)   (vi)

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6. Is there a Consumer Club in your school?   Yes / No

7. Is there a Co-operative Store in your school?   Yes / No

8. Do you have a Health Club in your school?   Yes / No

9. Is the medical examination conducted to the students regularly?   Yes / No

10. Does your school have any institutional planning for current year?   Yes / No

11. Did you involve all the teachers in formulating the institutional plan?   Yes / No

SCHOOL RESOURCES FOR TEACHING AND LEARNING
(School Building, Equipment, Facilities, Furniture and Other Data)

1. Status of School Building [3]   ☐

   Type of School Building (not to be filled for schools without building)

S.No.	Type of building	No. of building blocks	No. of classrooms used for Instructional purposes	Other rooms
a.	Pucca			
b.	Partially Pucca			
c.	Kuccha			

   Condition of classrooms
       (a) Good ☐ ☐   (b) Need minor repair ☐ ☐ (c) Need major repair ☐ ☐
   Condition of other rooms
       (a) Good ☐ ☐   (b) Need minor repair ☐ ☐ (c) Need major repair ☐ ☐

2. Is there a ramp facility for physically challenged pupils in your school?   Yes / No

3. Is there any play ground facility?   Yes / No

4. Is there compound wall to your school?   Yes / No

5. Is there supply of electricity in your school?   Yes / No

6. Is there MANA TV facility in your school?   Yes / No

7. Is there kitchen shed in your school?   Yes / No

8. How many working computers do you have in your school?   _____

3
  Private (1) / Rented (2) / Government (3) / Government school in a rent free building (4) / No Building (5)

9. How many books are there in your School Library? ⎯⎯⎯

10. Do you conduct a medical check up for your students? Yes / No

11. Status of furniture for your teachers and students. Sufficient / Partial

12. Are your teachers provided with separate almairahs / boxes? Yes / No

13. Does your school have Projector/ RCCP/ CD Player / DVD Player? Yes / No

14. Does your school have a Public Address system? Yes / No

15. Is there a Book-Bank in your school? Yes / No

16. Is there a separate waiting room for girls in your school? Yes / No

17. Is there a cycle stand in your school? Yes / No

18. Is there drinking water facility in your school? Yes / No

19. (a) Does your school have Lab equipment and facilities? Yes / No

    (b) Is the Lab Functional? Yes / No

20. Is there toilet facility in your school? Yes / No

21. Is there separate toilet facility for girls in your school? Yes / No

22. Is there separate toilet facility for staff in your school? Yes / No

23. Is there any Reading Room for students and staff in your school? Yes / No

24. Is there a Dining Hall in your school? Yes / No

25. How many black boards are there in your school? Yes / No

COMMUNITY INVOLVEMENT

1. Report of the Chairman SEMC (School Education Management Committee)

Name of the Activity	Nature of community participation	Achievement
Enrolment		
Retention		
Student achievement		
School infrastructure development		
Participation in Co-curricular Activities		

Signature of the Chairperson

2. Brief report of Head Master about school involvement in Community

    (A) School community resources

    (B) Sharing of School resources for Community Development Activities

    (C) School as a literacy center for Community Literacy Development Programmes

    (D) School involvement in Health and Sanitation Campaigns

    (E) School involvement in Environmental activities with NGC

    (F) School involvement in Social Service Activities

3. NGO / Individuals' involvement in school development

    (A) Enrolment

    (B) Retention

    (C) Physical and Financial support

    (D) Participation in Co-curricular Activities

    (E) Incentives sponsored for Students and Teachers

    (F) Any other activity for school empowerment

VII   STUDENT ACHIEVEMENT, FEED BACK, GUIDANCE AND COUNSELING MECHANISM

Achievement monitoring and remedial measures by hostel tutors and teachers.
(Details of the programme to be given)
Performance of Class X students in the public examination

Students appeared				Students passed						
Year	Boys	Girls	Total	Below 40	From 41-49	From 50-59	From 60-70	From 71-80	From 81-90	Above 91
2003-04										
2004-05										
2005-06										
2006-07										
2007-08										

Class average of the previous academic year: _____ %

Performance of Class VII students in the Board examination

Year	Students Appeared	No. of First Classes	No. of Second Classes
2003 - 04			
2004 - 05			
2005 - 06			
2006 - 07			

Which of the following assessment techniques are followed for students' academic performance?

(Tick the relevant points)

   Oral tests

   Written tests

   Examinations

   Assignments

24

Teacher observations

Workbooks

Projects

Any other (specify)

How is feedback of academic performance given to students and parents? (Tick items)

Valued answer scripts and progress reports

Making learners reflect on their performance

Discussion with students

Discussion with parents

How do you find the potential of pupils in various co-curricular activities? (please mention method)

Competitions

Observations

Peer group views.

Is there a suggestion box in the school premises?   Yes / No

Are your school accounts made transparent?   Yes / No

Is transparency maintained in a. Administration b. Financial matters c. Academic matters?

Does your school have guidance and counseling facility?

If yes, give details

Whether the teacher counselor has the required training in guidance and counseling?

Is there a separate counseling room?   Yes / No

If no, what kind of arrangement is made?

Whether general or vocational seminars and exhibitions conducted on counseling and guidance

                                                                   Yes / No

Does your school organize any career talks and career information exhibitions in your school?

                                                                   Yes / No

HEALTHY AND SUCCESSFUL PRACTICES OF THE SCHOOL
(Give brief description and enclose evidence)

1. Celebration of National Festivals
2. Celebration of Important events and days
3. Preparing children for competitive examinations
4. Maintenance of clubs (literary and subject)
5. Encouraging children for District, State and National level games competitions
6. Preparation and participation in Science Fair
7. Celebration of sports day and school day
8. Publishing the school magazine
9. Drawing and Painting competitions
10. Organizing Quiz, Debate, Elocution, Essay writing etc
11. Subject teachers' meeting to share their experiences
12. Involvement in school complex activities
13. Activities to promote local / folk culture
14. Activities relating to community concerns

School Information	05
Curricular and co-curricular activities	20
Teacher empowerment, Instructional strategies and evaluation practices	20
Leadership and school management	10
School resources for teaching and learning	20
Community involvement	05
Student achievement, feedback and counseling mechanism	15
Healthy and Successful practices	05

STUDENT FEEDBACK FORM

1. Do you like your school?

2. Does your school have required classrooms?

3. Does your school have a good playground?

4. Does your school have any games equipment?

5. Do you participate in the games and sports of your school?

6. Does your school have sufficient toilets?

7. Does your school have drinking water facility?

8. Does your science teacher demonstrate experiments?

9. Do you get homework every day?

10. Do you get homework in all subjects?

11. Do your teachers correct the workbooks, home works, assignments and tests?

12. Does the school organize cultural programmes?

13. Do you like the cultural programmes?

14. Do you like to participate in the cultural programmes?

15. Do you have mass P.T. / Yoga in school?

16. Are the teachers coming to the classes regularly?

17. Are the lessons completed as per schedule?

18. Are you able to understand the lessons?

19. Do you get doubts cleared during classroom teaching?

20. Do you ask your teachers your doubts?

21. Do your teachers clarify your doubts?

22. Do you have supervised study in your school?

23. Do your teachers conduct any special classes for low achievers?

24. Has your school participated in any social service activities? Give details.

25. Did you participate in the social service activity?

26. Did your school organize any field trips / excursions?

27. Did you participate in any field trip or excursion?

28. What does the teacher do if the homework is not done?

PARENT FEEDBACK FORM

1. For how many years has your child been going to this school?
2. Are you satisfied with the facilities available in the school?
3. Does the school cater to the needs of your child?
4. Is your child comfortable with the school?
5. Does your child approach the teachers freely?
6. Do you visit the school regularly?
7. Is the school cordial to you when you visit the school?
8. Are the PTA meetings held in the school?
9. How often do you attend the PTA meetings?
10. Have you participated as a resource person in the school activities?
11. Are you satisfied with the inputs provided to your child by the school?
12. Have you given suggestions for the improvement of the school?

LETTER TO THE HEAD MASTERS

This is a self-assessment report on Know Your School status to be filled by you with the assistance of your other teaching and non teaching staff with documental support wherever required. This report helps you to know your school status to plan on how best you can improve the same. This is not for the purpose of any inspection rather to help the school to raise to higher quality status.

SAMPLE

Districts:

Khammam & Nalgonda

Krishna & West Godavari

Ananthapur & Kurnool

Types of Schools:

S.No	Types of School	No. For Study
1	Govt. Schools	4
2	Z P Schools	8
3	Municipal Schools	4
4	APREIS Schools	1
5	APSWREIS Schools	1
6	APTW Schools	1
7	ITDA Schools	1
8	Oriental Schools	1
9	Aided Schools	1
10	Long Standing / Recently Started Schools	1
11	Velugu Project Schools	1

Medium:

    English Medium

    Telugu Medium

    Urdu Medium

SCHOOLS USED FOR TRYOUT OF THE TOOLS:

Ananthapur District

    ZPHS, Kodikonda (Co-Ed) TM

    ZPHS, Kallumarri (Co-Ed) TM

    APTWR School, Nandyala (Girls) TM

    APR School, Lepakshi (BC-Boys) TM

    APR School, Telukuladu (BC-Girls) TM

    Oriental School, Lepakshi (Oriental School)

    MGM School, Hindupur (Co-Ed) TM/EM

    Govt. High School, Kadiri TM/EM

    ZPHS, Gorantla (Boys)

    ZPHS, Gorantla (Girls)

    Eswaranna School, Puttaparthy (Aided)

    Govt. High School, Rajahmundry (IASE Model School)

    APSWR School, Kalasandram, Kadiri (SC-Boys)

    APSWR School, Kurugunta (SC-Girls)

Srisailam

    APR School for Tribes

    APR School for BCs

    ITDA School

Kammam

    ZPHS, Mandikunta

    ITDA School, Bhadrachalam

CRITERIA FOR ASSESSMENT

I. SCHOOL INFORMATION (5 Points)

S.No	Criteria	Points
1	Clear Statement of Vision	1
2	Clear Statement of Mission	2
3	Motto Statement	1
4	Attempts towards realization of vision and mission	1

II. CURRICULAR AND CO-CURRICULAR ACTIVITIES (20 Points)

(A) CURRICULAR ACTIVITIES (15 points):

1. Conducting Tests in Core Subjects	1 Point
2. Conducting Additional Tests	1 Point
3. Life Skill Education	1 Point
4. Adolescent Education	1 Point
5. Population Education	1 Point
6. Vocational Education (General Stream)	1 Point
7. Vocational Education (Vocational Stream)	1 Point
8. Preparation and use of self learning material	1 Point
9. Use of Co-operative Learning / Group Learning / Peer Learning	1 Point
10. Provision for Physically Challenged	1 Point
11. Action Research	1 Point
12. Technology Aided Teaching	1 Point
13. Morning Assembly	1 Point
14. Integration of Values	1 Point
15. Environmental Education	1 Point

(B) CO-CURRICULAR ACTIVITIES (10 x ½ = 5 points) :

Cultural activities
Performing Arts (dance, drama etc)
Sports and Games
N.C.C.
Scouts and Guides
Red Cross   5 Points
NGC
Red Ribbon Club
Folk Lore
Consumer Club
Any others (Specify)

III) TEACHER EMPOWERMENT, INSTRUCTIONAL STRATEGIES AND EVALUATION PRACTICES   (20 Points)

Teacher Empowerment - 6 Points

Instructional Strategies – 8 Points

Evaluation Practices – 6 Points

Teacher Empowerment (6 Points)

1. In-service Training	1 Point
2. Participation in Science Exhibitions - District (1), State (2), National(3) level	3 Points
3. Awards for Teachers/School/Students – District (1), State (2), National (3) level	3 Points
4. Publication of Articles	1 Point

Instructional Strategies (8 Points)

1. Usual Methods	3 Points
2. Using AV Aids (any four)	2 Points
3. Remedial Teaching	1 Point
4. Supervisory Study	1 Point
5. Intensive Coaching	1 Point

Evaluation Practices

1. Subject Committees to prepare question papers	1 Point
2. Collaboration with other schools to prepare question papers	1 Point
3. Preparing scheme of valuation	1 Point
4. Showing the Answer Scripts to parents	1 Points
5. Maintanance of Pupil Achievement Monitoring System	2 Points

IV) LEADERSHIP AND SCHOOL MANAGEMENT (10 Points)

1. Following the Schedule both Curricular and Co Curricular	1 Point
2. Cleanliness and Up keeping	2 Points

[(i) For 'Yes' 1 point (ii) For (a) 1 point; For (b) ½ point; (c) or (d) no point]

3. Involvement and Support of the functionaries [each ½ point]	2 Points
4. Involving the Community	2 Points
5. Organizing activities in addition to the Schedule	
Innovative, Awards to teachers, Scholarships to Students	3 Points

V) SCHOOL RESOURCES FOR TEACHING AND LEARNING (20 Points)

1. Adequate Infrastructure	2 Points
2. Ramp	1 Point
3. Usable Ground	1 Point
4. Compound Wall	1 Point
5. Electricity if in use	1 Point
6. If Mana TV is shown	1 Point
7. Kitchen Shed	1 Point
8. (a) If 5 Working Computers	1 Point
(b) If More than 5 Working Computers	2 Points
9. If Library has 1000 Books	1 Point
10. If Medical Checkup is conducted once in a year	1 Point
11. Partial Furniture to the students	1 Point
12. If Independent Locker Almaras for teachers	1 Point
13. Projector, RCCP and CDs	1 Point
14. PA System	1 Point
15. Book Bank	1 Point
16. Waiting Room for Girls	1 Point
17. Cycle Stand	1 Point

| 18. Drinking Water | 1 Point |
| 19. Science Lab | 1 Point |

VI) COMMUNITY INVOLVEMENT (5 Points)

1. SEMC Chairpersons Report	1 Point
2. School & HM involvement in Community Activities	2 Points
3. NGOs and Individuals Involvement in Co-curricular Activities	1 Point
4. NGOs and Individuals Involvement for providing incentives	1 Point

VII) STUDENT ACHIEVEMENT, FEEDBACK AND COUNSELING MECHANISM (15 Points)

X Class Result:

If 50% of the successful students get second Class	1 Point
If More than 50% of the Successful students get First Clas	2 Points
If More than 50% of the Successful students get above 70%	3 Points
If the class average is More than 50%	1 Point

If there is improvement in SSC results for three consecutive years

Irrespective of level of performance	1 Point
In class ~~VII~~ ^{each} if more than 50% of students secure first class	1 Point
If other tests other than prescribed are conducted	1Point

FEED BACK (4 points)

If two items are maintained (A+B) in item 4	1 Point
If (C +D) are maintained in item 4	1 Point
If ABC of item 5 are maintained	1 Point
If suggestion box is maintained	1 Point

GUIDANCE AND COUNSELING (3 points)

If guidance is provided	1 Point
If arrangements are made for career guidance	1 Point
If counseling is provided	1 Point

(If counseling is provided in a girls school, they get one bonus point)

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VIII   HEALTHY AND SUCCESSFUL PRACTICES   (5 points)

1. Maintenance of subject clubs	1 Point
2. Encouraging students for participation in Games and Sports at various levels	1 Point
3. Participation in Science Exhibitions	1 Point
4. Organising Quiz, Debate, Elocution, Essay Writing etc.,	1 Point
5. Involvement in School Complex Activities	1 Point

Appendix – 2

Accountability to Accreditation thru Assessment: Impressions for ensuring Quality School Education

Discussion Note
Presented by
Prof. P. Sandeep
Former Dean, Faculty of Education
Osmania University

Introduction

Ever since the Indian School Education System has reached some what satisfactory levels of achievements on Access and Enrolment the focus of attention shifted to Dropout and Retention. Further, it is realized that mere provision of school is no solution to attract school age children, and unless the school attracts the children (parents!) the problem of dropout and retention can not be solved. The quantitative expansion, it means, should also ensure quality education to all learners. To improve the retention capacity of the school/classroom simply means improving the quality of inputs in the processes that go with the provision of school education from admission through internal evaluation and preparation for the external evaluation that leads to corresponding Boards' Certification. This calls for Norms and Standards to be maintained by the schools. This is more desirable, when we find the quantitative growth of school education system has brought on to the scene a variety of institutions by their nomenclature in the name and style of serving the cause of different layers of , the community, as can be found from the International Schools, Public Schools, Concept Schools, Self-financing (Private Un-Aided) schools, all these in addition to old players like the Government
Schools (Central & State), Aided Schools, Schools under local bodies, Mission Schools, etc., etc.,. The diversities enlisted have only contributed to widening gap in ensuring quality education to all children   of the school going age. If it is so then how to ensure quality school education in these distinctly different types of institutions and make them more accountable.

Accountability

Yes. Accountable. Accountable to what? Accountable to whom?   A closer look at this issue of accountability reveals that there is one type of accountability that is prevalent, i.e., compliance with statutes and   regulations as embodied in the Education Acts – right from seeking permission / recognition to start, run and renew, which amounts to compliance with monitoring and inspection provisions of the Act. But despite this accountability to rules and regulations the diversities in managements' ability to provide necessary inputs – from infrastructure to efficient teachers – the results of these have been diverse showing peaks and valleys in performance levels among their students. Simply stated being accountable to rules and administration has not brought down the variability in the characteristics of the students. Mere accountability to rules and administration therefore would not suffice. We also witness on the scene a second type of accountability which has based itself on adherence to the professional

norms. These norms as the name indicates emanate from time to time from professionals / educators / Councils / Boards. However it is to be noted here that they are neither mandatory nor regulatory bodies as they are simply advises or suggestions. In this system the schools and its educators are accountable to their peers. Thus, the professional norms approach to accountability undermines the very purpose of accountability as it is advisory and not mandatory. Finally, there is an accountability system based upon results with results defined in terms of students learning. In this approach educators/schools are accountable to student learning and accountable to the general public. However, how you get good results is not examined but the focus is only on the obtained excellent results.

On closer examination we may infer that what we need is an accountability system that attempts to balance all the three approaches where in professional norms complement both compliance and results approaches. An amalgamation of the three approaches would yield a system of Norms and Standards that can be made part of the School Assessment and Accreditation System.

Backdrop to Assessment-Accreditation

At this juncture before we dwell upon Assessment and Accreditation vis-à-vis the school's norms and standards let us briefly visit the National Knowledge Commission Report – 2006 and National Curriculum Framework – 2005, for their expectations from school and school education. I believe the Norms and Standards gain their reference points from these national perspectives.

