

INSPECTION AND SUPERVISION IN SECONDARY SCHOOLS- A  
COMPARATIVE ANALYSIS OF SCHOOLS UNDER DIFFERENT MANAGERMENTS  
IN THANE DISTRICT, MAHARASHTRA

**Dissertation**

SUBMITTED TO THE NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND  
ADMINISTRATION, NEW DELHI IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE DEGREE OF MASTER OF PHILOSOPHY (M.PHIL)

**Muhammad Yasin**



NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION,  
NEW DELHI  
APR 2021

## **DECLARATION BY THE SCHOLAR**

This is to certify that the M.Phil Dissertation being submitted by me on the topic entitled “Inspection and supervision in secondary schools – A comparative analysis of schools under different managements in Thane District, Maharashtra” has been completed under the guidance of Dr V. Sucharita. It is declared that the present study has not previously formed the basis for the award of any Degree, Diploma, Associateship or Fellowship to this or any other University.



(Muhammad Yasin)

## **CERTIFICATE OF THE SUPERVISOR**

This is to certify that the dissertation entitled “Inspection and supervision in secondary schools – A comparative analysis of schools under different managements in Thane District, Maharashtra” is the work undertaken by Mr Muhammad Yasin under my supervision and guidance as part of his M.Phil Degree in this institute. To the best of my knowledge, this is the original work conducted by him and the dissertation may be sent for evaluation.

(V. Sucharita)

## *Acknowledgments*

I would like to thank my family, friends, colleagues, and students who earnestly supported me in my endeavor to go along the journey of lifelong learning. From a soldier to a teacher has been a fruitful journey to look back and reflect and to share the experiences in the classrooms. By the grace of God, I am pursuing this course, which I hope will open for me an enriching experience. I understand that education can bring a positive change in the individual to realize his potential irrespective of one's background and can in turn bring holistic development in the society for a peaceful, prosperous, and healthy future.

My learning at NIEPA gave me a wonderful chance to interact with the best minds and taught me to think objectively, rationally and trained me to think from the micro to macro perspective in the educational field. I am indeed indebted to all of them. I learned the ways to explore human interactions, social evolutions, theoretical evolution, and evolution of the concept of justice and humanity itself. Every interaction is as lively as if I have truly lived the entire generation of learning. I thank all the teachers.

I want to thank my professor and committee members for all their time and attention given to my dissertation. I am thankful for their feedback and effort in guiding and learning throughout the process. A special thanks to Dr. V Sucharita my professor for her dedication in guiding me meticulously in this work. Her passion and guidance have been very encouraging and supportive through this process.

Lastly, I want to thank my friends at NIEPA who guided and kept on motivating me to complete this dissertation during this pandemic period where even peeping out of the window was fraught with danger. I also thank the Principals and the teachers who agreed to participate in the live discussion, during this period. I am indebted to them for providing me the insight into the topic.

Acknowledgements	iv
Table of Contents	v
List of Tables and Figures	vi
Annexure	vi

## Contents

<b>Chapter 1</b> .....	<b>- 1 -</b>
<b>1.1 Background</b> .....	<b>- 1 -</b>
<b>1-2 Literature Review</b> .....	<b>- 2 -</b>
<b>1.3 Research Objectives</b> .....	<b>- 16 -</b>
<b>1-4 Methodology of the Study</b> .....	<b>- 16 -</b>
<b>1-5 DATA COLLECTION METHOD</b> .....	<b>- 18 -</b>
<b>1.6 Limitations</b> .....	<b>- 19 -</b>
<b>CHAPTER-2</b> .....	<b>- 20 -</b>
<b>EDUCATIONAL PROFILE OF MAHARASHTRA</b> .....	<b>- 20 -</b>
<b>CHAPTER-3:</b> .....	<b>- 25 -</b>
<b>ROLES AND RESPONSIBILITIES OF SUPERVISORS/ INSPECTOR</b> .....	<b>- 25 -</b>
<b>CHAPTER-4:</b> .....	<b>- 31 -</b>
<b>SCHOOL INSPECTION PROFORMAS</b> .....	<b>- 31 -</b>
<b>CHAPTER 5:</b> .....	<b>- 61 -</b>
<b>PERCEPTION OF THE STAKEHOLDERS</b> .....	<b>- 61 -</b>
<b>5-1 Perception of Principal in Kendriya Vidyalaya</b> .....	<b>- 61 -</b>
<b>5-2 Perception of Headmasters in State Government School and Municipality</b> .....	<b>- 63 -</b>
<b>5.3 Perception of Teachers:</b> .....	<b>- 65 -</b>
<b>Summary:</b> .....	<b>- 71 -</b>
<b>CHAPTER 6:</b> .....	<b>- 73 -</b>
<b>TRENDS &amp; CHALLENGES</b> .....	<b>- 73 -</b>
<b>6.1 Weakening mechanism of Inspection:</b> .....	<b>- 73 -</b>
<b>6.2 Instructional Supervision and Cooperation:</b> .....	<b>- 73 -</b>
<b>6.3 Monitoring by Data:</b> .....	<b>- 74 -</b>
<b>Challenges:</b> .....	<b>- 75 -</b>
<b>CHAPTER-7:</b> .....	<b>- 77 -</b>
<b>CONCLUSION AND RECOMMENDATIONS</b> .....	<b>- 77 -</b>
<b>References:</b> .....	<b>- 80 -</b>

## **List of Tables and Figures**

### **Tables**

Table-1: The Key points in inspection and supervision across countries	:19
Table-2: List of Participants.	: 22
Table-3: Details of Schools, Teachers, and Students as per School Management	: 25
Table-4: Distribution of Students Enrolment as per level and gender	: 27

### **Figures**

Figure-1: Percentage Distribution of Schools as per Management	: 25
Figure-2: Percentage Distribution of Teachers as per School Management	: 26
Figure-3: Percentage of Students as per School Management	: 26
Figure-4: Students Enrolment percentage as per the level of Schooling	: 27
Figure-5: Enrolment as per Gender at the level of Schooling	: 28
Figure-6: Enrolment percentage of Students as per gender at the level of schooling	: 29
Figure-7: The Organisational Structure of Kendriya Vidyalaya Sangathan (KVS)	: 30
Figure-8: Organisational Chart: Maharashtra State Education and Sports Department	:33

### ***Annexure***

Annexure-I: Inspection Format used in State Schools (Marathi)	: 85
Annexure-II: Performance Grade Indicator (PGI) input Format	: 9

## Chapter 1 INTRODUCTION

### 1.1 Background

Inspection and supervision services in education exist in all the countries, but it has been largely neglected. This is one of the important reasons for the deterioration of basic education (Carron, Gabriel, Grauwe, 1997). School supervision and inspection are perceived as major tools for both quality control and for improving the quality of education (Young, 1981). Almost all the countries have evolved their inspection and supervision mechanism according to changing nature and demand of education. Education is a service and is different from a product. Here, both the outcome, as well as the process of education is important.

Inspection and Supervision plays an important part in the daily routine of the school from classroom to community-level engagement. Lack of it seriously affects the quality of the education and the institutions. Since its origin in the early nineteenth century in Britain, school supervision has been the main function of facilitating and ensuring quality improvement in schools. It started in the form of a systems tool for monitoring by Her Majesty's Inspectors of Schools that was based on a top-to-down authority and control model. It was based on rules, regulations, and codes. (Tyagi, 2011). School inspection is foremost a control process to ensure respect for rules and regulations and loyalty to authorities (Wanzare 2003 cited in Hovde, 2010). All over the world, there is a shift from inspection to supervision.

In India, the system of inspection came in vogue with the recommendations of Wood's Dispatch of 1854, mainly for regulating the private-aided and missionary schools. Studies have shown that the purpose was to control and maintain the education system rather than its improvement and development. Its nature was authoritative, autocratic, and unscientific (Tyagi, 2011). The terms inspection and supervision are used interchangeably, however, there is a shift in usage of the terminology from inspection to supervision.

In the Indian context, there is an increasing concern about the quality of education that the education system can provide (NUEPA 2014). According to Education for All (EFA 2014) report, one of the key challenges facing the Indian education system is the quality-related deficiencies at each stage of education resulting in an unsatisfactory level of student learning.

“Providing quality education requires building systems that deliver learning, day after day in thousands of schools to millions of students. At the central level, ministries of education need to attract the best experts to design and implement evidence-based and country-specific programs. District or regional offices need the capacity and the tools to monitor learning and support schools. At the school level, principals need to be trained and prepared to manage and lead schools, from planning the use of resources to supervising and nurturing their teachers.”  
(WorldBank, 2019)

Annual Status of Education Survey Report ASER 2018 reports glaring deficiencies in learning outcomes. India has participated in the Programme for International Students Assessment (PISA) test only once in 2009. In this round of PISA, students from Himachal Pradesh and Tamil Nadu appeared for the test and India ranked 72nd out of 73 countries, outranking only Kyrgistan. This declining condition of school education requires immediate attention. The strengthening of inspection and supervision in schools is one way to address the issue of quality. Inspection and Supervision play an important part in the daily routine of the school from classroom to community-level engagement. Lack of it seriously affects the quality of the education and the institutions.

## **1-2 Literature Review**

Nelson Mandela had rightly pointed out that education is the most powerful weapon to change the world. Almost all the countries invest heavily in education for improving the physical, mental, and moral condition of their citizens to ensure the safety, security, and holistic development of their society. The historical perspective of education provides how we can look at the education system in general and inspection and supervision in particular over time. The values proposed on education have also influenced how education and supervision have evolved. Social development and democratic values as the end and means of education as proposed by John Dewey have considerably influenced the product as well as the process of education (Dewey, 1952). This value system has greatly influenced in breaking the tight grip bureaucratic system and continues to influence the education system in general and the actual pedagogy in the classroom in particular.



Access to education has greatly increased during the previous decades. However, the deteriorating condition of the quality of education needs to be immediately arrested. Inspection and supervision are carried out in almost all the countries in varied format and is one of the ways to ensure quality education. The inspection and supervision consist of the following services (Grauwe et al., 2002)

(a) Inspection

(b) Supervision

(c) Support Services

All over the world, the supervision practices consist of a combination of the above three services. Those services may be combined in one entity or a separate entity may be responsible for a separate service.

The models of Inspection and supervision has evolved over the years and is practiced differently in different countries (Ehren, 2016). Studies show that the schools started to improve after a school visit and the innovation capacity of the school does not seem to contribute to the school improvement (Ehren & Visscher, 2006). The agreement between the school and the inspectors also promotes school improvement. With regular supervision and audit the corruption decreases (UK DID, 2011). Ensuring school inspections give accurate reports and explicit feedback to inform the school's improvement plan (Catherine & Honeyman, 2016)

Lindgren et al (2012) in their article discussed the historical perspective of Sweden's changing system of school inspection. Though the system has been decentralized from a heavily centralized system, the system itself has evolved and the inspection has been intensified. It had external as well as international influence. Since 2008 it is supposed to address diverse urgent problems in education like the national test, evaluating the teacher's assessment. There has been continuous effort to balance the control and the developmental effort. (Lindgren et al., 2012). By focusing on the dynamic relations and processes of policy formulations, reformation is possible in the inspection system as well as for the school reformation itself. (Glanz, 2018). Brown et al in their article note the importance of supervision and support for improving the quality of teaching and learning in Grade R classes in South Africa (Brown et al., 2016).

School as Learning Community (SLC) is a fresh perspective in the field of school reform in the Asian context. It is based on "The genealogy of Democracy, Vygotskian psychology, and

the theories derived from Schön's 'The reflective Practitioner' (Tsukui & Murase, 2019). It has emerged in being confronted with school-related phobia in Japan, competitive school education in Korea, the great anxiety of K-12 education in Taiwan, traumatized supervision in Indonesia, and excellent teacher competition in Vietnam.

*Theoretical Perspectives on Inspection and Supervision:*

According to Eisner (cited in Lindgren et al., 2012), the schools are judged based on the following two perspectives:

- Evidence-based policy model relies on objective and neutral judgment.
- The idea of "embodied and encoded expert knowledge".

Evidence-based policy model is based on the theoretical and policy perspectives to ensure that these models and policies are being implemented in the classroom situation at the school level. On the other hand, expert knowledge is based on the connoisseurship of the expert due to his years of understanding and experience in the field. He may provide insight beyond the limits of a checklist.

May and Zimpher (1996) contend that most approaches to supervision seem to be rooted in three major world views, or paradigms, presented and discussed frequently in other educational areas and the social sciences reflecting the following perspectives:

1. Positivism
2. Phenomenology
3. Critical Theory

*Positivist Approach:*

It is Subject-object; value-neutral; where a variable can be manipulated to predict and prescribe practices by developing law (Scientific). Generalization is possible. It is a process-product model wherein variables are identified to control the outcome. For example, an increase in teaching time may result in increased learning outcomes. Clinical supervision borrows its practice from the medical parlance. Clinical Supervision connotes careful diagnosis and prescribed course of action. It is concerned with Cognitive development. Its initial humanistic concern is overridden by dogmatic practices. In its most exaggerated form, persons can be readily pigeonholed into a lockstep progression of stage development. After

labeling students and supervisors, the system tries to manipulate variables or persons toward more "self-actualized" behavior or a higher stage of development (May & Zimpher, 1996). The model reflects a more positivistic orientation.

*Phenomenological Perspective:*

It is trying to understand the students, teachers and also how the monitoring takes place in the school. Phenomenology admits multiple reality. Different stake holders perceive their own realities. We can understand these realities by getting the perspective of the people themselves. We can understand the perspective of Inspection or supervision by looking at the context in which it is functioning.

*The Critical Theory Perspective:*

It is critical assessment of the realities for possible course of action. The real practitioners, do not adhere to such strict guidelines. They take an eclectic approach, using a variety of methods and techniques to achieve their goals (May & Zimpher, 1996). The real purpose is to bring change and to evolve and create better schooling. For example the teacher education is not only concerned with the description of various relations, values and action but think what can be done for a better schooling. It is sympathetic towards the oppressed groups and the various inequalities and inabilities need to be brought out so that their condition can be improved.

**Models of Supervision:**

*Clinical supervisory model:*

Clinical Supervision was developed by Morris Cogan (1973) and his colleague at the Harvard MAT program. The aim of any supervision or evaluation should be the improvement of students' learning and achievement. This is only possible when the teacher is aware of issues and ready to learn and improve his instruction. As the name suggests, the classroom is the clinic and the teacher discusses his concerns with the supervisor in a pre-observation session. Both the teacher and the supervisor agree on the purpose of the observation. The teacher also contributes to the self-evaluation. Based on the feedback and post-observation session, the necessary remedial actions are taken for the improvement of the instruction. It has the following phases (Gordon, 2020):

Phase1; Establishment of the relationship between the Supervisor and the teacher

Phase2; Planning a lesson together

Phase3; Planning objective of observation together and Observation.

Phase4; Observation of the teaching

Phase5; analysis of the teaching-learning process.

Phase6; Planning and discussion

Phase7; Mutual discussion and reflection

Phase8; Remedial action

The process is very democratic and the agency of the teacher is acknowledged. It is not the evaluation of the teacher as such. It involves a process by which the teacher with the collaboration of the Supervisor collaborates for the improvement of instruction in the classroom for the improvement of instruction. It is also an iterative process for the evolution of teaching as a whole. It is far from an administrative role or process.

*The Hunter Model: Mastery teaching*

Teachers are the most important factor in the learning outcome of the students. For this, the teachers' effectiveness is an important criterion in School Inspection. Madeline Hunter has developed Seven step Model for teaching as a template for Instruction. The model of lesson design has the following seven steps, cited in (Marzano, Robert, J. : Frontier, Tony: David, 2011):

- Anticipatory set: orientation
- Objective and purpose
- Input
- Modeling
- Checking for understanding
- Guided practice
- Independent Practice

This model has also an influence in measuring teacher's effectiveness during the evaluation.

*The RAND Study:*

RAND Corporation is an American nonprofit global policy think tank. It is financed by the US government and private entities. RAND group tried to find out what is happening in the schools in the form of evaluation practices. The report was published in "Teacher Evaluation: A Study of Effective Practices" (Wise, Darling-Hammond, McLaughlin, & Bernstein, 1984). They considered that most of the practices were formulaic and didactic. They had no significant effect on teaching practices. However, it was reported that the teachers were the strongest advocate of "standardization". The model was developed and adopted by the committee of teachers and other stakeholders.

*The Danielson Model:*

This model is a seminal work on supervision and evaluation published in 1996 on supervision (Danielson, 2013). He tried to capture the dynamic process of teaching under the following domains.

