

School Inspection System



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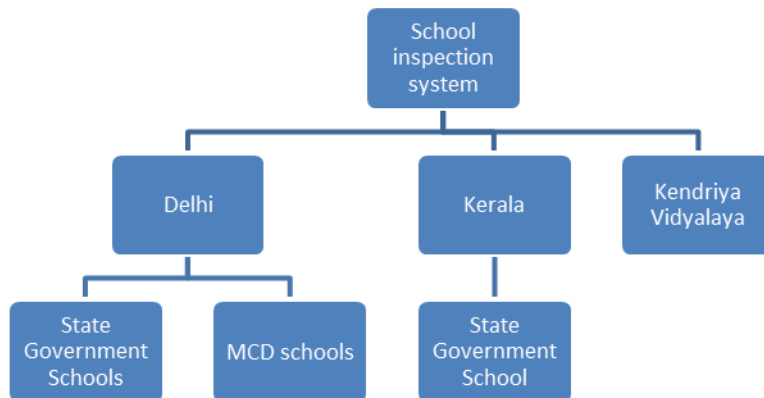
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Introduction

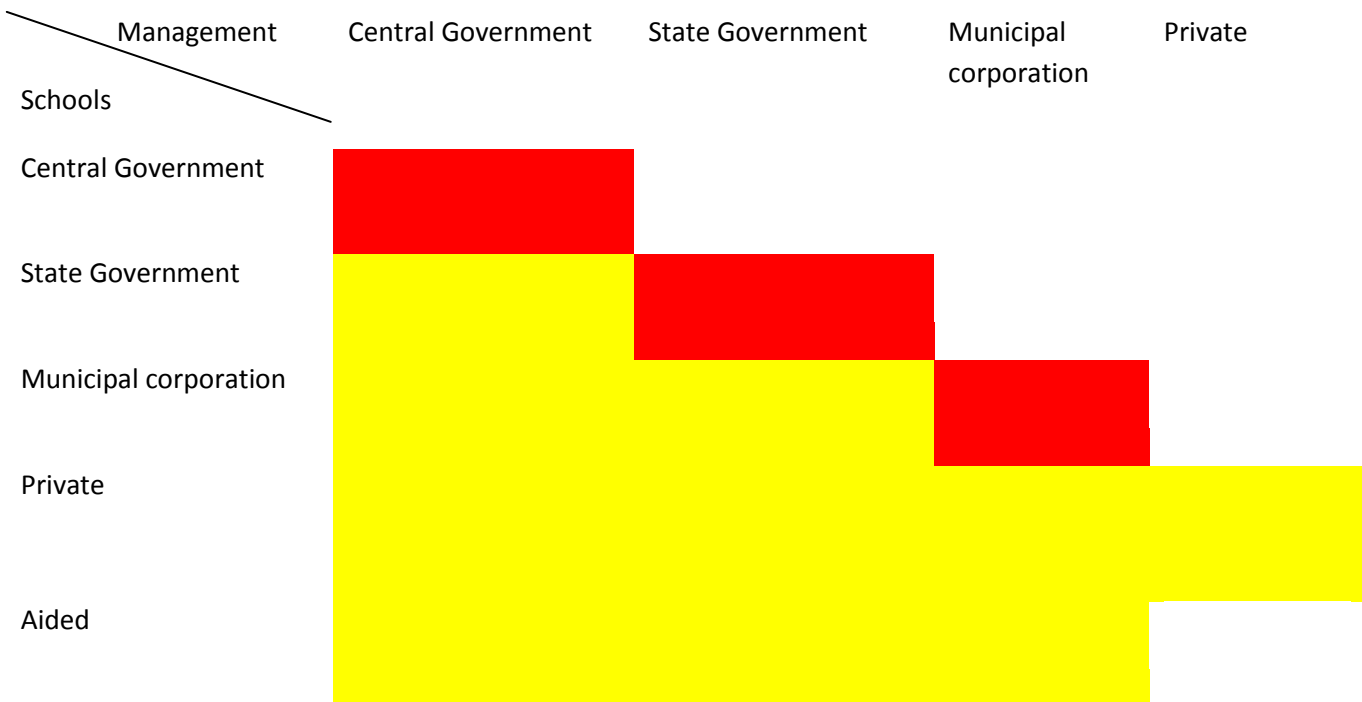
Dr. Jean Dreze in his book called Public Report on Basic Education¹ emphasizes the role of school inspection system as an accountability mechanism. But he says , “...Faced with this work overload, inspectors and their superiors concentrate on what they see as the priority, such as the maintenance of school registers. Once again, the quality of teaching is out of focus....”Hence there is inherently something wrong with the structure of the inspection system that hinders it from achieving its most important objective of ensuring quality education via strict monitoring. The neglect of the inspection system is well evident in the fact that, until now there isn’t any kind of study done on the school inspection system in India or at least that is available to the public other than a small section on the condition of inspection system in India in Dreze’s book.

The purpose of this paper is to document the structure of inspection system that already exists at least on paper in Delhi and Kerala and to put an effort to bring out the major flaws in the structure that hinders it from accomplishing its objectives. The scope of this paper is to study the structure of inspection system in the following schools:



The following table depicts the various possible combinations of inspection that can be conducted by different managements on different schools.

¹ The Probe team, Public Report on Basic Education, in association with Centre for Development Economics; section 7.4, Pg. 91



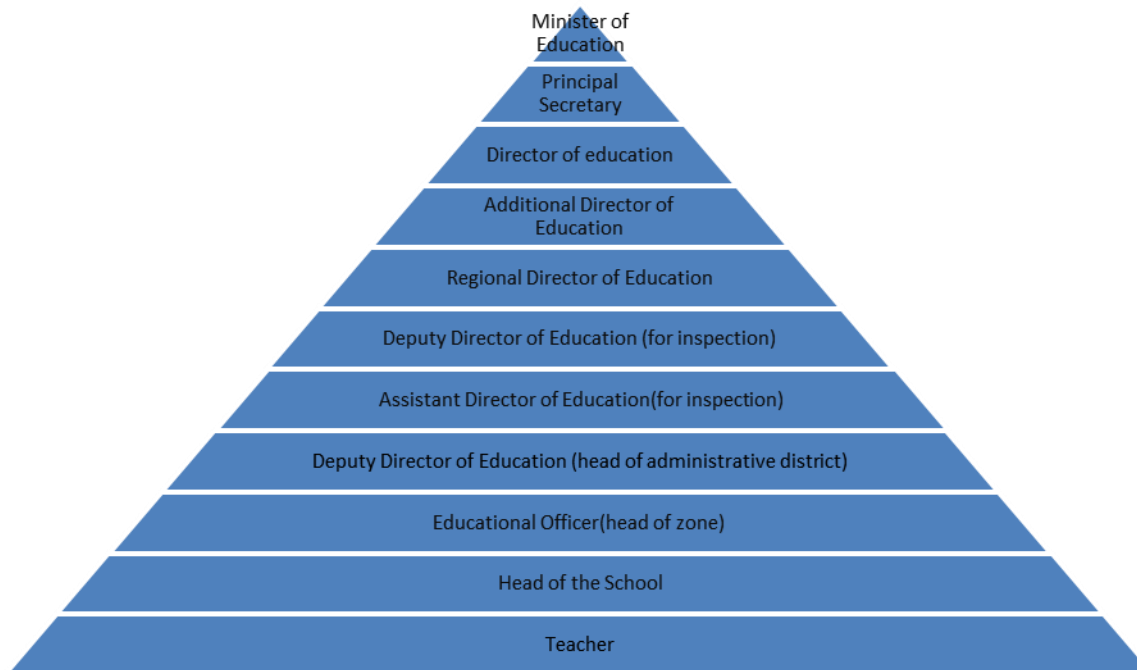
This study will cover the combinations that are marked in red and the yellow boxes correspond to combinations that can become the topics for another study.

My study is mainly based on the interviews I had with various Government officials and the Government documents I had collected. I have tried to figure out the hierarchy of the inspection system, the role played by various people especially at the lower levels of the inspection system and the way the inspection system as a whole functions. Efforts have been made to collect the formats used by the authorities to assess schools and find out the main parameters based on which schools are assessed. The reality regarding the functioning of the inspection system has been brought out slightly via the conversations with some of the stakeholders of the system. Apart from this, Uttar Pradesh’s grading system has also been studied as an example of how to quantitatively assess the quality of schools. Finally, there is a literature review on the inspection system in United Kingdom.

Inspection System in Delhi state government schools²

The following is the hierarchy of inspection system.

² Compiled from interviews with Deputy Director of Education (DDE) for inspection, Assistant Director of Education (ADE) for inspection, DDE of South zone, Superintendent –DDE office Najafgarh, Education Officer (EO) of Janakpuri west.



The director is the head of inspection of all recognized schools whether aided or not. The inspection cell which comes under the Additional Director of Education for academics is responsible for the organization of regular inspection in all the schools. The cell is headed by the Deputy Director of education (DDE) and is assisted by the Assistant Director of education (ADE).

The state of Delhi is divided into 12 Administrative districts as per the Department of education and each district is divided into 2 or 3 zones. There are 28 zones in total and each zone comprises of around 35 schools. There are 967 State government schools in total in Delhi. Each district is headed by a Deputy Director of education and each zone is headed by an education officer (EO) who may or may not be assisted by a Deputy educational officer (DEO). The head of the schools (Head master/mistress) reports to the education officers of their respective zones for all types of administrative and academic matters.

THERE ARE MAINLY THREE TYPES OF INSPECTION

Central level inspection

On every weekday two education officers (EOs) are asked to conduct inspection by the headquarters (inspection cell). The headquarters informs the education officer about the school to be inspected and the date of inspection just a day before the scheduled date. The chosen EO then, inspects the respective school with a team comprising of a superintendent and two Head of schools (HOSs) of their respective zones. Also in a central level inspection the EO is never allotted a school in his own zone for inspection and schools are always informed about the date of inspection about 3 to 4 days in advance.

There is a definite format in which the central level inspection is to be done. This school inspection form consists of five sections covering various aspects of the school like the general details of the school, infrastructure, quality of teaching, attendance, fund utilization, broad picture regarding the functioning of various welfare schemes etc.