The **National Knowledge Commission Report (2006)** reflecting on School Education stated that, "It is essential to address the issued related to school education in order to build the foundation for Knowledge Society. Children must be from all backgrounds in order to prepare India for the 21st Century and to ensure that all sections of society can meaningfully participate in the development process". Further consultations are being held, it is informed, to frame policy recommendations on different aspects of schools. These different aspects of school are given by the NKC-2006 as: Quality of education imparted; management of schools; developing the human resource capacity for teachers; and, ensuring quality education for children from different backgrounds.

In our endeavour to prepare the framework for School Assessment and Accreditation these aspects should work as the backdrops as also the National curriculum Framework-2005 observations/recommendations, for determinations and decisions in arriving at the Norms and Guidelines.

Now let us look into the **National Curriculum Framework-2005**.

-    It is interesting to note that the NCF-2005 has stated certain broad Aims of Education, which are:
     -        Independence of thought and action

- Sensitivity to others well being and feelings
- Learning to respond to new situations in a flexible and creative manner
- Predisposition towards participation in democratic processes
- The ability to work towards and contribute to economic process and social change.

Further it stated that:
- Health, nutrition and an inclusive environment should ensure empowerment of all children in their learning across differences of caste, religion, gender and disability;
- Teaching must respond to the presence of first generation school whose retention is imperative owing to the constitutional amendment making elementary education a fundamental right of every child.
- The five guiding principles for curriculum development/transaction can also be considered as part of our effort to develop norms and standards for assessment and accreditation. The NCF-2005 for instance speaks of the following five guiding principles for the Curriculum Development/Transaction:
    a. Connecting knowledge to life outside the school;
    b. Ensuring that learning shifts away from rote methods;
    c. Enriching the curriculum so that it goes beyond textbooks;
    d. Making examinations more flexible and integrating them with classroom, life;
    e. Nurturing an identity soaked in caring concerns within the democratic polity of the country.
- Further, on the Teaching-Learning front we find the statements like:
    i. "Knowledge is constructed by the child". This implies that:
        1. curriculum, syllabi and textbooks should enable the teacher to organize classroom experiences in consonance with the child's nature and environment and providing opportunities for all children;
        2. Teaching should aim at enhancing children's natural desire and strategies to learn;
        3. Knowledge needs to be distinguished from information;
        4. Teaching needs to be seen as a professional activity, not as coaching for memorization or as transmission of facts.
    ii. Activity is the heart of child's attempt to make sense of the world therefore every must be deployed to enable children
        a. Express
        b. Handle objects
        c. Explore their natural and social milieu, and
        d. To grow up healthy.
    iii. In order to organize children's classroom experiences that permit the child to construct knowledge, school systems require
        a. Systemic reforms
        b. Reconceptualisation of curricular areas or school subjects
        c. Resources to improve the quality of the school ethos.

c

Here it is pertinent to see the point emphasized with regard to systemic reform with special reference to school and school ethos. It is said that the school predisposes the child towards the aims of education and strategies of learning necessary for success at school. Further it is said that school calendars and time-table should be planned locally and be flexible which permit time slots of different kinds of activities such as project work, out door excursions to natural and heritage sites. School should make efforts to prepare more learning resources for children especially, books, reference material in the regional languages, for children and the teachers' reference libraries and access to interactive rather than disseminative technologies.

- A school is required to encourage community participation as a means of enhancing of quality and accountability.

- A variety of school based projects pertaining to environment to create knowledge base leading to help PRIs better manage and regenerate local environmental resources.

- Academic planning and leadership at the school level is essential to improve the quality. Here what is essential is to see the school's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities

- In service teacher education is seen as a catalyst for change in school practices; while teacher is seen as a facilitator of knowledge construction.

- Finally, on the evaluation front it is said that reducing stress and enhancing success in examination necessitates:

    a. Shift from content-based testing to problem-solving and understanding; and
    b. Shift toward shorter examination.

Now the questions are, to what extent the schools have been making efforts to set targets in these direction and where do they stand on the achievement scale. This is to be ascertained through the School Self-Review. This Self-Review encourages schools to review what they are doing systematically, and to proceed to action on the basis of that analysis; and this same self-review becomes part of the assessment leading to accreditation.

Now let us examine in light of the above backdrop, what could be at the heart of the assessment that becomes the foundation and leads to appropriate accreditation. To me as I mostly find in the pre-accreditation assessment procedure the assessment should start with Self-Review/Appraisal followed by external review/assessment.

Assessment

It is obvious from the above review that the assessment of the performance of a school system revolves around the question: "How well the school is doing?" and for this the components of assessment include: **Mission, Operations, Personnel, Clients and Finance.** The questions that draw information in this regard could be:

A.

- What is the mission of the school?
- Who set the mission of the school and who can change it?
- Are all the stakeholders partners in defining and working for the mission?
- Who determines if the organization is pursuing the mission?

B.

Although assessment of performance of a school is more difficult as education multiple stakeholders and pursues multiple often competing goals, it is required to assess the coverage, efficiency, achievement, relevance to the community relevance to the productive sector, and social equity.

C.

On the structural and operational aspects of the school the following deserve inclusion in the assessment.

Structural Aspects:

- ❖ Time: Number of days in the school year; Hours in the school day.
- ❖ Facilities: Location of school, and Design of buildings; size of buildings; number of classrooms; equipment and furnishing.
- ❖ Curriculum: selection of subjects; time for subjects; content of subjects.
- ❖ Instructional material: essential and additional
- ❖ Personnel: number of positions and persons in position; pupil-teacher ratio.
- ❖ Evaluation: Structure (essay, objective and performance based), and Content (related to Knowledge, Understanding and Application); test based admission.

Operational Aspects:

- ❖ Time: schedule of class hours; sequence of classes in the week.
- ❖ Facilities: Maintenance and upkeep.

- ❖ Curriculum transaction: sequence of subjects; assignment students (group/collaborative learning, etc); assignment of students to difference sections; instructional methods.
- ❖ Instructional Material: selection of textbooks, additional reading material.
- ❖ Personnel: Teacher selection process; instructional methods used by the teachers; in-house teacher training/orientation/refresher courses.
- ❖ Evaluation: content and frequency (during the course and the terminal evaluation).

D.

Managerial Capacities and Leadership competencies with the management for the school improvement or school development: Is it available totally in-house? Or outsourced by the way of seeking help of training and development agencies?

E.

Financial Management: Who decides about the source of funds and allocation for different purposes and what are the unit costs involved in managing the school?

These are mere illustrative citations and not at all exhaustive, as the deliberations here would add and or omit the components that should find place in the Assessment format. However, the effort is needed to integrate the elements that surfaced in Accountability, Knowledge Commission and National Curriculum Framework observations, for a comprehensive tool for Self Review can not other wise emerge.

Accreditation

Finally the accreditation itself is to be examined. To begin with, what is accreditation? And, what purpose it serves?

Accreditation is a process that ensures a basic level of quality in the education received from an institution and also ensures the creditability of the achievements of the learners.

The purpose of accreditation, it is generally stated, is to:
- ➤ Use standards of evaluation to ensure quality education;
- ➤ Encourage institutions to improve quality of education provided;
- ➤ Ensure the accountability of educational institutions; and,
- ➤ Provide public the confidence in the educational institutions.

Thus, the accreditation process ensures the review of a school's content and more, influenced by the role of accreditors and after accreditation schools become more accountable for continually working to improve the quality and the results of the education they provide.

As is evident from this at the core of accreditation, once again is the quality education. **The journey from accountability through assessment to accreditation thus is to ensure quality education.**

As the NCF observed let us help the 'freedom movement for the education of the young'; yes, of course, quality education to the young.

✽✽✽✽✽

Key Note Addresses

Criteria for the Assessment and Accreditation of Schools

Prof. N. Venkataiah[*]

According to the Plenary address at the National Conference on "Revisit Indian Education: Vision 2020 – Challenges Ahead", New Delhi the criteria for the assessment are:

1. Relevance of curriculum to meet the national development needs, teaching learning assimilation evaluation leading to development of employable skills.

2. Research consultancy and extension.

3. Infrastructure and learning resources.

4. Students support and progression.

5. Organization and Management.

6. Transparency in admission system and

7. Promotion of value based education towards the evolution of enlightened citizens.

To analyze the functioning of a school in totality, the following parameters that touch every facet of working of a school have been identified by Bharathidasan University School Linkage Cell (BSLC) Committee are as follows:

1. The school's mission and objectives in cognitive, affective and psychomotor domains,
2. Curricular and co-curricular activities,

3. Instructional strategies and practices,

4. Leadership and school organization,

5. School resources for learning,

6. Community Resources for learning and

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[*] Prof. of Education & Dean (Retd), Faculty of Education, University of Mysore, MYSORE

7. Assessment, feedback and counseling mechanism.

Dr.K.Rama (NAAC) in her article, Institutions: A strategic step to improve teacher quality presented six criteria. The six criteria for assessment are:

1. Curriculum Design and Planning.

2. Curriculum Transaction and Evaluation,

3. Research, Development and Extension,

4. Infrastructure and learning resources,

5. Student Support and Progression and

6. Organization and Management.

Dr.V.S.Prasad (NAAC) identified the following seven criteria for assessment and accreditation.

1. Curricular aspects,

2. Teaching – Learning evaluation,

3. Research, Consultancy and Extension,

4. Infrastructure and learning resources,

5. Student support and progression,

6. Organization and management and

7. Healthy practices.

The criteria suggested above are mostly for the Assessment and Accreditation of the institutions of higher education.

The author feels that

1. Student Support and Progression and

2. Research, Development and Extension are not very much related to School Education. But the important and related aspects of these criteria are included in other subheads of the criteria identified.

CRITERION – 1: The school's mission and objectives in cognitive, affective and Psychomotor domains

The indicators identified under the criterion are as given below:

1. The school's mission statement as a reflection of community's fundamental value,

2. Its consistency with the National and State Level goals,

3. Identification of behavioral objectives in cognitive, affective and Psychomotor domains and

4. Compatibility of schools activities with goals and objectives.

Note:

1. The school should realize not only community's present aims and objectives but also future aims and objectives.

2. The objectives of the school should enable the school to recognize its duties and responsibilities.

3. The school has to consider abilities of students, their physical, mental development and provide facilities for their development as far as possible.

4. The school should teach the skills useful for the development of students' physical, mental, social, moral development and give scope for such programmes in the school.

CRITERION – II: Curricular, Co-curricular activities and Planning

1. Planning:

(i) Admission procedure, ii) Details of working days, iii) Details of teaching days, iv) Students' ability level v) Academic calendar and fee structure.

2. Provision for the all-round development of students in the school curriculum.

3. Features of current syllabi and mechanisms for its monitoring and mid-course corrections,

4. Developing new courses, gestation time for running new courses,

5. Continuous review, evaluation and redesigning of school activities,

6. Curriculum design a) Feedback mechanism b) Inter/multi disciplinary components c) Innovations.

7. Interaction with parents, alumni and representatives of the local community sufficient and appropriate.

8. Instructional materials, technology and staffing for the implementation of the curricular and co-curricular activities.

9. Recreational/leisure time facilities especially indoor activity clubs, cultural, literary etc.

Note: Different aspects which may be covered under co-curricular activities are given below.

Types of co-curricular activities

1. Activities for physical development are: 1. Mass drill; 2.Athletics; 3.Games; 4. Sports; 5. Bicycling; 6. Swimming; 7. NCC, and 8. Gardening

2. Literary activities are: 1. Debates; 2. Symposiums; 3. Dramatics; 4. School publication; 5. Library work, ad 6. Story & Essay Writing

3. Aesthetic and cultural development are: 1. Music; 2. Folk dance; 3. Drawing and Painting; 4. Fancy dress; 5. Dramatics; 6. Variety show; 7. Charts and Models, and 8. School band

4. Hobbies are: 1. Stamp collection; 2. Collection of coins; 3. Photography; 4. Album making; 5. Collection of various articles, and 6. Gardening

5. Craft activities are: 1. Weaving; 2. Spinning; 3. Tailoring; 4. Smithy; 5. Flower gardening; 6. Toy making and 7. Book binding

6. Excursion activities are: 1. Picnic; 2. Pilgrimages to holy places; 3. Trips to historical & cultural places, and 4. Visits to Zoo, museum

7. Civic development activities are: 1. Visit to legislature etc.; 2. Celebrating festivals; 3. Mock Parliament; 4. School Bank; 5. Student council; 6. Student cooperation, and 7. Student parliament

8. Social Welfare activities are: 1. Morning Assembly; 2. Scouting; 3. NSS; 4. First Aid; 5. Red cross, and 6. Village survey

9. Multipurpose projects are: 1. School decoration; 2. Village/city survey; 3. Medical help on special occasions; 4. Running a post office or a bank, and 5. Running a school dispensary.

CRITERION – III: Instructional Strategies and Practices

1. Professional culture of the school with a healthy discussion of instructional strategies, practices and student work.

2. Adequate time and financial resources to ensure continuous improvement of instruction,

3. Availability and utilization of technology to support instruction and improve student learning.

4. The school's professional development programmes to provide opportunities for teachers to develop.

5. Healthy practices like students' evaluation of teachers and supervision and evaluation processes of teachers.

6. Localized small scale action research studies on effectiveness of various instructional approaches and reflective about the instructional practices of the teachers.

7. Rewarding innovative instructional strategies.

8. Teaching awards won by the teachers.

9. Professional development of faculty (seminars, conferences workshops etc)

10. Faculty appraisal.

11. Focus on specific aspects, value education, civic responsibilities personality development, environment education etc.

12. Evaluation scheme. (Theory- Assignment. seminars and project work, practice teaching, practical work, curricular activities, work experiences, SUPW)

13. Other teaching – learning innovations.

CRITERION – IV: Leadership and School Organization

1. Qualities of leader (Head master) are: 1. Well/highly qualified person; 2. Superiority of ability and character; 3. A democratic administrator; 4. Well conversant with the various aspects of school life; 5. Dynamic leader; 6. Sound judgment; 7. Thoroughly social; 8. Man of self confidence; 9. Conscientious worker, and 10. Maintain relationship with pupils, parents, teachers & public.

2. Vision, Direction and focus of the leadership.

3. Sufficient autonomy and authority for the headmasters essential to the success of school improvement,

4. Meaningful roles accorded to teachers, parents and students to promote an atmosphere of participation, responsibility and ownership.

5. Individual attention to the needs of the diversified students.

6. Provision of opportunities to collaborate within in and across institutions and

7. Positive respectful and supportive climate resulting in a sense of pride and ownership.

CRITERION – V: School resources for Learning

1. Allocation of resources programmes and services to ensure equal opportunity among the students.

2. Provision to the special needs of the first generation learners, slow learners and students from the disadvantaged segment of population.

3. Providing and maintaining library/information services programme and materials that are fully integrated into the school's curriculum.

4. Maintain student's progress records.

5. Health and sports services.

6. Canteen and cooperative stores for students.

7. Infrastructure

8. Financial inputs for creation and maintenance of infrastructure

9. Computers, availability and use

10. Laboratories – availability, maintenance and utilization and

11. Audio-visual materials and Internet related facilities.

CRITERION – VI: Community Resources for Learning

1. Encouragement of the parents' participation in school programs.

2. Functioning of the school committee adequately represented by the members of the community.

3. Functioning of the parent teacher's Association and Alumni Association for the improvement of the school system.

4. Fostering productive business/community that support student learning.

5. Ongoing planning with the help of the local community to address present and future programmes, staffing, facility and technology needs as well as financial needs.

6. Increasing number of students – shortage of space for seating the children.

7. Lectures by some experts from the community,

8. Exhibitions arranged with the cooperation of community (Art, Painting, Clay modeling, card board modeling)

9. Encouraging community to provide human resources, financial resources, and physical faculties.

10. Local advisory committee.

CRITERION – VII: Assessment, feed back and Counseling mechanism

1. Criteria based on specific expectations of student learning as the basis for grading and reporting.

2. Variety and range of classroom assessment strategies to evaluate the Scholastic and non-scholastic aspects of students' learning.

3. Using the results of classroom assessment of student learning by the teachers to improve their instructional practices,

4. Feedback to students and their families on the progress of the students.

5. Pass and dropout rate,

6. Guidance and Counseling services,

7. Attendance rate and

8. Grievance redressal mechanism.

Accreditation of Schools- Karnataka State Experience through KSQAO

Sri S.R. Chandraiah[*]

General Concerns:

It is true that post independence policy pronunciations have put access to educational facilities as the priority. NPE 1986 went further and included the need for providing education of 'Comparable quality'. This is an issue, which has a direct learning an equity issue. For that very reason now quality dimensions in a situation of such complex plurality our state has acquired very significant role.

'Monitoring for quality must be seen as a process that enables and provides constructive feed back in relation to the teaching, learning process within specific classroom contexts' (National Curriculum framework 2005).

These have been opinions expressed regarding availability of data on classroom evaluation at school level. With the introduction of MLL based learning in Karnataka formats were devised and introduced for capturing performance of students. These are competency based. However, there is no data available at state level. Efforts of base line studies under DPEP and Janashala were confined to certain blocks and districts only.

Hence the need for assessment of schools at state level has been stressed in many of the initiatives of the state. Edu-vision document of 2003 envisaged establishment of a separate organisation and charge it with the development of effective systems for assessing schools. This was also listed as a priority area in the Departmental Medium Term Fiscal plan (DMTFP) (2003-04 to 2006-07). Justification for such an assessment organisation also stems from the issue of accountability of the system. Accountability should form the basis for funding of specific programs.

'Quality concern, a very feature of systemic reform implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities'- (National Curriculum Framework-2005).

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Objectives:

- Assess the learning outcomes in selected competencies in various subjects of study prescribed to those classes by using universally accepted scientific approaches.

- To enable the stakeholders to appreciate the need for assessment of quality and analyse the ensuing outcomes so that they are better equipped to strive for educational progress.

- To make available the reports of assessment to educational administrators, thinkers and common man at large, so that the formulation of educational plans and schemes are done on sound scientific lines.

- To make available the reports of this study to functionaries at various levels, so that self-analysis is facilitated.

- To create awareness on various aspects of quality of education at different levels.

- To make available the data, analytical interpretations and information in general so that meaningful research in the field of education is facilitated.

Quality – Definition:

"Enroll all eligible children and retain them in the system. They should qualify for promotion to the next class on performance."

Implies:

- Total admission in school.

- Total attendance.

- Percentage of retention of these throughout the year & marks/grades scored by them.
- Promotion to next class.

- Percentage of passes.

Assessment process for the year 2007-08

- One time assessment of all classes in one go is not feasible.

- Inputs do matter, however at the end of the day, learning out comes are the only indicators.

- Covers all govt/aided lower and higher primary schools

- Kannada,Urdu,Merathi,Telugu,Tamil mediums were considered.