1. Planning and Preparation,
2. The Classroom Environment,
3. Instruction, and
4. Professional responsibilities.

Within each of these domains, she described a series of components that further articulate the knowledge, skills, and dispositions required to demonstrate competence in the classroom. According to Danielson (2013), the framework intended to accomplish three things:

1. First, it sought to honor the complexity of teaching.
2. Second, it constituted a language for professional conversation.
3. Third, it provided a structure for self-assessment and reflection on professional practice.

The framework was considered comprehensive. One of the more powerful aspects of the Danielson framework was that each of the 76 elements of quality teaching was broken into four levels of performance.

### **Supervision to Evaluation:**

In their 2005 book, *Linking Teacher Evaluation and Student Learning*, Tucker and Stronger (2005) championed the importance of student achievement as a criterion in the evaluation process. In 2009, a similar study titled *The Widget Effect* (Weisberg, Sexton, Mulhern, & Keeling, 2009) heavily criticized teacher evaluation practices in the United States. The report authors explained its unusual name as if the teachers are components that could be replaced.

At the ground level, Inspectors and Principals use frameworks to assess, evaluate and monitor the educational system. It provides a legal base to act, interact, assess and monitor the health of the educational system at work (Hall, 2018). The framework may be defined as an infrastructure of rules. Evaluation is necessary to ensure teacher quality and promote professional development (Danielson cited in (Carreiro, 2020)).

In 2011, Marzano et al. posited that “The purpose of supervision should be the enhancement of teachers’ pedagogical skills, with the ultimate goal of enhancing student achievement” (Carreiro, 2020). While the ultimate goal of supervision, observation, and evaluation is to improve student achievement, before we can improve student achievement we must focus our efforts on improving teacher performance.

**Table-1: The Key points in inspection and supervision across countries:**

Country	Key Points	
<b>England</b>	<p>Independent external assessment.</p> <p>In England, a recent government Select Committee Report (2010) stated that ‘true self-evaluation is at the heart of what a good school does. (para 63), and that:</p> <p>‘Self-evaluation – as an iterative, reflexive and continuous process, embedded in the culture of a school – is a highly effective means for a school to consolidate success and secure improvement across the full range of its activities’ (para 53).</p>	<p>School improvement and improvement in broader outcomes for children and young people, including well-being’. Expert judgment, Feedback; balance between rigorous evaluation ratings and better diagnostic feedback.</p> <p>Agency: Ofsted: directly responsible to the Parliament.</p> <p>They grade the school on 27 specific dimensions of performance.</p> <p>Despite having an average level of attainment, they may grade the school outstanding in overall effectiveness.</p>
<b>Scotland</b>	<p>HMIE, Collaborative approach, Sampling approach,</p> <p>Schools’ capacity to improve is evaluated;</p>	<p>Scotland also employs a Health and Nutrition Inspector (SICI European Inspectorates’ Profiles: Scotland, 2009, p18).</p>
<b>Sweden</b>	<p>Dates back to 1860.</p> <p>There is a separate inspectorate</p>	<p>Inspection marginalized 1990. inspection revived in 2003. Results, activities, and conditions (Lindgren et al., 2012). emphasis on knowledge, norms and values, Leadership, and quality work.</p>

<b>Ireland</b>	Education and Training Inspectorate (ETI) introduced a risk-based approach as to how the school should be inspected	Classroom observation, Interaction with pupils, quality of work in pupils book, Discussion with Tr and senior managers, Documentation, responses to ETI questionnaire from parents Ts staff (Perry, 2013)
<b>Hong Kong</b>	Quality assurance inspection- Govt Department. The School Development and Accountability Framework has put self-evaluation 'Centre stage' and has 'lent a sense of urgency to improvement and accountability, putting 'expectations on schools to deliver' (Quality Assurance Division: Education and Manpower Bureau, 2005	To achieve a balance between providing support to schools through school improvement and exerting pressure through accountability'
<b>Netherland</b>	Statutory responsibility: in the Netherlands, the 1998 Quality Act made it a legal requirement that schools develop a system of quality assurance through self-evaluation	Contribute to improvement; spending time as an inspector is often part of a career path into school leadership or a senior position in local government (SICI European Inspectorates' Profiles: Netherlands, 2009, p24)
<b>Finland</b>	No National regulation for inspection in individual schools. No external inspection,	



<b>Singapore</b>	Self-assessment model primary driver, School must provide evidence of continuous improvement, Validation by external inspection, Awards linked to the model, School appraisal branch- Govt Deptt; School excellence model (SEM), - guide school in self-evaluation adopted from the business quality model	(and the ‘Internal Audit Branch’ who are responsible for inspecting the ‘soundness, adequacy and application of accounting, financial and other controls in schools’)
<b>European Union</b>	Euridice evaluation: Internally by school community; However, the Eurydice evaluation of schools providing compulsory education in Europe (2004) reported that self-evaluation ‘is compulsory in 22 countries’ and ‘recommended in six others’ (p3)	Externally by Inspectorate
<b>US</b>	No Child left behind NCLB; School accreditation visit; Charter school renewal; School support teams; Ohio’s School improvement Diagnostic review for underperforming schools; New York’s School Quality Review in contract with Cambridge education Ofsted like inspection now stopped after budgetary cuts;	Inspection is based only on an annual test score. Accountability formula; Obama administration’s School Improvement Grants initiative: a rating system
<b>Japan, Korea, China, Vietnam, and Taiwan</b>	School as a learning network, CPD, can be the Top-down model or Bottom Top model proposed by teachers association.	Based on a collaborative approach within the school and within the teaching network.

<b>African Countries</b>	Follow their colonial pattern of French or British Model	Inspecting services, Resource starved
<b>India</b>	Different type of services for different States and Central Govt Institutions	Monitoring by Data: U-DISE.  Evaluation for improvement: by Shala Siddhi (An online Database e management system).,  School Report Card on All India basis.

*Source: SICI European Inspectorates' Profiles: (2009), Eurydice (2004), Shala Siddhi Guidelines for external evaluation (NIEPA, 2020), Ofsted, (2019), Grauwe et al, (2002), Govinda & Bandopadhyaya (2010), Tsukui & Murase, (2019).*

### **Why School Supervision?**

The benefits of School Supervision are immense given the countries are maintaining such a huge system of education. The inspection process was generally perceived by school leaders as 'contributing to school improvement and an impetus to drive forward progress' and have achieved a 'direct positive impact on school improvement in terms of assessment and, to some extent, quality of teaching, and to have contributed to attainment' (McCrone et al. cited in (Whitby, 2010).

A study by the U.K.'s National Foundation for Educational Research (2009) found that "The inspection process was generally perceived as contributing to school improvement and many schools also reflected that the inspection report had provided an impetus to drive forward progress (Jerald, 2012). Evaluation is at the Centre of almost all education quality improvement policies and strategies in most countries today (De Grauwe and Naidoo cited in Whitby, 2010).

Van Bruggen (2010) identified the following three main functions that inspectorates have:

- Giving a public account concerning the quality of education.
- Providing a guarantee of compliance with regulation
- Providing an imposed service for quality management.

He further states that effective improvement needs to be a coproduced and co-owned endeavor

by all the stakeholders.

Effective School Self-evaluation is often based on the Teaching-learning process, Management Process, and Output. As opposed to self-evaluation, external inspection is more often driven primarily by the need for accountability. It may be combined with a development perspective (Whitby, 2010).

External inspections are conducted most frequently in England and New Zealand (every three years), and least frequently in Singapore (every five years). In most countries, the frequency of external inspection often depends on documents (including self-evaluation documentation) that the school submits to the external inspectorate and schools are then visited 'proportional to need'. For example, Ofsted (2019) uses a risk-based approach to inspection, using evidence from performance data and from the most recent inspection report to inform decisions about whether a provider should have a 'full inspection' or, in the case of those that appear to be doing well, a 'light-touch visit. External inspection is 'conducted by players who are not directly involved in school activities' (Ehren & Visscher, 2006).

### **The Indian Context:**

There are more than 1.5 million schools in India, with 260 million students enrolled in these schools. The teachers are selected based on a rigorous recruitment process and there is an elaborate rule for all the functions related to the system of education, still, the system is failing to provide a quality education system for its masses. The teacher themselves don't want to send their children to public schools and even parents living under villages and slums want to send their children to a low fee under-resourced English medium private schools if they can afford (Anis, 2020).

NCERT took a project in 1969 to study the existing position and to suggest measures for improving inspection and supervision. They recommended to develop instruments for evaluation. They also suggested to carry out follow up of the recommendation to make the process more effective. They also suggested to carry out training for the inspectors.

Rajanmmal (1981) in her study found that school inspection in Tamil Nadu continues to be administration-oriented and not development-oriented. It is mainly interested in the maintenance of the formal education system and is not geared towards changes. Ideally, the function of Inspection and supervision is to provide liaison and provide support service to the teachers and the school. However, in most of the countries and the educational systems hardly this ideal situation prevails and has also become ineffective service (Carron, and De Grauwe, 1997).

A public report on Basic Education in India in association with the center for development economics (1998) observes that the main focus is on school records, enrolment figures, incentive schemes, and other administrative matters. There is a lack of concern for the quality of teaching.

*Shala Siddhi: National Programme on School Standards and Evaluation (NPSSE):*

It is a comprehensive framework entirely managed online wherein the data related to evaluation can be accessed on a real-time basis. The purpose of the evaluation is for improvement. School is the focus and puts the learner at the center stage. Self-evaluation is done by the school itself and related assessment data is fed by the school. A complimentary evaluation is done by the external supervisors. It recommends visits by the external supervisors every three years. Its database can be accessed in real-time by all the stakeholders starting from the school level to the highest level for monitoring and evaluation.

School evaluation is the means, and school improvement is the goal.

1. Enabling resources of the School: Availability, Adequacy, and Usability: (12 Standards)
2. Teaching – Learning and assessment: (9 Standards)
3. Learners Progress Attainment and Development: (5 Standards)
4. Managing Teacher Performance and Professional Development: (6 Standards)
5. School leadership and Management: (4 Standards)
6. Inclusion, Health, and Safety: (5 Standards)
7. Productive Community Participation: (5 Standards)

A nationally- representative study of absenteeism in over 3000 public primary schools across 19 major Indian states found that over 25% of teachers were absent from work on a typical working day in 2003 (Kremer et al., 2005). The fiscal cost of absenteeism is estimated to be \$ 1.5 billion (Muralitharan et al 2017). They further estimate that improving governance by increasing the frequency of monitoring would be over ten times more cost-effective at increasing student-teacher contact time than doing so by hiring additional teachers.

New Education Policy (NEP, 2020), (Ministry of Human Resource Development, 2020) envisages monitoring of State School examinations for development and improvement of schooling systems. Further, it plans for a standard-setting body, The National Assessment Centre for School Education (NACSE) for setting norms and standards (p. 17). The teacher as the center of the education system has been envisaged. This has an implication in the way monitoring and supervision would be carried out.

#### Summary:

Going through the literature we find that the process of Inspection and Supervision has evolved over the years based on the ground realities and depending upon the requirement of the educational system of the country. The developed countries have either a centralized system of independent inspection and supervision networks and regularly publish their evaluation reports or adopt internal evaluation where the local community has a strong role in assuring the monitoring of the institutions. There have always been incremental changes in evaluation and quality assurance models. There has been a synthesis of quantitative and qualitative evaluation for monitoring quality in education.

#### **Rationale of the Study:**

Studies on school supervision have been carried either at the state level or at the national level. There are not many studies that investigated the process of inspection and supervision from the ground level i.e. school level. Moreover, there have not been comparative studies on this aspect taking different types of government schools under consideration. The voices of different stakeholders involved in the process of supervision was also absent in earlier studies. The present study attempts to address these issues.

The present study is targeted towards a comparison of the mechanism of Inspection and Supervision of schools coming under the central government, state government, and Municipal corporations functioning under the same geographic location (within the same district). The study also analyses the supervision performas and tries to understand the perspectives of different stakeholders. The comparative analysis of these aspects in schools run by different managements will give a picture of the efficiency of inspection and supervision in different types of government schools.

### 1.3 Research Objectives

- To study the roles and responsibilities of supervisors/ inspectors.
- To analyze the inspection proforma(s) used for supervision/ inspection;
- To understand the perceptions of supervisors, headmasters, and teachers regarding the supervision practices.
- To study the changing trends and challenges in inspection and supervision

### 1-4 Methodology of the Study

This study employed a constructivist paradigm to understand Inspection and Supervision in Secondary schools in the Thane District of Maharashtra. Constructivist researchers focus on understanding and making sense of meaning that people including the researcher and the participant make (Lincoln, 2016). It focuses on how people perceive their world and how they interpret their experiences (Rubin & Rubin, 2012). They use dialogue and reason as the primary methods to understand a particular phenomenon.

For this purpose, in-depth interviews of the Principals, Headmasters, and Supervisors were conducted to understand the Inspection and supervision process. The details of the participants are as follows:

**Table-2: List of Participants.**

<b>List of Participants</b>	
1	HM and teachers High School, Zilla Parishad
2	Science Teacher
3	Maths Teacher
4	HM High School, Municipal School

5	Teachers, Municipal School
6	HM & Cluster In-charge, Municipal School
7	Teacher, Municipal School
8	Kendra Pramukh, Ambarnath under (BEO)
9	TGT Sanskrit, KV
10	Principal, KV
11	TGT Hindi, KV
12	TGT Hindi, KV
13	PGT Maths, KV
14	PGT Physics, KV
15	Principal, KV
16	Principal DIET

Total four schools were visited, One Kendriya Vidyalaya, One High School of the State government, one High School of the Municipality, and one primary school run by the Municipality. I chose the primary school also in the municipality as there is only one secondary school and 33 primary schools in Ambarnath municipal corporation to make it more representative. The headmaster of the school is also cluster head of 11 primary schools.

Total 03 Principals and one Headmaster who is also the cluster in charge of 19 primary schools were interviewed. Ten teachers participated in the Interviews. Kendra Pramukh and Principal of the District Institute of Education and Training and a special teacher of CWSN was also interviewed for this purpose.

Prior permission was obtained from the respective Principals and headmasters. The Education Officer also helped the researcher to introduce my work and the meeting was scheduled based on mutual convenience. All the meetings took place in the respective school premises and all the meetings, interviews, and group discussion were voluntary. It was agreed that the researcher need to visit the school every day and carry out interviews of one or two senior teachers keeping given the current social distancing norms due to Covid 19. The Principals provided full support about meeting with the teachers and discussed the topic and discussed the documents related to it.

## **1-5 DATA COLLECTION METHOD**

### **1.5.1 Interviews:**

For this study, the interview method was the primary source of data collection.

During the meetings, the interviewees were informed about the purpose of the study. All the interviews were taken directly at different schools and offices at their location and their convenience. The native language of the respondents was used to get an authentic and realistic answer. The services of the interpreter were utilized wherever required.

The interview was planned to be semi-structured but later it had to be changed to accommodate the emerging discussion on the topic in line with the responsive interviewing Rubin & Rubin, (2012). To get into the topic, the framework developed by Kate Hovde (Hovde, 2010) was kept in mind which included the following question related to the topic:

- as to who supervises
- what is supervised
- criteria and focus of supervision
- information flow
- type of support for teachers
- Support for schools

The participants were encouraged to narrate their own experience and reflect upon it in their own words and in the language in which they were comfortable.

The interviews were conducted in a very relaxed manner and the participants were enthusiastic about narrating their own experiences, stories, and anecdotes. All the Interviews lasted for about 45 minutes.

The transcription has been made by the interviewer himself to ensure the realistic representation of the data and which can be verified for accuracy. However, the names of the participants have omitted during the transcription to respect the anonymity of the speaker while analyzing the data.

### **1.5.2 Documents:**

The documents related to the inspection and supervision were also analyzed and discussions around it also took place. However, most of the schools were not willing to share the data, or



no such specific document was available with them on record and in the file. The researcher got access to documents related to inspection and supervision when it was assured that the researcher will just see the format and interested in the blank format for comparison.

### **1.6 Limitations**

Due to the prevailing pandemic situation, most of the schools were closed and the staff was not available due to work from home norms. Travelling and metro travel were not permitted due to which the officers in the education department could not be reached. The documents could not be accessed in all the schools due to the non-availability of the staff.