The filled inspection forms are submitted online by the education officer at the end of the day of inspection itself. The online submission is directly to the headquarters. The inspection report from the headquarters, stating the important discrepancies noted by the inspection team, is then forwarded to the HOS, Regional Director of Education, Deputy Director of Education and Education Officer of the respective region, district and zone to which the school belongs to. The HOS of the respective school is bound to give the reply stating the reasons and explanations for the discrepancies noted. After considering the explanations, the headquarters take the necessary actions.

These actions can be of three types:-

Simple advices.

Hard-worded warning.

Recordable warning – This can range from issuance of memos, which will be a black mark in the Annual Confidential Report (ACR) of the respective teacher or HOS to suspension or dismissal from service. Such remarks in ACRs will gravely affect their career in terms of increment, promotion and other benefits.

2. Special Inspection

This happens only when the EO or headquarters receive some information about any kind of malfunctioning in any school. There is no particular prescribed format in which this has to be done.

3. Surprise Visits

Surprise visits are conducted by EOs in schools in their respective zones according to their wish without any kind of order from the headquarters. At times surprise visits are conducted by DDEs in schools in their respective districts. There isn't any specified format in which this inspection has to be done.

Frequency of inspection & follow-up action

The central inspection has to be conducted in every school at least once a year. An education officer³ said that the number of surprise or special inspections conducted in some schools may be two to three in a month, while some other schools may be inspected just once in four months. The number of

³From an Interview with H. K. Pandey, Education Officer, Janakpuri West.

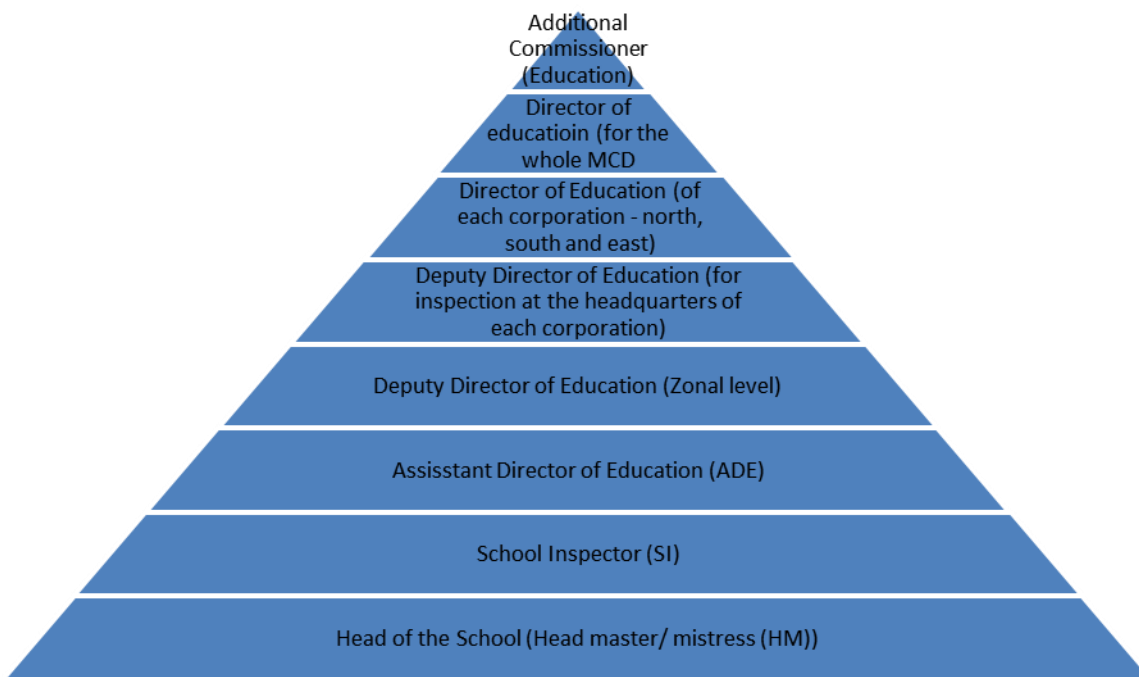
inspections conducted in a school basically depends upon the performance of the school in board exams. The schools which exhibit weak performance will be inspected more frequently while inspections will be less frequent in well-performing schools. Repeated inspections are often conducted to ensure follow-up action of the serious recommendations if any, made during the previous inspection.

All the inspections that are conducted in a school are recorded in the inspection register of the school. The follow up actions are usually traced based on the entries in this register.

Aggregation of formats

Conversations with the EO, DDE and Office superintendent revealed that there isn't any kind of aggregation of facts and figures regarding the status of schooling at any level other than the one that is done for the results of board exam. Inspection system in MCD (Municipal Corporation of Delhi) Schools

The following is the hierarchy of MCD school inspection system.



In May 2012 MCD was trifurcated into North Municipal Corporation, South Municipal Corporation and East Municipal Corporation. Each of these is divided into various zones and in total the State of Delhi is divided into 12 zones. Each zone is then divided into various wards.

Education department in every Corporation is headed by a Director and each zone is headed by a Deputy Director of education (DDE) and wards come under the School inspector. School inspector is given the charge of three to four wards. Each ward consists on an average seven schools. Hence each school inspector will have approximately thirty-five schools under them.

According to the MCD School Manual⁴ each school inspector shall inspect (surprise visits) each school under his/her charge at least once every month. The SI makes an inspection programme for this purpose and get it approved by the Assistant Director of Education (ADE). The details of the inspection are recorded in the inspection register maintained in each school and as per the manual the action taken on each point ought to be noted on the SI's next inspection. According to a school inspector,⁵ reports of the inspection are sent on a weekly basis to the ADE and further the ADE submits the reports on a fortnightly basis to the Director of education. The school inspector said that the ADE holds meetings of all the HMs in a zone at least once in a month to discuss the status of schooling in their zone.

As per the manual⁶ the ADE conducts surprise inspection of schools as per the following:

"Surprise inspection of 10% of the schools inspected by each School Inspector under the ADE every month.

Each ADE shall check the inspection done by School inspector and record his/her findings in the inspection register.

The inspections should be carried out in such a way that all schools are inspected by the ADE at least once every year in cases where there are 150 schools and more in the zone. A record of this shall be maintained by the ADE separately and submitted to Director of education at the end of every financial year."

The Deputy Director of education (DDE)⁷ considers the recommendations made by the school inspectors in the inspection reports forwarded to them by the SIs. The recommendations regarding the infrastructural needs are usually sent to the headquarters from where the relevant funds are allocated and the matter passed onto the engineering department for further action. Other than this, neither the summary nor the reports of the surprise inspection are passed onto the headquarters. On the other hand the reports of annual inspection are kept in the school itself and are not submitted to the

⁴ Page no. 50, Duties of all zonal school inspectors, MCD School Manual, Reviewed by Jai VhagwanYadav and RavindraRana, Compiled, Edited and Written by Ram Kishore Mishra, Convenor, MCTA, CLZ (Civil lines zone).

⁵ Interview with a school inspector in civil lines zone on

⁶ Page no. 52, Duties of all zonal ADE, MCD School Manual, Reviewed by Jai VhagwanYadav and RavindraRana, Compiled, Edited and Written by Ram Kishore Mishra, Convenor, MCTA, CLZ (Civil lines zone).

⁷ The information was gathered during an interview with the Deputy Director of Education of Shahadra North Zone, Mr.Chatar Singh on July 10th 2012.

ADE/DDE. The DDE of Shahadra (North) Zone said that there is no practice of maintaining statistics regarding the number of surprise visits and annual inspection conducted in a year in the zone.

There aren't any centralized guidelines for inspection that are available. Instead the DDE of each zone prepare the guidelines for their own zone. In a sample guideline that I got, it was found that among the 17 points given, only one point talked about how to monitor the quality of teaching and the learning outcomes. In the remaining 16 points more weightage was given on how to check the infrastructural bottle necks in the school.

Annual inspection⁸

This is done usually between Januarys to March. The time frames within which the annual inspections have to be completed are scheduled by the headquarters⁹. However the school inspectors can choose which school to visit and when to visit within the time frame set by the headquarters as per their convenience. It is usually a panel inspection. The panel will be selected by the school inspectors. It consists of 4-7 principals of the same zone. There is a detailed format (amounts to a booklet) for annual inspection which is usually kept in the schools itself. The copy of this booklet is passed onto DDE/ADE only on demand in certain circumstances. Every teacher is assessed during annual inspection and the feedback is given orally as well as is recorded in the school. School inspectors are also required to review at least 5%¹⁰ of the answer scripts of the students.

Routine inspection⁹

School inspector visits every school every month without giving any prior notice to the school. The inspector visits school as per their convenience subject to the time constraints they face. The inspector⁹ said that often because of other administrative works they are able to save only very less time to inspect every school every month and especially focus on monitoring the quality of education. For example, attending court cases, meeting lawyers and search for documents related to the cases, attending meetings that are called at various higher levels for planning and other matters related to education and administration often intrude into their time to inspect schools. In fact she⁹ agreed that there is very less division of labor and there isn't space in the system itself for specializing in monitoring the quality of education and to improve the efficiency and quality of monitoring itself.

⁸ The information was gathered during an interview with Mrs. Neelam, a school inspector in civil lines zone.

⁹ Each of the Corporations – North, South and East have their own head quarters.

¹⁰ Figure was told by a school inspector in civil lines zone.

There is a format that is available for routine inspection as well. But the inspector herself agreed that the format is highly inadequate and she usually writes a report on a plain paper and gives a copy to the school and DDE. There aren't any guidelines given as to how to monitor the quality of teaching. Everyone follows their own style and there isn't any uniform style that is commonly used at least across one zone. It is not possible to assess every teacher in a school during routine inspection as it is carried out by school inspector alone. She usually assesses only two or three teachers during the routine inspection. However every month she makes it a point to assess a different set of teachers than the ones she covered during the previous inspection. To assess a teacher,

She sits in the class, observes whatever is written on the board, and asks questions to the teacher and students on whatever is being taught then in the class.

She randomly takes the notebooks of 5 to 6 students in a class from the front row and back row to see whether home works are given and corrections are done.

She checks the principals' diary on whether they take classes and monitor teachers under them.

She checks individual teacher's diary about their lesson plans and observations.