- Covers all schools for 5th and 7th standards

- Selected subjects (First Language, Second language,, Mathematics, Science , Social Science and Part - B) for 5th and 7th Standard

- Assessing selected competencies - text book based

- Transparent, independent evaluations

- Recognition and reward

- Feedback to every school

Justification

- Parents and community will show more enthusiasm towards building a good learning atmosphere.

- Classroom learning processes develop in quality.

- Head Teacher and teachers work hard for the development of schools spontaneously.

- It helps to develop meaningful educational plans backed by scientific study.

- It enables the administrators and policy framers to work on sound scientific lines.

- It also enables a meaningful spending of funds collected as tax from common man.

Challenges:
- Kannada medium Schools: 42,792

- Urdu medium Schools: 3,830

- Marathi medium Schools: 953

- Telugu medium Schools: 97

- Tamil medium Schools: 147

- Total Students:
    5th Standard =   8, 82,281
    7th Standard =   8, 56,756
    Total   = 17, 39,037

• Around the state more than 50,000 Evaluators. 50% of them are 2nd   year D.Ed students

• More than 25000 teams participated in the Evaluation work

• 2260 CRPs, 202 BRCs worked throughout

• Programme management by all officers of Educational Department

• Good observation and cooperation by APF and Akshara Foundation

Disseminations: Advocacy programmes

• Creating awareness in teachers through Shala Puraka Kaipidi for Teachers

• Brochures and Posters to each school, offices and public

• Awareness to officers / field workers through the programs like - SATCOM based orientation

• Face-to-Face – Mukhamuki

• Public awareness through - Radio Samvada

• Advertisement in FM Radio

• Publication in News paper / Shikshana Varthe

Tests & assessment

- Competency based learning and testing.
- Progress Reports to all levels
- Oral & written tests
- Introduced Cassettes for Assessing Listening Skills and Reading Cards for Assessing Reading skills. TLM kit consists of a Cassette and Reading cards was distributed to each School through out the State.
- Marks not to be criteria but attainment of competencies to be considered.

Karnataka's adoption of minimum levels of learning as the medium of delivery at primary level was initiated with DPEP. This has been universalized up to 4th standard with well-defined competencies. From 5th to 7th standard well-defined learning outcomes are in place in each subject.

Progress cards were designed to assess the achievements of children at the end of each competency. There have been discussions at length regarding weightages for oral and written tests. Competencies especially in language need to be tested orally where the context demands. Much of it is true for other subjects also. However a consensus had to be reached on this in view of the large number of schools involved. In fact at one stage we were looking at 50,000 evaluators! Finally certain decisions were taken –

> ➤ Competencies which are 'core' to the learning situation to be short listed
> ➤ Tests to be refined
> ➤ Methodology for refining of tools to be evolved at State level with experts committee which includes Educationists, Teachers.This process also includes the testing of items from Students.

State Level Training

- A team of 50 people is proposed to set up at the state level as the State Resource Team.
- These are the people who will in turn train the functionaries at District Level.

Division Level Training

MRP's selected in each district by clubbing near by districts. 5 to 15 MRPs will be trained per district at division level.

District Level Training for Officers

- Through a SATCOM program.
- The training is to be imparted to the DDPIs and BEOs.
- The training meant to familiarize the district & taluk functionaries on the objectives, scope and implementation of KSQAO programme.

Block Level Training
- The MRP's who had undergone the division level training will give a 4-day training to the evaluators.
- November & December months are selected for training.
- After the training the evaluators go to their schools for assessment.

School Level Training

- Head Masters & SDMC members will be given the training for one day at cluster level.
- It highlights the implementation & mode of work.
- It also highlights how to co-operate for the success of the programme.
- It helps to keep the school in readiness for the assessment.
- SDMC being the Constitutional body at the school level is all powerful.
- Its duty comprises of both quantity concerns and quality concerns
- It has specific composition and structure with powers and duties
- Qualitative change can be achieved by enhancing the Effective functioning of schools through decentralizing the school administrative system.

Post Assessment activities

- Scanning of the ICR and OMR of the assessment

- Creating image file of ICR and OMR and converting image file into MS Access and Excel data file

- Development of Software to generate standard reports which will be printed and supplied to clusters, blocks, districts and divisions and consolidation at the state level.

- Hosting the same on web.

- The formats of Different types of reports are to be designed through in house workshops.

Post assessment research activities

- Based on the different sets of reports research teams will be set in each district to find the reasons for their performances

- Assessment of different programs and their effects at the grassroots are done

- Follow up activities like Remedial Teaching will be taken up at School level.

Summary of average achievement – K.S.Q.A.O. – 2006-07 in various Districts of different Mediums

Sl. No.	District	Kannada Medium	Urdu Medium	Marathi Medium
1	Bagalkote	67.60	62.90	63.70
2	Bangalore North	60.00	69.30	-
3	Bangalore Rural	66.90	69.70	-
4	Bangalore South	52.10	64.40	-
5	Belagaum	75.50	72.70	70.70
6	Bellary	63.50	64.60	-
7	Bidar	55.80	58.00	61.40
8	Bijapur	61.50	60.30	50.60
9	Chamarajanagar	50.70	49.30	-
10	Chikkaballapir	59.20	55.70	-
11	Chikkodi	70.10	74.10	74.60
12	Chikkamagalur	60.50	69.40	-
13	Chitradurga	55.80	58.40	-
14	Dakshina Kannada	55.50	70.70	-
15	Davanagere	64.00	66.80	-
16	Dharawad	70.20	76.10	69.10
17	Gadag	62.50	60.70	86.90
18	Gulberga	61.70	72.00	70.00
19	Hasan	73.20	74.00	-
20	Haveri	73.60	72.00	-
21	PKodagu	55.70	47.70	-
22	Kolar	62.70	63.10	
23	Koppal	59.20	61.00	-
24	Madhugiri	66.90	68.90	-
25	Mandya	57.30	56.20	
26	Mysore	61.90	55.80	-
27	Raichur	66.00	68.00	-
28	Shimoga	64.70	65.40	
29	Tumukur	69.80	77.40	
30	Udupi	74.20	75.90	-
31	UttaaraKannada	77.80	70.20	73.00
32	Yadagiri	60.80	68.40	
	State Average	63.80	66.90	69.70

Medium wise Overall State achievement

Medium	Class-3	Class-5	Class-7	Total
Kannada medium	73.60	59.60	62.70	63.80
Urdu medium	78.80	68.20	65.80	66.90
Marathi medium	75.20	63.40	64.80	69.70

Class wise, Medium wise, Subject wise-Overall State Achievement
Medium: Kannada

Sl. No.	Subject	Class-3	Class-5	Class-7
1	Kannada	71.30	58.20	65.20
2	English	-	69.40	66.10
3	Maths	72.30	53.20	54.60
4	Science(P-B)	77.20	60.70	62.70
5	Social	-	56.40	59.30
6	Part-B	-	-	74.20

Medium: Urdu

Sl.No.	Subject	Class-3	Class-5	Class-7
1	Urdu	76.30	63.20	69.40
2	English	-	69.40	66.10
3	Maths	73.20	59.40	59.70
4	Science (P-B)	76.00	64.30	65.70
5	Social	-	60.20	60.20

Medium: Marathi

Sl.No.	Subject	Class-3	Class-5	Class-7
1	Marathi	78.60	68.10	69.30
2	English	-	76.50	72.10
3	Maths	76.90	61.20	56.30
4	Science	80.90	71.30	65.90
5	Social	-	64.00	64.00

Conclusion

Assessment of learners achievement and through it quality of each school is the need of the hour. The fact that unprecedented flow of funds to primary education demands accountability. We need to know where we stand in terms of quality. One of the major outcomes of first assessment is the review of classroom transactions. Initiatives like teacher training and academic inputs need long-term strategy. Funding also needs review in terms of set goals for primary education. The Second major impact is the involvement of School Development & Monitoring Committees (SDMCs). Sustained efforts for involvement of

people in quality aspects need to be strengthened. Inherent weaknesses in academic delivery at the school level need to be tackled.

As indicated in the World Bank document for the next three years, we need to have learners profile for all levels of elementary education.

The assessment work so far undertaken by the KSQAO has been a very rewarding though a complex exercise and has already produced voluminous data, both raw and processed, which are being made available to all stakeholders in school education, including educators, planners and researchers.

ASSESSMENT AND ACCREDITATION OF SCHOOLS

Prof. B. Ramachandra Reddy*

"Excellence of institutions of education is a function of many aspects; self evaluation and self-improvement are important. If a council sets up a mechanism, which will encourage self-assessment in institutions and also assessment and accreditation, the quality process, participation, achievement etc, will be constantly monitored and improved" – **The National Policy on Education (NPE)-1986 and Programme of Action (POA)-1992.**

Assessment and Accreditation of institutions of education has recognized as the quality ensuring mechanism all over the world. It has become necessary and relevant to our country as we have developed the world's second largest system of education rather rapidly during last 50 years. on the recommendations of the Programme of Action(1992) on the National Policy on Education(1986), the UGC has established the National Assessment and Accreditation Council (**NAAC**) in 1994 with its head quarters at Bangalore for assessing and grading the institutions of Higher Education. Though the assessment is voluntary, the UGC has already indicated that its plan based developmental support will be related to the out come of assessment and accreditation.

NAAC's process of assessment and accreditation is neither an inspection to ensure minimum standards nor an exercise of faultfinding. In the Value Judgement continuum the process of assessment is towards the holistic, systematic, data-based, transparent and shared experience for institutional improvement. It is an exercise based on mutual trust.

Assessment refers to the scientific process of obtaining all round information about a institution's progress and achievement, i.e., what and how well the institution has performed during and at the end of a period and assigning a value or grade to the performance. Assessment of the educational institution is a complex procedure that is found to be hotly debated.

Various individuals and organizations define accreditation in different ways. Accreditation, as defined in the Encyclopedia of Education is "a process of quality control and assurance in higher education, whereby, as a result of assessment or inspection or both, an institution or its programmes are recognized as meeting minimum standards". According to Zook and Haggerty (1993), "accreditation is the recognition to an education institution, by some agency or organization, which sets up standards or requirements that must be complied

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with, in order to secure approval". Accreditation as commonly understood is a mechanism, which provides quality assurance that the aims and objectives of the institution are known to be honestly available, and that the institution has demonstrated capabilities to ensure continued effectiveness of the educational programmes, over the period.

Accreditation is nothing but institutional evaluation and quality certification. Institutional assessment is a planned and organized inquiry by institutional personnel itself into the total working and effectiveness of institutional establishment and operations. This process assesses the institutions (university) in terms of efficiency and effectiveness to realize institutional goals. If planned properly and carried out systematically, institutional assessment study would lead to institutional reformation besides improving public image (reputation) of the institution. The institutional assessment and accreditation studies require honesty, flexibility, open mindedness and commitment to quality and effectiveness among the top decision making authorities and higher officers.

Institutional accreditation today is closely linked to institution's continuing efforts to assess its effectiveness and to ensure the fullest possible realization of its mission and goals. It does not require similarity of aims, uniformity of processes, or comparability among institutions. Rather, it indicates that in the judgement of responsible members of the academic community, an institution's goals are soundly conceived and appropriate, that its educational programmes have been intelligently planned and are competently conducted, and that institution is accomplishing the majority of its goals substantially and has the resources to continue doing so for the foreseeable future.

Institutional accreditation embraces all educational endeavours conducted by a institution regardless of its complexity. Specialized or programmatic accreditation deals with schools, departments, programmes or other segments of institution. To prepare for such evaluations, the process of institutional self-study was introduced. Its guiding principles include broad constituent involvement, candour and a willingness to take an honestly critical look at all aspects of the institution. A twelve-month to twenty four-month period of self-study precipitates a report that serves to inform visiting team of professional peers and the accrediting agency of the nature and purpose of the institution and to convey the institution's own assessment of its effectiveness. With continual refinement and adaption, self-study and periodical evaluation are now essential features of all institutional and most specialized accrediting.

In India, there is NAAC for assessing and accrediting institutions of higher education. At present there is no such assessing and accrediting body for schools. Again school are

following different types of syllabuses, time-table, programmes, examination patterns etc. There are different types of schools namely; pre-primary, primary, upper-primary, secondary, higher secondary special etc. The school pupils' population in India is in crores. Schools are run under different managements. Rural, semi urban, urban etc schools are available, with different mission and clientele. Well equipped and ill equipped schools are available. Management and funding wise some are governmental and others are private, and some others are in-between. Their size, in terms of pupils' strength, is also quite variable from a couple of hundreds to thousands. Hence assuring quality of all these institutions is a necessity in the interest of public.

The concept of assessment and accreditation is new to our country. When the concept is new and the school education system is so complex, there is a natural reluctance or apprehension about anything new. Reluctance is for trying to experiment themselves and apprehensions are due to their feeling of their own inadequacies and the fear of being rated low in comparison to others. Besides, accepting the concept of quality audit through assessment is expensive in terms of time, money and efforts.

Professional accreditation of institutions is generally seen by academics and others concerned with education, as a desirable provision rather than a requirement like affiliation of colleges by universities or recognition of schools by state Governments concerned or other bodies. Accredited status of an institution or programme is a mark of good standards, a stamp of quality, a certificate of dependability, trustworthiness, and credibility, an expression of responsibility even accountability, a matter of reputation or prestige for the institution of accreditation.

The future of accreditation hinges more directly on the integrity of educational institutions and on the responsibility of their leaders. The benefits of accreditation are (i) fostering of their education through development of criteria and guidelines for assessing institutional effectiveness; (ii) assuring the academic community, the general public, the professions, and other agencies that an institution or programme has clearly defined and appropriate educational objectives, has established conditions to facilitate their achievement, appears in fact to be achieving them substantially, and is so organized staffed and supported that it can be expected to continue doing so; (iii) in providing counsel and assistance to established and developing institutions; and (iv) in protecting institutions from encroachments that might jeopardize their educational effectiveness or academic freedom.

Assessment and accreditation provides a professional approach to look into the working of the institutions, and helps to meaningfully pursue and achieve the constitutional

and legal mandates. Keeping in mind the noble constitutional and legal requirements, there is great need to assess and accredit the quality of the various aspects of the schools. The following aspects of the schools may be considered for assessment and accreditation.

1. The school's mission and objectives in cognitive, affective and psychomotor domains.

2. Curricular and co-curricular activities.

3. Instructional strategies and practices.

4. Leadership and school organization

5. School resources for learning.

6. Community resources for learning

7. Assessment, Feedback and counseling mechanism.

8. Infrastructural and instructional facilities available in school.

9. Staff qualifications, in-service training programmes.

10. Action research, innovation, creative arts, consultancy and extension.

11. Student support and progression.

12. Organization and Management.

13. Development of text books and instructional materials.

14. School Administration and supervision.

15. Functioning of the Teaching staff, Non-Teaching staff.

16. Curriculum development and review.

17. Examination and Evaluation system.

18. Maintenance of Records and Registers.

19. Developmental plans.

20. Generation and management of financial resources.

21. Parents and Community participation.

22. Interaction with other institutions.

23. Networking and collaboration with other agencies.

24. Interaction with Alumni.

Rating scales and norms may be developed on the above aspects of the school. Scales and norms already developed may be reviewed. Then only assessment and accreditation of schools is possible.

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An Experiment in School Assessment and Accreditation at Bharathidasan University

Prof. R. Karpaga Kumaravel[*]

Backdrop

Assessment and Accreditation of schools has been recognized as the quality ensuring mechanism in developed countries. It has become necessary and relevant to our country as we have developed the world's second largest system of school education rather rapidly during the last 50 years. Because of rapid expansion and other factors common to any developing country, it has become heterogeneous in every aspect. Quality assurance of such a complex and diversified school system has become all the more important. The National Policy on Education, 1986 and the Programme of Action 1992 emphasized bringing qualitative improvement in school education. As a prelude to this, NCTE was set up by an Act of Parliament in 1993 for revamping of Teacher Education Programme. The NAAC and NCTE signed an MoU for the assessment and accreditation of teacher education institutions. But unfortunately, no norms have been evolved in India for the assessment and accreditation of schools. The Bharathidasan University School Linkage Cell (BSLC) is an earnest attempt to fill the gap in this regard.

Need Addressed

The prevailing traditional mechanism of School Inspection with built-in internal checks will be adequate when the system of school education is relatively smaller. In the Indian school education system which has become one of the largest in the world, there are many private initiatives without support from the Government. In addition to this, the technological and other socio-economic developments have brought a demand for quality school education with acceptable 'standards' to be provided to the large population of students. Society wants to know from where it can get quality school education like any other consumer durables and looks for a stamp of quality. If we don't rise up to the expectations and provide the information needed, it will seek and get the same from one source or the other. Already, the Television Media has found that their assessment and rating of the schools have been received populist support by the public and thus are encouraged to review the schools every year at the time of admissions. Thus, there is the danger of others stepping into

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assess the schools, because the stake holders are not only anxious but genuinely need to know the relative standing of the schools and the quality of education they provide. Hence, the accreditation of schools proposed by the BSLC is a much-needed effort which will help in improving the image of the schools in the emerging trend akin to the seller market.

Defining the Parameters of School Assessment and Accreditation

The most important stages in the proposed assessment and accreditation process of schools are:

(i) Preparation of a self-study report by the school

(ii) Validation of the above by a Peer-Team of senior academic-colleagues in the Profession, including retired / distinguished Vice-Chancellors, Educationists and senior administrators in school education.

A school that really understands its strengths, weaknesses, opportunities and threats is likely to be much more successful in carrying out its educational mission than one without such self-awareness. Thus, self-study becomes the most vital part of the assessment process. To analyse the functioning of a school in totality, the following parameters that touch every facet of working of a school have been identified and defined.

Sl.No	Criterion	Maximum Score	Awarded Score
1	Curricular and Co-Curricular Activities	15	
2	Instructional Strategies and Evaluation Practices	20	
3	Infrastructure and Learning Resources	15	
4	Leadership and School Organisation	15	
5	Innovations and Healthy Practices	15	
6	Student Support Services	10	
7	Extension Activities	10	
	Total Score	100	

As a Pilot Study, the following six schools were assessed and accredited:

(1)   Periyar Matriculation Hr. Sec. School, Trichy

(2)   Govt. Hr. Sec. School, Lalgudi

(3)   KAP Viswanatham Hr. Sec. School, Trichy

(4)   Govt. Hr. Sec. School (Girls), Manachanallur

(5)   Savithri Vidya Sala Girls Hr. Sec. School, Trichy

(6)   Gurugnana Sambandar Hr. Sec. School, Mayiladuthurai

Due care was given in the Pilot Study to ensure that Rural schools, Govt. Schools and Girls' schools are adequately represented.