## CHAPTER-2

### EDUCATIONAL PROFILE OF MAHARASHTRA

Maharashtra is the second most populous state in India. It is divided into six revenue divisions and is further subdivided into 36 districts. The category wise detail of the schools, teachers and the students is as follows:

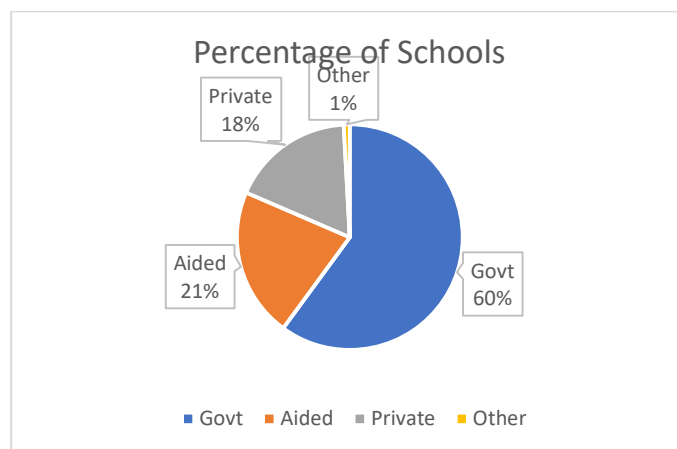
**Table-3: Details of Schools, Teachers, and Students as per School Management**

Category	Total number of Schools	Total number of Teachers	Total number of Students
<b>Govt</b>	66033	257939	5664237
<b>Aided</b>	23554	298860	10666880
<b>Private</b>	19400	207356	5887708
<b>Other</b>	955	5970	137208
<b>Total</b>	109942	770125	22356033

*Source:* UDISE+ Report of Maharashtra, Department of School Education and Literacy, Ministry of Education, Government of India; (DoSEL, 2021), accessed on 20/4/2021.

More than 80% of the schools are being run and financed by the State government. The percentage distribution of the schools as per the category is as follows.

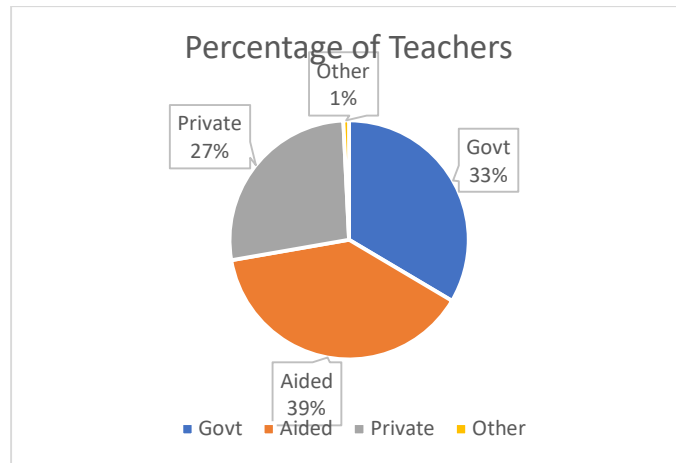
**Figure-1: Percentage Distribution of Schools as per Management**



*Source:* UDISE+ Report of Maharashtra, Department of School Education and Literacy, Ministry of Education, Government of India; (DoSEL, 2021), accessed on 20/4/2021.

The distribution of teachers as per the category of the school shows that around 72% of the teachers are employed in Government and aided schools. The percentage of the teachers as per the category of the school is as follows:

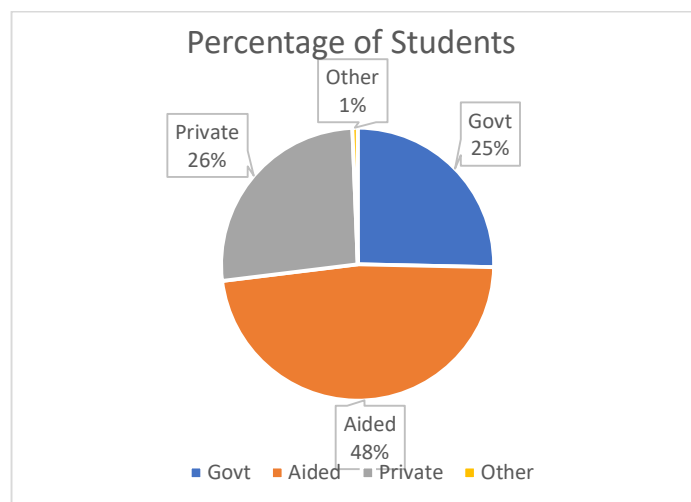
**Figure-2: Percentage Distribution of Teachers as per School Management**



**Source:** UDISE+ Report of Maharashtra, Department of School Education and Literacy, Ministry of Education, Government of India; (DoSEL, 2021), accessed on 20/4/2021.

The distribution of students in Government and Government aided schools is around 73%. The majority of the students are dependent upon the education provided by the government and government-aided schools.

**Figure-3: Percentage of Students as per School Management**



**Source:** UDISE+ Report of Maharashtra, Department of School Education and Literacy, Ministry of Education, Government of India; (DoSEL, 2021), accessed on 20/4/2021.

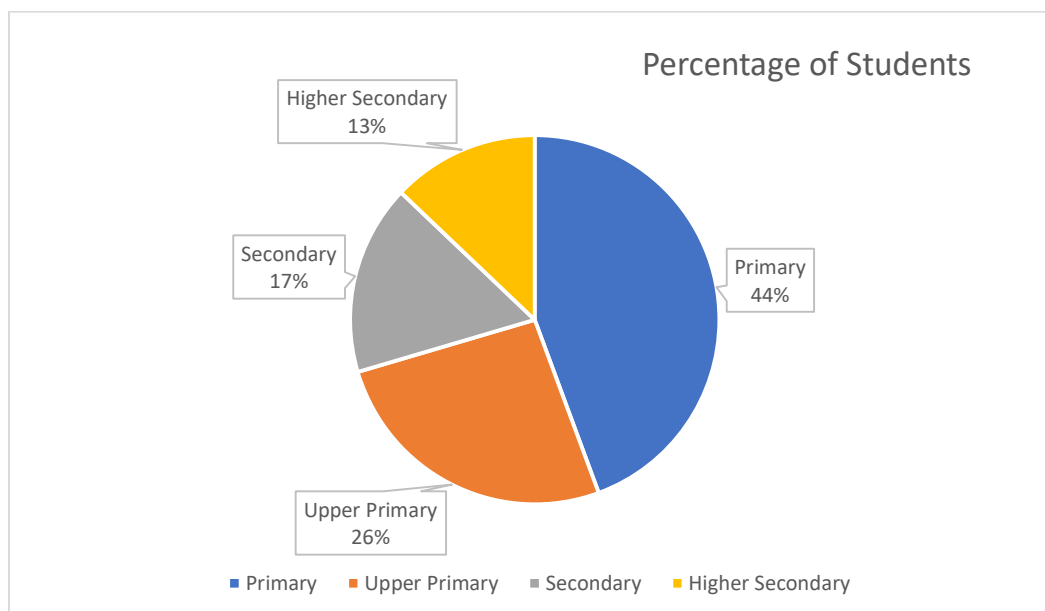
The distribution of students Enrolment as per level and gender and percentage distribution is as follows:

**Table-4: Distribution of Students Enrolment as per level and gender**

Level of Schooling	Boys	Girls	Total	Percentage
Primary	5268893	4652459	9921352	44.37886
Upper Primary	3095100	2731600	5826700	26.06321
Secondary	1999833	1723380	3723213	16.65418
Higher Secondary	1565517	1319251	2884768	12.90376

*Source:* UDISE+ Report of Maharashtra, Department of School Education and Literacy, Ministry of Education, Government of India; (DoSEL, 2021), accessed on 20/4/2021.

**Figure-4: Students Enrolment percentage as per the level of Schooling**

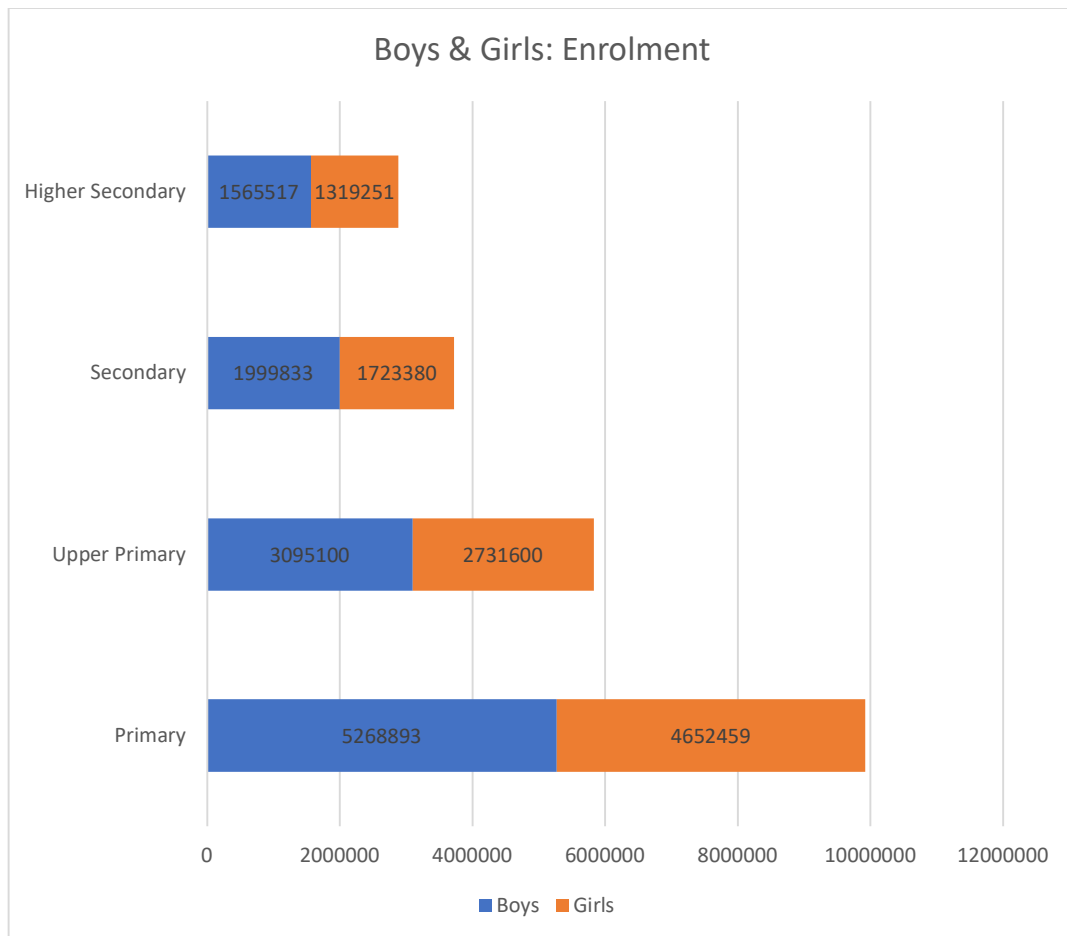


*Source:* UDISE+ Report of Maharashtra, Department of School Education and Literacy, Ministry of Education, Government of India; (DoSEL, 2021), accessed on 20/4/2021.

The percentage of enrolment at the primary level is highest and it gradually declines as we move to the upper primary stage and further to the secondary and higher secondary stage. This shows that the majority of students drop out as they move to higher stages of education.

There is also a gender disparity in student enrolment at all stages. The following graphic shows the enrolment of students in different schools along with the gender parity.

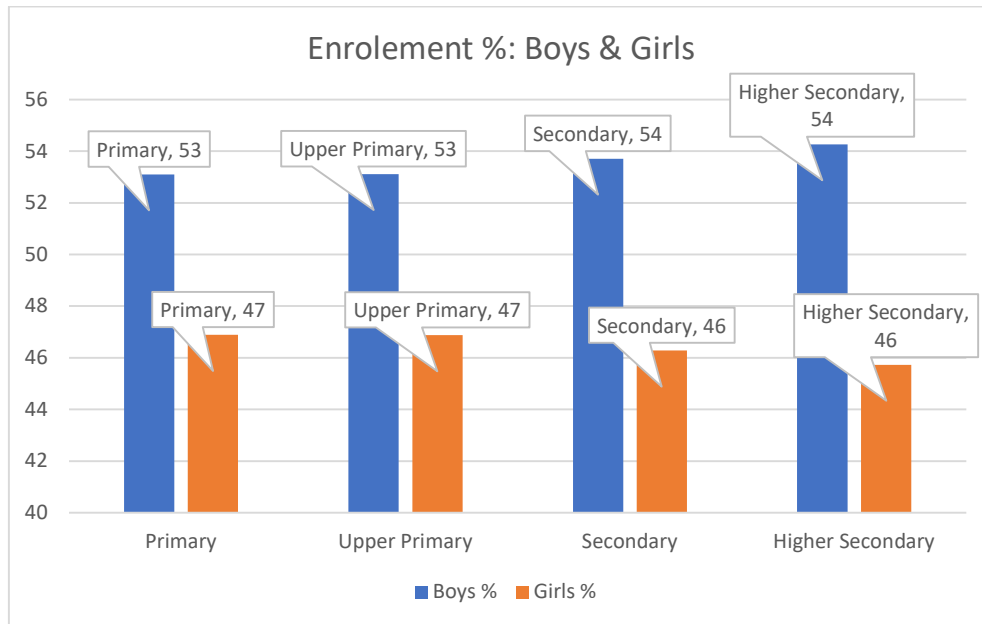
**Figure-5: Enrolment as per Gender at the level of Schooling**



**Source:** UDISE+ Report of Maharashtra, Department of School Education and Literacy, Ministry of Education, Government of India; (DoSEL, 2021), accessed on 20/4/2021

The Percentage of Enrolment at the elementary stage both in Primary and Upper Primary school is 53% for Boys and 47% for girls. In the same way, the percentage of Boys is 54% and Girls is 46% at the secondary and higher secondary stage.

**Figure-6: Enrolment percentage of Students as per gender at the level of schooling**



*Source: UDISE+ Report of Maharashtra, Department of School Education and Literacy, Ministry of Education, Government of India; (DoSEL, 2021), accessed on 20/4/2021.*

**Summary:**

We can see that around 75% of the students are dependant on public education. The future of its manpower depends upon the quality of the school available in these schools. There is a vast difference in the enrolment figures at elementary education and secondary education. This can be curbed when the students are not dropping immediately after the elementary level and are confident enough to take up the challenges of further schooling. The gender gap at the elementary level is still a cause of worry and is also the same at the secondary and senior secondary levels.

### **CHAPTER-3:**

#### **ROLES AND RESPONSIBILITIES OF SUPERVISORS/ INSPECTOR**

This chapter presents the hierarchy of the officers responsible for educational administration and management. The researcher compared the roles and responsibilities and organization structure of KV Sangathan, State government, and schools run by the municipal bodies.

#### **Kendriya Vidyalayas:**

Kendriya Vidyalaya Sangathan is an autonomous body under ministry of education, government of India. The objective of establishing KVs is to meet the educational needs of the children employed in the transferable central government job. This also includes employees of Defence and Para-Military personnel. These schools are affiliated to Central Board of Secondary Education (CBSE). Medium of instruction is bilingual and follow uniform text book and syllabus across the country. All the schools are coeducational and the classes are conducted from Class-I to Class-XII.

The chairman of the Kendriya Vidyalaya Sangathan is Education Minister, Government of India. Commissioner is the head of Kendriya Vidyalaya Sangathan. Its headquarter is at Delhi. He is assisted by Joint Commissioners and Deputy Commissioners and Assistant Commissioners. At the regional headquarter level, it is headed by the Deputy Commissioners and accompanied by Assistant Commissioners. At the school level, it is headed by The Principal who is assisted by Vice Principal and Head Master.

They were established in 1963 under the name of Central Schools. Its name was changed to Kendriya Vidyalaya. At present there are 1245 Kendriya Vidyalayas divided into 25 Regions and there are also 5 Zonal Institute of Education and training (ZIET)s. Every region manages 45-50 cluster of schools.