However there isn't any kind of prescribed method to do this or any guidelines given to the inspectors orally or in written form on how to exactly monitor the quality of teaching. In this matter, she particularly emphasized on the need to provide the inspectors with trainings, workshops and seminars as to how to efficiently monitor the quality of teaching. It seems as of now, there aren't any kind of provisions within the system in order to provide training for the inspectors on monitoring.

To ensure progress of pupils, for example she randomly asks a child to write something on board and if he is not able to do so, she says, *"usko pyaar se samjha denge ki agle baar jab me aaonge na tho zaroor pooch lenge"*. (I will tell him affectionately that next time when I come I will certainly ask him the same thing). She says since routine inspection is done monthly, she at least makes an effort to remember and ask the same child the same thing the next month. These things are never written anywhere and are done out of sheer interest. And of course it depends on the work-ethics of the inspector! The point I want to make here is that in the current inspection system there is nothing defined within the structure in order to check the progress of the pupil.

In order to take into consideration parents' view, there is discussion going on now to have separate space in student's diary where parents can record their comments. But the inspector confessed that in reality the student's diary is hardly maintained not just because of teachers' negligence but parents never pay attention to whether the child is studying or not or maintaining books. Often the condition of

this diary is pathetic with pages torn and shabby. She said unless parents take some responsibility and extend some cooperation in this matter, teacher and inspection system cannot do everything perfectly.

Functioning of the system in reality – testimony of a primary school teacher¹¹

“Although in theory the school inspector has to periodically and regularly visit schools, in practice he doesn't visit schools frequently. Even if he visits school; there are very less chances that he will inspect the teaching learning process. While visiting classes, he prefers to put his signature on Teacher's Teaching Diary and ensures that charts are pasted on classroom walls. Adding further, his visit remains limited to school infrastructure, most of the times. If any teacher or principal has applied for 'Best Teacher/ School Award' then; his class/school is likely to be intensively and extensively inspected.his (School inspector's) power is very limited, so he often warns the erring staff members verbally, without initiating any disciplinary action. “

Story at the headquarters level (from an interview¹²)

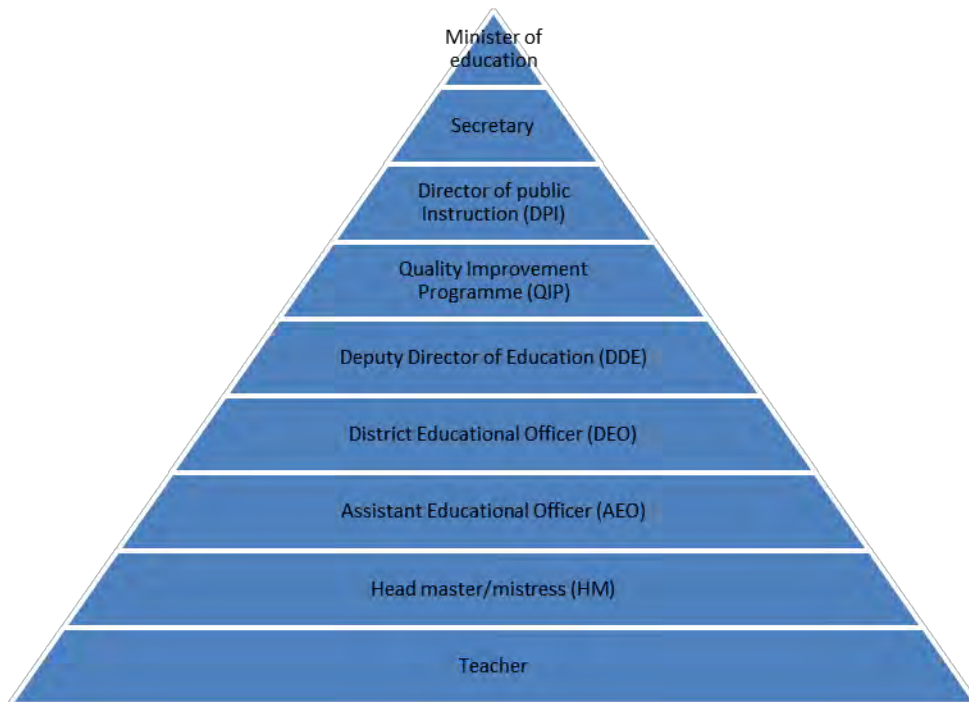
The officer said because of the recent trifurcation of MCD, now there is a lot confusion regarding the structure of the functioning of MCD and so is there confusion with the structure at the headquarters level related to inspection. Now, there isn't a separate branch at the headquarters level to deal with inspection.

However even before the trifurcation, the responsibility of inspection in each zone was entirely confined to the DDE of the respective zone. There weren't regular reporting regarding inspection to the headquarters level. The DDE of various zones just used to report after inspections only if need (infrastructural needs in particular) arises. Other than this, the headquarters just demand the database regarding enrolment, post allocation teacher-pupil ratio, dropout rates twice in an academic year (in the month of August and March).

¹¹Excerpt from an email sent by Mr.Harish Mathur, a Primary School Teacher in Rajiv Nagar Boys School Narela Zone, North Delhi Municipal Corporation on July 7th 2012.

¹²Meeting with Mr.Ambuj an officer at the headquarters of East Municipal Corporation (Patpatganj, UdyogSadon near AnandVihar) on 10th July

Inspection system in Kerala state government schools



There are 14 districts in Kerala. Each district is divided into various educational districts and further into various educational sub-districts.

As per the Kerala Education Rules (KER), 1959¹³ each sub-district is headed by the Assistant Educational Officer (AEO) and the educational district is headed by the District Education Officer (DEO). The AEO is primarily responsible for the administration of all primary schools within the Sub-District. The DEO attends the administration of High Schools, Training Schools and other special types of schools in the Educational District.

Each district is headed by the Deputy Director of Education (DDE). Meetings of DEOs and DDEs together are held by the Quality Improvement programme (QIP). QIP is a wing of the Directorate of Public

¹³Chapter XV, Kerala Education Rules, 1959.

Instruction (DPI) and DPI is ultimately responsible for the entire school inspection system. DPI is accountable to the Government Secretary to the minister of education.

ROLES

Principal – As per the circular¹⁴ issued by the DDE of Wayanad, the Head mistress/master is bound to

Check regularly the Teaching manual prepared by the teachers.

Inspect the classroom teaching and give suggestions to the teachers to improve their quality of teaching. Maintain separate registers for the observations made during class monitoring.

Present the suggestions regarding the above two points in SRG¹⁵ meetings.

Check regularly the attendance of teachers.

Maintain –

a. Supervision diary – Written account about the class observations made by the HM.

b. Log book – To record the day-to-day activities and various important events of the school.

c. Factual Diary – To Record instructions given to specific departments

d. Head master's planner –

6. Submit their observations on the functioning of the school and headmaster's planner to the DEO whenever they have meetings with the DEO.

b) District education officer (DEO) *(The following is based on a telephonic interview with a DEO¹⁶)*

Conducts Annual inspection in every school at least once in a year. He/she selects a panel comprising of experienced HMs having specializations in various subjects for conducting the

¹⁴Circular No. E5/1114/2011, from the office of the Deputy Director of Education, Wayanad. *(the circular is in Malayalam).*

¹⁵ SRG - School Resource Group meetings are called by the HM twice in a month to discuss matters related to teaching with the teachers.

¹⁶ Telephonic interview with the District Education Officer, Wayanad on 13/07/12

annual inspection. There is a detailed format to conduct annual inspection. Apart from the detailed inspection of infrastructure and accounts, during annual inspection each teacher is assessed and given feedback by the inspection team.

Conducts surprise visits to the schools under him whenever need arises. "Need" is when the DEO receives complaints from or about the stakeholders of any school. There is no format available for conducting surprise inspections.

Deputy Director of education (DDE) *(The following is based on a telephonic interview with a DDE)¹⁷*

Decides the schedule for annual inspection and sometimes for the surprise visits.

DDE has to conduct inspection in at least 20% of the school. However the target of 20% is very rarely achieved as they are busy attending conferences and other administrative tasks.

The reports of annual inspection are kept in the DDE office and only serious matters from the report are forwarded to the Director of Public Instruction (DPI).

All the DDEs in the state attend the monthly review meetings where the status of the Agenda of Activities prepared for the year is reviewed district-wise.

The DPI sends an inspection team to every district level office to record the functioning of the office. Only then the DDE has to present the inspection reports to the DPI.

¹⁷ Telephonic interview with the Deputy Director of Education, Wayanad on 15/07/12

Parameters of school assessment

The KER defines inspection as, "... *the process of seeing a school at work, during its ordinary routine course, noting the*

- *suitability of the building,*
- *the sanitary condition*
- *the arrangement and organization of classes,*
- *the furniture and apparatus*
- *how the accounts and registers are kept,*
- *order and discipline,*
- *the relation between the teachers and the taught, and specially the method of teaching,*
- ***examination of pupils*** (when on inspection) means the process of testing
- *the pupils so as to see if the instruction imparted and the mode of such instruction are sound,*
- *whether the teaching and discipline are such as to exert a right influence on the manners, the conduct, and character of the pupils,*
- *to see whether faults detected by failure in examinations have been or are being corrected.*
- *and to see how far subordinate officers have made suitable reports.*

An analysis of the annual inspection format and interview with DEO revealed that point no. 8 mentioned above is not taken care under the present inspection system. Since the inspection of a school has to be conducted within a day, it is not possible to conduct any test to assess the learning outcomes. There aren't any instructions given on how to undertake a sample study to assess, "... *whether faults detected by failure in examinations have been or are being corrected.*" Each member in the inspection team

Functioning of the system in reality

The following is the summary of a conversation I had with the HM¹⁸ of a school in Wayanad(a district in Kerala).

As per the rules the HMs in a sub-district are supposed to meet under the AEO/DEO every month for discussing the matters related to education in their schools. But the HM said that there isn't any such regularity in meetings. Meetings are called whenever the need arises. Otherwise the monitoring of the school is solely done by the HM. Since the DEO in Wayanad has to monitor 76 schools altogether, it isn't practically possible for him to spend time in each and every school. There isn't any kind of proper reporting regarding the academic performance of Classes I-VIII to higher authorities. Ensuring quality education to these classes fully depend on the will of headmaster/mistress and the class teachers. But she said, even though there hasn't been much emphasis given on monitoring of quality of education in these classes via the inspection system, there has been a notable improvement in ensuring quality education due to the increasing role of parents' teachers' association.