An interaction meeting was conducted to refine and validate the self study report questionnaire.

Creation of Quality Culture at the School Level

There was an enthusiastic response from a good number of schools. As many as 45 schools have applied for assessment and accreditation within a month of establishment of the school assessment and accreditation council. The Press has given a very good and positive coverage for this school assessment and accreditation movement. The active involvement and enthusiastic participation of all the stake holders including Parents, Old students, teachers and students are clear evidences to prove that this healthy practice evolved by the department of Educational Technology, Bharathidasan University has created quality awareness and quality culture at the school level.

The School Assessment and Accreditation Council (SAAC) of the BHARATHIDASAN UNIVERSITY SCHOOL LINKAGE CELL,Department of Educational Technology is an autonomous body under Bharathidasan University and its working will be regulated by a General Council (GC) and Executive Committee (EC) comprising senior academics, educationists and educational administrators from Universities, Departments of Education, Colleges of Education and representatives from organizations such as the NCERT, NCTE, NAAC, DTERT and the Directorate of School Education.

Epilogue

The assessment and accreditation process proposed by BSLC will remain voluntary as it is designed to benefit the students, parents, employers, Government, Management and Society at large. If the Managements of the Aided and Unaided Schools volunteer to use the proposed process of assessment and accreditation by BSLC, it shows their legitimate intention to support quality output. It is our earnest wish that the major provider of the School Education, the State Government will extend such a move for Quality Assurance and Enhancement in School Education.

Norms for School Assessment and Accreditation developed by Bharathidasan School Linkage Project of Bharathidasan University

Rationale:

Assessment and Accreditation of schools has been recognized as the quality ensuring mechanism in developed countries. It has become necessary and relevant to our country as we have developed the world's second largest system of school education rather rapidly during the last 50 years. Because of rapid expansion and other factors common to any developing country, it has become heterogeneous in every aspect. Quality assurance of such a complex and diversified school system has become all the more important. The National Policy on Education, 1986 and the Programme of Action 1992 emphasized bringing qualitative improvement in school education. As a prelude to this, NCTE was set up by an Act of Parliament in 1993 for revamping of Teacher Education Programme. The NAAC and NCTE signed an MoU for the assessment and accreditation of teacher education institutions. But unfortunately, no norms have been evolved in India for the assessment and accreditation of schools. The norms presented in the first meeting of Bharathidasan University School Linkage Cell (BSLC) is an earnest attempt to fill the gap in this regard for discussion:

The prevailing traditional mechanism of School Inspection with built-in internal checks will be adequate when the system of school education is relatively smaller. In the Indian school education system which has become one of the largest in the world, there are many private initiatives without support from the Government. In addition to this, the technological and other socio-economic developments have brought a demand for quality school education with acceptable 'standards' to be provided to the large population of students. Society wants to know from where it can get quality school education like any other consumer durables and looks for a stamp of quality. If we don't rise up to the expectations and provide the information needed, it will seek and get the same from one source or the other. Already, the Television Media has found that their assessment and rating of the schools have been received well by the public and thus are encouraged to review the schools every year at the time of admissions. Thus, there is the danger of others stepping into assess the schools, because the stake holders are not only anxious but demand to know the relative standing of the schools and the quality of education they provide. Hence, the norms for accreditation of schools proposed by the BSLC is a much-needed effort which will help in improving the image of the schools in the emerging trend akin to the seller market.

Important Stages proposed in the assessment and accreditation of schools

The most important stages in the proposed assessment and accreditation process of schools are:

(i)   Preparation of a self-study report by the school

(ii)   Validation of the above by a Peer-Team of senior academic-colleagues in the Profession.

(iii) Final decision of a Accreditation Body based on the report of the Team.

Self-Study

A school that really understands its strengths, weaknesses, opportunities and threats is likely to be much more successful in carrying out its educational mission than one without such self-awareness. Thus, self-study becomes the most vital part of the assessment process. To analyse the functioning of a school in totality, the following parameters that touch every facet of working of a school have been identified. They are:

1) The school's mission and objectives in cognitive, affective and psychomotor domains
2) Curricular and Co-curricular activities

3) Instructional strategies and practices

4) Leadership and school organization

5) School resources for learning

6) Community Resources for Learning

7) Assessment, Feedback and counseling mechanism

Criterion-wise Judgment

For each of the seven criterion, the peers will look for evidence not only to validate the claims in the self-study report but also to judge the standing of the school and record the appropriate score in percentage. While arriving at criterion-wise final judgment, the strength of the school in the following key aspects are to be taken care of.

Criterion 1

The school's mission and objectives in cognitive, affective and psychomotor domains

- School's mission statement as a reflection of community's fundamental value and its consistency with the National and State level goals.

- Identification of Behavioural objectives in cognitive, affective and psychomotor domains.

- Compatibility of the school activities with goals and objectives.

Criterion II

Curricular and Co-curricular activities

- Provision for the all-round development of students in the school curriculum.

- Continuous review, evaluation and redesigning of school activities.

- Interaction with parents, alumni and representatives of the Local community sufficient and appropriate.

- Instructional materials, technology and staffing for the implementation of the curricular and co-curricular activities.

Criterion III

Instructional strategies and practices

- Consistency of Instructional strategies and practices with the school's stated mission and objectives.

- Professional culture of the school with a healthy discussion of instructional strategies, practices and student work.

- Adequate time and financial resources to ensure continuous improvement of instruction.

- Availability and utilization of technology to support instruction and improve student learning.

- The school's professional development programmes to provide opportunities for teachers to develop and improve their instructional practices.

- Healthy practices like students' evaluation of teachers and supervision and evaluation processes of teachers.

- Localized small scale action-research studies on effectiveness of various instructional approaches and reflective about the instructional practices of the teachers.

- Rewarding Innovative Instructional strategies.

- Teaching awards won by the teachers.

Criterion IV

Leadership and school organization

- Vision, Direction and Focus of the leadership.

- Sufficient autonomy and authority for the headmasters essential to the success of school improvement.

- Meaningful roles accorded to teachers, parents and students to promote an atmosphere of participation, responsibility and ownership.

- Individual attention to the needs of the diversified students.

- Provision of opportunities to collaborate within and across institutions.

- Positive, respectful and supportive climate resulting in a sense of pride and ownership.

Criterion V

School resources for learning

- Allocation of resources programmes and services to ensure equal opportunity among the students.

- Provision to the special needs of the first generation learners, slow learners and students from the disadvantaged segment of population.

- Providing and maintaining library / information services programme and materials that are fully integrated into the school's curriculum.

- Maintain students' progress records.

- Health and sports services.

- Canteen and co-operative stores for students.

Criterion VI

Community Resources for Learning

- Encouragement of the parents' participation in school programmes.

- Functioning of the school committee adequately represented by the members of the community.

- Functioning of the Parent-teachers' association and Alumni Association for the improvement of the school system.

- Fostering productive business / community / college and university partnerships that support student learning.

- Ongoing planning with the help of the local community to address present and future programmes, staffing, facility and technology needs as well as financial needs.

Criterion VII

Assessment, Feedback and counseling mechanism

- Criteria based on specific expectations of student learning as the basis for grading and reporting.

- Variety and range of classroom assessment strategies to evaluate the scholastic and non-scholastic aspects of Students' Learning.

- Using the results of classroom assessment of student learning by the teachers to improve their instructional practices.

- Feedback to students and their families on the progress of the students.

- Pass and Dropout rate

- Guidance and Counseling Services

- Attendance rate

- Grievance redressal mechanism.

Operational Suggestions:

The assessment and accreditation process proposed by BSLC will remain voluntary as it is designed to benefit the students, parents, employers, Government, Management and Society at large. If the Managements of the Aided and Unaided Schools volunteer to use the proposed process of assessment and accreditation by BSLC, it shows their legitimate intention to support quality output. It is our earnest wish that the major provider of the School Education, the State Government will extend such a move for Quality Assurance and Enhancement in School Education.

Standards and Indicators of School Accreditation

Prof. G. Lokanadh Reddy[*]

Ms. R. Poornima[**]

ABSTRACT

Accredited schools are committed to being better today than they were yesterday. This commitment to continuous improvement is demonstrated by the school's adherence to the standards and implementation of a quality improvement process that yields results for students. Also, knowledge about those standards and indicators enlarges the vision of looking at the schools. Standards, indicators and the impact statements enable us to analyze the institutional performance better. Shared perception of all the stakeholders gives the direction to progress and development. Thus, awareness of quality indicators enables all the parties of the educational system to have the suitable focus for education. Quality is reality. Assessment of quality through indicators is an actuality.

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QUALITY ASSURANCE OF SCHOOL SYSTEM-CURRICULAR AND CO-CURRICULAR ASPECTS

Prof. Ch. Vijayalakshmi[***]

The concept of **quality** has been borrowed from industry to education. Quality is usually defined as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implicit needs. The quality standards in an educational system are determined both by the consumer i.e., the student and also the society that pays for the system. For the qualitative improvement of education, a sound programme of professional education of teachers is essential. NPE 1986 and POA 1992 emphasized revamping of Teacher Education Programme for bringing qualitative improvement in school education. The NAAC and NCTE signed a MoU for the assessment and accreditation of teacher education institutions. But though the Indian School Education System is one of the largest in the world, no norms have been evolved in India for the assessment and accreditation of schools at national level.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools. In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE) came together to form one strong and unified organization under the name AdvancED, dedicated to advancing excellence in education. It works to:

- Help schools maximize student success

- Build the capacity of schools and school systems to achieve excellence through high standards, quality assurance, and continuous improvement

- Bring together research and resources for student, school, and system improvement

AdvasncED is the world's largest education community, representing 23,000 public and private schools and districts in 30 states and 65 countries and serving 15 million students.

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The School Accreditation Process provides schools with a comprehensive framework for continually improving student achievement and school effectiveness. Accreditation engages the entire school community in a continuous process of self-evaluation, reflection, and improvement. It invites external scrutiny and welcomes the constructive feedback of peers. It demands rigor, and approaches documentation of results with discipline. Accreditation is about making the quest for excellence a habit; it's about being the best a school can be on behalf of the students it serves. The goal of accreditation is to evaluate, verify, and improve an institution's quality.

The accreditation component of the accountability system ensures that schools are meeting minimum standards of educational programming and student achievement. Schools can achieve accreditation under performance-based accreditation or by implementing a quality-focused approach to school improvement

To earn accreditation, schools:

1. Must reach the required standards such as a clear vision and purpose; effective and responsive leadership; a rigorous curriculum to be taught through sound, research-based methods; collecting reports, and using performance results; providing adequate resources and support for its educational programs; and communicating with its stakeholders.

2. Should have commitment for quality improvement process that yields results for students.

3. Demonstrate quality assurance through internal and external review.

The benefits of accreditation are:

- Accredited schools use the accreditation process to help them improve student performance and school effectiveness.

- Students who attend accredited schools can rest assured that the school is committed to raising student performance and held accountable for improving student learning on a continual basis.

- External recognition of school's commitment to quality

- Framework and support system help to meet local, state, national and appropriate international requirements.

- Opportunity to gain valuable input, validation and support from peers.

- Handbooks, resources, tools and websites aim at enhancing improvement efforts.

- Greater accessibility to loans, scholarships, postsecondary education

Accreditation is an ongoing process of meeting standards, continuous improvement and quality assurance demonstrated through internal and external review. Through the accreditation process, the school staff continuously reviews the standards and indicators to ensure that the standards are being met and to identify areas that the school may need to strengthen or improve. This review requires the school to identify the data, information, evidence and documented results that validate that it is meeting each Standard.

Standards are the comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach a higher level of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness.

Indicators are operational definitions or descriptions of exemplary practices and processes. The indicators provide a comprehensive picture of each standard.

Hence there is an urgent need to formulate Norms for the Assessment and Accreditation of Schools with the expected Standards and corresponding indicators based on the following parameters

- Vision, Mission, Objectives and Purpose of the School

- Governance, Leadership and School Organization

- Planning and Designing Curricular/Scholastic   and Co-curricular/Co-Scholastic Aspects

- Teaching-learning Strategies and Practices

- Resources and Support Systems for learning

- Assessment, Counseling, Evaluation and Feedback mechanisms

- Research, Documenting, and using results

The standards and indicators focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The standards and indicators are not isolated, but are systemic. They are related to and support other standards and indicators. For example the objective of the school is an indicator for the Standard 3, Planning and Designing Curriculum because it is most closely related. Using student assessment data for making decisions is an indicator for Standard 7, Research, Documenting and Using Results. However, data-based decision making is also an important aspect of effective leadership. A complete set of indicators for effective leadership can only be focused when all of the standards are considered together. No one standard or set of indicators is complete without considering all the standards as a collective whole.

The **indicators** of the **standard** Planning and Designing Curricular/Scholastic and Co-curricular/Co-scholastic aspects are listed below for discussion and for modification.

The School

- Provides research based curriculum that facilitates achievement for all students

- Develops and implements curriculum, based on clearly-defined expectations for student learning

- Promotes active involvement of students in the Curriculum, including opportunities for them to explore application of higher order thinking skills, and investigate new approaches to apply their learning.

- Gathers, analyzes, and uses data and research in making curricular choices

- Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.

- Provides for articulation and alignment between and among all levels of schools

- Implements interventions to help students meet expectations for student learning

- Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning.

- Provides comprehensive information and media services that supports the curricular and co-curricular programmes

- Features of current syllabi and mechanisms for its monitoring and mid-course correction

- Designing the curriculum with respect to Institutions' mission, goals, and objectives, feedback mechanism, inter/multidisciplinary components

- Provides opportunity to the differently able

- Provides academic flexibility

- Links the curriculum to the needs of the society

- Provision for bridge/remedial courses/ tutorial work to the educationally disadvantage

- Provision of challenge to the advanced learners to work ahead of the rest

- Encouraging the faculty to prepare Course Outline

- Concern in curriculum design towards promoting self learning, inclusive education, school experience, community work and work experience.

The School Assessment and Accreditation process ultimately focuses on three core tasks. The above seven Accreditation Standards for Quality Schools are contained in each of these three core tasks.

1. **Ensure Desired Results** – by expecting results and monitoring performance towards achieving desired results.

2. **Improve Teaching and Learning** – by supporting students in their learning and maximizing teachers effectiveness

3. **Foster a Culture of Improvement** – by developing a learning community and leading for improvement.

Networking of School Resources and Practices for Quality Maintenance

Dr. Y.N. Sridhar[*]

Knowledge is useless unless it is shared.

In India quality missile has been launched in school education. The wind is blowing fast and transforming system of school education in all directions. One can see quality consciousness in every aspect of school education. Today with globalization and increased competition, quality has become integral part of education at all levels. It has become a necessity to evolve strategies and standardize quality assurance mechanism. In school education quality has been viewed in terms of improvement in standards, consistency and fitness for a purpose as value for input and output devices. The quality of pass out (product) in education depends on quality of teaching – learning process, educational facilities and infrastructure in the school through its properly designed curricula and effective implementation. There are plenty of aspects related to quality in primary education such as well planned curriculum, effective teachers, high moral values, excellent evaluation system, the support of parents, business and local community, health care services and resource management and participation of community. In school education, quality can be viewed as the improvement in the performance level of students, consistency and fitness for a purpose. Education indeed is a great service rendered to improve the welfare activities in the field of school education; the assessment of quality of education cannot be viewed exclusively from students' achievement and performance because the society is paying for the operations of the educational system. Therefore, quality as per an educationist is the ability to meet the required purpose for which service is offered. The purpose of quality examination is to determine whether quality activities and related research comply with planned arrangement and whether these arrangements are implemented effectively and are suitable to achieve objectives.

Quality assurance is a mechanism designed to reassure the various stakeholders in those schools that have accorded high priority to implementing policies designed to maintain and enhance overall effectiveness. It encompasses the whole educational system, those attitudes, objectives, actions and procedures, which through their existence and use and together with quality control activities ensure that appropriate standard, is mentioned. Thus quality of education can be visualized in terms of input process and output at the school level, in

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particular and implementation and monitoring, supervision and evaluation in general. Quality assurance and maintenance is a cooperative endeavor. It needs the cooperation of staff members, parents, public and state government, Education Department and community agencies. Hence mutual understanding of the needs of children, community and parents play a vital role in quality assurance. It is really difficult to find one quality concept that every one can agree upon. But we should establish some criteria to define quality in primary education. We can mention at least three essential requirements or criteria.

1. Resources and infrastructure framework.

2. Learner's process, which includes such factors as the content, method and strategies.

3. Quality of results – benefits the students' gains from schooling not only in the form of grades or marks but also the overall benefits of learning.

Why Networking?

Among the several areas considered in the promotion of quality concept in primary education, the networking of schools and teachers for quality maintenance occupies a pivotal place. With the establishment of resources support at the district and taluk level, the resource support at school level needs to be strengthened. There can be a commonplace or school, which could become a potential place where teachers, administrators and parents could meet and interact provide materials and manpower resources for overall school improvement. These institutions could be called networking centers.

Networks are designed with a view to cover resources of various types and to provide synergetic effect. Networking concept is becoming popular in the area of school education. The professional organizations such as state level, district level or taluk level School Education Associations or Teachers' Associations may be encouraged to develop networking of educational institutions with the following objectives.

- Appraising institutions on the basis of their infrastructural facilities and regular activities.

- Grading of institutions in various modes according to the quality of input and contributions of the concerned institution.

- Create and share facilities as well as resources to improve academic standard and learning.

- Corrective or support measures for enhancing the capacity of institutions wherever required.

- Individualizing teaching learning processes based on teachers and students requirements by IT, ET and CT.

- Developing flexible curriculum models which would enhance multi and inter – disciplinary approaches.

- Providing effective educational leadership and supervision and improving organizational health.

- Promoting the value of interdependence along with institutional autonomy.

Present Status of Networking in School Education

Networking at school level based on various types of technologies is an evolving concept in our country. Networking of professional institutions at technical, university and distance education areas are gaining popularity in recent years as a result of integration of information and communication technologies. The integration of communication technology into schools is a challenging task. It has several implications for the policy makers and planners. It demands that the planner should look beyond the current classroom concept, devise updated plans for education in an electronic environment and expand his designs so that the computer applications becomes more than a subject of study and is not merely integrated into an existing curriculum. It becomes an integral part of the entire schooling / process. Several States in India have developed their own school network system for administrative convenience. The Central Schools managed by Kendriya Sanghatan, the Navodaya Vidyalayas and several other educational institutions have evolved their own networking of schools. But there is an urgent need to develop school network system and the initiative for this task should come from professional organization such as Teachers and Headmasters Association or Non – governmental organizations.