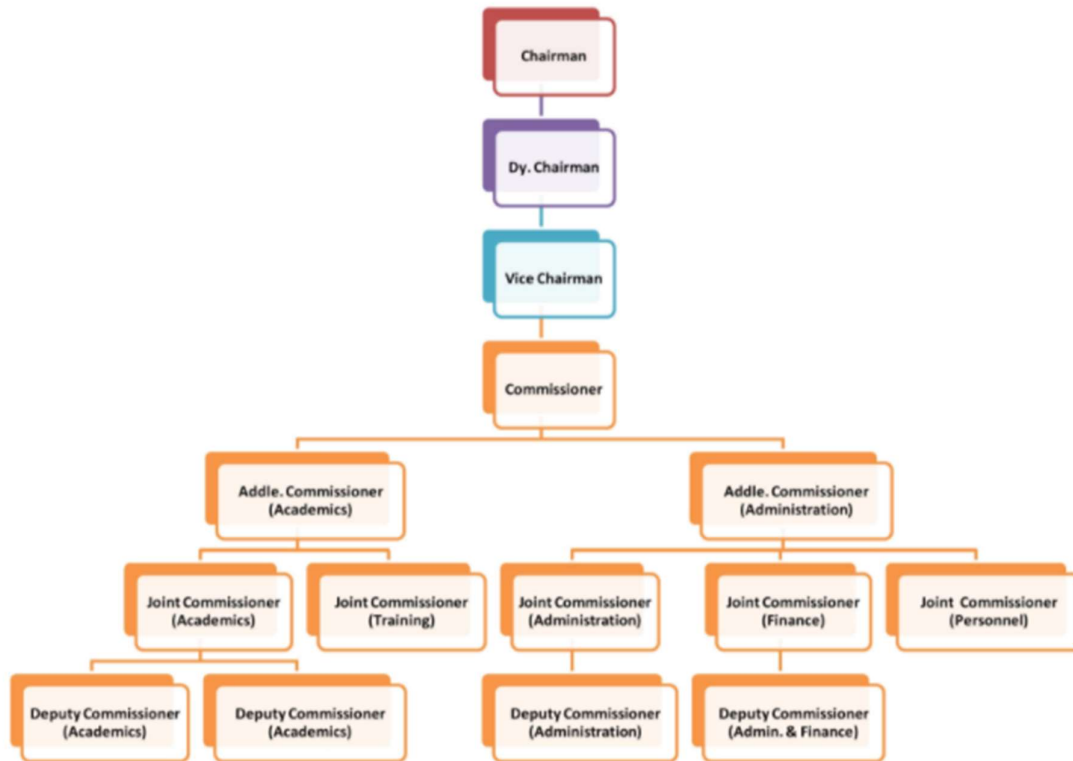
#### *Structure, roles and responsibilities in KVS:*

As mentioned earlier, there is a Commissioner at the headquarter level. Regional Headquarter is headed by Deputy Commissioner with three Assistant Commissioners and other supporting staff. The Principals report to the Deputy Commissioner for administrative as well as academic functions. The Vidyalaya Management Committee (VMC) manages the Vidyalayas with funds

provided by Sangathan as well as funds generated locally. There are 59 schools located in Maharashtra. Every school has its own Vidyalaya Management Committee headed by the Chairman who is generally the Commanding Officer, Area Commander/ General Manager of the area where the school is located.

In the Kendriya Vidyalaya, the Deputy Commissioner of the regional headquarter is responsible for forming the Panel of Inspection Team which comprises the Principals of Kendriya Vidyalayas in the region. Sometimes the Deputy Commissioner also joins the team. There are two types of inspection. One is Panel Inspection and the other is a Surprise visit.

Figure-7: The Organisational Structure of Kendriya Vidyalaya Sangathan (KVS)



Source: based on information available at Kendriya Vidyalaya Sangathan website <https://kvsangathan.nic.in/rti/rti-act-2005/organization-hierarchy> accessed on 20/3/2021.

Panel inspection is carried out on annual basis and the school is informed in advance. In addition to this, one or two surprise visits are also carried out. The duration of the inspection is for one day, which may sometimes extend to another day. The school is informed in advance.



The Inspection is carried out based on the checklist which is very extensive and consists of several pages. All the areas of the school are inspected verified and assessment is given based on the performance/ implementation of directives given from time to time. All the departments in the school including finance and audit are inspected during the visit.

Panel Inspection is a very comprehensive exercise. During the interviews, the teachers informed that the purpose of the visit is to improve the quality in many areas. They visit all the areas related to students, teachers, and the entire school. They check various plans related to infrastructure, safety, academics, finance, and administration. Classroom teaching is inspected by all the teachers. Inspection of the teachers is generally done by the subject experts. All the teachers are informed about the inspection proforma of the teachers. They prepare the class teaching accordingly. They make sure that the students have completed their homework and recorded the same in their notebooks.

Project work, assignment of the students is also presented for inspection. One of the teachers informed that the students also cooperate and complete their homework and assignment accordingly. They maintain discipline in the class for the entire duration.

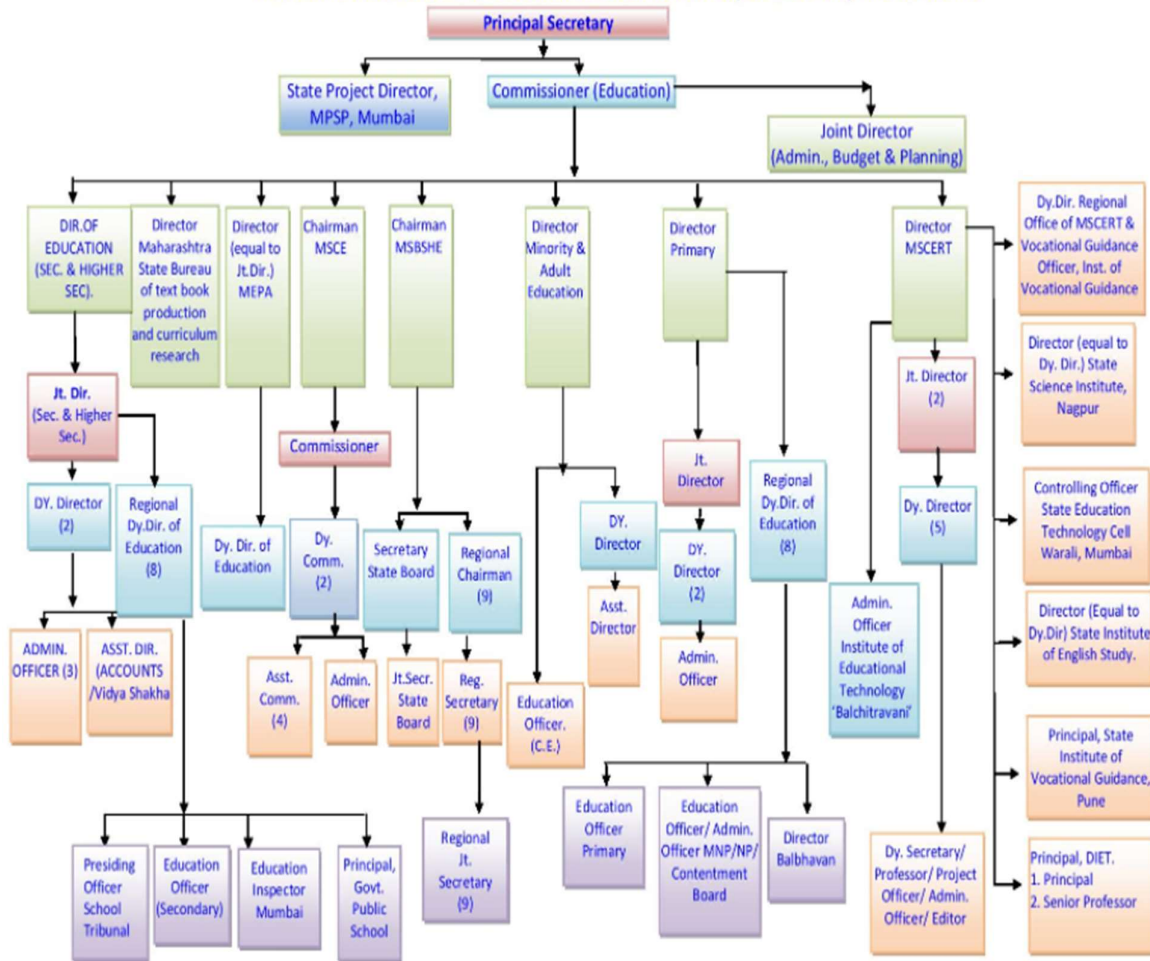
It was informed that general maintenance and repair of the buildings and campus is an ongoing affair. However, during the inspection, campus cleanliness and maintenance of gardens and paths in the form of painting and decorations are taken special care of during the visits. The morning assembly programme is especially prepared which is to exhibit students' activities and cultural programmes are also conducted. The sports teacher ensures that the movement of the students is well ordered and discipline is maintained during the entire inspection period.

### **Roles and responsibilities of supervisors in State Government and Municipal Schools:**

The State government schools are functioning under a dual management structure. The schools are under Zilla Parishads as well as under State Government. In the same way, Municipal Schools are under the management of the Municipal body as well as under state government in the rural areas, the primary School is run by the Panchayat Samitis and is inspected by the Education Extension Officer.

### **Figure-8: Organisational Chart: Maharashtra State Education and Sports Department**

**SCHOOL EDUCATION AND SPORTS DEPARTMENT, M.S. PUNE , STRUCTURE**



Source: <https://education.maharashtra.gov.in/sara12/org.php>, downloaded on 20 March 2020.

In the municipal areas, the schools are managed by the respective municipality and is inspected by the Extension Officer working under the Zilla Parishads. The inspection report is submitted to Zilla Parishad education officer by the block development officer.

District Education Officer is responsible for inspection Secondary schools. He is generally assisted by his deputy officers. At the end of the inspection, staff meeting is conducted to discuss academic and the matters related to the school. The points and observations made must take care of before the next round of inspection.

There is a decentralized management system in the state's schools. At the immediate level, Cluster Resource Centres are working for coordination and dissemination of information in their respective area. Similar work is done by the extension Officer for Primary Schools in the Municipal Area of Ambarnath where the researcher visited. Block Education Officer and other education officers keep close coordination for gathering various data, monitoring student's attendance, provision of mid-day meal and conduct and coordination of training program in coordination with District Institute of Education and Training (DIET). Kendra Pramukh visits every school almost every month on a requirement basis. He verifies data, obtains required information, and communicates the information on a required basis. He generally puts his remarks and signature of the visitor's book kept in the school.

There is a distinction between Administrative Inspection and Instructional Administration. The Instructional Support in coordination with DIET and others is being provided on regular basis. For example, training programs related to different subjects and adoption of Continuous and Comprehensive Evaluation and training related to the RTE Act have been provided from time to time. However, they are not able to provide support in terms of Infrastructure like maintenance and repair, furniture and other initiatives due to paucity of the fund on the one hand and lack of jurisdiction as these are in the hand of the District and State Officials.

School Management Committee is also not able to provide support in term of infrastructure and other amenities which in turn diminish their power in term of authority and voice over the matter of the schools.

Municipal School where the researcher visited presents a grim picture of reality. The municipality is responsible for providing the infrastructure support along with a 20% component of the teacher's salary. Zilla Parishad is not providing any support apart from the salary component of the teachers. This dual management has led to an absence of centralized responsibility in terms of school and the quality of teaching itself. The students are from the lower strata of society who are mostly migrant laborers settled for many generations. They don't have the economic stability to contribute in their child's education and development. Those who can slightly spare money send their children to low-fee English medium private schools.

As per the education code Maharashtra 1965, all the schools are required to keep their schools and hostel open for inspection at all the time. Further, it states that they will be inspected

periodically with or without prior notice to the management Section 84.1 (Government of Maharashtra, 1979)

The role of Kendra Pramukh, extension Officer is to provide guidelines in terms of training, and other communicative functions like gathering of various data on a requirement basis and ensure that periodical data like UDISE, PGI indicators are submitted on time.

Inspection has to be carried out twice a year as per rule laid down by the government. However, this is not followed in practice. The number of schools under them is large. Most of the time the inspections are carried out for recognition of new schools and for the purpose of grants in aid. The inspection is also carried out to streamline the teacher's strength with that of students enrolment and also when something irregular or indiscipline occurs in the school.

**Summary:**

Kendriya Vidyalaya has a centralized system of educational administration. The system of Inspection is normative and hierarchical. The system of inspection is internal supervision by the Principal and Vice-Principal. Apart from this, there is also detailed panel inspection and surprise visits. All the activities of the school are planned and monitored from the school level to the Central Headquarter level.

In the State Schools, the inspection is not taking place in the form of monitoring. The visits are centered on administration. The schools are under dual control from the Zilla Parishad/ local government as well as under the State Government. The monitoring is often done at the Block level. They are not in a position and have no authority to monitor the school through support. Furthermore, the norms laid out for inspection of schools remains largely unfulfilled due to large number of schools in every district and block

## CHAPTER-4:

### SCHOOL INSPECTION PROFORMAS

Document analysis provides a vital role in qualitative research. Glenn A Bowenn lists five functions of the document analysis (Bowen, 2009). First, it provides a source of context. The various details and phrases given in the document provide meaning and context to the research question. Secondly, it provides triangulation to the research method. It allows the gathering of data and information from different sources. Thirdly it also provides the source of the interview. The points given in the documents can be further discussed with observation and during the interview. Fourthly even a subtle change in the documents over time can be evaluated to report gradual changes over time. Finally, the documents themselves are the source of evidence.

The inspection proformas are usually utilized for carrying out evaluation and monitoring of schools. Kendriya Vidyalaya has elaborate proforma which has evolved through times and consists of an evaluation of not only schools in all the areas but has a separate proforma for teachers' evaluation. The State Schools including the municipality feel that any information asked for related to school data is also an indirect inspection. The schools are generally hesitant to share it despite the permission obtained. It is important to understand the monitoring areas specified in the document.

#### **Proforma of Kendriya Vidyalaya:**

Kendriya Vidyalaya is under the direct control of the Deputy Commissioner who heads the region for control, supervision, and inspection of Vidyalaya under their control. The inspection format of KVS begins with the Action Taken for the observation related to the previous inspection from School to headquarters level. This ensures regular monitoring and realistic action at the school level. It has columns for detailed information related to school infrastructure. Apart from the evaluation of results, it has a column related to the functioning of subject committees and academic supervision records related to internal supervision and implementation of its recommendations which is a type of continuous internal supervision. It also inspects the frequency and quality of internal supervision by the Principal, Vice Principal, and others. The various activities related to the preparation of eContent, eLearning are recorded

in the documents. Areas related to co-scholastic activities get reflected in the inspection document. The marks are allotted for the activities and the KVs are graded based on the achievement in the various activities.

Inspection and Supervision is a routine exercise carried out in Kendriya Vidyalaya and is a permanent feature all over India. First of all, Internal Supervision is a routine exercise that is carried out by the Principal, Vice Principal, and Head Master at the school level. They follow a given proforma developed by Kendriya Vidyalaya Sangathan for observation of the teachers and the Classes. All the observations are recorded and follow-up action is taken. At least One Class has to be observed, recorded, and feedback given to the teachers. It is ensured that all the teachers are observed once a month. These records are also inspected during the external Visit by the panel for Inspection.

External Inspection is carried out annually. The entire inspection is based on the given format provided to the school which is shared with all the teachers. The schools work hard to ensure that all the parameters provided in the monitoring tool are followed and the relevant record is presented to the panel for verification, observation, and for providing feedback.

The monitoring mechanism in Kendriya Vidyalaya is well organized. Classroom observation by the Principal/Vice-Principal is carried out on routine basis. They use the following Proforma for Academic Supervision of the teachers during the classroom observation.