Sometimes the strength of teachers' union has some negative effect on the functioning of the inspection system. She mentioned about an instance in which when the DEO (male) issued a memo to a lady teacher for the dereliction of her duties. The lady in turn with the support of the teachers' union filed a false case for indecent behaviour against the DEO. The HM and DEO sometimes feel so powerless that if they aren't stubborn and courageous on their part they will have to go as per the whims and fancies of the teachers' union. She had faced instances in which even though she reported about some of her staffs being not attending their duties despite repeated warnings to the DEO, the officer was reluctant to take action and asked her to solve the case within the school through further deliberations and compromises.

Another teacher¹⁹ from Wayanad said that in her 16 years of Government Service as a teacher, she had faced inspection only twice. She said that the functioning of a school depends upon the work-ethics of the HM. Because there is little monitoring done on the HM directly. Unless there isn't any serious complaint, inspections do not take place. Many times even though the school is informed about an inspection, she said most likely it doesn't take place since the DEOs are often burdened with other administrative works and there is little time available for them to concentrate on the monitoring of academics.

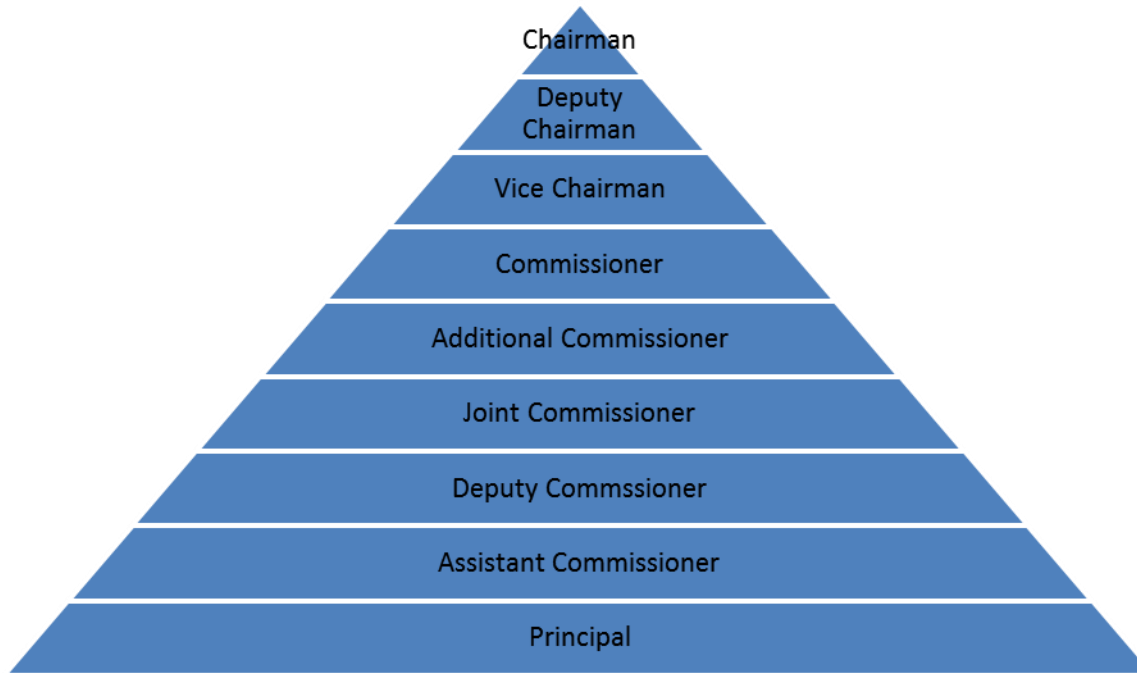
¹⁸Telephonic conversation with Mrs Omana, Head mistress of Munderi Government school, Wayanad, a district in Kerala.

¹⁹Telephonic conversation with Mrs.Shalamma Joseph, a high school teacher in Munderi Govt. school wayanad.

However, she said that even though the annual inspection may not take place as per the rules even at least once in a year, there is always chance for surprise inspections by the DEOs. Hence there is always a fear among the teachers in case of constant dereliction of duties in the absence of a strong HM.

Inspection system in Kendriya Vidyalayas (KVs)

The following is the hierarchy of the inspection system:



Under the Kendriya Vidyalaya Sangathan, there are 25 regions in total, and each of these region is headed by a Deputy Commissioner (DC). The schools under DC are divided among various Assistant Commissioners. Each of the Assistant Commissioner will be in charge of around 20-25 schools. The ACs inspect each school under them at least twice in a year. One will be an informed inspection (usually a panel inspection) and the other a surprise visit.

The panel inspection usually comprises of a team of 4 to 5 people which will include Principals selected by the AC. Sometimes the DC too joins the panel. While the surprise visits will be conducted by the AC alone. Depending upon the size of the team and school size, the inspection will be carried out within 1 to two days in case of panel inspection. During panel inspection, each individual teacher assessment is done and feedback is given to the teacher in written and oral form.

Even though there isn't any kind of pre-inspection analysis done, during the inspection the records of previous inspections in the school are analyzed to see whether the suggestions and advices of the previous inspectors were given due importance and measures were taken to implement them.

The overall assessment of a school is done out of 300 points and based on 12 parameters which are worth 25 points each. According to the revised format each of these 12 parameters is divided into 5 other sub-parameters and each of this sub-parameter is marked out of 5 points. Since the school is given marks out of 300 after the inspection, the percentage variation from the marks which the school was given during the previous year's inspection is assessed to see the progress made by the school.

There is a change of formats for supervision this year. Comparing to the previous year's format the latest ones are more elaborate in nature in terms of each of the parameters of assessment. However I was quite surprised by a comment made by one of the AC²⁰s, "*There hasn't been much research done on designing the format.*" Because of which they themselves didn't have much idea on how to assess certain parameters mentioned in the format like Teacher's development or student's competence in a short period of one or two days of inspection.

Even to assess the quality of test papers in a school, there isn't any kind of criteria that is followed which can make the assessment representative of the school. One of the ACs said she just ask the principal of the school about whether he or she has any complaint about the teachers and do some random checking of the question papers set by the teacher about whom the principal complained.

They said so far the assessments they had undertaken regarding student's competence were not based on any specific method that is commonly used. In case of surprise visits they randomly visit some classes, interact with few students and check some notebooks depending on how much time they have and give their scores on the format.

Reputation of KV in the community is not assessed during the inspection. Rather they grade it based on the complaints and other information they receive via phone calls and letters over a period of time.

Regarding the overall scores, after the inspection they reveal the scores they have given to the school to the principal and it often act as an incentive for the principal to do better in improving the functioning of the school and aim for higher scores next time.

After the inspection one copy of the supervision format (containing the grades) is given to the principal, one is kept in Deputy Commissioner's office and one is sent to the headquarters.²¹ At the headquarters level the supervision reports for each region is analyzed separately. If similar problems crop up in several regions, then policy level changes are undertaken to correct the defects. However after the inspection even though the schools are categorized as outstanding, good and average based on the scores, these scores are not used to give incentive awards like the Best Principal Award. It is given to the Principal who has produced excellent board results for consecutive years and not to the Principal of the school which has got the highest score during the inspection.

²⁰Mr.Katiyar, Assistant Commissioner of Delhi region.

²¹ Information gathered during an interview with the Joint Commissioner for training at KVS head quarters on 16th July 2012.

Comparison of the formats²² of inspection

School	Delhi State Government School (Panel inspection format)	MCD schools (Surprise format) ²³	inspection	Kerala State Government Schools (Annual inspection format)	KendriyaVidyalaya (Panel inspection format)
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Parameters

Action taken on previous inspection	Only dates of the previous inspections by EO, DDE and Panel are asked.	Date of previous inspection and the inspector's name only.	No particular reference regarding previous inspection.	Details about deficiencies and recommendations made during previous inspection, Action taken on it at School, regional and Headquarters level. Reasons for non-implementation of the suggestions are sought and items to be carried forward from Previous year's suggestions are to be listed.
Attendance and Enrollment	Staff attendance and teachers who came late on the day of inspection is particularly noted. (Online attendance). Total Enrolment for the whole school and total number of absentees is noted.	Attendance Data of teachers and non-teaching staff on the day of inspection. Class-wise attendance and enrolment is noted.	Detailed enrolment data – class-wise, gender-wise and category-wise (SC, ST etc) are sought.	Detailed enrolment data – class-wise, gender-wise and category-wise (SC, ST etc) and data on transfers are sought

²² Formats are given in the annexure.

²³ The formats of annual inspection are kept in the school itself. Hence I couldn't get access to a blank copy of the format.

	Reasons for poor attendance are sought if necessary.			
Infrastructure	Only Qualitative information on the condition of infrastructure and other equipments. Only objective conclusions are made regarding infrastructural facilities – mainly as sufficient or insufficient and are not backed up with quantitative data like in KV.	No quantitative data sought. Only objective questions on water facility, electricity and mid-day meal. The options given are excellent, good and bad.	Details on site and accommodation, sanitation, water etc.	Details on land, building, class-wise details of furniture and department –wise equipments. Detailed quantitative and qualitative report on infrastructural facilities like sanitation, water, safety, interactive boards etc are noted.
Consultation with parents	Only 3 objective questions – 1. Whether PTA exists? 2. Whether PTA elections are held. 3. Date of last election.	No mention.	One open ended question regarding the functioning and contribution of PTA.	General details about PTA. Mention about the issues taken up during the last three PTA meetings. Details on complaints received by grievance Redressal committee are also noted.
Teacher training	No mention.	No mention.	No mention.	Details of teachers who attended In Service Courses during the academic year and who need improvement and training are taken.
Records	Yes/No questions regarding the maintenance of teacher’s diary, complaint register, inspection register, cash books and service books.	Yes/No questions regarding teacher’s diary and HM’s supervision diary.	A long list of registers to be checked is given.	List of registers to be checked are given and remarks have to be noted against each of them.
Library	Emphasis on the online maintenance of library books. Little importance given in inspecting the issuance of books to students.	No mention		Parameters assessed are - Class libraries, computerization, purchase of books, monitoring committee and issuance of books to students.