KEY COMPONENTS OF SCHOOL IMPROVEMENT

The following components are fundamental to school improvement. The best practices encouraged and promoted are based on these components.

1. Create a culture that emphasizes the belief that all students need a purposeful and relevant curriculum and all students can learn.

2. Use data to provide clear, sound focus to curriculum requirements that are both rigorous and relevant by identifying what is essential to know.

3. Set high expectations that are clearly established and then hold both students and teachers accountable for student's continuous improvement in academic matters.

4. Provide students with good scope for applications of the skills and knowledge taught in the academic subjects.

5. Develop multiple intelligences and create multiple path ways to develop student's interests, learning style, aptitude and needs.

6. Provide scope for continuous professional development of teachers focusing essentially on improvement of teaching and learning.

7. Develop and implement activities to promote parent and community participation in school activities.

8. Establish and maintain discipline and security of students and teachers.

9. Develop effective leadership among administrators, teachers and students.

Strategies of Networking

With the increasing application of information and communication technology, there has been a change in the concept of school system itself. The technologies have begun to challenge what schools try to teach and the whole basis of assessing the knowledge and skills that students acquire. Quality assurance in school education presupposes effective utilization of resources available in various forms inside and outside the school. It may be difficult for the school system or educational association to opt for technology in upgrading the existing system for quality assurance. There are several strategies the associations or systems can opt for in the establishment of networking.

- Creation of a framework to enhance learning opportunities that computer technology based learning material and accessible resources offer.

- Establishment of school data bank of a particular taluk, locality based on established criteria.

- Access to professional development opportunities for teachers which would help them to act as facilitators of learning.

- Creating Informational network of various kinds.

- Developing strategic service points to help students, parents and teachers to meet the specific demands related to learning and education.

- Preparation of institutional inventory system to discover the strengths and weakness of the school system.

- Establishing and classifying the objectives and activities of the network.

- Establishing relationship with NGOs and Community Extension Education organizations for proper utilization of human and community resources for school improvement.

- Sharing information, practices, programmes for quality assurance in teaching, learning, counseling, guidance.

- Establishing open access to the requirements of schools and teachers.

- Traditional networking strategies could be practiced such visits to institutions, establishing study circle, advisory committees, consultancy meeting, in the absence of technology based networking.

Mission of Network:

Need to maintain quality in school education
Excellent opportunity to enhance excellence
Together involving in quality assurance
Working towards the common goal
Organizational zeal culture is assured
Responsibility shared
Knowledge banking

COMMUNITY PARTNERSHIP IN ASSESSMENT AND ACCREDITATION OF SCHOOL QUALITY

Mrs. Anupama Devi[1]

ABSTRACTS

In order to make the teaching-learning process more realistic and relevant to the students' lives, class room teaching has to be supported through, community resources. That is why there is a shift from teacher oriented education to learner oriented education and now it has become community oriented education. The school as a social institution can effectively fulfill its goals of educating all the eligible members of the society only if there is strong organic linkage between the school and community. The school is the product of community which is called upon to serve. It has been rightly said that "**Community Partnership in Assessment and Accreditation of School Quality.**"

According to Secondary Education Commission education may be based on the problems that arise in the home and community life should be brought into school and on the other hand, the new knowledge, skills, attitudes and values acquired in the school should be carried into the home life to solve its problems, to raise its standards and link up the teachers, parents and children in one compact.

By considering community as a laboratory and utilizing community resources fully, education will be a living experience. Different and varied types of community resources can be effectively utilized by taking school to the community, and bringing the community to the school. School is a miniature society which mould the children / students as good citizens.

Community involvement is a partnership among parents, teachers and children, in which all try to contribute to the development of the school. There are plethora of ways in which the community can and has contributed to the quality of class room transaction either by directly participating in it or by supporting it indirectly. Hence, based on its performance in making the community to involve in school activities and also efficiently utilizing the community resources in teaching-learning process, a school can be judged as an excellent one or a best grade one.

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Instructional Strategies and Practices: Norms for Assessing ELT in Schools

Dr. Gulfishaan Habeeb[2]

ELT is an essential aspect of school education as it not only lays down the foundation in the language, considering English as L2 in India, but also assists in the proper understanding of all the other subjects where the medium of instruction is English. English plays a vital role in communication today. It cannot be denied that English is the language of technology and advancement. Therefore, it is essential that the students enrolled in the schools in the 21st century are equipped to face the challenges that are unique to their generation. In the rapidly globalizing scenario and the establishment of "international schools" which are increasingly a threat to the established schools, it is necessary to introduce norms which not only envision the worthiness of the school certificate but also keep abreast of the rapidly changing trends in society. Hence, while assessing schools, it is imperative to take into consideration the following aspects of teaching English: is ELT restricted to the prescribed books? Does the school lay emphasis on communication skills development? Does the school include newspaper reading in its activities? Does the school practice role play in the language class? Is text as performance encouraged for the involvement and enrichment of the students? Do the English language classes prepare the students for the latest developments in communication such as emails and SMS? Are the students prepared for the technological advancement especially through IT? Is the mode of assessment based largely on written work or are all the skills – LSRW – tested? More such questions will be answered in the full paper which will deal with the norms in detail for assessing the instructional strategies and practices in English Language Teaching.

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ASSESSMENT OF EVALUATION PRACTICES USED IN HIGH SCHOOLS

Mrs. Hemamalini, HC*

The success of any School Education Programme, to a large extent depends on the Philosophy, Objectives, Organizational climate of the School, the facilities, services and information resources available and the appropriate activities and opportunities provided to the pupils and also on the good leadership of the head, awareness, attitude and competencies of the teachers and finally, the evaluation practices used in the Schools. In order to fulfill these requirements and to ensure the quality, periodical Assessment and Accreditation of Schools is very much necessary. In the present paper, an attempt has been made to give some guidelines to assess the variety of evaluation strategies used in the Schools to assess Pupils' learning and performance in Scholastic and Non-Scholastic activities to improve instructional practices and the curricular effectiveness. The paper also aimed at giving guidelines to assess the evaluation techniques used by the Schools to assess individual student's learning and performance, and to check whether the methods and techniques used by the Schools to evaluate the pupil are suitable to the mental, physical, social and emotional background of the pupil.

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School Accreditation: School Climate and Organization

*Dr. H.M. Shailaja

ABSTRACT

Introduction:

A process of quality assurance, giving credit where it is due for some clearly visible and demonstrable strategies of academic activities and objectives of the institutions, known to be honestly pursued and efficiently achieved by the resources currently available with a potential for continuous improvement in quality for effective growth.

Goals:

To develop a Quality Conscious system of school education where excellence, relevance to society needs and participation by all stake holders are prime the major determinants and is dedicated to build an education.

Parameters:

Schools must be able to demonstrate that they satisfy quality criteria in three equally important areas: National standing; International Dimensions, and Networking with Corporate world.

School Climate and Organization

The Standard: The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission.

Indicators for all schools:

➢ The school's design, organization, climate, and leadership support attainment of the school's philosophy/mission.

➢ Staff members, including administrators, are assigned to work based on their education, preparation, experience, expertise, and commitment to the school's success.

➢ Staff members are provided opportunities to offer input into the content of their professional development programs.

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Indicators for schools and other school organizations with a central office staff

➤ The design, organization, and climate of the system of schools support attainment of the school's philosophy/mission.

➤ Administrative, instructional, and support staffs of the central office are qualified, competent, and sufficient in number to meet the needs of the total educational programme, student services, and student activities.

Accrediting agencies frequently provide consultants to guide a school in its initial accreditation experience. Although accreditation should not be equated with approval, it is very important in the field of education. Accreditation is recommended. It is important to a school.

SCHOOL ASSESSMENT AND ACCREDITATION BASED ON CURRICULAR AND CO-CURRICULAR ACTIVITIES IN LINE WITH SPECIAL NEEDS CHILDREN

Dr. M. Manivannan[*]
Dr. K.S. Ramakrishnan[**]

John Dewey says, 'school is a miniature society.' This school should serve for all children whether the children are abled or disabled. Our constitutional provisions, Acts and Policies aim at attaining cent per cent literacy rate in our country. Unless we include 30 million children who are coming under the category of disability, we cannot attain the literacy rate cent percent. Already, the country started Sarva Shiksha Abiyan (SSA) – Education for All to reach all children under the umbrella of any education system. India is a signatory body in the World Decelerations on education for all children under inclusive schooling. Thus, school for all is the concept emerged whether we want it all not. No child can be refused admission in any education institution as per the law. In such condition, we have to prepare ourselves to reach the unreached disabled children through education.

The school should be equipped with special equipment, materials, devices and appliances along with trained teachers on special education to cater to the needs of special needs children. The school personnel should have thorough knowledge for imparting curricular and co-curricular activities to the children with special needs along with non-disabled children in the regular classroom and premises. Without accepting the special needs children in the regular classroom, the school cannot be considered as 'effective school with all good qualities'.

The effective school should go for litmus testing. The time has come for proving the quality assurance of the school system whether it should possess competitive spirit to enhance the level of education among the children. The total quality management in school system should have both components quality increase as well as quality increase. Quantity increase, here, means that to involve all children including disabled in the school. Quality increase possesses several components such as staff enrichment, facilities availability, community based service etc. Through this write-up, the authors insisted that all general education schools should have all facilities for the special needs children also. It is hoped that school assessment and accreditation should have parameters of special needs education also.

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ASSESSMENT AND ACCREDITATION STANDARDS IN SCHOOL SYSTEM

Dr. M. Manivannan[*]
Dr. K.S. Ramakrishnan[*]

Today, every industry is facing the challenge of providing superior quality products or services, at a competitive cost, in a shorter delivery interval than their competitors. Research proves that firms that successfully implement quality standards perform better than the others. Understanding customer needs and striving to reduce defects throughout all educational processes is the best strategy for achieving quality in education. There are many Quality Inspections and Performance Indicators already present in the Educational system. ISO, TQM, SQC, Six Sigma, etc are a few to mention. In Higher Education System, the NAAC is functioning as the Quality Certifying authority for Colleges, Universities and Institutes of Higher Learning. Its certification is highly valued among the academics and the general public. In the Secondary Education, there are neither such agencies nor the set of quality standards to assess and accredit institutions except the examination system and some annual school inspections. The present paper highlights some procedure to assess and accredit the school education system.

The present study analyses various dimensions of quality assessment and accreditation. Vision and Purpose, Governance and Leadership, Teaching and Learning, Documenting and Using Results, Resources and Support Systems, Stakeholder Communications and Relationships, Commitment to Continuous Improvement are found to be the most important standards for assessing the quality of a school system. Then in each standard, the quality indicators are derived. A list of evidences is also given. These evidences are the proof for the regular practice of the quality standards. The assessment procedure and grading methods are discussed. Finally six schools in and around Chennai are chosen and were assessed by using these standards. The results are tabulated. The quality of the schools as per the study was compared with informal interviews with some parents and students of these schools. Both are matching to a larger extent. This gives encouragement to the authors to make the study in a large scale and standardize the tools for the assessment.

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Workforce Focus ...The Quality Angle

Ms. Meera Balachandra[*]

The changing world throws up profound social, economic, political and cultural challenges. These challenges in turn unfold challenging contexts for those in the educational world. Innovations involving quality in education are a common phenomenon today. In this analysis and search for quality parameters there is a general consensus that the quality of school education, depends to a large extent on the quality of the teaching force. "A high-quality teaching force, which engages in continuous professional learning, is important for the initiation, implementation and sustainability of educational reforms."Dr.Tang Yee Fan.

The paper will attempt to throw some light on these issues:

- understanding teacher professional development
- enhancing teacher professional development
- leadership and teacher professional development

It may be reiterated that workforce reform is not an end in itself. The focus is on developing a school workforce that has the professionalism, teamwork, and leadership to deliver further rapid and sustainable improvements in standards, while at the same time narrowing achievement gaps. Workforce reform therefore underpins the Government's school policies more generally.

Workforce excellence is based on hiring the right people with the right skills and values It is also important that new employees receive the necessary training to learn their jobs.. Our employees need to understand that the ability to deliver high-quality outcomes rests in their hands and relies on their emphasis for meeting the many compliance standards of the school and the government. Workforce excellence also involves recognizing and rewarding the achievement of our employees.

The paper will also try to analyse the types of professional development, that is: Individually led; School led, and externally provided

The overall focus would be on the importance of having a workforce that is quality based.

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Curricular and Co-curricular activities: Pivot of School Assessment

Mr. MGV Seethapathi[*]

However, education is a life long process it is in its real sense obtained from a right schooling. The schools of today are not competent enough to promote the necessary education required by the child. It has become that the mechanized institutions only pour the gist of knowledge present in the guideline materials. This cannot be termed to be education. Then what are the necessary ingredients needed in education. This can be justified only by having co-curricular activities education along with the curricular activities.

Then what are co-curricular activities? These activities fulfill the practical part of the theory taught through the lessons. For instance, we teach about good manners to students in the four-wall classroom through the given syllabi, which only defines what good manners is? It is not competent enough to explain in real life situations until and unless we perform practical activities like –

Educational Games:

These are helpful to teach fair means of participation and play where children are able to share free thoughts develop their skills.

Competitions:

In these activities, the students can comprehend what and how the real life is and how to tackle things easily. To happen so, these activities must be organized in such a way, that the students are only guided but not spoon-fed.

Field trip:

The children of today brought up in nuclear families are not aware of sharing their things or feelings with others. By going to field trips children can be brought together to extend their feelings towards others.

Conclusion:

In this way, various situations add up in order to bring the students together to bind their love for others and share their feelings with the help of co-curricular activities.

Education must try to enhance the real feelings lying deep in the hearts of children. To do so good and proper co-curricular activities must be organized in a right time in the right way by utilizing the resources available.

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School Assessment by its Resources

Dr. K. Nachimuthu[**]

The Statistics of India show the current literacy rates as 65.38% (2001 Census). Issues related to this status, majorly being – Enrollment, Drop-outs & Quality of Education. Quality assurance (QA) is the activity of providing evidence needed to establish confidence among all concerned, that quality-related activities are being performed effectively. All those planned or systematic actions necessary to provide adequate confidence that a product or service will satisfy given requirements for quality. For assessing the school's standards & systems, accrediting programs like NAAC & NAB are not really suitable as they seem to be designed for colleges and higher educational Institutes.

According to the learning resources, (i) programmes and services to ensure equal opportunity among the students; (ii) provision to the special needs of the first generation learners, slow learners and students from the disadvantaged segment of population; (iii) providing and maintaining library / information services programme and materials that are fully integrated into the school's curriculum; (iv) maintain students? progress records; (v) health and sports services; (vi) canteen and co-operative stores for students.

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

Schools will provide a safe, nurturing, disciplined and orderly learning environment conducive to learning. School site, facilities, equipment and related services serve as a vehicle for the implementation of the school mission and factor into the functioning of the educational program. The school's learning environment should contribute to a positive educational atmosphere and address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior

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problems will improve learning opportunities for students. The provision of a productive climate and culture is an essential factor impacting student achievement.

The schools so accredited shall be awarded certificates indicating the grades. The Accreditation will solely depend on the profile of the Accreditation Panel. There are 7 milestones: 1. Expert Committee, 2. Accreditation Policy, 3. Technology used 4. Framework applied, 5. Standards set 6. Report and 7. Certificate of Accreditation. The type of contents are; 1. Written Policy Document, 2. Evaluation form & formats – to be used by the Evaluators during accdn, 3. Computer Programming & Interface, 4. Computerised Evaluation system, 5. Report Format and 6. Recommendations and six key areas were identified for assessment; Govt or Management Profile, Infrastructure, Administration, Faculty, Students, and Academics.

The assessment and accreditation process proposed by any system will remain voluntary as it is designed to benefit the students, parents, employers, Government, Management and Society at large. If the Managements of the Aided and Unaided Schools volunteer to use the proposed process of assessment and accreditation by any university, it shows their legitimate intention to support quality output. It is our earnest wish that the major provider of the School Education, the State Government will extend such a move for Quality Assurance and Enhancement in School Education.

Accreditation and Quality Assurance of Higher Medical Education in Iran

Parviz Aghaei Borzabad[*]

Quality assurance may be defined as a process that examines the aims, structure, inputs, processes, products, outputs and projected outcomes of higher education systems programmes/institutions, and maintains, improves and enhances quality. There are different approaches to quality assurance (QA). This paper first presents a taxonomy of QA approaches and then goes on to elaborate on the fact that self-evaluation is the first stage of these approaches to quality assurance. The second part of the paper presents the characteristics of a self-evaluation mechanism and its impact on the quality of higher education in Iran. This mechanism was developed in 1996 and first introduced in medical sciences departments and institutions where the process and results of self-evaluation were so impressive that the other (non-medical) departments volunteered to conduct their own self-evaluation. The process of quality assurance in those departments that have been active in this field has led to their gaining a sense of 'ownership' of self-evaluation, and has motivated faculty members to revitalize the departments of which they are members. Furthermore, it has developed positive attitudes towards transparency and responsiveness in higher education.

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Primary School Teachers' Knowledge in Content and Pedagogy of Mathematics as Criteria for School Assessment

P. Lakshminarayana[*]

The Andhra Pradesh Government is appointing teachers, based on written test in content and pedagogy of all the school subjects taught at primary level. The basic qualifications required for the appointment of primary teachers is 10+2 (Higher Secondary\Intermediate) and Diploma in Education/ teacher training course/Programmes of DIETS or any other equivalent. The candidates with B.A. / B.Sc. / B.Com / M.A. / M.Com. With B.Ed. / M.Ed. are also eligible for the appointment of primary teachers.

All the primary teachers are required to teach Mathematics compulsory irrespective of subject background as per the terms of the appointment. This leads to a situation where some primary teachers are compelled to teach Mathematics with out sufficient knowledge of the content and pedagogy. Primary teacher is expected to have basic understanding of nature of subject, methods and techniques of teaching to promote positive attitude among the learners towards learning of the subject.

The teachers are not in a position to use appropriate teaching strategies for teaching of Mathematics at primary level. This leads to negative attitude towards the learning of mathematics, in other words the teachers are not able to motivate the learners properly towards the learning of Mathematics. This is due to lack of knowledge in content and pedagogy of Mathematics. Primary education is the foundation for the structure of education. It is true that learning of Language and Mathematics is compulsory from the class I. This should provide strong basis for the further learning at different stages of school education. Hence the quality assessment of the schools will be done on various criteria. The instructional strategies adopted by the teacher are also one of the dimensions of school assessment. The present paper is an attempt to consider the instructional strategies which will be based on content and pedagogy knowledge of the teachers at primary level. However, the study was restricted to selected primary schools of Ananthapur district.