केन्द्रीय विद्यालय KENDRIYA VIDYALAYA \_\_\_\_\_

प्राचार्य / उप-प्राचार्य / प्रधान शिक्षक द्वारा कक्षा के पर्यवेक्षण \_\_\_\_\_

**CLASS ROOM OBSERVATION BY PRINCIPAL/ VICE-PRINCIPAL / HM**

**I/II/III पर्यवेक्षण OBSERVATION**

पर्यवेक्षण की दिनांक Date of Observation	कक्षा Class एवं & अनुभाग Section
तालिका में बच्चों की संख्या No. of students on roll	अवधि Period
हाजिरी बच्चों की संख्या No. of present	विषय Topic/ पढ़ाया गया Taught
गैर-हाजिरी बच्चों की संख्या No. of absent	विषय Topic/ उप-विषय Sub- Topic:

क्र.सं. No.	व्यौरा PARTICULARS / पर्यवेक्षण के दृष्टि कोण ASPECTS OF OBSERVATION	
1.	शिक्षक का नाम पदनाम सहित Name of the Teacher with designation	
2.	क्या शिक्षक विभाजन प्रणाली के अनुसार पाठ्यक्रम को पूरी की है? अगर नहीं तो उन अध्यायों / विषयों की व्याख्या, जो अग्रिम रूप से पूरा करना है Has the teacher covered the syllabus as per the split-up plan? If no particulars of chapters to be taught/particulars of topics covered in advance	
3.	शिक्षक दायरी में समस्त व्याख्या भर्ती की गई है और अद्यतन रखा गया है। अगर नहीं तो दायरी में पाए गए अभाव की व्याख्या Are all the items of information filled in the teacher's diary; keep it up- to -date? If no, particulars of information regarding lacunae found in the diary	
4.	लिखावट कार्य Written work	
	i. विषय सूचिका पोषित Index maintained	हाँ YES/ नहीं No
	ii. लिखावट कार्य का परिमाण Quantum of written work	उपयुक्त Sufficient/ अनुपयुक्त Insufficient
	iii. कक्षा कार्य दिया गया - संख्या No. of CW Given	
	iv. गृह कार्य दिया गया - संख्या No. of Hw Given	

	v. लिखावट कार्य के जाँच Correction of Written Work	औपचारिक Regular/ अनीपचारिक Irregular
5.	परिशोधना कार्य Project work	
	i. क्या शिक्षक ने कक्षा में कोई परिशोधना कार्य दिया है Has the teacher given any project to the class	
	ii. क्या यह परिशोधना कार्य पाठ के प्रति उपयोगी और उचित है? Is the project useful and relevant to the lesson being taught	
	iii. क्या यह परिशोधना कार्य प्रत्येक को दिया गया है / समूह को दिया गया है? Is the project given to individual / group project	
	iv. परिशोधना कार्य में वृद्धि The progress of project work	
6.	क्या शिक्षक ने कम और उच्च सफल बच्चों और उनके बल और कमजोरी क्षेत्रों को पहचाना है? क्या उन्होंने उन बच्चों के प्रति कोई विशेष कार्रवाई उठायी है। Has the teacher identified low & high achievers and their strengths and weak areas? Has he/she initiated special measures to meet their requirements	
7.	कक्षा के शिक्षण में कार्य-प्रणाली Class room teaching methodology i. कार्य-प्रणाली को जागी रखा है Methodology followed ii. दृश्य श्रवण साधन का उपयोग किया है और उनकी उपलब्धता A/V aids used and its suitability	
8.	शिक्षक के बच्चों से परस्पर किया के दौरान कक्षा की प्रबन्ध और नियन्त्रण सक्षमता Class room management & Control competency of the teacher interaction with students.	
9.	शिक्षक के वार्तालाप सामर्थ्य Communication Skills of the teacher i. भाषा ठीक तरह से उपयोग किया है Language used is appropriate ii. उच्चारण Pronunciation iii. स्पष्टता का अनुसरण Clarity of expression	



10.	क्या शिक्षक ने कक्षा के लिए शिक्षण-प्रशिक्षण लक्ष्य निर्धारित किया है और क्या उन्होंने उन लक्ष्यों की प्राप्ति की है ? में Whether the teacher has well defined teaching/ learning objectives for the class and whether he/she realized those objectives in the class?	
11.	35-मिनट के कक्षा के शिक्षण-प्रशिक्षण का सार Summary of classroom teaching-learning as happened in the class in 35 minutes	
12.	जिन क्षेत्रों में शिक्षक के द्वारा उन्नति दिखाना है? उन क्षेत्रों की ब्यौरा Specific areas where improvement is required. List out the areas.	
13.	क्या शिक्षक ने पूर्व पर्यवेक्षण में बताये गये सुझाव का पालन किया है? अगर नहीं तो उनके क्या कार्यवाई अपेक्षित / लिया गया है? Whether the teacher has followed up the suggestions made in the previous observation? If no particulars of action contemplated or taken	

शिक्षक के हस्ताक्षर दिनांक सहित  
Signature of the teacher  
with date

प्राचार्य के हस्ताक्षर दिनांक सहित  
Signature of the principal  
with date

Kendriya Vidyalaya has more focus on teachers monitoring and their continuous feedback. First of all they evaluate the action taken by the teachers based on previous evaluation report. Secondly the teachers are also required to take appropriate action based on suggestions given by the Principal during internal supervision. Before the team visits, they are supposed to keep self evaluation report during the inspection. The Self evaluation report encourages the teachers to take up their professional training. During the panel inspection they are evaluated on the basis of interaction with students, usage of Teaching Learning Material and ICT tools. The class work and home work of the students is also verified to ensure regular work and assessment of students learning.

KENDRIYA VIDYALAYA SANGATHAN

PERFORMA FOR SELF ASSESSMENT BY THE TEACHER TO BE PRESENTED DURING THE PANEL INSPECTION

1. Name of the teacher .....
2. Designation .....
3. Qualification .....
4. Subject(s) & Class (es) taught:

Class	Section	Subject	Year	Pass%	No. of students Secured A1/90 & above	E Grade / below 33

5. Length of service in KVS : Designation/Duration .....
6. Improvement in teacher's classroom methodology consequent to the suggestions given during the previous inspection? details .....

7. Steps taken by the teacher for his/her own professional development during the last 5 years?
  - i. Name and duration of the course attended, if any .....
  - ii. The impact of the course done .....
  - iii. Any other course planning to purpose .....

8. In- service course attended by the teachers during the last five years? If so, where and when?
  - i. As a participant or as a Resource person .....
  - ii. Impact of the course on his/her class room-teaching .....

9. Has the teacher planned any experiment or innovation or undertaken any, If so, give details: .....

10. What activities has the teacher planned for subject enrichment

Class	Subject	Activities planned for

11. Steps taken to make his/her lesson interesting. ....
12. Programme undertaken by the teacher for slow learners and High achievers? Give details .....
13. Whether the teacher feels he/she is adequately proficient in English and Hindi? .....
14. Details of books issued /borrowed from Library. ....

Signature of the teacher  
Name & Designation

Though the format for the internal and external inspection of the teachers are different, they are aligned towards a common objective for teacher's development and ensuring learners' outcomes. Both the proformas have the component of what action was taken for the previous observation. There is also the component of differentiated learning provisions for the high achievers as well as the low achievers. They require communication skills both in Hindi and English along with effective delivery of teaching. Both indirectly encourage teachers to take up professional development on their own. Innovative in-class teaching is also encouraged. Effective monitoring of homework, classwork, and project work is on-demand during the Inspection irrespective of whether it is internal or external supervision. The criteria of evaluation are well defined under different sub-headings.

**Format for Panel Supervision Report:**

केंद्रीय विद्यालय/Kendriya Vidyalaya संलग्नक -5(ए)/Annexure-5(A)

पैनल पर्यवेक्षण रिपोर्ट हेतु फॉर्मेट/Format for panel supervision report

ए/अ) पिछले पर्यवेक्षण पर की गई कार्रवाई पर रिपोर्ट/Report on action taken on previous supervision:

ब/ब) I. पिछले पर्यवेक्षण की तिथि/Date of previous supervision :

II. पर्यवेक्षण टीम के सदस्य का नाम/Name of the supervision team :

III. प्राचार्य का नाम/Name of the Principal :

क्र.सं./Sl.No.	पिछले पर्यवेक्षण के दौरान पाई गई त्रुटियाँ/कमियाँ एवं इन्हें दूर करने हेतु दिए गए सुझाव/निर्देश/Deficiencies/Shortcomings pointed out and suggestions/Instructions given during previous Supervision	प्राचार्य द्वारा की गई कार्रवाई/ Action taken by the Principal	पर्यवेक्षण अधिकारी की अभिव्यक्ति/ टिप्पणी/Remarks/Comments by Supervising Officer
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

सी/C) वर्तमान पर्यवेक्षण पर रिपोर्ट/Report on current supervision

- i. प्राचार्य का नाम/Name of the Principal :
- ii. पर्यवेक्षण की तिथि/Date of Supervision :
- iii. पर्यवेक्षण के लीडर का नाम/Name of the Leader of supervision :

क्र.सं./Sl.No.	क्षेत्र/Area	विद्यालय प्लान के संदर्भ में अवलोकन के केंद्रित क्षेत्र/Focus areas of observation with reference to Vidyalaya Plan	प्रगति पर टिप्पणी/Comments on progress	पाई गई कठिनाईयाँ/Deficiencies/Short coming pointed out	इन्हें सुधारने हेतु सुझाव/Suggestions for improvements
1	विद्यालय प्लान/ School Plant	•	•		•
2	शैक्षणिक क्षेत्र/ Academic Area		•	•	•
3	विद्यालय प्रशासन/ School Administration			•	•

4	वित्त/Finance				
5	सामुदायिक भागीदारी/ Community Participation				
6	कोई अन्य क्षेत्र/Any other area		•	•	•

In this format the detail of the deficiencies, shortcomings are pointed out and suggestions and instructions given during the previous supervision are listed. The Principal has to record the detail of the action taken against each item. The supervising officer verifies and puts remarks against the action taken by the Principal in Annexure 5(A). The final brief report is prepared under the following format:

**संक्षिप्त निरीक्षण रिपोर्ट BRIEF SUPERVISION REPORT**  
**पैनल / वैकल्पिक SURPRISE / उपायकत DC's निरीक्षण INSPECTIONS**

केन्द्रीय विद्यालय का नाम Name of the KV	
केन्द्रीय विद्यालय का पता Address of the KV	
ई-मेल पता और वेब-साइट E-mail ID and Website	
प्राचार्य का नाम Name of the Principal	
निरीक्षण की दिनांक Date of Inspection	
पिछले निरीक्षण की दिनांक Date of Previous inspection	
निरीक्षण अफसरों के नाम Name of the Inspecting Officers	1.
	2.



क्र.सं Sl. No.	निर्धारित करने वाले पहलुओं Aspects to be assessed	मूल्य पॉइंट (05-के अन्दर) हर एक उप-पॉइंट पर Value Point (out of 5) on every sub point	मूल्यांकन Rating-उत्कृष्ट OS/ अत्युत्तम VG/ अच्छ Good/ औसत Average/ प्रामाणिकता के साथ औसत से कम Below Average with justification
1	<b>प्रणाली और पर्यवेक्षण Plan and supervision</b>		
	a. पिछले निरीक्षण से संश्लेषित लिया गया कार्यवाही के ब्यौरा Action Taken with reference to the Previous Inspections		
	b. विद्यालय प्रणाली - स्थिति और कार्यान्वयन Vidyalaya Plan- Status & Implementation		
	c. स्वास्थ्य की जांच Health Checkup		
	d. मार्गदर्शन और सलाह Guidance & Counseling		
	e. प्राचार्य, उप-प्राचार्य और मुख्य अध्यापक के निरीक्षण और अनुवर्ती कार्रवाई Supervision by the Principal, VP & HM & follow up		
2	<b>मूलभूत व्यवस्था Infrastructure</b>		
	a. भवन- सिविल और बिजली रख-रखाव और आग सुरक्षा Building – Civil & Electrical Maintenance and fire safety		
	b. पानी की आपूर्ति और सफाई व्यवस्था Water Supply and Sanitation		
	c. खेल-कूद व्यवस्थाएँ Games & Sports facilities		
	d. सामान्य माहौल General Ambience		
	e. विशेष अवसर करके बच्चों के लिए प्रावधान Provision to children with special needs		
3	<b>शैक्षिक सहाय Academic Support</b>		
	a. सतत व्यापक मूल्यांकन के हिसाब से प्रत्येक सत्र के प्रणाली Term- wise plan in the light of CCE		
	b. विषय समिती और कर्मचारी वर्ग के बैठक एवं शिक्षक विकास Subject Committees, Staff Meetings & Teacher Development		
	c. शिक्षक विकास Teacher Development		
	d. संसाधन का इस्तेमाल - प्रयोगशालाएँ, अध्यापन सामग्री, प्रयोगात्मक और प्रगतिशील पेशा Utilization of Resources-Labs, Teaching aids, Experimentation and innovative practices		
	e. पुस्तकालय के अंक्रुषण		

		Functioning of Library digitization.		
4		<b>पाठ्यक्रम संबंधी कारीबार Curricular transaction</b>		
	a.	तैयारी (शिक्षक डायरी, शिक्षण-अध्ययन सामग्री इत्यादि) Preparation (Teacher's Diary, TLM etc.)		
	b.	कक्षा के शिक्षण - सीखने के दृढ़ता प्राप्त उपलब्धियों Class room teaching – Achievement of Learning outcomes		
	c.	बच्चों के वचन बढधना और सीखने प्रक्रिया का हस्तक्षेप Children's engagement and involvement in the Learning process		
	d.	अनुवर्ती कार्यवाही (कक्षा के कार्य, गृह कार्य, सुशुद्धि, इलाज आदि) Follow up (CW, HW, Correction, Remediation etc.)		
	e.	Remedial teaching		
5		<b>विद्यार्थियों के योग्यता Students Competence</b>		
	a.	भाषा परिज्ञान Language Proficiency (बोलना और सुनना) Speaking & Listening)		
	b.	भाषा परिज्ञान (लिखना और पढ़ना) Language Proficiency (Writing & Reading)		
	c.	आधिपत्य धारणा की ज्ञान प्राप्त Mastery of concepts learnt		
	d.	संख्यात्मक सामर्थ्य Numerical ability		
	e.	सह-दार्शनिक क्रियाकलाप Co-scholastic Activity		
6		<b>संयुक्त साझा कार्यक्रम (प्राथमिक शिक्षा ) CMP</b>		
	a.	संसाधन कक्ष और उसके प्रयोग Resource room and its utilization		
	b.	शिक्षण-अध्ययन सामग्री की उपलब्धि और उसके उपयोग Availability and Utilization of TLM		
	c.	कक्षा के पुस्तकालय, समाचार पत्रिका, विशेष दिनों के पानन, बच्चों के कार्य संबंधी प्रदर्शनी Class Library, News letter, Observance of Special days, Exhibition of Students' Work		
	d.	फिल्मी प्रदर्शन, सामूहिक खाना, क्रीडा संबंधी गतिविधियों, सैर इत्यादि Film Shows, Community Lunch, Sports Activities, Excursion etc.		
	e.	बच्चों के सीखने के ढाढ़ नतीजों में संयुक्त साझा कार्यक्रम का प्रभाव Impact of CMP on Children's Learning outcomes.		
7		<b>आई०सी०टी ICT</b>		
	a.	संगणक प्रयोग शाला - (अनुपात, काम करने वाले संगणक चंरों से संबंधित रख-रखाव) Computer Labs- (Ratio, Maintenance etc. based on functional computers)		
	b.	ब्रॉड बैंड का संयोजकता और के०वि वेब-साइट Connectivity (Broad band ) & KV Website		
	c.	वारिक अन्तर्कैस्तु अंश और ई-कक्षा Digital Content & e-Class rooms		
	d.	वारिक उपलब्धियों का इस्तेमाल, संगणक चंर, संगणकमूलक शोई, काल्पनिक वस्तु इत्यादि Utilization of Digital resources computers, Interactive Board, Visualiser etc.		
	e.	बच्चों के सीखने के ढाढ़ नतीजों में ICT का असर Impact of ICT on Children's Learning Outcomes		
8		<b>मूल्यांकन और शैक्षिक उपलब्धि Evaluation &amp; Academic Achievement</b>		
	a.	प्रश्न पत्रों की गुणवत्ता / परीक्षा प्रकार - नमूना जाँच Quality of question papers / test items variety – Sample Checking		
	b.	शोई परीक्षाओं में कार्य-निष्पादन - गुणवत्ता और परिमाण Performance in Board examinations – quality and quantity		
	c.	अनुवर्ती व्यापक मूल्यांकन-जागरकता, कायौन्वयन और रिकार्ड की रख-		



		रखा CCE-Awareness, Implementation & Record Maintenance		
	d.	घरेलू परीक्षाओं में कार्य-निष्पादन-गुणवत्ता और परिमाण Performance in Home Examinations – Quality and Quantity		
	e.	अन्य साधन प्राप्ति, उदाहरण-ओलिंपियाड परीक्षाएँ इत्यादि Other achievements, example, Olympiad examinations etc.		
9		<b>पाठ्य सहस्रांगी क्रियाएँ और सह-शैक्षणिक क्रियाएँ</b> <b>CCA and Co-Scholastic Activities</b>		
	a.	दैनन्दिनी-पर्याप्तता, लगाव और गुणवत्ता Calendar-Adequacy, Adherence & Quality		
	b.	विद्यालय से बाहर स्पर्धाओं में भाग लेना और साधन प्राप्ति Participation & Achievements outside school		
	c.	खेल-कूद-भाग लेना और साधन प्राप्ति & Sports – Participation & Achievements	Games	
	d.	स्काउट्स एवं गाइड्स, नेशनल कैडेट फोर्स, साहस कर्मा और वनज गतिविधियाँ- स्थिति और साधन प्राप्ति Scouts & Guides, NCC, Adventure & Club activities – Status & Achievements		
	e.	अन्य साधन प्राप्ति Other achievements		
10		<b>प्रशासनिक और मानवीय संबंध</b> <b>Administration &amp; Human Relations</b>		
	a.	रिकार्ड रख-रखाव-बचपे, कर्मचारी वर्ग और के०वि०स से संबंधित Record Maintenance – Students, Staff & KVS related		
	b.	राजभाषा-कार्यन्वयन, बैठक और रिकार्ड Rajbhasha-Implementation, Meetings & Records		
	c.	प्राचार्य और कर्मचारी वर्ग के सुगम्यता Accessibility & Approachability of Principal & Staff		
	d.	(समाचार अधिकार अधिनियम से भी मिलकर) के०वि० का सामान्य उत्साहपूर्वकता Responsiveness of the KV in general (including RTI)		
	e.	विद्यालय प्रहसन समिति और विद्यालय कार्यकारिणी समिति बैठकों के आवृत्ति और गुणवत्ता Frequency & Quality of VMC / VEC Meetings		
11		<b>वित्त</b> <b>Finance</b>		
	a.	लेखा संचिका के APPENDIX-II & III के अन्तर्गत, लेखा और ऑडिट रिकार्ड का रख-रखाव Maintenance of accounts & auditable records as laid down in Appendix-II & III of Accounts Code		
	b.	महा लेखाकार के ऑडिट रिपोर्ट और आंतरिक लेखा- आपतियों का निपटारा Audit Report of AG & Internal audit-Settlement of Paras		
	c.	वस्तुओं की अधिप्राप्ति और बाहरी सेवाओं का इस्तेमाल Procurement of goods & Engagement of Services		
	d.	वि०वि०नि० के निधि का विवेक पूर्ण ढंग से इस्तेमाल Judicious utilization of VVN Funds		
	e.	भंडार की जाँच, दण्डादेश और निष्कासन Stock Verification, Condemnation and disposal		
12		<b>उपलब्धि</b> <b>Achievement</b>		
	a.	बच्चों की साधन प्राप्ति Student's achievement		
	b.	शिक्षकों की साधन प्राप्ति Teacher's achievement		
	c.	विद्यालय की साधन प्राप्ति School achievement		
	d.	बच्चों और कर्मचारी वर्ग में अनुशासन Discipline among Students & Staff		
	e.	समुह में के०वि० का उपाति Reputation of the KV in the Community		

पिछले निरीक्षण की तिनांक **Date of Previous Inspection -** \_\_\_\_\_ ( पैनल Panel / वैकल्पिक Surprise )

मुख्य सुझाव / भाव बिन्दु Main Suggestion / Action Points	प्राचार्य के प्रतिक्रिया लेने संबंधी रिपोर्ट ATR by the Principal	उपायुक्त / सहायक आयुक्त के अभियुक्तियों DC's / AC's Remarks

<b>1. विद्यालय के ताकत <u>Strength of the Vidyalayas</u></b>	
i.	
ii.	
iii.	
<b>2. महत्वपूर्ण क्षेत्र <u>Areas of Concern</u></b>	
i.	
ii.	
iii.	