Co-curricular activities	No mention.	No mention.	Yes/No questions regarding the functioning of various clubs, groups (NCC, Scouts and guides). Achievement of students in state/national level sports and cultural meets.	Extensive details regarding co-scholastic areas and games and sports. Achievements particularly noted. 'Documents maintained to assess co-scholastic areas and the evaluation criteria adopted for life skill assessment' are considered.
Academic results	Pass percentage of classes X and XII are asked for the past 3 years. No mention about other classes.	No mention (because of no retention policy)	Promotion details and respective remarks of all classes have to be furnished.	Pass percentage and performance index of classes X and XII are asked for the past 3 years. Details on continuous comprehensive evaluation (number of students above a particular grade) of each class for each exam are asked.
Monitoring of Quality Teaching	In one line quality of teaching for the entire school has to be graded as excellent/good/average/poor. (No other instructions given or parameter assessed as to how to reach the above conclusion). Yes/No	Only Yes/no questions on whether separate notebooks are maintained for each subject, whether homeworks are given and whether the written works are checked by the teacher. Format instructs the inspector to observe at	Inspector has to fill a 'Teacher Appraisal Report' for every teacher. Quality of teaching is assessed based on five parameters and	Details on Academic Supervision records maintained by the principal are noted. Reports on projects, innovation, e-learning have to be attached. Each teacher has to fill a self assessment report (on his/

questions on whether zero periods and special classes are conducted for weak students. However these are meant only for board classes.

least three classes on different subjects and note down :- (1) The topics taught in the class. (2) Whether TLM is used. (3) rating of the teacher – excellent/very good/good/average/below average. (No other instructions given on how to grade the teacher)

each parameter on various other sub-parameters. Each of this sub-parameter is rated on a 5-point scale. Specific instructions are given to assess the parameters that are ambiguous. Finally all the parameters are aggregated to a total of 75 points and accordingly the performance of each teacher is graded as better/ good/ average /poor.

her methodologies, plans for innovative classroom-teaching and impact of training programs on his/her teaching practices), before the inspection. Also, before the panel inspection, Principal has to fill a detailed proforma on each teacher based on his/her class supervision. Apart from this the panel inspectors are bound to assess each teacher using the 'Class-room Supervision tool'. Teacher is assessed based on implementation of lesson plan, his/her plans for dealing with bright and slow learners in the same class, application of teaching learning methods, involvement of students. Inspector has to assess the competence of children on a random sample basis(eg: verification of homework record with actual question answer sessions, answers written by the students in black board etc.) and note down the observations and suggestions about the teacher. Based on all the above, each teacher is graded as outstanding/very good/good/average/below average.

Uttar Pradesh's grading practices²⁴

In Uttar Pradesh grading of school was introduced in 2006 as per the circular no. 489 (1)/79-5-06-346/2001. But unfortunately this grading system was abandoned in 2009. Even though I did not find out the reasons why it was abandoned, it is still interesting to study the methodology adopted by this system to classify schools as per the scores given to the schools during inspection.

Under this grading system, each school is assessed out of 100 as per various parameters. A separate session test is conducted to assess the learning outcomes of the students. The test is conducted for hindi, English, science, maths, social studies and Sanskrit/urdu. Except for classes 1 and 2, students of all other classes are given a 100 marks test paper in each subject. (For classes 1 and 2 separate oral tests worth 50 marks are also conducted.) The question papers for this test will be set up by a group of selected teachers in the Panchayat. The conduct of the examination and evaluation will be monitored by the BSA (Basic ShikshaAdhikari) of the respective districts or by the subordinates as per the BSA's order.

The marks obtained by students in this exam are used in the grading process of the schools in the following manner:-

$$\text{Average marks of a student} = \frac{\text{Total marks obtained in all the subjects}}{\text{Total Number of subjects}}$$

$$\text{Class Average} = \frac{\text{Average marks of all the students in the class}}{\text{Total number of students in the class}}$$

$$\text{School Average} = \frac{\text{Add class average of all the classes}}{\text{Total number of classes}}$$

Performance of students in the house test = School Average * 0.55

Besides the performance of students in the exam, the quality of a school is assessed based on other parameters mentioned in the following table. The score points for each parameter and sub-parameter are mentioned against them.

²⁴ This section is completely based on the circular no. 489 (1)/79-5-06-346/2001 TC 1 dated 16th May 2006. The circular is in Hindi.

PARAMETERS ASSESSED FOR GRADING	SCORE
--	--------------

Performance of students in the house exam	55
--	-----------

Physical environment

Maintenance of building	1
Availability and rightful utilization of hand pump and toilets	1
Planting of trees/ gardening	1
Maintenance of school records	1
Cleanliness of the school surroundings	1

TOTAL (II)	5
-------------------	----------

Community Participation

Meetings of Ward/Gram Education Committees	1
Financial and Physical cooperation of the community in the matters of school	3
Meetings of Parents Teachers Association	1

TOTAL(III)	5
-------------------	----------

Enrollment and Attendance

Enrollment	5
------------	---

(A household survey is conducted by the school authorities to identify children in the age group of 6-14. If only less than 91% of the children in the community are enrolled, then '0' points are given.

Between 91% - 96% - '2' points

Above 96% - '5' points)

Attendance	10
------------	----

(On the day of inspection, the percentage of attendance of the students is noted and scores are given in the following manner :-

For 91%-100% - '10' points

For 80%-90% - '8' points

For 75%-79% - '5' points

Below 75% - '0' points

TOTAL (IV)	15
-------------------	-----------

Quality of Teaching

Teaching Plan

Weekly Time Table	1
-------------------	---

Utilisation of teacher's Handbook	1
-----------------------------------	---

TOTAL (1)	2
------------------	----------

Teaching Method

Presentation	1
--------------	---

Participation and cooperation of girls and boys in group works	1
--	---

Opportunity for students to practice on the blackboard	1
--	---

Whether the taught portions are orally tested to see how far the children have grasped the knowledge imparted	1
---	---

Checking of notebooks and whether the mistakes made by the students are corrected	1
---	---

TOTAL (2)	5
------------------	----------

Usage of TLM to present the topic in an interesting manner and in other group works	2
--	----------

Class management (Cooperation of teachers in conducting group works)	1
---	----------

Inclusive education (Identifying weak students and help in the formation of peer groups among students in higher classes with those in lower classes)	2
--	----------

Co-curricular activities

Organization of competitions during national festivals	1
Facilities for Physical Training (PT), Scouts, Guides etc.	1
Organization of sports competitions	1
TOTAL (6)	3

Participation of girls

Participation of girls in competitions	2
Encouragement given to girls in answering questions in the class	2
TOTAL (7)	4

Participation of differently-abled students (Arrangement of special programs for these students) 1

TOTAL (V)	20
------------------	-----------

GRAND TOTAL

100

Based on the scores obtained out of 100 using the above criteria, the schools are graded as follows:-

SCHOOLS HAVING SCORES	GRADE
Between 75-100	A
Between 60-74	B
Between 50-59	C
Between 35-49	D
Below 35	Grade less

Once the grading is finalized after the inspection it is mandatory for the schools to display the grades in front of the school. The rule says that the grades have to be written in white colour on a black board with dimensions 1foot X 1 foot and have to be displayed in front of the HM's office.

This is an excellent method followed even in foreign countries (eg:-UK) to incentivize the schools to perform better. The transparency that this method exhibits regarding the quality of schools by naming and shaming creates community pressure for low performing schools to improve themselves.

Model of inspection system in United Kingdom²⁵

The Office for Standards in Education, Children's Services and Skills (Ofsted) is a Non-ministerial government Department, which conducts school inspection in United Kingdom (UK). Ofsted specializes in the inspection of services that impart education and skills to children and young people. It directly reports to the Parliament and is independent and impartial.²⁶ According to the *Framework for School Inspection*²⁷ published by Ofsted, the objective of School inspection is to:-

Provide parents with information so that they make an informed choice about the effectiveness of the schools their children attend or may attend in the future.

Update the Parliament about the working of schools and provide assurance regarding the judicious usage of public money in ensuring minimum standards in every school.

Promote improvement in individual schools and education system as a whole.

Ofsted conducts inspection in a team of trained inspectors led by a 'Lead inspector and usually the inspection lasts for two days. After the inspection Ofsted grades schools into

²⁵Conducting school inspections: guidance for inspectors of schools from January 2012, www.ofsted.gov.uk/resources/conducting-school-inspections-guidance-for-inspectors-of-schools-january-2012.accessed on July 3 2012.

²⁶www.ofsted.gov.uk accessed on July 2, 2012

²⁷The framework for school inspection from January 2012, <http://www.ofsted.gov.uk/schools> accessed on July 2, 2012

grade 1 (outstanding)

grade 2 (good)

grade 3 (satisfactory)

grade 4 (inadequate).

Grade 1 schools are usually exempted from routine inspection. However, three years after the inspection Ofsted will conduct an annual assessment in grade 1 schools to determine whether an inspection is necessary.

Grade 2 schools are further inspected only once in five years.

Grade 3 schools are inspected at least once every three years.

Grade 4 schools will be frequently visited by the inspectors and inspection will be carried out within one or two years.

What happens before the on-site inspection?

The schools are given the notice regarding inspection just two working days prior to the scheduled date of inspection. Then the school is expected to

Submit the following to the lead inspector as electronic copies

A summary of its self-evaluation.

Current School improvement plan.

School time table information, staff list and times for the school day.

Any information about the school's (pre-planned) interruption to normal routines.

Inform parents and all other stakeholders of the school regarding inspection.

Distribute and collect parents', pupils' and staffs' questionnaires that are prepared by Ofsted. The filled questionnaires are handed over to the inspection team unopened. (*Parents can submit their views online as well*)

The lead inspector then prepares a pre-inspection briefing note by analyzing the documents submitted by the school, previous inspection reports on the school and from the views and complaints received from parents via telephone and online means. After this, the team of inspectors prepares a time-schedule on how to conduct the inspection by allocating sufficient time for team meetings and for giving feed backs as well.

What happens during the on-site inspection?

After a brief meeting with the Head teacher, about that day's attendance status of staff and students, the inspection team set off to observe classes and talk to pupils to gauge their understanding and engagement in learning and their perceptions about the school.

The Inspectors judge the quality of education provided in the school based on the following parameters

Achievement of pupils at the school.

Quality of teaching in the school.

Behaviour and safety of pupils at the school.

Quality of the leadership in and management of the school.