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Assessment of School Quality Improvement through DPEP Intervention in Andhra Pradesh

Dr.G.B. Prasanna[*]

In the field of Primary Education in India, there has been a considerable expansion since Independence. However, this is mainly limited to the Quantitative Expansion in terms of number of schools, teachers, students and diversification of the educational programmes. It has, however, not been possible to meet the national aspiration in respect of quality of education. Mere growth is not enough. Provision of Quality education will help in reducing the stagnation and dropouts, increase the demand for further studies. Prof. Amarthyasen Says, "Quality Education for all is essential for ensuring the quality of life of all people". Teacher is the key to quality education. Sound educational management and good teaching-learning practices ensures higher quality education. Students' achievement in annual examinations is not the only criterion of evaluation of the school quality. But the availability of good physical environment in the school and its effective use, Learning Environment involving better classroom practices, Feedback Mechanisms with continuous comprehensive evaluation techniques co-curricular and Extra-curricular activities to improve overall development of students' personality are also very important factors which have to be taken into account for quality improvement of schools. The District Primary Education Programme (DPEP) aimed at Quality Education through implementing several strategies and interventions. The objective of aiming at excellence is realized through certain interventions to develop Physical Environment (PE), Learning Environment (LE), Feedback Mechanisms (FM) and Extra-Curricular Activities (EA) for Quality Improvement of primary schools. Loins share of DPEP funding i.e., 35% was earmarked for quality inputs and interventions.

Hence, the present paper deals with one of the aspects of doctoral study made by the paper presenter. This was made to assess the quality level of primary schools under DPEP intervention based on the four different quality aspects namely Physical Environment (PE), Learning Environment (LE), Feedback Mechanisms (FM) and Extra-Curricular Activities (EA). The study was aimed at finding the level of quality improved by the implementations of DPEP intervention in all the 112 primary and 22 upper primary schools of Chittoor Mandal of Chittoor District in Andhra Pradesh. A three point rating scale with Poor, Good

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and Excellent rates for 53 items under the above mentioned four quality aspects was administered on all 134 schools of both Rural and Urban areas. The colleted data was analyzed using descriptive statistics namely percentages, Mean, Graphs and Inferential statistics namely chi-square test. The results manifest the difference in the quality aspects of Rural and Urban area schools. Enhancement of PE, LE, FM & EA by DPEP intervention contributed a lot for the quality improvement of Primary School Education both in Rural & Urban areas. Whereas Urban area schools manifest better quality than Rural area schools. It was also found that still there is a need to improve certain quality aspects both in Rural and Urban area Schools.

Quality Indicators for Student Support and Progression in Schools

Ms. Priya Kumari[*]

The concept of quality is amorphous and contextual. It ranges from meaning 'standard' to 'excellence'. Both are deeply rooted in their respective values operationalized in individual, institutional and national practice. "Standards can be defined in terms of a minimum 'threshold' by which performance is judged" (Ashcroft & Foreman-Peck, 1996, p.21). In this context, quality is assessment in terms of a set of norm-referenced standards that are built around what is expected at the minimum and beyond. At the other end of the continuum is the consideration of quality as excellence. Excellence is a performance stage of exclusiveness that is distinctive from many others and stand out as demonstration of 'zero defect' and highest level of satisfaction of the stakeholders. In education, our objective is to achieve the 'standard' and move towards 'excellence'. In this paper, an attempt is made to throw light on quality indicators (QIs) to assess student support and progression in schools. These proposed quality indicators assume importance in the context of continuous improvement and quality assurance in schools. The greatest advantage of the application of QIs in performance appraisal is that it is not static like an instrument i.e. the exercises and approaches can be adopted by an individual or by a team and they can be changed as per the requirements and contexts in which the school is functioning. This flexibility allows schools to gauge the improvement to be made for bringing in effectiveness in the implementation of the process and performance excellence.

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Health and Safety – a Standard for School Accreditation

Dr. Rajiv Gundale[*]

Accreditation standards are qualitative statements that reflect research based best practices for schools these standards complement content area standards, which designate what students are expected to learn in various curriculum areas. The latter may be incorporated in the accreditation process in a variety of ways, but because content standards vary among schools it is not possible to designate a single set of content standards for all accredited schools. Accreditation standards have several important functions in the accreditation process. Most importantly, they serve as a school improvement mechanism. Because they are based on research and reflect best practices, they serve as a qualitative guide to expectations for an accredited school. The standards are not designed to make all schools look alike. The accreditation process respects the individual nature and character of each school. The main objective of accreditation it to develop quality conscious system of education where excellence, relevance and participation by all the stake holders are prime the major determinants and dedicated to build a education system.

The parameters for accreditation are:

1. Philosophy/ Mission
2. Governance and Leadership
3. School Improvement Planning
4. Finances
5. Facilities
6. School Climate and Organization
7. Health and Safety
8. Educational Programme
9. Students Services etc.

In this paper, more emphasis is given on the parameters of health and safety. Safety helps to promote healthy environment for teaching and learning. The school adheres to local and government for health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies to be clearly written well documented, implemented, and updated regularly.

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Leadership as Criteria for Assessment and Accreditation of School

Dr. Ramakanta Mohalik[*]

School as an organization need effective leader for management of routine administrative activities as well as academic activities. The school can be judged as good or bad depending on the leadership qualities of head of school. The Head of school is the centre around which all; teachers, ministerial staffs and students revolve. All the curricular and co-curricular activities of school is also supervised and monitored by the Head. But presently heads of school fully engrossed with administrative work by neglecting the academic activities. So the academic activities of school become sub-standard and low-standard. The National Curriculum Framework-2005 reported that 'the potential role of headmasters in providing academic leadership to their schools has yet to be adequately realized'.

The success or failure and reputation or condemnation of school mainly account on the administrative and academic leadership style of head of school. The head of school should possess certain **personal qualities** like honesty, punctuality, impartiality, objectivity, sociability etc. The Head of school should have **academic qualities** like provide constructive feedback to teachers in teaching and learning, good communication, interest in academic activities, motivation to participate in in-service training programmes, willingness to learn from others and be life long learner etc. The head of school should possess **administrative traits** like taking decisions, making people work, supervising administrative and account work, motivating employees, creating confidence among staff and students, building morale of employees and making rapport with higher authority and local administration etc.

The leadership style of Heads of school can be classified as autocratic, democratic, transactional and laissez-faire. The **autocratic head** of school take all decisions of his own and expect staffs to implement the order. It is most successful when head is present in school. The **democratic head** of school is liked by all teachers, staffs and students. He takes decision on the basis of consultation, deliberation and discussion. It is always successful either when head is present or absent. The **transactional head** is aware of both needs of school and needs of staffs, teachers and students. He tries to integrate and balance both the needs of school, employees and students. The **laissez-fare head** is indifferent to school activities. He neither gives direction nor encourage employee. This leadership style is most ineffective. School can be assessed and accredited by evaluating socio-personal, academic and administrative qualities as well as the leadership style of Head.

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Experience of Assessment of Physical fitness of School pupils and Co –Curricular Activities in Schools

Dr. Vanaja. M[*]

Education is a dynamic, energetic and vibrant human enterprise. Education is a continuous process and its practice and programmes have to be constantly reconstructed in the light of our growing knowledge of the learner and of the social environment. A close relationship between right knowledge and right action is sought for – Here the former is mostly taken care by the Curricular Activities and the latter part is taken care mostly by the Co-curricular Activities. The Curricular Activities are mainly cognitive in nature and concentrate on intellectual development of the students. However, the objective of education is not confined to intellectual development only but also an all round development of personality, i.e., besides intellectual growth, education shall also cater to the emotional, physical, psychological ad social development. The development in these areas may take place if curricular activities are supplemented with the co-curricular activities. Thus co-curricular Activities may be defined as – The Activities undertaken to strengthen the classroom learning as well as other activities, both inside and outside the classroom to develop the personality of the child. Co-curricular activities are those activities which are sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. These include sports, school bands, student news papers, etc.

Accreditation is an ongoing process of meeting standards, continuous improvement, and quality assurance demonstrated through internal and external review. Through the accreditation process, the staff of the institution continuously reviews the standards and indicators to ensure that the standards are being met and to identify areas that the institution may need to strengthen or improve. This review requires the institution to identify the data, information, evidence, and documented results that validate that it is meeting each standard.

In this paper, findings of two research studies are presented which support the need for assessment of co – curricular activities and highlight the findings of the pilot studies.

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Vision, Aims and Objectives: Role in Quality Assessment of a School

Mrs. R.L. Madhavi[*]

Mr. M. Rajendran[**]

Rating of educational process of an institution by providing accreditation by assessing and evaluating the institutional performance on set criteria has become the one of steps to maintain quality of the education at all levels. It is being widely practiced at higher education level, but at school level it is still in its beginning stage. Particular to the Indian context where school education is witnessing a sea change with establishment of school at different levels with different kinds of managements, maintenance of quality is becoming a question mark. There arose a need to develop a proper accreditation system to support the government's endeavour to achieve its social goals on one side and to satisfy the aspirations of parents to make their wards suitable to present day situations. In this regard, certain criteria are identified and work is being done to fine-tune the process by further discussions. In this context the present paper is focusing on the setting up a proper vision, aims and objectives to develop an institution and certain issues arising from the real social context.

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Leadership and School Organisation

Dr. C.V. Narasimham [***]

Leaders are needed to manage change, provide direction and take responsibility for risk. This is applicable to any field, be it, defence, industry, hospital, sports, politics, general administration or education. As far as school is concerned, principal is the leader of the school and sets the tone for the school. The characteristics of the leader in quality maintenance and sustenance of a school and the other efficiencies of the leader along with leadership skills are discussed in the detailed paper. The position of the school principal is evidently indispensable in consideration with the multiplicity of commitments and responsibilities he organizes involving the staff, teachers, students, parents, society and the authorities. The impact and influence of the principal on the school organization is omnipresent, irrevocable and inseparable. The does and don'ts of the traditional leader are described in the detailed paper.

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Assessment, Feedback and Counseling   Mechanism

Dr. K. Ganeswara Rao[*]

ASSESSMENT:

At the heart of educational reform today is the question: "What did you learn today?" The standards movement and associated high stakes tests are evidence of society's desire to have schools accountable for the learning that takes place in them on a daily basis.

Teachers have little or no control over the type of students who walk into their classroom at the beginning of the year. They get what they get. Yet the notion that teachers should be held accountable for their students' progress during that year, regardless of the beginning achievement level, is absolutely reasonable.

Standardized tests aren't the only way of gauging student achievement. Throughout the country, educators are using performance assessments to measure what students know and can do. These real-world evaluations include.

 standards-based projects and assignments that require students to apply their knowledge and skills.

• clearly defined criteria to facilitate a fair and consistent evaluation of student work.

opportunities for students to benefit from the feedback of teachers peers, and outside experts.

Assessment! For teacher, the word conjures up images of late night grading sessions prior to report card deadlines. For principals, the word "assessment" is often related to job tenure. For students it signifies the judgment of others regarding work they may or may not understand or care about. But assessment can have positive connotations and consequences when it is used as a tool for learning. Sound assessment should be both a barometer of how well things are progressing as well as a compass indicating future direction.

 Assessment can be conducted either written or orally. Assessment of the lessons taught is periodically conducted for the students as designed by the school. The procedure includes class tests, Unit tests, oral quiz, elocution, debates, projects, inter class and intra class competitions, the mid year and final year examinations.

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Assessment as Feedback

One reason we rarely follow such simple steps is that there are fundamental misconceptions about assessment generally and feedback in particular among educators. Many educators treat assessment as something one does after teaching and learning are over instead of seeing assessment as central to learning.

What is feedback? Feedback is information about how we did in light of some goal. We hit the tennis ball and see where it lands, we give a speech and hear (as well as witness) audience reaction as we speak, we design an experiment and check the results for error margin, we use the word processor and the spell checker underlines misspellings – feedback. Though we use the word more loosely in day-to-day talk to encompass many kinds of effects or reactions, here we narrow the meaning of feedback to its more technical meaning: information about what and was not accomplished, given a specific goal.

Feedback is useful information about what happened. It thus is not guidance or evaluation. Thus, we profit from pondering our current bad habit of defining assessment as testing and the result as a score merely.

"Feedback is not praise or blame. It's what you did and did not do, whether you realized it or intended it" Feedback is communicated to the parents through dairies or calendars of the students sometimes and through progress cards after the unit tests, mid year and end year examinations. Feed back is further communicated through parent teacher meetings, note from the teacher and some times from the Principal.

Current approaches to school assessment are hampered by issues related to timeliness, inter-school comparability, and articulation of results with school policy and practice.

Continuous, useable feedback to teachers and school principals, indicate the school's progress on the student engagement, student wellness and school climate indicators.

(c) The data can be linked to other data collected by the school to assess the impact of changes in school policy and practice.

(d) Scores on the indicators can be standardized to national norms.

A comprehensive feedback report has also been created to provide information on the academic credentials, performance, and over all performance of students. The goal of the feedback system is to provide weekly feedback to students. At the start of each week, the teacher creates measurable content outcomes for the upcoming week

Immediate Feedback:

Another essential component of the feedback system is that the teacher receives immediate feedback about how well students did or didn't understand what happened in class that week, is through parental response or rarely student's enquiry or through a class test conducted immediately.

Feedback and guidance:

Feedback is information about what happened, the result or effect of our actions. The environment or other people "feed back" to us the impact of our behavior, be that upshot intended or unintended. Guidance, on the other hand, gives future direction: what should I do, in light of what just happened? And evaluation, finally, judges my overall performance against a standard. Feedback tells me whether I am on course. Guidance tells me the most likely ways to achieve my goal. Evaluation tells me whether I am or have been sufficiently on course to be deemed competent or successful.

Counseling mechanism:

Counseling mechanism is totally associated or based on the feedback or other wise on the performance level of the student. It is further dependent on the expectations and actual competence of the student. Generally the teacher gives counseling for the mistakes made by the student and hints to improve the performance. The same is continued by the parents (if educated) in a different way with a different purpose. Unquestionably this works well in many cases and helps the student to improve the position.

Novel Instructional Strategies and Practices to Foster Creativity and Enhance Learning Capacity

Dr. U. Nageswara Rao[*]

India, a vast democratic country enjoys unity in much diversity. Ours, being the second largest system of school education which has its rapid growth in quite few years results at heterogeneous nature in every aspect of schooling. Quality assurance of a complex, diversified school system has evidently become more prominent issue, which can be possible by assessment and accreditation of schools alone to make educative process lively, congenial and exemplary. Will Mott defined Education as 'The apprenticeship of human life'. This emphasizes more impetus to the prominent aspect that education is a systematic process by means of which a person develops abilities, activities and other forms of behaviour of positive value in the society where he lives. Nurturing the child's talents, rearing up the potentialities and moulding the personalities are the ultimate responsibilities of the teacher. Though teacher was placed on the highest pedestal, the child and his valiant endeavors to master over all skills are more required end - products in the educative process. To strive for these, the teacher has to be studded with character, competency, commitment, and above all creativity. Creativity is the process of producing a totally novel thing completely or partially. Barron defined creativity as the essential ability to bring some thing new into existence purposefully. Paucity of Identifying creativity of students by the teacher prevails as a bane in present day education. Besides imparting, sustaining and enhancing creativity, identifying creativity and accepting a clever answer along with correct answer is more required which is possible by the sterling efforts of a creative teacher. The creative thoughts of students and teachers will definitely enhance learning capacity and increase the pace of learning. The need was very much felt to make a probe into the issue **"Novel instructional strategies and practices To Foster Creativity And Enhance Learning Capacity"**

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Assessment, Feedback and counseling mechanism in School Assessment and Accreditation System

Dr. H. Kumara Swamy [*]

This paper opens a discussion on the field implications of attempts at setting up a school assessment and accreditation system.   The focus is to analyse the kind of problems that might crop up in the implementation of such a programme and explore alternatives to make the process of assessment more acceptable to the school community and more informative to the larger community.   To begin with, it may be necessary to clarify our stands and assumptions regarding assessment and accreditation system.   We need to be clear about how we are going to use the data we generate from the assessments. Though the assessment is not an end in itself,   there is always the danger of treating assessment as the last activity in the whole scheme of learning.   Unless this assumption is seriously reconsidered, the issue of quality will just remain as a question of raise in student performance in term end assessments. The following issues are identified and discussed in the paper.

1. Systemic insecurities which might crop up as a result of the labels that schools might get because of the assessment and their implications

2. Unreasonable community expectations and the need to educate the community and all stakeholders

3. The need to educate teachers in this process and enroll them

4. Making the results more of an internal auditing benchmarks rather than the tools to label the schools

5. Ensuring the participation of all stakeholders

6. The effect of promoting a common learning scheme at school level - the possibility of limiting to convergent thinking alone

7. Counseling - whom and on what area

The paper discusses these issues in the light of some of the current assessment practices.   The alternatives suggested aim at creating a system of education which will have a focus on the essence of school practices and not just the form.

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Quality Assessment of English Medium Schools-Knowledge Commission Perspective

Rev. Dr. R. Daniel Jayakumar*

Achieving the first seven goals may be possible for each nation within the national parameters but for achieving the last goal a common link language seems a prerequisite. The importance of English through the World Wide Web (www), E-Mail, and the use of computers and as a World Trade Language has already been well established. The need of the hour is to give the students and our youngsters the capacity to use English as a tool for success and Development in the inevitable global partnership as a result of Liberalization, Privatization and Globalization. India has already achieved a place of pride as a World leader in several areas like Science, Technology and Trade. Knowledge of English will speed up the progress in these areas. The author emphasized the views of Knowledge Commission on Quality School and Need for Quality English Medium Schools in 21st Century is described in full paper.

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Assessment of Teacher Quality-a way to
Quality Assessment of School

Dr. Sabu [*]

Averring that quality of education cannot be improved unless and until a purposeful attempt is made to assess teacher quality. The author stresses that professionalism should be developed in teachers with teaching competence. They should be free from distress creating situations and adjustmental problems. A proper attitude towards teaching profession is generated to meet the requirements of present school system. The production of incapable teacher educators and teachers must be checked in time. Criteria for assessment of teacher quality should be prepared and utilized. Remedial measures, internal motivation, in-service programmes etc., implemented to empower teacher quality.

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Role of the Organisation's Head in Effective Functioning of an Institution

**Dr. M. Savitha Pande[**]

School organization is concerned with a system in which the headmaster, the teacher, the students & other related persons work as a team to undertake the task of running the school on sound lines. Hence by school organization, we mean the act of organizing all available physical & human resources in a focused manner to attain the objectives of education. In general, all of them bear a responsibility to achieve the objectives such as, imparting knowledge to the pupils, develop in them skills & certain human qualities. In order to achieve above listed objectives, the organisation have developed a complex structure, their functioning has also become quite complicated. So in this paper my main focus is to highlight how efficient a leader of an organization should be and also to discuss the various parameters to be considered for assessment.