<b>अनुवर्ती कार्रवाई के लिए भाव बिन्दु <u>Action Points for follow-up</u></b>	
<b>(A) विद्यालय स्तर पर <u>VIDYALAYA LEVEL</u></b>	
1.	
2.	
3.	
4.	
<b>(B) संभागीय कार्यालय के स्तर पर <u>REGIONAL OFFICE LEVEL</u></b>	

	1.	
	2.	
	3.	
	4.	
<b><u>( C ) के०वि०सं(मुख्यालय) के स्तर पर KVS(HQ) LEVEL</u></b>		
	1.	
	2.	
	3.	
	4.	

उपर्युक्त बिन्दु (स) के संबंध में संबंधित अधिकारी की ध्यान आकर्षित करते हुए उपायुक्त, केन्द्रीय विद्यालय संगठन के०वि०सं (मुख्यालय) को अवगत कराना है ।

The Deputy Commissioner will apprise the KVS(HQ) separately drawing the attention of the Officer concerned in the context of (C) above.

सहायक आयुक्त के हस्ताक्षर  
Signature of Assistant Commissioner  
दिनांक Dated

उपायुक्त के प्रति हस्ताक्षर  
Counter Signature of the Deputy Commissioner  
दिनांक Dated

(अगर रिपोर्ट, सहायक आयुक्त के निरीक्षण के आधार पर है तो उपायुक्त के प्रति हस्ताक्षर होना अनिवार्य है ।)  
(The note must be countersigned by D.C, if the report is based on AC's Inspection )

The Proforma is focussed on building and enabling environment for learning as a whole in the school. All the areas are meticulously planned as an ongoing process. Proper documentation and follow up is built into the system. The first item in the format consists of Plan and Supervision. Here the school has to provide the follow up of the previous report. The School has to present its own development plan and report the action taken to implement its plan. Additionally, it has to plan for health and guidance and counselling of the students as a whole. Finally, it has to present its entire internal supervision mechanism which is an ongoing process and recorded in the Principals log book of internal supervision. The other ongoing activities which are collaborative in nature is also inspected in detail. For example Term end plan, committees, conduct of staff meeting, Utilisation of teaching resources, functioning of library is monitored under the heading of academic support. In the same way cocurricular activities

should also have a plan and claender so that all the activities may be integrated in the school activities.

The whole school is assessed based on the value points obtained by it. The maximum point is 1000. The various areas have the following points:

Sl. No	Area	Value Points
1	School Plant	150
2	Academic	500
3	School Administration	120
4	Finance	70
5	Community Participation	60
6	Grace Points	90
7	Overall observation	10
	Total	1000

Overall Grade		
A	80% and above	Excellent
B	60% to 79-9%	Very Good
C	40% to 59-9%	Good
D	Below 40%	Average

The areas are further subdivided like School Plant which consists of school spaces and resources, playground, labs, library, Art Room, Work experience Room. E-class room, music room, wash room. Furniture, medical room, facilities for Divyang, sports facility, based on availability, utilization, and cleanliness.

In the Academic Part, examination results consist of 200 marks, extra-curricular-200 marks, activities like Sports and other programs like Swasth Bachche Swasth Bharat Programme, Yog Siksha, science and social science programs, scouts and Guide, Youth Parliament, Kala Utsav, Green building contest, Swachch Bharat Abhiyan.

The teachers are given a proforma for self-assessment by the teacher to be presented during the panel inspection. It has the detail of the subject and classes taught and their result. It also

consists of the follow-up of suggestions given during the previous inspection, and the teachers' effort for his/her professional development, innovation, and steps taken for the enrichment of the lesson and to make it interesting.

The inspection format has an inbuilt reporting mechanism to the higher authorities and for follow-up action. This ensures that the monitoring mechanism is in place and functional. Further feedback mechanism ensures that necessary action is taken at the appropriate level.

Thus, it is very evident that the supervision process in Kendriya Vidyalaya is very comprehensive and much of the focus is on improving the academic aspects of the school. The supervision at various levels - self-assessment of the teacher, classroom observation by the Principal, and detailed panel inspection – helps in enhancing the overall quality of education in the school.

#### **Assessment of Proformas of Schools under State government:**

The format for school inspection in the state is as follows:

The Format used in the State Government School (Original Format printed in Marathi is attached to *Annexure-1*) consists of the following elements.

##### ***Part-I***

- The details of the school.
- Detail of the students and their attendance.
- Details of the teachers and their attendance
- Details of the previous inspection and action taken thereof

##### ***Part-II: Inspection of Teaching Learning***

- Educational experience during the classes
- Teaching Learning Material
- Evaluation technique used in class.
- Interaction with students
- Lesson Plan and Teaching Diary
- Any other observation during the class

- Self-evaluation by the teacher as given in “Majhi Samriddha Shala”(a self-evaluation at the school level by the teacher and the Headmaster in Maharashtra)
- Short term evaluation was undertaken by the teacher during the class

Subject-wise evaluation of students' works in the Class.

*General Remarks (To be given by the visiting team)*

- Report of special achievement in school
- Name of the teacher for their extraordinary contribution, and nature of the contribution.
- Age-appropriate Special training of students and monitoring of their progress.
- Planning and implementations for remedial teaching.
- Innovation by the school/teachers for improvement in learning.
- Implementation of welfare schemes of the government.
- Verification of self-evaluation as per the guidelines of “Majhi Smriddha Shala”
- Status of infrastructure as per RTE Act
- The cumulative record of every student
- Education under fear-free environment and its implementation
- Headmasters’ logbook related to the observation of teacher’s classes.
- School Development Plan, Submission and its progress as on date
- Action is taken for Children with special needs (CSWN).

*Information related to Guidelines given:*

- Documentation
- Physical Infrastructure
- E-learning
- Teaching Learning Guidance
- Action taken report for the last year inspection
- General Remarks

*(Translated from the School Inspection Format, Education Department, in Marathi. The original Marathi version is attached as Annexure I)*

There is no specific format in which the inspection takes place in as reported by the Principal of the Secondary School as well as Panchayat schools. He said that the officers visit and look at General Register (GR) as the main source of students' records. Seeding of Aadhar Numbers is an ongoing process. Attendance of the students is an important factor of inspection during the visits. The Visitors Book is another important document where the official records his/her qualitative feedback of the school based on his insight and experience from the perspective of a school in a state. In the visitor's diary the educational officials like Kendra Pramukh, Block Education Officer, the officials dealing with Children requiring Special needs also record their findings during the visit.

The headmaster is given the blank checklist of school inspection, which is based on Sarva Shiksha Abhiyan and RTE-2009. This is a 9-page document that contains the details of the school, its infrastructure in part-1. Part-II contains the information related to the inspection of teaching for providing child-friendly education. It contains the record of innovation by the school and the information regarding providing support to the student about various government schemes, especially under the RTE Act 2009. Finally, it provides qualitative remarks about the maintenance of documents, Physical infrastructure, eLearning, teaching and learning, implementation of guidelines, and general remarks.

The activities of DIET providing teaching support to the school are important. Their visit is distinct from the Administrative support since they focus on providing pedagogical support in the form of interaction with the students. They also provide support to the school by providing Teaching Learning Material (TLM), various kits like science and maths kits in the school. They conduct orientation courses for the teachers to disseminate information about continuous and comprehensive evaluation in the schools.

They provide data related to school on the format provided by educational authorities which are mostly online nowadays. The immediate authorities keep in touch with the school heads to ensure that the data is provided in time. Recently, they were engaged in ensuring that the students are using educational apps, Swadhyaya on WhatsApp platform, online learning provided by State Educational Department. They visited schools to provide support to the school heads and the teachers so that more students can access online learning since utilization was very low even after the course running in its 20<sup>th</sup> week. They also shared the information related to the weekly report about the number of students enrolled in the schools, the number of students who attempted the platform, and with completion and percentage of pupils

completing the online quiz. This is a type of controlling whereby the schools are indirectly coerced to follow its guidelines.

When asked about nature and concrete format during inspection schools in the State and Municipal headmasters said that there is no specific format being used nowadays. They informed that the following documents are generally required to be presented during the inspections:.

1. General Register (G.R).
2. Attendance Register of all the Students.
3. Leaving Certificate received from other Schools.
4. Counterfoils of Leaving Certificate issued to the pupils.
5. Examination Results
6. Records of health and Medical examination of people.
7. Answer books of the Annual Examination of the preceding year.

About Staff:

1. Service books of School Employees.
2. Register of Attendance and leave to employees.
3. Discharge Certificates received from teachers employed in the school
4. Headmasters Logbook (Observation, Supervision, notes, suggestion to teachers, etc).  
Logbook to be shown and a signature obtained in token of having seen them.
5. Form of a confidential report on teachers.

Records related to School:

1. Daily cash book
2. Ledger (receipt and expenditure)
3. Fees Account Book.
4. Provident Fund Account Register
5. Vouchers.
6. Register of dead register articles
7. Laboratory and library registers.
8. Inward and outward register.



School and Hostels Open to Inspection: The inspection Officer verifies the condition of the school and ensures fulfillment of the requirement of the School code. She/He shall also supply other information as may be required for the inspector for any other purpose.

The supervision in the state and municipal schools is almost non-existent. There is no special monitoring of the school. The officials do visit and inspect the schools but there is no scheduled inspection of the entire school from the district authorities. They visit the schools only at the time of initial recognition or when there is a change of status in school like an extension of classes or when a private school is being considered for a grant. From BEO, the Kendra Pramukh and extension officer visit for the collection of various data about the school, but limited “to this only (data collection)”. The visits are random. In a reply about their visit he stated, “No, they never visit, even after repeated requests”.

The Block Education Officer visits to ensure that data is submitted in time. They also monitor the provision of mid-day meals. They often act as the bridge of communication between the educational administration, District Institute of Education Training, and administration. The district officials rarely visit the schools. They generally visit the new schools for recognition, grants, and other disciplinary issues as and when occur. The visits are marked by checking the GR, Scholarship distribution, and whether SMC has been convened. They generally put remarks in the visitor register. Moreover, the academic supervision has been completely absent in these schools.

The cluster head sometimes visits to see the authenticity of the enrolment in the school on the instruction of the education officer. They also visit the school when there is some problem in school. However, the cluster in charge maintains close coordination between the headteacher of the schools. They have now started organizing webinars in coordination with the education officer to discuss issues related to education.

### **Shala Siddhi: National Programme on School Standard and Evaluation (NPSSE).**

Shalasiddhi is an online platform where the headteacher / Principal is responsible to ensure that the data related to school is filled in properly. It gives a chance to measure the school performance by the school itself and assess all areas related to school. The Programme document indicates “School Evaluation as the means and School Improvement as the goal”.

Recently Kendra Pramukh informed that all the schools have to populate the data on the Shala Siddhi platform, a self-evaluation platform for schools developed by the National Institute of Education Planning and Administration. This platform is being utilized for self-evaluation and is being documented in all the state and Municipal schools. The schools have been informed that the data will be further checked by subsequent visits by the superior authorities. However, no subsequent visit has taken place to verify the records and provide further feedback and support. All the schools, where the researcher visited, informed that this platform of evaluation is being maintained and submitted every year as per schedule.

The platform records the demographic detail, yearly attendance about the students and their learning outcome class-wise in the bracket of less than 33%, 33-40%, 41-50%, 51-60%, 61-70%, 71-80%, 81-90%, 91-100%. It also provides a report of performance in key subjects.

It records the details of the teachers and their attendance in the academic year. It also provides the details of the number of the teachers who availed long leave.

The School Evaluation matrix contains the following Six domains.

**Domain-I: Enabling Resources of School: Availability, Adequacy, and Usability**

It also enables the users to Prioritise the area of improvement (Low/Medium/High). There are 12 Core Standards under this domain. They are as follows:

- School Premises
- Playground and Sports Equipment / Materials
- Classrooms and Other Rooms
- Electricity and Gadgets
- Library
- Laboratory
- Computer
- Ramp
- Mid-day meal; Kitchen and Utensils
- Drinking water
- Hand Wash Facilities
- Toilets
- Toilets

## **Domain-II; Teaching Learning and Assessment**

There are 9 Core Standards under this heading. The School has to categorize into level-1, level-2, and level-3. Every area can be prioritized as low, medium, or high. The areas under this domain are as follows:

- Teachers understanding of learners
- Subject and pedagogical knowledge of the teachers
- Planning for teaching
- Enabling learning environment
- Teaching-Learning Process
- Class management
- Learners Assessment
- Utilization of Teaching Learning Resources
- Teachers Reflection on their teaching-learning practices

## **Domain-III; Learners' Progress, Attainment, and Development**

There are 5 Standards under this heading. Each area has 3 levels and can be prioritized as low /medium and high. They are as follows:

- Learners Attendance
- Learners Participation and Engagement
- Learners Progress
- Learners Personal and Social Development
- Learners Attainment

## **Domain-IV; Managing Teacher Performance and Professional Development**

There are 6 Core Standards which are as follows:

- Orientation of new teachers
- Teachers Attendance
- Assigning responsibilities and Defining Performing goals
- Teachers Preparedness for changing Curricular expectations
- Monitoring of Teachers Performance
- Teachers' professional development

## **Domain-V; School Leadership and Management**

There are 4 Core standards under this heading

- Building Vision and Setting Direction
- Leading change and Improvement
- Leading Teaching Learning
- Leading management of the school

## **Domain-VI; Inclusion, Health, and Safety**

There are the following 5 Core Standards under this;

- Inclusive Culture
- Inclusion of Children with special needs (CWSN)
- Physical safety
- Psychological safety
- Health and Hygiene

## **Domain-VII Productive Community Participation**

There are 5 core Standards under this

- Organization and management of SMC/SDMC
- Role in School Improvement
- School Community Linkages
- Community as learning Resources
- Empowering Community

Nowadays, UDISE plus is being used to capture data related to the school under the following heading:

1. School Profile
  - Basic Details
  - Category
  - Language

RTE Norms: There are around 50 items under this heading and has the detail of profile of the SMC, SMDC, and the detail of the School Bank Accounts.