Overall Effectiveness

The inspectors make judgments and grade each of these parameters according to, '*The evaluation schedule for the inspection of maintained schools and academies*'.²⁸ This document details about the criteria to make judgments and elaborates the grade descriptors as to how to categorise each of the aspect of a school as outstanding/good/satisfactory/inadequate.

It is a must for the inspectors to listen to weaker students read during the inspection in order to assess how well the school is teaching its weakest readers. The inspectors meet with pupils, parents, staff, governors and other stakeholders in the absence of the headteacher or staff to get a true picture regarding the functioning of the school. All these are identified as primary evidence by the inspection team while deciding the grade of the school. Apart from this, secondary evidence like the filled questionnaires by parents and pupils (*as mentioned earlier under the heading 'WHAT HAPPENS BEFORE ON-SITE INSPECTION'*) are also used to arrive at the conclusion. The inspectors also hold brief meetings to discuss the emerging findings and give feedback to the head teacher and to other teachers during their class observations. At the final meeting of the second day of inspection, the grades are decided but are kept confidential from the school authorities until the inspection report is made.

²⁸The evaluation schedule for the inspection of maintained schools and academies (090098), Ofsted, 2012; <http://www.ofsted.gov.uk/resources/evaluation-schedule-for-inspection-of-maintained-schools-and-academies-january-2012>, Accessed on

What happens after the inspection?

The inspection report is made by the lead inspector soon after the day of inspection and it is then published on Ofsted's website. The report is published only after its factual accuracy and the findings substantiated by the evidence are verified by the School authorities. Further, any complaints regarding the report could be registered online. Once the school receives the report, it is required to distribute the report to parents. The lead inspector also writes a letter addressing the pupils regarding the status of their school in a much simpler language for children to understand. Thus the reports of inspection are made transparent so that all the stakeholders of the school are well aware about the status and progress of their school.

Conclusion**Need for an Independent inspection Agency:-**

Whether it is Delhi State government, MCD schools or Kerala, the major complaint pointed out by the officers I met was about them being burdened with administrative works having less time to conduct inspections. Hence we need an independent inspection agency like Ofsted which specializes in inspection alone. Also proper trainings have to be given to the inspectors on how to monitor various aspects of a school in a uniform manner.

Lack of**Definite criteria for assessment and****Written material providing guidelines on how to assess various parameters.**

Delhi State govt. and MCD do not specify definite criteria on how to assess the quality of teaching. The inspectors follow their own styles to assess this parameter. In Delhi State Government school inspection especially, the focus is only on monitoring the quality of board classes and other classes are ignored as is evident from their format. There is lack of definite criteria to assess learning outcomes in Delhi (State and MCD), Kerala and KV. There are no specific criteria on how to take a sample of students so that their assessment can represent the assessment of the whole school.

Regarding written material, Delhi, Kerala and KV too should refer to Ofsted's evaluation material which elaborates on how to assess each parameter. It clearly specifies various characteristics that can be identified in a school based on which a parameter can be judged as outstanding or average.

Inadequate usage of inspection reports in policy making:-

Ideally inspections are conducted to monitor and improve the quality of education. This can be accomplished only if the policy sphere is updated with the current needs of the schooling system

revealed through inspection. However in the current structure, in case of MCD schools, only infrastructural needs are communicated to the headquarters level and inspection reports as such are not analyzed at higher levels to make necessary changes in policy. Even in Kerala the analysis of the findings of inspection stops at the district level and do not become the basis of policy making in education.

Inspection system doesn't consider parents' views.

Inspection systems in Delhi (State and MCD), Kerala and KV as such do not have any provision in taking the view of parents. As mentioned earlier, Ofsted considers parent's views as a major evidence in assessing the school. Hence Indian inspection systems should consider adopting Ofsted's methodology to take parents' views.

Inspection reports are not transparent.

Ofsted publishes the inspection reports on their website and under the UP grading system, the grades obtained by the schools are clearly displayed to make the public aware about the quality of schools. On the contrary in Delhi, Kerala and KV, inspection reports are kept very confidential. Hence there is extremely less naming and shaming done in terms of the inspection results! It is the right of public to know about the quality of any service they are using. Hence it is logical to publish the grades obtained (in case of KV) or a summary of the inspection reports (in case of Delhi and Kerala), so that it creates an inbuilt incentive for the school authorities to improve the services they are providing.

Need for research in designing tools to assess the quality of schools.

The vagueness exhibited in the inspection criteria is mainly due to lack of research in developing good tools for assessment.

Although KV has developed some good tools recently which would come into practice this academic year on wards, there is still ambiguity in measuring learning outcomes during inspection to assess the success of teaching. Delhi State Govt. and MCD on the other side has taken the least efforts in this regard as is clear from their format and interviews with the inspection officers. Though not ideal, lessons can be learnt from Uttar Pradesh's grading system in developing a good methodology to assess schools giving adequate weightage to quality of teaching and learning outcomes. Efforts of organizations like M-CRIL and AzimPremji Foundation can also be noted in developing tools for assessing the quality of

schools and in grading them accordingly. Also in this matter, the news²⁹ about CBSE's upcoming accreditation endeavour sounds like a great leap.

²⁹Accreditation system soon to be introduced by CBSE;

<http://education.oneindia.in/news/2012/01/24/cbse-introduce-new-accreditation-system-for-institutes.html> , accessed on July 19 2012.

ANNEXURE 3 - FORMAT OF ANNUAL INSPECTION REPORT OF KERALA

**GOVERNMENT OF KERALA
General Education Department**

REPORT ON ANNUAL INSPECTION

(YEAR.....)

Part-I:

A) SCHOOL APPRAISAL REPORT

- 1) Name of the School :
 Postal Address with Pin Code :
 Telephone Number :
 Block :
 Revenue District :
 Educational District :
 Educational Sub-District :
 Taluk :
 Panchayat/Municipality/Corporation :
- 2) Management of school : Govt / Local Body / Private Aided
 If aided name & address of the Manager :
- 3) Type of school (put ✓ mark) : Boys / Girls / Mixed
- 4) Category of the school (put ✓ mark) : HSS / VHSC / HS / UPS / LPS
- 5) Existing Standards in the school : From _____ to _____
- 6) Medium of instruction of the school :
- 7) Whether Computer Course introduced? : Yes / No
 If yes, No. of Computers available :

B) SITE AND ACCOMMODATION

- 8) Extent of site (in Acres) and Survey Number :
 Whether the site is sufficient to the provision in KFR :
- 9) No. of class rooms available :

- 23) No. of Protected Teachers working in the school (category-wise) : HSA :
 : UPSA :
 : LPSA :
 : Spl. Teachers :
 : Others :
- 24) No. of NTS working on protection :
- 25) Does the school have programme of IEDC : Yes / No
 If yes, give the numbers of : Children with disabilities :
 : Resource teachers :
- 26) Does the school have Pre-Primary classes : Yes / No
 Agency : Govt / PTA

E) ENROLMENT OF STUDENTS

Std	All communities		SC		ST		Muslim		Nadar	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I										
II										
III										
IV										
V										
VI										
VII										
VIII										
IX										
X										
Total										

F) DETAILS OF PROMOTION (To be furnished by the Headmaster)

Std	No. in Classes	No. Promoted	Promotion (%)	Remarks
I				
II				
III				
IV				
V				
VI				
VII				
VIII				
IX				
X				
Total				

- 27) Whether there is a PTA functioning in the school : Yes / No
- i) Comment on the outstanding contribution of the PTA :
- ii) Furnish details of teachers who had won State Award/National Award etc. with year :

iii) Furnish details of students with outstanding performance at State/National level in the field of:

- a) Sports b) Games c) Scouts
- d) Guides e) NCC f) Others, specify

G) CO-CURRICULAR ACTIVITIES

28) Whether the following Clubs are functioning in the school :

- a) Science & Health Education : Yes / No
- b) Literary & Arts : Yes / No
- c) Environment Awareness : Yes / No
- d) Social Science : Yes / No
- e) Maths : Yes / No
- f) Others, specify :

29) Are there groups for

- a) NCC : Yes / No
- b) Scouts : Yes / No
- c) Guides : Yes / No

30) Remarks of the inspecting Officer :

Place:
Date:

Signature :
Name :
Designation :

Part - II. TEACHER APPRAISAL REPORT

- 1) Name of the teacher with designation :
- 2) Age :
- 3) Sex :
- 4) Educational qualifications :
- 5) Length of service :
- 6) Standard with Division :
- 7) Subject taught :
- 8) Topic :

Part - III. PERFORMANCE OF THE TEACHER IN THE CLASS ROOM

- i) LESSON PLAN / TEACHING MANUEL (Indicate suitable responses in the 5 Point Scale with a ✓ mark)

- 1 - Below average
 2 - Average
 3 - Satisfactory
 4 - Good
 5 - Excellent

a) Curricular objectives	1	2	3	4	5
b) Content specification	1	2	3	4	5
c) Learning experience/activities	1	2	3	4	5
d) Evaluation	1	2	3	4	5

- ii) DEVELOPMENT OF LESSON

1) Linkage with previous knowledge	1	2	3	4	5
2) Learning experience provided	1	2	3	4	5

(Rating to be done based on the following):

- i) Linking with life situation; ii) Age specific;
 iii) Interesting; iv) Integration with other subjects;
 v) Utilisation of local resources; vi) Providing group activities

3) Use of learning aids	1	2	3	4	5
-------------------------	---	---	---	---	---

(Rating to be done based on the following):

- Wise use of BB
 Use of Audio Visual Aids

- iii) REVIEW & EVALUATION

1) Steps taken for reviewing the competencies	1	2	3	4	5
2) Evaluation to know the level of attainment	1	2	3	4	5

(Rating to be done based on the following):

- Challenging
- Diagnostic
- Meeting individual difference

IV) ASSIGNMENT

Assignment given for further learning	1	2	3	4	5
---------------------------------------	---	---	---	---	---

(Rating to be done based on the following):

- Challenging
- Graded
- Individualised

V) OVERALL PERFORMANCE

a) Subject competence	1	2	3	4	5
b) Class room interaction	1	2	3	4	5
c) Variety in using methods	1	2	3	4	5
d) Communication skill	1	2	3	4	5
e) Understanding the pupils	1	2	3	4	5

VI) OVERALL EVALUATION OF THE TEACHER (put ✓ mark)