Many a times the institution is recognized by its head, as they are the one who have to take the lead in making the whole team achieve the above stated objectives. This underlines the effect and the influence of the head of the institution. The head of the institution should be a person who is impartial, bold, flexible, broadminded and innovative in his/her approach to bring out the best from his team with whatever available resources' are at his/her disposal. The head should not only be good in his approach but should be good in administrative aspects too, to effectively manage day to day aspects of the organization. Achievement of organizational goals very much depends on how effectively leadership is exercised in the organization. Organizational leaders are the key figures who can change the work environment and make the employees motivated to work in a very effective way to reach the desired goals. Their philosophy of life, their styles of management, their ways of decision making etc., will have a great impact on the whole organization. The above listed points have been discussed in detail in the paper.

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Evaluation of Instructional Strategies and Practices of High Schools

Dr. K.V. Sridevi[*]

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.

2. Instructional strategies shall: personalize instruction; make connections across disciplines; engage students as active learners; engage students as self-directed learners; involve all students in higher order thinking to promote depth of understanding; provide opportunities for students to apply knowledge or skills, and promote student self-assessment and self-reflection.

3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.

4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.

5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.

6. Technology shall be integrated into and supportive of teaching and learning.

7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.

The Description this criteria is discussed in detail in full paper.

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Effective Instructional Strategies for Assessing Students' Achievement in Terms of School Accreditation

Dr. V. Govinda Reddy[*]

Dr. D. Chenna Reddy[**]

The National Assessment and Accreditation Council and National Council for Teacher Education are assessing the higher education institutions and teacher education institutions. The Andhra Pradesh State Government also assessing the GRADEs to the concerned elementary schools through the high school teachers within the specified School Complexes under the Children's Learning Acceleration programme and sustainability (CLAPS). Under this the following heads are consideration in accounting the GRADEs of the schools: 1. Enrollment; 2. Retention; 3. Effective Teaching instruction; 4. Teaching learning material; 5. Achievement, and 6. Evaluation. Based on these areas of assessment, the evaluator is assigning the GRADEs to the concerned school.

With this background the investigator come out with an idea to give conceptual information in assessing the area of Effective Instructional Strategies which comes under the Cognitive Domain. He brought one of the ideas of Robert Marzano, an Educationist who did an experimental study and reviewed various articles and come to one conclusion on the Effective instructional strategies in assessing the students achievement.

Teacher-level variables associated with raising the academic achievement of all students are commonly grouped into three categories:

- instruction,
- classroom management, and
- curriculum

This examines the experimental, quasi-experimental, and correlation research related to one of these categories—instructional strategies used by effective teachers—and propose a conceptual framework in which these instructional strategies can be made more accessible to all classroom teachers. Various studies have identified instructional strategies that show positive, measurable effects on student achievement.

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Assessing "Educational Immunity" offered in a School with reference to Criterion: Curricular And Co-Curricular Activities

Mr. M.S. Prasanth[*]

"A school should be viewed more a living thing than an inanimate object while accreditation basing on the **"modus operandi"** of Curricular and Co-curricular activities or a combination of the two, assessing whether it leads to the **"Educational Immunity"** of the learner. Curricular Practices in **Language Arts and English** like reading unfamiliar and authentic texts with ease, implementing oral component in curricular subjects' examination, Opportunities for creative timetabling, pupil participation in decision making at all levels, video tapes for quality of interaction, Language lab, abilities to locate and retrieve information, Writing across the curriculum, reading in phonics are the indicators of learner's attainment of **"Language Immunity"**. A school that integrates Multiple processing abilities of the right brain with **"Gardner's Eight Multiple Intelligences"** leads to a better **"Right Brain Oriented"** curricular and co-curricular activities like Aesthetic Experiences in curricular subjects, Thought Excursions, Project methods, presentation techniques, metaphors, synectics, sculpturing, debates, eco-clubs, interaction abilities of students, self analytical skills etc., are the indicators of **"Academic Immunity"** in students. The school with well established Techno-lab, staff and freedom of accessibility; the learner's positive answers to techno-prowess questions; and finally his ability to integrate intra- subject skills into inter-subject skills with the help of "Information and Communication Technologies" are the criteria to assess the **"Techno-Immunity"** in the learner. Character Education or may be Values Education is the effort to help the young to acquire a **"Moral Compass or Moral Immunity"**, through activities that promote the sense of right and wrong and the enduring habits necessary to live a good life. It involves helping the child "to know the good, love the good, and do the good – **Decency"** and finally a child more responsible, empathetic, and well adjusted, both personally and socially would improve class room behavior in the short term and social and work place success in the long term leading to highly valuable outcome of the school – **"Emotional Immunity"**.

A healthy interplay of all the immunities mentioned is the final out come – the Educational Immunity.

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Assessment Plan

Dr. D. Chenna Reddy[*]

Dr. M.T.V Nagaraju[**]

Assessment at Chico is aimed primarily at improving the quality of education. Assessment also serves the purpose of demonstrating our many achievements and our accountability to an external audience: the public, the state, and our accreditation agencies.

The following provides details for assessment at the institutional level. The outcomes we hold for students regardless of discipline which are a trans-campus responsibility. Examples include the campus climates for diversity or safety, the overall academic and co-curricular experiences, and the development of attitudes and behavior beyond a single discipline such as lifelong learning or tolerance of ambiguity.

Institutional Level assessment poses a problem that is unique to this level: social psychologists call it diffusion of responsibility. Since no single program or faculty member may be said to "own" these goals/outcomes, no single unit or person is usually held accountable for their achievement. In practice, since we each have more than enough to do, these institution-wide goals tend to be ignored in assessment. Since institution level goals span disciplinary and service unit boundaries, campus-wide policy makers particularly the President and Executive Cabinet have the ultimate responsibility to initiate and direct these assessments. The policy makers most concerned with a particular set of goals/outcomes (i.e., the people who will use the information to assess then direct institution level improvement, usually the President and Cabinet) will identify an institution-wide study group with the breadth and expertise appropriate to the particular area of study. The UAC will, at the direction of the Cabinet, help define the specific charges and plan the assessment.

The School Assessment Committee will have two responsibilities: 1) the assessment of existing outcome information that is pertinent to School wide goals (e.g., the results from Institutional Research's Surveys of Recent Graduates' and Seniors' College Student Experiences Questionnaire, data obtainable from the School Planning Database, special studies such as the President's Commission on Student Life); 2) review of the relationship between existing institution level outcomes information, the School's goals, and the need for

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institution level management information. Based on this review, the UAC will recommend potential topics and priorities for study to the executive officers. Institutional goals are often so broad, or vague, that they are impossible to assess unless they are made operational (i.e., turned into definable, measurable, information producing steps). Useful data is organized around specific problems, issues, and purposes and is provided in a timely fashion. A "charge" should define the scope of the study group and, as explicitly as possible, state the management or policy decisions for which the data will be used.

Accrediting Schools through Leadership Styles: A Case Study of School Productivity in India and Iran

Ms. Royae Afrassiabi[*]

The main premise of this study was to investigate the effects of delegating leadership style on teachers and students' performance and the productivity of schools. The study scrutinized what principals of successful schools actually did to promote their schools' success. In effect, it studied the leadership style and its consequential managerial results. The researcher in this research project focused on the leadership style of sixty secondary school principals and its effects on 400 teachers who eventually could help the students achieve their goals and the school grow more productive. By using a case study method, the researcher was able to gather rich data when studying the principals' leadership style and its effects on teachers' behaviors. She found out that specific leadership style makes a difference and is important to decipher that delegating leadership style leads to successful results. In the case of schools that distinctively improved, principals possessed delegating leadership style. Principals must be able to take measures that will not only be innovative but also empower their teachers to become involved in the students' achievements and in the school productivity. The relationship between the principal and teachers is vital when trying to implement and undertake changes. It is important that this relationship be nurtured and developed over time. The principals of successful schools are strong leaders who effectively combine motivation and inspiration to get teachers, parents, and students to change their practices and ultimately their beliefs that results in school productivity.

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A More Purposeful Rubric for Evaluation of Academic Programs

Dr. Renuka[*]

Rubrics are a critical and vital link between assessment and instruction. They operationalize quality so that educators can teach more effectively and lead the students forward. For most educators, a rubric is a printed set of scoring guidelines (criteria) for evaluating work (a performance or a product) and for giving feedback. The key questions that build such a rubric are:

1. By what criteria will the work be judged?
2. What is the difference between good work and weaker work?
3. How can we make sure that our evaluation is valid and reliable?
4. How can we focus on excellence from the present state?

Generally, we need to follow structured steps in order to construct criteria statements and indicators, so that the rubric is well built. The Rubric Design Protocol consists of the following steps:

(1) Gathering student work samples.

(2) Taking measurement of the work samples

(3) Sorting the samples into manageable groups.

(4) Recording descriptive statements.

(5) Categorizing the statements into critical performance elements.

(6) Writing an operational definition of each element.

(7) Selecting the "best match" in each level of performance.

(8) Refining rubric's elements, descriptors, and indicators.

(9) Application of the refined rubric

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(10)   Identifying necessary improvements

(11)   Evaluation of the improvements

The present paper presents and discusses a more purposeful rubric for the evaluation of academic programs at the school level. The overall program is analyzed taking a deeper analysis of the individual components.

Teacher – Pedagogy Approach for Sustainable Proficiency

Dr.Baiju.K.Nath [*]

Meera Balan [**]

Sustainability of quality is a concept getting worldwide momentum. Quality concerns got attention in Indian context at various levels. A National Assessment and Accreditation Council was set up for the quality assurance of higher education institutions. Various programmes were already conducted for quality assurance of school education also. But an organized drive for quality assessment and accreditation is not yet constituted. Preparation of guidelines for assessment, how to apply for accreditation , what criteria need to be satisfied , methodology of assessment , institutional preparation , self appraisal report, grading etc, are some of the major issues related to institutional assessment and accreditation etc., should also be formulated

The strength of any curriculum depends on the teacher and how effectively it is being transacted. The teacher and transactional strategies have high influence in attaining the curricular objectives especially, the affective and psychomotor ones. Hence the present study analyses the role of teacher and instructional strategies as quality determinants of school education. The role of a teacher mainly depends on the methodology adopted for knowledge dissemination. Hence quality of a teacher should be an essential input for institutional quality. Teacher Quality involves teacher qualifications, personal professional attributes, and technical ability. Other aspects such as teaching experience, teacher requirement of the institution, actual teacher strength, teacher – pupil ratio, administrative roles of teachers, etc. also are determinants of quality. Regarding qualifications, minimum qualifications are required for the profession to specific levels. Acquiring of additional qualifications should be a direct indicator of quality enhancement. Institutions providing opportunities to teachers for acquiring additional qualifications satisfy themselves in quality assurance. The personal attributes of a teacher can be summerised as; Regularity, punctuality, humanistic view, democratic approach, leadership, etc. The professional attributes of a teacher may include professional approach, professional growth, Contributions, Innovations and experimentations in the level or area of specialization. Professional approach of a teacher mainly reflects in her Authenticity, Preparedness, Involvement, Attitude, and Enthusiasm. Technical ability refers to integration of teaching technology and handling technology for teaching. Only a teacher

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having correct functional knowledge alone could identify the correct technique for a specific topic using appropriate technology. Hence the functional knowledge of instructional technology and handling instrumental technology is essential for a quality teacher.

There also is the need for institutional mechanisms of teacher effectiveness. Various measures such as, collection of feedback, enrichment programmes, extension activities, etc should be counted in this category. Though learners learn through cooperation and collaboration, as envisaged by social constructivists, properly planned and executed "learning situations should naturally happen" for effective learning. The chaining of mental operations to emotional patterns leading to desirable physical actions could not be developed using lecture method only . The significance of instructional strategy thus occurs due to its influence on the quality of outcomes of school education

Hence concentrate on equipping teachers and drawing out the best of them is the best way to ensure quality. Both individual readiness and institutional readiness is essential for the selection of appropriate strategies of instruction.

Quality Indicators of Evaluation at Secondary Level

Meera Balan [*]

Dr. Baiju K. Nath [**]

Secondary education is considered as the thrust area of education for a long period of time. Various agencies are working for the quality assurance at secondary level. NCERT suggested the following quality indicators, such as Infra structural facilities, School management, school and classroom environment, curriculum and teaching learning materials, teacher & teacher preparation, classroom practices & process, learners' assessment, monitoring and supervision, in relation to SSA. Since, evaluation is one of the key aspects of education; it is inevitable to identify the quality determinants of evaluation at secondary level as a part of school assessment and accreditation.

The present study follows the procedure of descriptive research. Document analysis technique was utilized as an important tool for the study. Discussion with experts and observation also used for supplementing the data obtained through the analysis of documents

The concept of continuous and comprehensive evaluation involves various measures such as unit test , assignments, collection , diary , seminar , and project as well as a specific procedure for conduct of evaluation . The process of conducting evaluation along with the various measures adopted for continuous and comprehensive evaluation are the main quality indicators related to evaluation.

The process of evaluation involves planning, monitoring committee, criteria for continuous evaluation, transparency in evaluation, publication of marks/grades, and grievance redressal system. Each of these aspects influence the quality of the institution. The measures of evaluation adopted at secondary level are, Unit test, Assignment, Diary, Collection, Seminar, and Project.

Quality indicators in evaluation are: Process of evaluation; Plans – Year & Unit wise plan in all subjects, Schedule of evaluation; Monitoring committee – minutes & decisions; Means of Communication of decisions related to evaluation & time of communication; Criteria for evaluation – scholastic & co-scholastic; Measures to ensure Transparency; Publication of marks/Grades, and Grievance Redressal System.

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Science Education in Higher Secondary Schools: Development of Accreditation Norms with Special Reference to Chemistry Laboratory

Mr. T. SAMPATH KUMAR[*]

India has the second largest system of school education. Science education was thought to be the most potent tool accelerates the pace of national development. Laboratory is commonly regarded as the heart of science. The laboratory activities are one of the predominant determinant factor of Achievement. As a Science educator the investigator realized the importance of laboratory activities in science education at higher secondary level and high light the characteristics of Good Science Laboratory. This paper aimed to develop accredation norms for chemistry laboratory. The Accredation Norms are developed in terms of six criteria: 1.General infrastructure 2.Chemistry Laboratory infrastructure 3. Laboratory Instruction 4.Organisation and Administration 5.Maintenance of Registrar and 6. Safety Measures. The discussion derived four aspects, to improve the science education:1.Who is teaching 2.Who is being taught 3.What is being taught 4. How Science is being taught. This paper concluded and advocated the urgent need of new paradigm-shift in science education and gear up ourselves for the challenges during transition phase.

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Leadership and School Organization

Mrs. L. Savitha[*]

School is one of the most important institutions for not only imparting knowledge but also shaping the character of the future citizen, the maintenance of quality is of prime importance. For Assessment of Schools, though there are various parameters like infrastructure, instructional strategies, utilization of resources, but in all probability leadership is a major concern.

Leadership is lifting a personal vision to higher sights, raising an institution's performance to a higher standard, building a personality beyond its normal limitations. The principal's ability to organise people and resources to deliver high quality education to students directly impacts on the effectiveness of the school. Research also shows that Principals who create stimulating learning environments and establish effective relationships with their wider communities develop schools that bring out the best in students, teachers, parents and caregivers.

School Organisation is the embodiment of an ideal and of a spirit, which enables different limbs of the school to function harmoniously in happy coordination blending themselves into a composite personality like the different rivulets join together.

The major responsibility of leading the human resources to manage the physical resources lies with Principal of the School. There are predominantly two styles of leadership namely, authoritative and democratic. The Principal's field of operation can be categorized into some major areas like Institutional Planning.

Framing the curriculum, Supervision of Teaching Learning Programme, Utilization of Community resources, Student Support, Responsibilities towards teachers, students, community and Convergence of Services.

The present article is an attempt to throw light on the various dimensions of the duties of the Principal in the development of an institution and realization of its objectives, keeping in view the assessment and accreditation of Schools.

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Some Influential Issues on Assessment and Accreditation of schools

Sri M.V. Loganadham[*]

Schooling has become universal. Hence naturally parental vision and expectations towards schools are increasing day by day in competitive world of knowledge and educational empowerment. They need to know or identify the best place for learning for the better future of their children in the days of spirit of competition and success. It is seen that there is a sort of uncertainty and majority of the people are not in a position in identifying or knowing the relative stand or position of the school in their surrounding in terms of quality of education that the schools provide. There is an increasing parental awareness to send their children to a right school, without compromising at the cost of learning. It is the right of every citizen to know the relative stand or position of schools in terms of its functioning and serving as per information Act also. It is the bounded duty of the department of education to clearly state about schools in their jurisdiction or particular area in terms of their effectiveness. Hence there is a great need to develop an assessment mechanism which helps in denting the category to which the school belongs and to accredit them.

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INSTRUCTIONAL STRATEGIES & PRACTICES AS DETERMINANTS OF INSTITUTIONAL EFFECTIVENESS
-In Partial Fulfillment of Assessment & Accreditation of Schools

Dr. H.N. VISHWANATH[**]

The ultimate aim of any education system is to develop an all round personality of the child that in turn enables the child to adjust him/herself to any changed / problematic / challenging situations in the society and face them successfully. To accomplish this ultimate aim of education, the system of education has and indeed is based on four very important/pivotal dimensions. These dimensions are:

1. The aims and objectives of education offered in the school;

2. The school plant and its resources – Human, Physical (Infra-structural) and Financial;

3. The Curriculum – Planning, Designing, Developing, Implementing & Evaluating, and

4. The system of Evaluation - Planning, Designing, Developing, Implementing & Improving.

In fact there is a great deal of a need for continuous observation, analysis and objective interpretation of the dynamics of entire education system under these four pivotal dimensions for bringing in qualitative improvement in the system on a whole.

Every institution has its own accountability that is called 'Institutional Accountability' which simply means that the institution has to answer for its role and responsibilities and its degree of success in accomplishing its set goals or aims and objectives. This ultimately reflects the degree of institutional effectiveness. Even though the total institutional effectiveness is comprehensively based on the effectiveness of each aforesaid dimensions, it largely depends on the third dimension that is related to curriculum and in particular curriculum transaction which is in simple terms – Teaching that is invariably complementary with Learning. In fact teaching-Learning processes have been considered to be the real heart of the entire process and system of education.