2. Physical Facilities and Equipment's
  - Class Room
  - Toilet Facility
  - Physical Facilities and Equipment in the schools
  - Laboratories and library
  - Computers and digital facilities and their details and their usage
3. Teaching and non-teaching staff
  - Details of in-service training
4. New Admission, Enrolment, and Repeaters
5. Incentives and facilities provided to the children
  - Text Book, Uniforms, Transport, Escorts, and Bicycles, etc
  - Facilities provided to CWSN
6. Annual examination Result
  - Detail of the Result
7. Board Examination Result
8. Receipts and Expenditure
9. Vocational Education under NSQF at the institutional level
  - Results and Placement details
10. PGI Indicator (Only for Government and aided Schools)
  - Aadhar enabled attendance system for teachers
  - Aadhar enabled attendance system for students
  - School evaluation and its completion
  - Improvement Plan based on the previous year result
  - Registration of school on Public Finance Management System
11. School Safety
  - Development of School Disaster Management Plan
  - Structural Safety Audit
  - Training in Safety and disaster management
  - Self-defense training for girls

### **Performance Grade Indicator:**

All the schools in Ambarnath Municipality informed that recently the Education Officer circulated the following Google Forms (*Annexure-II*) asking details related to Performance Grade Indicator (PGI). Some of the points are as follows:

- Number of children mainstreamed
- Number of children identified as Out of School
- Details of Teachers assigned nonschool duties
- Details of Teachers trained in Learning outcome-based training
- Details of teachers trained on foundational learning
- Data related to Pupil Teacher ratio
- Conduct of regular Formative Assessment under CCE
- Awareness of parents about the Learning outcome
- The utilization of supplementary Learning Material
- The utilization of Teaching resources
- Participation in Sports
- Participation in other Programmes
- Counseling and Guidance
- Programs for CWSN
- Provision of Scholarships / Bicycles for Girls
- Library/ Sports/Youth Club
- Training of the Principals/ Headmasters annually

The School do provide the detail and also come to know indirectly about the expectation from the schools related to the activities required to be carried out.

However, the function of the Performance Grade Index (PGI) index is to provide insights on the status of school education at the states/union territories level on the following domain;

1. Learning Outcome and Quality:	360
2. Access:	80
3. Infrastructure and Facilities:	150
4. Equity:	230
5. Governance Process	360

**Total: 1000**

The data is drawn from various online platforms like UDISE+, Midday meal data from States. Shagun etc.

Maharashtra is one of the Top 5 achievers as per PGI Index 2018-19 scoring 802 points; the break up which is as follows:

1. Learning Outcome and Quality:	144
2. Access:	76
3. Infrastructure and Facilities:	126
4. Equity:	210
5. Governance Process	246

**Total: 802**

Source: <http://pgi.seshagun.gov.in/#/home> accessed on 20 Mar 2021.

### **Comparative analysis of the supervision proforma:**

While comparing the inspection documents of schools under different managements, we find that areas covered in both the documents are somewhat similar. The essential difference lies in the detail under every heading.

We can start the comparison by monitoring the internal Supervision in the schools. In the state format, it is finding out whether internal supervision is taking place in the school. In the KV document, the logbook of the Principal, as well as the teachers, is being verified. The inspection of the teachers is supplemented by the panel team after the report of the Principal as well as the teacher's self-reporting format. Usage of TLM, ICT and e-learning is an essential practice that is looked into during the external inspection. The students learning outcome/ result is looked into by all the schools in the state as well as municipal schools, in the KV further information about the student in the form of language competence, numeric ability, conceptual clarity is also looked into. The focus on teacher development is there in all the schools.

The achievement of the school is noted in the formats of KV as well as the State Inspection format. The qualitative feedback about the school in form of Strength, areas of concern, action taken on the previous inspection forms part of both the inspection format.

The inspection format of every school is signed by the Deputy Commissioner of the regional headquarter and finally forwarded up to the headquarter level at the Kendriya Vidyalaya

Sangathan. Action taken at every level is also recorded. In the State Format, monitoring without support weakens the whole system of monitoring.

All the Schools irrespective of State or Central Government Schools submit the data on the Shaalasiddhi platform which is a comprehensive evaluation of the schools based on seven key domains of Physical Infrastructure of the school, Learning and Teaching, Students Performance, Teacher's assessment, and Support, School Leadership, inclusion, and Community Participation. The platform is strikingly similar to KV Checklist.

However, in the case of KVs, the internal supervision mechanism is assured through verification of time table for the Principals and Vice Principals and follow-up action taken for effective supervision. The Subject Committee meetings are a regular feature of self-evaluation for the teachers to take appropriate action for the effective performance in the learning of the students. Its effective functioning is also verified during the inspection. The KV Principal informed about the changes in the checklist wherein, he told that meeting with Parents has been included as a part of the Inspection. Shaalasiddhi is considered an exercise to be carried out on annual basis as a part of the submission of data to the higher authorities. The process becomes tedious for the schools where there is no functional Computer and competent staff is not available. Other similar data, for example, PGI Indicator (attached as annexure), UDISE is gathered on regular basis.

It is worthwhile to note that UDISE + has all the relevant and comprehensive data for all the schools in the country. In addition to it, it has all the details of Financial Grants and information related to RTE which is mandatory under the law. Shaala Siddhi is also used by all the schools but it has remained as a data-gathering tool instead of self-evaluation. KV Inspection Format is similar to UDISE+ but has the added function of physical verification at the school site and can recommend and verify continuous improvement. Shaala Siddhi data is being gathered at the Block level by staff. No immediate action is inherent in it. Data is now being verified by the undertaking of the headteacher and Cluster in charge to ensure the authenticity of the data said the extension Officer working under Block Education Officer under the municipality.



## **Summary**

From the document analysis, it is clear that Kendriya Vidyalaya has a robust system of not only data gathering but also physical verification of pupils record, state and condition of physical infrastructure and its cleanliness, classroom interaction, functioning of internal supervision by the Principal and maintenance of evidence of learning teaching from students classwork, home works, projects, Teachers Diary as evidence of Planning and teaching and logbook by the Principal for recording Classroom observations and finally maintenance of financial transactions by the Supporting Office as per prescribed rules and instructions are given time to time.

State Government Schools are running under dual management of Zilla Parishad and State Education Department. They also stated that it is very important for the school since the deployment of the teachers and their transfers depends upon the inspection report. The format for the schools is focused on providing Universal elementary education and is aligned towards the goal of the Right to Education Act by providing free mid-day meals in the education, Provision of free textbooks and Uniforms, government schemes, and scholarships. It also has content like provision of special education for students given age-appropriate admission, Free from the fear environment for education in schools, Provision for Children with special needs, etc.

Management by data has evolved due to the introduction of the computer, internet, and particularly centralized repository of data at the State as well as the Central level. Challenges of the authenticity of the data in UDISE+ are being addressed through various means by authenticating at the data entry level, Headmaster, Cluster in charge, and Block level officers. At the state level, all the students have been given a Unique ID / Student Number and their progress and transfer have been computerized. All the students' record is also being authenticated by matching with Aadhar Number of the students.

Presently data on UDISE+ and Shala Siddhi is being populated by all the schools irrespective of the type of management. As one of the officers informed that even a small municipality in Ambarnath has 431 schools. The schools generally function between 180-200 days of a year. Monitoring of the schools is very challenging in the face of limited infrastructure/resources and support. However, the changes as envisaged in the policy documents are being implemented at the ground level from providing mid-day meals, the introduction of CCE, RTE Act 2009

through project staff, training institutes like DIET, and other support through the agency of cluster resource center.

## CHAPTER 5:

### PERCEPTION OF THE STAKEHOLDERS

The teachers are the most important factor in the students' learning and their experiences during the class. In the same way, principals and headmasters play a vital role in managing school through administration, academic leadership, and working closely with the parents and the community. Thus, their perception is important to assess the efficacy of the present state of inspection and its future course correction. Their inputs can significantly be incorporated in the policy formulation on inspection and supervision in the schools to ensure quality improvement in learning.

#### **5-1 Perception of Principal in Kendriya Vidyalaya**

Inspection in Kendriya Vidyalaya is carried out by a panel of experts comprising Principals, ex Principals and other officers of the regional headquarter of their region. Principal Kendriya Vidyalaya shared his views which are as follows.

*“Visit is by KVS. A team is formed. The head of our regional office calls the Principals for inspection from different schools. There is a panel inspection and two surprise visits. When they visit, they ask for "action taken report" against the earlier visits of panel and surprise visits.”*

The proforma begins with the report related to action taken for the observation made during the last visit. This ensures that observations made are acted upon and implemented during the next visits. The inspections are comprehensive assessments.

The Principal informed that external inspections are a time when all the departments of the school activities together. The teachers prepare the documents related to classroom activities in their teachers' Diary. Students also make sure that their notebooks and assignments are up to date. Accounting and other financial record keeping are prepared ready for inspection. The entire campus is made presentable as well. Management-related activities are confined to the Principal, Vice Principal, and a few other staff. When discussing the effect of inspection on the teachers and their career, he stated:

*“They check only for that particular day and as a consequence, it doesn't affect the teachers' career. Their recommendations are suggestive”.*

In response to the question related to the support mechanism in external inspection, he stated, *“There is no support between external supervisors and between the teachers since they come only for a day. Support is there between the teacher and the Principal at the school level. For example, if they suggest using ICT in the class that provision has to be made by me.”*

The checklist is not static but has continued to evolve as per the requirement of the policy changes and in light of new research in pedagogy. For example, he stated:

*“Yes, now in the inspection, they have added in the checklist that whenever the team for inspection would visit, they would meet 15-20 parents, to get their perspective and to promote community participation”*.

The Board exam results are very important as they are the status symbol of the schools and an important indicator of their performance. The Mathematics teacher shared his concern about the performance. He stated:

*“The focus is on the result, especially the board results of Class XII. When you compare the secondary school result with that of the senior secondary school result, it is problematic. There is a vast difference between their purpose, specialization and its evaluation.”*

He further stated, *“They are not able to see the learning deficiency in the students at the Lower level and take appropriate action”*.

After the inspection, a meeting is convened where the teacher’s performance during the class inspection is discussed and innovations adopted by them are appreciated and means by which teaching can be improved.

Thus, it is evident that though the performas used for inspection in KVs are very comprehensive and the process is robust, their efficacy at the field level is largely subdued. The inspection is not able to infuse required impetus in the system and there is some sort of disconnect between the school and the external supervisors. As reported by the teachers and principals, the entire process is only a ritual and a formality to be completed. Thus, the popular notion that KVs have robust supervisory system does not align with the ground level reality when we understand the perceptions of different stakeholders.

Due to this, there are some teachers who, in their words, have learned to “*fool the system of inspection and Supervision*”, A Senior teacher teaching Physics informed. “*There are some teachers who will employ the same strategy year after year to present the same lesson in such way so that all the boxes in the checklist are ticked.*”.

When the researcher asked the Principal of Kendriya Vidyalaya about another form of school inspection, he replied negatively. There is no visit from CBSE as they are only the examination body. Education Officer from the Block also visits for collection of data and other information related to the distribution of scholarships etc is collected from time to time. He also visits the school for ensuring uploading of various data, for example on “Shala Siddhi Platform”. “*The process is only online*”. *We do get help from local authorities and support in that sense*”, he stated.

During interviews, it was learned that some teachers have been using the same lesson with the same Teaching Learning Material prepared years ago. So, the realistic picture of a teacher's teaching can't be evaluated in a single classroom. However, the whole school is geared up for the inspection which ensures that all are working together to ensure cleanliness and upkeep of the campus and exhibit better by evaluating every notebook of students, Teachers Diary and functioning of various committees and laboratories to its full potential. The morning assembly is also inspected where the school can display its extracurricular activities like Yoga, Debate, and Cultural Programmes. Thus, the entire process is more ritualistic and short term rather than a steady, continuous and long-term support to the school.

## **5-2 Perception of Headmasters in State Government School and Municipality**

The inspection of the school and the teachers has not been carried out comprehensively by a team. The officers do visit and glance at the activities and record their remarks in the visiting diary. They also give their impression and suggestion for improvement of the school.

In reply to the frequency of Inspection/visit the Principal of the State school stated, “*They do not visit*”. Further, the researcher asked if they visit annually, the answer was, “*Not even annually*” and further stated, “*They visit only after repeated requests*”.

Replying specifically about the visits by officials from Zilla Parishad, they replied, “*No one visits from there*”. “*BEO is there and he visits on their behalf*”. Further, he/she stated, “*they keep visiting the school for collecting various data on regular basis*”.

The Principal of Municipal School stated that the Education Officers visit every month. He further stated, “*They interact with students in the class, talk with few teachers and look at the General Register of enrolment and give their feedback orally and also in the visitor's book*”.

The Headmasters of the State government-run schools feel that they are not getting support from the higher authorities and have to support themselves. For example, when the headteacher approached for the opening of a Pre-primary school in his school to ensure admission in Class-I, it was denied. However, he has continued with the initiative which has resulted in a natural progression of the students in Class-I and a natural flow of new admission in the school. The enrolment of the students is a crucial factor for teachers' vacancy in a school. In the words of Headmaster:

*“We have started the preschool for the last two years. The school management wanted to do that but the permission was not granted. But now we have started it, the children study here. This ensures that they will take admission here only”.*

The Principal of the High School in the Municipal Corporation informed about the support system in the following words:

*“The Municipal Corporation is supposed to provide all the support to the school. However, the school has got “Grant in Aid” from the state Government, which means we are coming under Zilla Parishad. The salary component is provided by the Zilla Parishad. However, being under Municipal Corporation, Zilla Parishad does not provide any grant for building repair and other expenses related to the school. This dual management creates confusion. They don't say “No”, but ultimately results in neglect and poor condition of building, furniture and lack of resources like Library, Computers and other things which is must if we want to provide rich experience and quality education in the school.*

The Principal further stated:

*The role of SMC is also very limited. We constitute the SMC as per norms. Due to their socio-economic background, they are not able to raise any voice. They rely on Headmaster's initiative. They cannot contribute to helping the school in terms of providing provision and*

*facilities in the school. However, they have started participated in meetings which give a chance to discuss various issues related to school and their children's studies.*

Thus, in the State run and Municipal schools, the process of inspection is largely absent and it has been an area of neglect. The dual management system further impairs the smooth functioning of the schools.

### **5.3 Perception of Teachers:**

The teachers are the critical factor in ensuring quality education. Their perception regarding school inspection is significant. The following points have been observed during interaction with them.

The state run school teachers feel that there is no support from the higher authorities.

*“We are left to support ourselves. If we approach for a particular situation, then also ultimately we have to plan ourselves and meet the expenses ourselves. The situation is very bleak. It appears that the change is not possible. Maintenance and Repair and other infrastructure is very poor”.*

*The other day in order to meet the declining enrolment, we went to slums to get children for enrolment. If the children are not there in the school, the sanctioned post will be reduced. Those who can afford, don't want to take admission in ill maintained school, said the teacher of the State run school.*

A group of the teachers in state Government Schools discussed about the causes of deteriorating condition. He said, *“The students from the weaker section study in our government school. The parents of these children don't have influence or clout to approach the the authorities and Nagar Sevaks. So this results in the form of missing support”.*

All the teachers, irrespective of Centre or State, feel that there should be a mechanism of evaluation so that quality of education is maintained consistently. The absence of a mechanism results in slackness, non-performance, and corruption in the form of absence, etc. They preferred internal monitoring with a support mechanism in the form of guidance and providing infrastructure support to provide a conducive environment of teaching.

The inspection ensures that routine work is carried out in the school day by day. The schedule and preparation for the inspection help gear up the entire school to work together for

presentation. Just like the children, the teachers also require monitoring and support, since everybody is not self-driven.

The experience of the Inspectors is also helpful in providing the school development. By their expertise and experience, they can evaluate the activities and their insight is helpful for the school as a whole to charter the required path, maintain the highest quality and fulfill the expectation of the authorities.

Most of the teachers agreed that there should be some sort of monitoring mechanism, however, there are some teachers who feel that the evaluation is not objective since the same teacher can be judged as excellent or very good depending upon the evaluators. They have no role in teaching and are unable to influence teaching.

The teachers in the state school feel that they are being monitored on an ad-hoc basis. They feel that they are not being provided administrative support in the form of infrastructure, furniture, etc and the entire school is being neglected. The condition of the school, the classrooms, and other needed support are not being provided. At the same time, the community from which the children come are not powerful enough to provide support themselves and have no voice even to raise issues for the development of the school. They feel that instructional support and guidance being received through DIET and Cluster Resource Centres are supportive in adapting to the new curriculum and pedagogy.

Inspection and Supervision is very robust in Kendriya Vidyalaya. However, it is important to understand the perception of the teachers in the school. There are different perceptions even among the teachers themselves. These differences bring the insights by which we can improve the mechanism of inspection and supervision, the primary purpose of which is continuous monitoring and quality improvement in the schools.