- Below 30 - Poor performance
- 31 - 45 - Average performance
- 46 - 60 - Good performance
- 61 - 75 - Better performance

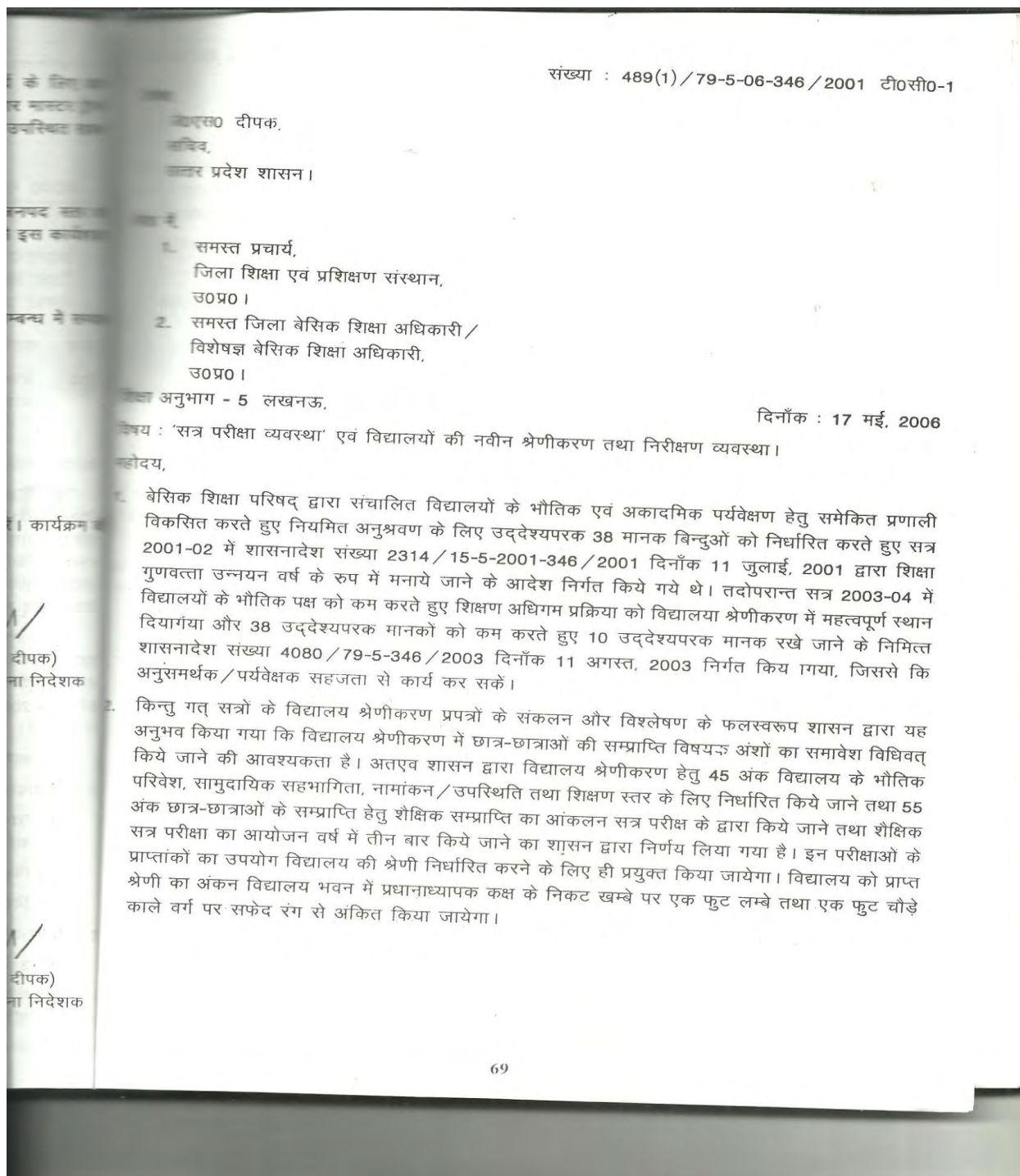
Specific Remarks on performance:

Signature:

Name:

Designation
(Supervising Officer)

Place:
Date:

ANNEXURE 4 - CIRCULAR ON GRADING SYSTEM IN UTTAR PRADESH

(अ) उक्त सत्र परीक्षा प्रस्ताव को विद्यालय श्रेणीकरण में जोड़ते हुए विद्यालय श्रेणीकरण के 5 क्षेत्र निम्न निर्धारित किये गये हैं -

मानक बिन्दु सं.	क्षेत्र	अंक
1.	भौतिक परिवेश	05
2.	सामुदायिक सहभागिता	05
3.	नामांकन एवं उपस्थिति	15
4.	शिक्षण का स्तर (अध्यापक के लिए)	20
5.	सत्र परीक्षा में छात्र-छात्राओं का स्तर	55
	योग	100

(ब) प्रदत्त अंकों के योग के आधार पर विद्यालय को अ, ब, स, द श्रेणी निम्नवत् प्रदान की जायेगी -

अंक	श्रेणी
75-100	अ
60-74	ब
50-59	स
35-49	द

- उक्त व्यवस्था के सुचारू रूप से कार्यान्वय हेतु प्रधानाध्यापक/एन0पी0आर0सी0/ब्लाक समन्वयक उप विद्यालय निरीक्षक अथवा सहायक बेसिक शिक्षा अधिकारी / जिला बेसिक शिक्षा अधिकारी तथा मण्डल सहायक शिक्षा निदेशक बेसिक के उत्तरदायित्व संलग्नक - 2 के अनुसार निर्धारित किये गये हैं।
- कृपया उपर्युक्त निर्णयों का अपने नियंत्रणीय विद्यालयों में कड़ाई से अनुपालन सुनिश्चित कराया जाय जिससे कि प्रदेश में प्राथमिक / उच्च प्राथमिक विद्यालयों में अध्ययनरत् छात्र-छात्राओं के सम्प्राप्ति स्तर अपेक्षाानुरूप वृद्धि सम्भव हो सके।

संलग्नक -

- विद्यालय श्रेणीकरण।
- कक्षा 1 से 5 एवं 6 से 8 स्तर पर सत्र परीक्षा पद्धति एवं निरीक्षण व्यवस्था के सम्बन्ध में।




(जे0एस0 टी0के)
राज्य परियोजना निदेशक

संख्या : 489(1)/79-5-06-तद् दिनांक

प्रतिलिपि निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित :

- राज्य परियोजना निदेशक, उ0प्र0 सभी के लिए शिक्षा परियोजना परिषद, निशातगंज, लखनऊ।
- शिक्षा निदेशालय, बेसिक एवं अध्यक्ष, उ0प्र0 बेसिक शिक्षा परिषद, लखनऊ।
- निदेशक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, निशातगंज, लखनऊ।
- समस्त जिलाधिकारी, उत्तर प्रदेश।
- सचिव, बेसिक शिक्षा परिषद इलाहाबाद।
- समस्त मण्डलीय सहायक शिक्षा निदेशक, बेसिक, उ0प्र0


(सुजाकर)
संयुक्त

संलग्नक-1

विद्यालय श्रेणीकरण

उच्च प्राथमिक विद्यालयों में शिक्षा की गुणवत्ता ज्ञात करने तथा गुणवत्ता की दृष्टि से कमजोर विद्यालयों को चिन्हित करने के उद्देश्य से विद्यालय श्रेणीकरण हेतु निम्नलिखित मापदण्ड निर्धारित किए गए हैं। विद्यालय स्तर पर प्रधानाध्यपक कोकक्षावार, न्याय पंचायत स्तर पर न्याय पंचायत समन्वयक को विद्यालयवार मापदण्ड एवं जनपद स्तर पर विद्यालयवार गुणवत्ता के स्तर की समीक्षा सम्भव हो सकेगी।

श्रेणीकरण हेतु कुल 100 अंक रखे गये हैं। जिनका निम्न प्रकार विभाजन है -

क्र.सं.	श्रेणीकरण हेतु बिन्दु	अंक
1.	भौतिक परिवेश	5
2.	सामुदायिक सहभागिता	5
3.	नामांकन एवं उपस्थिति प्रतिशत	15
4.	शिक्षण का स्तर	20
5.	सत्र परीक्षा में विद्यार्थियों का स्तर	55
6.	योग	100

भौतिक परिवेश - 5 अंक (अधिकतम)

विद्यालय परिसर की स्वच्छता, रख-रखाव, भवन की रंगाई-पुताई, शौचालयके रखरखाव एवं उपसकेप्रयोग एवं अभिलेखों के रख-रखाव आदि का विद्यालय के भौतिक परिवेश पर विशेष प्रभाव पड़ता है। विद्यालय के भौतिक परिवेश पर निम्नलिखित बिन्दुओं पर अंक प्रदान किए जाएंगे।

- भवन की रंगाई-पुताई 1 अंक
- हैण्ड पम्प एवं शौचालय-की व्यवस्था एवं उसका प्रयोग 1 अंक
- वृक्षारोपण/बागवानी 1 अंक
- अभिलेखों का रखरखाव 1 अंक
- परिसर की स्वच्छता 1 अंक
- योग 5 अंक

सामुदायिक सहभागिता -

ग्राम शिक्षा समिति को सक्रिय करने एवं उससे विभिन्न विषयों में सहयोग लेने में विद्यालय के शिक्षकों एवं प्रधानाध्यपक की विशेष भूमिका होती है। अच्छे विद्यालय हेतु ग्राम शिक्षा समिति/वार्डशिक्षा समिति के गठन, सदस्यों का बैठकों में प्रतिभाग एवं उनकी क्रियाशीलता, ग्राम शिक्षा समिति का विद्यालय संचालन में सहयोग, विद्यालय हेतु विभिन्न स्रोतों से सांसाधन जुटाना आदि बिन्दुओं में ग्राम शिक्षा समिति को जागरूक किया जाना आवश्यक है।

समुदाय से सहयोग हेतु निम्नलिखित बिन्दुओं पर अंक प्रदान किए जायेंगे -

- ग्राम शिक्षा समिति की नियमित बैठक 1 अंक
- समुदाय द्वारा वित्तीय एवं भौतिक सहयोग 3 अंक
- पी0टी0ए0 की नियमित बैठक 1 अंक
- योग 6 अंक

3. नामांकन एवं उसके सापेक्ष उपस्थिति -

नामांकन - 5 अंक (अधिकतम)