In this regard, it is very obvious that the institutional effectiveness largely depends on the instructional strategies and practices that are employed in a n educational institution. This invariably emphasizes the need for continuous, consistent and objective analysis, assessment and interpretation of instructional strategies and practices employed in schools. This is not

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only to improve the instructional system but also to have effective Instructional Management System (IMS). Over and above all, the instructional efficacy analysis and feedback mechanism in an educational institution can definitely be one of the major determinants of the total quality of education offered in that institution. The ultimate performance or progress of a school is usually gauged on the basis of the degree of success of students (success rate) in terms of their academic attainments, which in turn largely depends on the quality of instructional strategies and practices. This would indeed account for a partial but objective assessment and accreditation of the school or any such educational institution.

The present article throws light on various instructional strategies and practices employed in schools and their determinant impact on the overall institutional effectiveness of these schools in the light of which it would be possible for a partial but objective assessment and accreditation of schools

Accreditation of Schools based on Community Linkages

Dr. Asha KVD Kamath [*]

India is the largest democracy in the world and recognises its strength in democratic values and welfare of all people. Education is one of the means to strengthen the democracy. Schools are recognized as platforms for educating the young in a formal way. As the schools are setup in the community, to realize the goals of the community, no school can be taught without its community. Even the SSA and NCF 2005 reiterate the importance of the community involvement in the functioning of a school. The school is a part and parcel of the community, and community has to play active role in quality improvement of school. The 86th constitutional amendment is also emphasising the community partnership in school. The school and community together benefit from their involvement. The quality of the school can be assessed based on its linkages with the community and community involvement in the school activities. The detailed paper focuses on the certain criteria and parameters to consider the assessment of the schools.

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Assessment, Feedback and Counseling Mechanism
(Assessment and Accreditation of Schools)

*K. YESHODHARA**

Accreditation is a voluntary commitment on the part of a school or group of schools to achieve high standards, engage in a common protocol (a systematic process of school improvement), and to participate in peer review of schools. Accreditation helps schools to be trustworthy and to provide quality education. Monitoring for quality must be seen as a process that enables and provides constructive feed back in relation to different factors contributing to the quality of school education – infrastructure, quality of teachers, teaching and learning process, students' evaluation etc. To execute this process, a separate / special body called **'School Quality Assessment / Assurance Committee' (SQAC)** may be constituted. Further, this process of school assessment and accreditation may involve **three** stages :

1. Preparation of a Self Study Report by the school on the pre-determined criteria identified by the SQAC
2. Validation of the Self Study Report by SQAC
3. Final Decision on assessment and accreditation by DDPI office.

It is clear that for accreditation, schools are to be assessed on certain criteria. Before determining the criteria for assesssment it is very essential to know the prsent status of secondary education in our country / state. By and large, most high schools are run by the State Govt. and are not functioning effectively when compared to private schools. At present there is no practice of designing and developing an institutional / school development plan in a systematic way, especially among government and government-aided schools. Any infrastructure development work like provision of additional classrooms, toilet and water facilities, teachers, teaching-learning materials, teacher training etc., is planned and administered centrally at the state level. District wise allocations are made and distributed subsequently, often at the fag end of the financial year. Academic goal oriented planning is almost unknown at the school level. The organizational process is highly centralized, without taking

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into consideration the specific need s and existing infrastructure of a particular school and thus resulting in the poor quality. This needs to be replaced by local and more comprehensive school development planning.

Attention towards ways and means of improving school functioning is a current feature. This increased attention to school and local level management efforts for improving school functioning visualised the schemes of School Development Planning (SDP) and Total Quality Management (TQM),which advocate autonomy to the school and building quality into organizational processes rather than analyzing outcomes.

Considering the guiding principles of TQM and SDP, and NAAC criteria, following criteria are generated, to be considered to assess the schools for accreditation.

1. Relevance and adequacy of School Development Planning
2. Infrastructure and Learnig Resources
3. Curricular Aspects
4. Quality of Teachers / Teaching-Learning process
   (Assessment of Teachers' Performance)
5. Students' Evaluation Practices
6. Students Achievement and Support Programs
7. Management and Community Participation
8. Healthy Practices and Innovations.

Further, it is attempted, in this paper, to throw light specifically on **'Students' Evaluation Practices'** among the above said eight identified criteria.

The default understanding of assessment equates it with tests, especially the multiple-choice kind, which all of us have taken. In a broader sense, assessment encompasses activities related to understanding how well the curriculum and its instructional strategies result in learning outcomes. A primary purpose of assessment is to give ongoing feedback to teachers and learners on how to improve learning. If we truly believe learners learn in different ways and at different paces, curriculum, instruction, and assessment need to be much more flexible than the wooden approach of "Read the chapter, listen to the lecture, and answer the questions at the back of the

book. The quiz will be on Friday." Just because a student can recite rules of grammar or the names and dates of Civil War battles or the elements in the Periodic Table doesn't mean they can actually write well, understand the historic significance of those battles, or discuss how carbon or chlorine relate to our daily lives. We urgently need assessment systems that measure student understanding and performance at these much deeper levels. And we need systems that can assess how well students can work together with others, the social intelligence skill. Thus the following practices are to be considered regarding assessment of students to ensure quality learning, which in turn speaks of quality of schools.

- Provide for Continuous and Comprehensive Evaluation
- Classroom Response Systems (CRS) -- also known as classroom performance systems -- with names like EduGame!, einstruction, Interwrite Learning, and Smartroom. The goal is to transform abstract learning into a hands-on experience through the use of remote-control-like clicker devices
- Assessment systems that match with project-based learning and student-centered instruction.(PBL appears to be an equivalent or slightly better model for producing gains in academic achievement, although results vary with the quality of the project and the level of student engagement).
- Assessment on Place-Based Education (pursuing a project linked to their locality - bridging the gaps between school, home, and community)
- Grading System in place of Marking System
- Competency –based Evaluation – MLLs
- Assessment of Non-cognitive aspects also

A Conceptual Paper on
STANDARDS AND INDICATORS OF SCHOOL ACCREDITATION

* Dr.G.Lokanadha Reddy
** R.Poornima

ABSTRACT

Accredited schools are committed to being better today than they were yesterday. This commitment to continuous improvement is demonstrated by the school's adherence to the standards and implementation of a quality improvement process that yields results for students. Also, knowledge about those standards and indicators enlarges the vision of looking at the schools. Standards, indicators and the impact statements enable us to analyze the institutional performance better. Shared perception of all the stakeholders gives the direction to progress and development. Thus, awareness of quality indicators enables all the parties of the educational system to have the suitable focus for education. Quality is reality. Assessment of quality through indicators is an actuality.

The Schools that disseminates the art of understanding, knowledge, skill and application aspects to the students should be accredited to be fair and be supportive to an individual and to the nation to face new challenges in this ever-changing world. School Accreditation is hardly new even though our Schools are assessed informally. This conceptual paper briefly explains the concept of School Accreditation with the purpose of schools to be accredited. Also it lists the characteristics of accredited schools to expand the focus of accreditation and to have good visualization to achieve the framed mission. The Core of this paper explains mainly the seven Standards required for the school accreditation. They are: 1) Vision and Purpose; 2) Governance and Leadership; 3) Teaching and Learning; 4) Documenting and using Results; 5) Resources and Support Systems; 6) Stakeholder Communication and 7) Relationships

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& Commitment to Continuous Improvement. These seven Standards for Accreditation of the Schools represent the three core tasks such as: Ensuring desired results, Improving teaching and learning and Fostering a culture of improvement. The organizational conditions that are also required for quality schools are: Quality teachers, Effective leadership, Quality information, Policies and procedures that foster and sustain improvement and Resources & support systems to sustain improvement.

The above mentioned Standards and organizational conditions are the comprehensive statements of quality to achieve quality in student performance and organizational effectiveness. This paper also deals with the indicators that provide a comprehensive picture of each standard and also the importance of the school resources (inputs) and educational outcomes (outputs). Further, for each standard, the impact statements are supplemented. These impact statements describe the characteristics, processes and action that would be observable and verifiable in a school that effectively implements the standards. These standards, indicators and the impact statements focus on – the criteria to meet the high standards, engage in continuous improvement and demonstrate quality assurance through internal and external review.

Workforce Focus – Quality Dimensions

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Any organization is as good as it's workforce , how else does one explain why an institution with no so called infrastructure produces more than the expected results in every sphere? The answer lies in the fact that a committed staff with the right capabilities, with a passion for learning under the right leadership would be able to produce the results envisioned in the mission and vision of the institution . However , taking chances and letting them happen or not happen is not the way the workforce should be dealt with . We need to focus on the workforce in order to deliver the expected outcomes.

The changing world throws up profound social, economic, political and cultural challenges. These challenges in turn unfold challenging contexts for those in the educational world. Innovations involving quality in education are a common phenomenon today. In this analysis and search for quality parameters there is a general consensus that the quality of school education, depends to a large extent on the quality of the teaching force. "A high-quality teaching force, which engages in continuous professional learning, is important for the initiation, implementation and sustainability of educational reforms."Dr.Tang Yee Fan.

The paper will attempt to throw some light on these issues:
- understanding teacher professional development
- enhancing teacher professional development
- leadership and teacher professional development

It may be reiterated that workforce reform is not an end in itself. The focus is on developing a school workforce that has the professionalism, teamwork, and leadership to deliver further rapid and sustainable improvements in standards, while at the same time narrowing achievement gaps. Workforce reform therefore underpins the Government 's school policies more generally.

Workforce excellence is based on hiring the right people with the right skills and values It is also important that new employees receive the necessary training to learn their jobs.. Our employees need to understand that the ability to deliver high-quality outcomes rests in their hands and relies on their emphasis for meeting the many compliance standards of the school and the government. Workforce excellence also involves recognizing and rewarding the achievement of our employees.

In order to really value the workforce we need to commit to their satisfaction , development and well being . Staff development would in all contexts involve "on the job training", "discipline knowledge" and also knowledge of student learning styles and assessment methods .

Challenges in the area of valuing people include :

- the leaders' commitment to his faculty
- recognition of the faculty that goes beyond monetary compensation
- offering scope for promotion and progression
- creating an environment that encourages creativity and innovation
- supporting and encouraging a diverse staff.

While hiring the right employees for the right position is one of the dimensions of workforce focus , it is also important to ensure that the new employees receive the right training to learn their jobs. So we now come to the other dimensions of workforce focus and that is professional training.

Professional development or learning must and should be part of all workforce focus and yet it is one of the ultimate ironies of the professional development of the teachers that it should take up so much , cost so much and yet be of uncertain efficacy . Training is related to specific skills while development is a broader , less tangible process that has long term effects . Professional learning to begin with is really part of a desire for individual learning ."Teachers (and all of us) should think of change and innovation as they would about their own lives .... The very first place to begin the change process is within ourselves .... Therefore , teachers should look for their first lessons from individuals who do a better job of learning even under adverse circumstances". Fullan 1993.

Workforce Engagement

This is an important aspect of workforce focus and is the reflection of the organizations ability to effectively involve the staff in the process of the organization. This in turn will help to achieve the action plans ,mission, and vision of the organization and contribute to the organizational sustainability. "High focus work is characterized by a focus on student achievement ,flexibility, innovation ,knowledge and skill sharing, good communication and information flow, alignment with organizational objectives and the ability to exercise discretion and make effective decisions to respond to changing educational needs and requirements of your students, stakeholders and markets" Malcolm Baldrige.2007

While the fact that a high level of workforce engagement has a positive impact on organizational performance it is also important to understand those factors that inhibit motivation.

Workforce Satisfaction and Compensation

In order to achieve optimum utilization of the workforce it is necessary to look at compensation and recognition systems. These must be correlated to administrator supervisor evaluation, or student evaluation of teacher's class room performance. It would include rewards for team performance and for the achievement of organizational strategic objectives.

It is worthwhile to note that worforce satisfaction is not always associated with monetary gains. We need to also consider effective problem and grievance resolution, career opportunities, work environment, administrator and supervisor support, workplace safety, workload, job security, and appreciation of differing needs of diverse employees.

Workforce Environment

The environment of the organization must be supportive to innovation ,change. It must also support the individual through formal and informal recognition ,non work related education ,daycare, special and even flexible work hours ,retiree benefits and

access to health care benefits. Above all it must be a safe and pleasant working environment where the employee looks forward to arriving every morning.

Job Enrichment

Another aspect of workforce focus is job enrichment. Job enrichment implies increasing the opportunities for developing new skills and knowledge. The new tasks undertaken should provide opportunities for growth, challenge, recognition, a sense of achievement and most important a feeling that valid learning is taking place. Job enrichment can be both horizontal and vertical. In horizontal enrichment, a greater number of tasks are undertaken at the same level of responsibility and authority. In creating job enrichment the following steps must be kept in mind.

- There must be developmental motivation
- External training help must be provided

Job enrichment also provides opportunities for sustainable leadership

Some examples of job enrichment could be:

- A young teacher leading a project
- Taking responsibility for IT
- Representing the school at a conference or meeting
- Giving authority to make direct contact with parents

What ever the job enrichment, it should be 'real' and the experience should be incorporated into the personal strategy for learning.

Other developmental opportunities that could be provided are

- Exposure to key inside and outside contacts
- Explaining key decisions
- Task force / committee participation
- Communities of interest

It is also important to ensure that in all professional. learning knowledge management is a key factor. In this case all employees must be involved in

- Document processes
- Learn to train other employees
- Job shadow
- Systematic collaboration through out the school.

The Principal must encourage experimentation and when doing so accept that there will be setbacks. Also remember that setbacks are really opportunities for learning.

Workforce Planning and Analysis:
- Getting the right number of people with the right set of competencies in the right positions at the right time .
- Identifying the number of employees and types of skills needed to meet the institutional goals and objectives.
- Developing an action plan to ensure the availability of the workforce.

When conducting the Workforce analysis we need to consider :

- Current vacancies
- Future vacancies due to turnover and retirements
- Staffing to meet the planned workload
- Supply analysis to determine future gaps in the needed staff and skills

While doing this analysis a strategy development plan would have to be drawn up . This would mean :

- salary action
- recruitment strategies
- employee development
- succession planning
- knowledge transfer

Monitoring

This is another aspect to be taken care of. We sometimes proceed on the assumption that if we deliver enough sessions on subject knowledge, subject application and technical skills, then teachers are automatically prepared, but it does not necessarily follow that these will lead to the desired development. Staff development programmes must be monitored and assessed at multiple levels. This is necessary in order to identify factors that effect implementation. Data must be collected to assess the impact of this initiative on student achievement or attitudes. Some strategies to monitor instructional process and student outcomes are:

- Ensure systematic collaboration through out the school.
- Ensure availability of time
- Create climate of congeniality that will encourage communication, so that the teacher can talk about the teaching and learning

Encourage experimentation and when doing so accept that there will be setbacks. Also remember that setbacks are really opportunities for learning.

Prof. Learning in education involves all aspects of development in teachers. It could involve social and personal development, responsiveness to stakeholders, creation of a safe environment enabling learning, and above all the maximization of potential.

"Teachers learn just as their students do: by studying, doing and reflecting, by collaborating with other teachers; by looking closely at students and their work, and by sharing what they see "Darling – Hammond 1997"

To conclude it would be important to look at the Principal's role in professional development

Principal's participation

Principals must themselves be advocates. Just sending teachers for training is not enough. They must themselves find out about it from the teachers and they must be informed

Build on Strength the most willing and able teachers should be trained for it. They can then become co-trainers and the stigma that the training is remedial is reduced.

Make training voluntary Teachers must want to change. It is an intimate and personal matter and the willingness to try something new will depend upon a person's trust in the attempts to change

Start slow, go slow Sometimes when the programme is very good there is the temptation to rush into it. A programme should gain strength gradually as people discover its value.

Train and Retrain To train and then move on to another training without retraining will not help gain the comfort with the new skills.

Focus on Follow - Through Some teachers are successful from the beginning, most will take time. There must be processes which will help in consolidation and integration of new learning over time.

Teacher professional. development is at the heart of any journey towards quality. Imposed development will have an effect, but the results may not be those intended. Without the consent of the teacher, development, will be reinterpreted, it may be subverted or more likely ignored or refused. We need to always keep this in mind. We need to remember that more than anything else, self-knowledge is an essential attribute of the effective learner – As Covey (1989) puts it.
"Because I am self-aware, because I have imagination and conscience, I can examine my deepest values …… And I can change".

At the heart of any workforce focus is the belief that "I can Change"

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A Suggested Set of Indicators to find out the Quality of Teaching-Learning Process of Schools

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ABSTRACT

Quality is one of the major concerns in the field of education. Only quality institutions can sustain in this competitive world. Schools should be more concerned about quality to attract and retain students. Assessment and accreditation is one of the important means to ensure the quality of schools, but which lacks in India. Out of the various processes, teaching and learning process should need our special attention since this would help the child to connect his constructed knowledge to the life out side the school and help him to develop as a well-adjusted individual. This paper attempts to suggest a set of indicators to find out the quality of teaching learning process by comparing the accreditation practices used by different countries with the recommendations given by NCF 2005.

STUDENT ASSESSMENT

Dr. Sharmista[*]

ABSTRACT

In the search for valid assessment strategies those responsible for school assessments and certification of school achievement have sought to go beyond relying on external examinations (whether open-ended, multiple-choice, or some combination of these). Further, teachers and students need to build on what is already known, and to act as soon as possible to teach and learn what is not known but is within reach. In addition to this, the technological and other socio-economic developments have brought a demand for quality school education with acceptable standards to be provided to the large population of students. Society wants to know from where it can get quality school education like any other consumer durables and looks for a stamp of quality. If we don't rise up to the expectations and provide the information needed, it will seek and get the same from one source or the other. Student assessment enables the stakeholders to appreciate the need for assessment of quality and analyse the ensuring outcomes so that they are better equipped to strive for educational progress Students need to learn skills function in society as adults. Their probability of success in such tasks can be judged from successes on a sample of possible tasks. Test items are, in effect, small sample tasks that can provide evidence of success. From this evidence inferences can be made about the extent of achievement. The inferences are stronger if sample tasks (test items) are of high quality. How is a teacher to indicate progress? What tasks can a student now do that could not be done before? If we know what the student can now do, what learning is a good "bet" for the immediate future? For that matter, how can administrators set reasonable targets for future achievement if they do not know what these students can do now? Are targets unrealistic if they are distant in complexity and sophistication? Before we can indicate the progress that has been achieved in a teaching program, we have to indicate the current achievement status of each pupil and the subsequent assessments have to include tasks representative of the skills we intended teaching. A further difficulty is in the reporting of scores. Results are interpreted relative to the reference group (whether relevant or not). We do not learn from the data collected in the classroom what students know or do not know, because this information is ignored in comparing students and reporting in terms of their relative standing.

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