नामांकन (हाउस होल्ड सर्वे) के अनुसार 06-14 वर्ष के कुल चिन्हित बच्चों के सापेक्ष नामांकन पर अंक प्रदान किए जायेंगे। यदि किसी विद्यालय में हाउस होल्ड सर्वे का अभिलेख उपलब्ध नहीं है तो शून्य अंक प्रदान किये जायेंगे। यह बिन्दु प्रथम चरण में मूल्यांकित किया जायेगा और प्रथम चरण के मूल्यांकन अंक शेष चरण में भी शामिल किए जायेंगे।

- 96 से 100 प्रतिशत 5 अंक
- 91 से 95 प्रतिशत 2 अंक
- 91 प्रतिशत से कम 0

उपस्थिति - 10 अंक अधिकतम

विद्यालय में बच्चों की उपस्थिति बढ़े इस हेतु शिक्षकों एवं प्रधानाध्यपक स्तर पर विशेष प्रयास की आवश्यकता होती है। विद्यार्थियों की उपस्थिति के लिए 05 अंक रखे गये हैं।

- 91 से 100 प्रतिशत 10 अंक
- 80 से 90 प्रतिशत 8 अंक
- 75 -79 प्रतिशत 5 अंक
- 75 प्रतिशत से कम 0 अंक

पर्यवेक्षण दिवस की भौतिक उपस्थिति के आधार पर अंक प्रदान किए जायेंगे।

4. शिक्षण का स्तर - 20 अंक (अधिकतम)

श्रेणीकरण के लिए शिक्षणस्तर अत्यन्त महत्वपूर्ण बिन्दु है। निरीक्षक जिन बिन्दुओं पर अंक प्रदान करेगा, उन विवरण निम्न प्रकार दिया जा रहा है।

- शिक्षक की तैयारी 2 अंक अधिकतम
- शिक्षक की विधि 5 अंक अधिकतम
- टी0एल0एम0 का प्रयोग 2 अंक अधिकतम
- कक्षा प्रबन्धन 1 अंक अधिकतम
- उपचारात्मक (सीमीडियल) शिक्षण 2 अंक
- पाठ्य सहगामी (को-करिकुलर) गतिविधि 3 अंक अधिकतम
- बालिकाओं की सहभागिता 4 अंक अधिकतम
- विशिष्ट आवश्यकता वाले बच्चों की सहभागिता 1 अंक अधिकतम
- योग 20 अंक

शिक्षक की तैयारी - (अधिकतम 5 अंक)

शिक्षक से वार्ता कर तथा उसके द्वारा पढ़ाये गये पाठ का अवलोकन कर निम्नलिखित बिन्दुओं पर अंक किये जायेंगे -

3. नामांकन एवं उसके सापेक्ष उपस्थिति -

नामांकन - 5 अंक (अधिकतम)

नामांकन (हाउस होल्ड सर्वे) के अनुसार 06-14 वर्ष के कुल चिन्हित बच्चों के सापेक्ष नामांकन पर अंक प्रदान किए जायेंगे। यदि किसी विद्यालय में हाउस होल्ड सर्वे का अभिलेख उपलब्ध नहीं है तो शून्य अंक प्रदान किये जायेंगे। यह बिन्दु प्रथम चरण में मूल्यांकित किया जायेगा और प्रथम चरण के मूल्यांकन अंक शेष चरण में भी शामिल किए जायेंगे।

- 96 से 100 प्रतिशत 5 अंक
- 91 से 95 प्रतिशत 2 अंक
- 91 प्रतिशत से कम 0

उपस्थिति - 10 अंक अधिकतम

विद्यालय में बच्चों की उपस्थिति बढ़े इस हेतु शिक्षकों एवं प्रधानाध्यपक स्तर पर विशेष प्रयास की आवश्यकता होती है। विद्यार्थियों की उपस्थिति के लिए 05 अंक रखे गये हैं।

- 91 से 100 प्रतिशत 10 अंक
- 80 से 90 प्रतिशत 8 अंक
- 75 -79 प्रतिशत 5 अंक
- 75 प्रतिशत से कम 0 अंक

पर्यवेक्षण दिवस की भौतिक उपस्थिति के आधार पर अंक प्रदान किए जायेंगे।

4. शिक्षण का स्तर - 20 अंक (अधिकतम)

श्रेणीकरण के लिए शिक्षणस्तर अत्यन्त महत्वपूर्ण बिन्दु है। निरीक्षक जिन बिन्दुओं पर अंक प्रदान करेगा, उन विवरण निम्न प्रकार दिया जा रहा है।

- शिक्षक की तैयारी 2 अंक अधिकतम
- शिक्षक की विधि 5 अंक अधिकतम
- टी0एल0एम0 का प्रयोग 2 अंक अधिकतम
- कक्षा प्रबन्धन 1 अंक अधिकतम
- उपचारात्मक (सीमीडियल) शिक्षण 2 अंक
- पाठ्य सहगामी (को-करिकुलर) गतिविधि 3 अंक अधिकतम
- बालिकाओं की सहभागिता 4 अंक अधिकतम
- विशिष्ट आवश्यकता वाले बच्चों की सहभागिता 1 अंक अधिकतम
- योग 20 अंक

शिक्षक की तैयारी - (अधिकतम 5 अंक)

शिक्षक से वार्ता कर तथा उसके द्वारा पढ़ाये गये पाठ का अवलोकन कर निम्नलिखित बिन्दुओं पर अंक किये जायेंगे -

- साप्ताहिक समय - सारिणी 1 अंक
- शिक्षक संदर्शिका उपयोग 1 अंक
- शिक्षण की विधि - (अधिकतम 5 अंक)
- शिक्षक द्वारा अपनाई गई शिक्षण विधि का अवलोकन करेगा तथा यह देखेगा कि -
- शिक्षण के अनुरूप शिक्षण विधि का प्रयोग (प्रस्तुतीकरण) 1 अंक
- समूह कार्य में छात्र-छात्राओं की सक्रियता एवं सहभागिता 1 अंक
- छात्र-छात्राओं को श्यामपट्ट पर अभ्यास के अवसर दिए जा रहे हैं। 1 अंक
- किये गये अंशों का मूल्यांकन हो रहा है या नहीं 1 अंक
- बच्चों के लिखित कार्य (कापी) की नियमित जाँच तथा छात्र-छात्राओं द्वारा संशोधन कार्य 1 अंक
- प्रश्नोत्तर का प्रयोग - (अधिकतम 2 अंक)
- विषय प्रस्तुतीकरण / समूह कार्य में टी0एल0एम0 की उपलब्धता व प्रयोग 2 अंक
- प्रश्न-उत्तर-1 अंक (अधिकतम)
- समूह कार्य में छात्र/छात्राओं को शिक्षक द्वारा सहयोग 1 अंक
- उपचारात्मक शिक्षण (सीमीडियल शिक्षण) - 2 अंक अधिकतम
- कक्षावार - विषयवार कम सम्प्राप्ति वाले बच्चों का चिन्हीकरण, करना एवं उपचारात्मक शिक्षण व्यवस्था में उच्च कक्षा के बच्चों से छोटी कक्षा के बच्चों का पीयर ग्रुप बनाना 2 अंक
- बाल्य सहगामी क्रियाकलाप - 3 अंक (अधिकतम)
- प्रदर्शना स्थल एवं राष्ट्रीय पर्वों पर प्रतियोगिताओं का आयोजन 1 अंक
- पी0टी0 कक्षावार, सामूहिक पी0टी0 स्काउट गाईड आदि की व्यवस्था 1 अंक
- जूडो प्रतियोगिता का आयोजन 1 अंक
- बालिकाओं की सहभागिता - 4 अंक (अधिकतम)
- प्रतियोगिताओं में भागीदारी 2 अंक
- प्रश्नोत्तर करने के लिए प्रोत्साहित किया जाना 2 अंक
- विशेष आवश्यकता वाले छात्र-छात्राओं की सहभागिता 1 अंक (अधिकतम)
- विशेष आवश्यकता वाले छात्र-छात्राओं हेतु विशिष्ट योजना 1 अंक
- विद्यार्थियों का सत्र परीक्षा में स्तर - 55 अंक (अधिकतम)
- सत्र परीक्षा में विद्यार्थियों के प्राप्तांकों का प्रतिशत निम्नलिखित आंगणन के अनुसार प्राप्त किया जाएगा -
- विद्यार्थीवार औसत निकाला जायेगा।
- विद्यार्थीवार औसत के आधार पर कक्षावार औसत निकाला जायेगा। कक्षावार औसत के आधार पर विद्यालय का औसत निकाला जायेगा।

- विद्यालय के औसत प्राप्तांक को 0.55 से गुणा किया जायेगा।
- प्राप्त संख्या श्रेणीकरण हेतु अंक होगी।

क्रमांक 1 से 6 बिन्दुओं में प्राप्त अंकों के आधार पर निम्नलिखित श्रेणी दी जाएगी -

अंक	श्रेणी
75 से अधिक	अ
60 - 74	ब
50-59	स
35-49	द

विद्यालय को प्राप्त श्रेणी का अंकन विद्यालय भवन में प्रधानाध्यापक कक्ष के निकट के खम्बे पर एक फिट एवं एक फिट चौड़े काले वर्ग पर सफेद रंग से अंकित किया जायेगा।

विद्यालय श्रेणीकरण अक्टूबर, जनवरी और मार्च में किया जायेगा। श्रेणीकरण न्याय पंचायत समन्वयक प्राचार्य, डायट द्वारा पूरे सत्र के लिए नामित अध्यापक की संयुक्त टीम करेगी।

सत्र परीक्षा के बाद श्रेणीकरण किया जायेगा - जैसे सितम्बर की सत्र परीक्षा के बाद श्रेणीकरण किया जायेगा। श्रेणीकरण की सूचना न्याय पंचायत/बी0आर0सी0 स्तर पर संकलित की जायेगी। न्याय पंचायत की समीक्षा की बैठक में श्रेणीकरण का विश्लेषण किया जायेगा तथा 'स' और 'द' श्रेणी के विद्यालयों के लिए 'विकास योजना' बनाई जायेगी तथा पर्यवेक्षण के मध्य समन्वयक बनायी योजना के अनुसार कक्षा - शिक्षण करायेगा।