**Frequency of Inspection:**

During a conversation in the staffroom, KV teachers pointed out:

*“Annual inspection, once a year; Surprise inspections, two or three times a year. At the school level, Internal Supervision is carried out by the Principal and Vice-Principal on monthly basis. They observe the lessons in the class. The senior teachers are also deputed to observe the primary classes”.*



*“Chairman of the school also visit, but their role is for infrastructure development in the school, like building electricity, etc. When there is a complaint, he is the first local authority. Rarely is the complaint addressed to the regional authorities”,* said a senior teacher of Hindi.

Here we find that the local authority can make an immediate decision. They are also able to resolve local disciplinary matters in the school. Community participation and local governance can be seen, felt, and experienced in this setup.

In the State run schools, the officers from the Block level and Education Officer keep visiting the school on regular basis for various administrative purposes like a collection of data, verification of enrollment, and preparation and distribution of mid-day meals. There is no comprehensive academic supervision of the schools.

#### **Process of Inspection in Kendriya Vidyalaya:**

The teachers shared their experience of inspection in the following words in response to the question as to what happens during the inspection.

*“During surprise visits, they ask about the teaching diary and also check the students' work. Further, they check whether the lessons are running as prescribed by KVs (As per the split-up syllabus prescribed by Kendriya Vidyalaya Sangathan). They do it because all over India the system is the same. They inform us before coming and check everything from the office to everything in schools”.*

*“Inspector only checks whether regular work is being carried out or not. Consequently, it does not provide subject-specific needs. For that, provision of training needs is more important”,* said a Post Graduate Mathematics Teacher.,

#### **Composition of inspection Team in KV:**

*“They are panel experts like subject and education experts, the inspection members of the panels are Vice Principals, Principals, Education Officers, and Commissioner. If the Deputy Commissioner has time, he also accompanies”,* the teachers informed in a group meeting.

### **Preparation for the Panel/team visit:**

A teacher in KV stated:

*“We are informed around a week or 15 days in advance. The evaluation list in the form of a checklist is also provided and the preparation is done based upon that list. The list relates to the details of the school, teachers, students, library, etc. In the teaching areas also, the list is given like teaching diary, usage of teaching-learning material, teaching aids and textbooks, etc”.*

Further elaborating on the process, another teacher reported:

*“For academic Supervision, we make sure that the course is complete as per the Split-up syllabus. We collect the project works and assignments of the students and keep them ready for the presentation. During the assignment, it may be kept with the individual students or it may be collected together and kept at the back of the class for the perusal of the panel members”.*

*“At the school level, Kendriya Vidyalaya has a regular practice wherein the subject teachers collect student’s homework, projects, etc for correction and then we obtain Principal’s signature before the inspection. It’s a special preparation”.*

On the feedback given during inspection, one teacher stated:

*“During the inspection, the Principals who have themselves progressed from the rank of teacher also take model classes sometimes. They interact with the students as well. They give feedback immediately after observing the class to every teacher individually. They also obtain our signature on the proforma. The proforma contains various columns related to a class observation like preparation, student interaction, usage of ICT, etc. They also give qualitative comments about the lesson observed along with suggestion wherever required”.*

### **About Objectivity in Evaluation:**

During the interaction with the teachers in KV, there were concerns related to the objectivity of the evaluation. For example:

- Differing perceptions of the inspectors related to teaching methodology.
- Inspectors looking from the lens of their subject background.

- Following the dictates of the checklist, instead of following the requirement of the lesson in hand and environment in the class.
- Focus on teaching evaluation rather than children's interaction and their learning.
- The personality of the inspector himself affecting the evaluation.
- The inability of the inspectors to understand the demand of the subject.
- Inability to distinguish the classes of Primary/Secondary and Senior Secondary division for evaluation of the teachers.
- Another teacher cautioned about its misuse and stated, " *It should not lead to a fault finding exercise and targeting the dignity, honor, and livelihood of a teacher*"

### **Artificial environment created during Inspection:**

The teachers shared their views that during the inspection an artificial environment is created which is not conducive to real learning in the class. In the words of the teachers themselves they stated as follows:

*"Sometimes it so happens that everything is merely a show and a fake representation of one's teaching".*

*"The problem is that you are asked to display a drama (Natak Karne ko Kaha jaata hai), (Natak Karen ge to Aap bade achhe teacher hain) If you display a drama, you are considered as a very good teacher".*

### **Influence in teaching:**

There is different response related to the effect of inspection in teaching. Some teachers believe that they do not influence teaching while others believe that since they have years of experience it is pleasure to listen to them and adopt their recommendations in day-to-day teaching. Generally, the senior teachers who don't want to evolve consider inspection as an intrusion in their teaching.

A teacher of Physics from Kendriya Vidyalaya stated the following in this regard:

*"If there is no monitoring, the quality will get affected. We do as per our satisfaction. KV has a standard. There is a bar where we have to reach. To reach there we have to put all our efforts in that direction".*

They also acknowledged that they do provide good ideas of teaching since they speak from their experience. It is valuable and useful.

They also acknowledged the ability of the inspectors, as one of the teachers stated, *“they give not just the ideas, but because of their experience they come to know about the teaching quality in the schools, through their observation”*.

It is also a motivating factor for the teachers. One of the teachers observed that those Principals, who take interest in learning and teaching in their personal life, can influence the morale of the teachers and also influence their teaching.

*“The main aim of the team is to do an inspection. They aim to uplift everything, it is for the betterment of the students, teachers, and the entire school. We welcome it”*

#### **Stress free atmosphere:**

All of the teachers agreed that the visits are very friendly. There is no fear factor during the inspection. The teachers did mention the hectic schedule and special arrangement and preparation for the visits but there was no element of stress and anxiety during the class observation and the school inspection.

#### **Internal Vs external supervision:**

Teachers expressed their view that the internal inspection is more effective in monitoring the quality of education given in the class. External evaluation can supplement what is lacking at the school level.

*“External Inspection is necessary, but internally what we can do is more effective, because we get continuous feedback. It also affects more if someone is continuously monitoring you”*.

Another teacher in Kendriya Vidyalaya stated:

*“When we see different things, we get encouragement and learn to adapt in our teaching. It’s not a question of good or bad”*.

#### **The joy of learning experience and Moral Values:**

A Hindi teacher mentioned about the limitation of the inspections.

*“We interact with the children and build a relationship with the students with care, sympathy and support apart from teaching and exams. These values cannot be measured by the inspection team. But it requires years of effort and bonding with the students. We can develop confidence, moral values, and critical thinking. These values cannot be put in checkboxes.”*

The principal of KV also retreated at one point in time that the experience a school provides is beyond evaluation. *“A student shares his concern with his peers and the teachers which he may not share even with his parents”*.

### **Benefits of monitoring:**

When the researcher asked the teachers about the requirement and benefits of inspection, almost all the teachers agreed that there should be some sort of mechanism of evaluation to monitor the quality of education imparted in the school. However, they differed in their perception of its effectiveness in its present form. Support to the teachers, they expressed, was lacking as the teacher has to learn new ways to deal with the requirements of the students. Internal subject committee meetings are prescribed but not effective as they are not linked with professional support.

*“Monitoring is very effective. For example, when we monitor students, their performance increases. In the same way, if there is no monitoring, we start taking everything casually, it is natural tendency to slack if there is no monitoring”*.

Another teacher shared his view about it and said, *“If it is (inspection) monitored properly, the things work, otherwise slackness starts. We go in a phase of inertia, a phase of idleness. These things motivate and boost up morale periodically. It makes us think, and something clicks which improves our performance”*.

### **Summary:**

All the stakeholders like Principals, Headmasters, Teachers teaching Senior Secondary and Primary classes in all the schools stated that Inspection and supervision should be there to ensure continuous monitoring of not only learning and teaching in the school but also for providing support to the teachers and school in the form of providing resources in the form of

maintenance and repair of schools, basic facilities like furniture for students and teachers, electricity and water. The absence of monitoring would lead to the deterioration of the quality of education provided in the schools. They preferred internal supervision to external supervision by the Principal and Senior teachers so that continuity in monitoring and support can be maintained. There is no fear factor during the process of inspection and supervision and most of the teachers are amiable to adopt and follow the advice of the experts and staff of the inspection panel. They want to update their knowledge and skill through training and professional development. They acknowledge that the inspection is there for improvement and maintaining standards in the education system. They feel that the inspection should be a collaborative effort between the teachers, principals and the Inspection team. Further, they hinted at a separation of administrative and instructional supervision for effective monitoring of quality in education.

## **CHAPTER 6:**

### **TRENDS & CHALLENGES**

The following trend is noticeable in the process of inspection and supervision.

#### **6.1 Weakening mechanism of Inspection:**

The inspection mechanism is weakening, particularly in the schools run by the State and Municipalities. The inspection is being carried out for administrative functions like for recognition of school, grant of aid, an extension of classes, and for disciplinary function.

In Kendriya Vidyalaya, the system is functioning very well, it can maintain the routine function like conformity with rules and regulation and follow of orders given time to time, beyond that it has not been able to contribute to systematic change expected from a quality assurance system. In the same way, there is no fear or stress of inspection either in-state or Kendriya Vidyalayas.

#### **6.2 Instructional Supervision and Cooperation:**

Due to various changes in the education system like the adoption of Continuous and Comprehensive Evaluation and changes suggested in pedagogy, training institutions like DIET and SCERT have played vital support to the schools in providing instruction support and supervision in classroom teaching. The Administrative Support and Teaching-learning Support have separated. The District Institute of Education Training has evolved for providing academic supervision and conduct training and workshop for the teachers based on the changes in curriculum and methodology suggested by the authorities. The teachers can discuss among themselves the challenges faced by them and come out with solutions based on the local and regional requirements.

Even the teachers in Kendriya Vidyalaya acknowledged that they learned more during the training and workshops conducted from time to time to evolve their teaching strategies rather than observation and prescription provided by inspecting authorities which by its function are authoritative.

### **6.3 Monitoring by Data:**

Due to the spread of ICT, the monitoring of the schools by gathering data is the new feature in the schools. All the data related to all the schools are now available on a Real-time basis through UDISE, Shalasisidhhi, PGI Indicator. The Block Education Officer, Cluster in charge, and other Education officers visit the school at least once a month to ensure that various data is submitted in time. Various data is being gathered from time to time. They also provide support in the form of providing support and orientation through school visits, WhatsApp Chats and Webinars.

The schools and School Heads are now aware of the fact that they are being monitored. At the same time, they feel that simply feeding the data online is not a solution unless authorities take concrete steps based on the requirement of the schools where they are functioning.

The multiplicity of data gathering by different agencies reduces the importance of the data itself and the schools feel alienated in the process.

We can see that there is a trend towards supervision in cooperation with the teachers. The function of academic Supervision and Administrative Inspection is under the process of separation. Teachers agree on the need for monitoring and welcome internal supervision. They are also ready to explore the challenges in the pedagogical process during training and workshops with other teachers and experts in the field.

### **6.5 Weak community participation:**

The right to education act 2009 provides for School management Committees, School Development Committee, and Cluster level committees. The committee has been formed as per the prescribed norms. However, it was found that due to the poor economic condition of the parents, they are not able to participate in the affairs of the school management. They willingly rely on the goodwill of the headmasters and the Principals. They cannot afford to lose their livelihood for the sake of participating in the said meetings.

They are not able to contribute to the school's progress and development. The areas which are developed have political clout as well. There, they can influence the authorities for providing support to the school for the repair and maintenance of the schools. Generally, the parents who



can afford, send their children to low fee English medium schools as they are so convinced that those schools are better and it is not possible to expect good facility and infrastructure in the government schools. However, during the period the researcher visited, there has been a change in the situation and the enrolment from private to government schools has started gradually. It may be due to pandemic situations, the closing of the schools, and fees demanded by such schools even during the lockdown.

**Challenges:**

- The Community participation in the form of the School Management Committee has been envisaged as a measure to ensure that necessary monitoring can take place by the stakeholders themselves. Some improvement has been reported in the areas where these are functioning well and depends upon the clout of the community who have the political influence to get the things done from the authorities. The communities which are weak and vulnerable are not able to exercise this effectively they are powerless in the schools as well as the community where they reside.
- Provision of mid-day meals demands additional effort and energy from the school as well as the Block level officers. It has also become an important component that requires day-to-day monitoring at the different levels.
- No detention policy has also affected the quality of education. To address the issue, periodic diagnostic assessment and corrective action are needed by the teachers at the school in consultation with DIET and other officers. As reported by the teachers of the senior secondary schools, learning at the elementary level is a significant factor for progression at the Secondary and Higher education.
- The mechanism of inspection is weakening due to the overload of the educational administration in the district. Local authorities are working in cooperation with the teachers and headmasters. They have become an effective medium of communication between the education authorities for the collection of data and implementation of government-run programs like the provision of mid-day meals in education and other welfare programs run by the government.

- The participation of the local community in the school management committee is ineffective. They are not able to contribute to the development of the school due to lack of interest and also lack of economic and political power.
- The collection of various data from the school authorities like teachers, Principals, Headmasters, and Cluster in charge is viewed as a sort of indirect supervision. For example, the questions in Performance Grade Indicator (PGI) where the school has to furnish the information whether the school is conducting CCE or the school is geared towards Outcome-based learning makes the school follow and implement the said program in their teaching. The reliability of the data has increased due to the inbuilt mechanism of authentication and collection of data on a real-time basis, particularly on the UDISE+ platform.
- Managing data is also problematic. It is far removed from the ground realities. We can understand the limited resources of the government. For example, providing a roof over the school and making provision of a simple ramp to conform the requirement of RTE is far removed from the requirement of a school building where multi-story buildings are coming out all around it. So, the building of the school must meet the requirement of the community living around it.
- There is a need to integrate the data so that effort is focussed on the implementation of the programs itself, rather than the wastage of precious manhours for collecting different sets of data. The process of digitalization should give way to openness and audit by the people.

## **CHAPTER-7:**

### **CONCLUSION AND RECOMMENDATIONS**

We started with a review of the literature and the evolution of theoretical perspectives in inspection and supervision. We find that inspection and supervision exist almost in all the countries to monitor the quality of education. There have been changes in it as per the perception of the policymakers and primarily to address the learning needs of the students. There has been a trend in the separation of academic and administrative functions. Continuous professional development through, training, workshops, and self-learning is being increasingly adopted to meet the needs of the changing requirements. We have moved from the era of Inspection and supervision to the era of reflection where a teacher and the school is working in collaboration with the Community where it is functioning. The school has to own the responsibility for the development of learning outcomes of the students through self-evaluation and support from the authorities and professional development through training. Due to the development in digital technology vast data can be processed at the appropriate level. The schools and the teachers are aware that now they are being monitored through data and are under pressure to perform.

Around 75% of the students depend on the schooling provided by the government and government-aided schools. The significant gap in enrolment between elementary and secondary education requires an altogether different study to find out the causes and possible remedial measures. However, It requires immediate attention from the authorities to monitor the schooling process particularly to address the learning deficiency in the students and support teachers in the form of instructional leadership.

The next chapter dealt with the roles and responsibilities of the Inspectors and the Supervisors. In the Kendriya Vidyalaya, we found that there is a robust system of internal supervision that is being complemented by the external Supervision by a higher authority. At the State level, the same is missing due to dual management structure i.e the state and the Zilla Panchayat Committee. The authority of the inspectors also counts. The inspectors at the block level have limited authority and limited financial power to provide support in the school. This has resulted in the deterioration of effective monitoring of the schools. The automatic promotion in the

elementary classes has also resulted in the loosening of control for the students as well as the teachers.

The inspection documents broadly cover the same area in both the KV and State Schools along with Municipal Schools. However, the Kendriya Vidyalaya Format goes deeper in all the areas of functioning in the schools. It is further substantiated by evidence of action like correction of notebooks, Teachers diary, Principals Log. All the activities are synchronized and have been aligned with the inspection documents. The inspection document is reviewed at the regional headquarters and finally at the headquarters level. Necessary action at the appropriate level is noted and reviewed at the appropriate level. The inspection format of the state is limited to the assigned inspection officer as per the format.

The UDISE+ and Shaala Siddhi is being populated by all the schools i.e, Kendriya Vidyalayas, State Schools, and Municipal Schools. Shaala Siddhi platform is also being used by all the schools of KV, State, and Municipal Schools. It is a self-evaluation of the schools which is supposed to be complemented by further visits of the authorities. UDISE+ data is not public, however, the same can be requested. Only the appropriate level officer can view data at their respective level. For example, a Block education officer can view data of the school only from his block. In the same way, District and State level officers can look into the data at the appropriate level.

Next, we discussed the perception of the Inspectors, Principals, and Teachers. All agreed that there should be some form of realistic monitoring mechanism. They further reiterated that such a system should have an inbuilt support mechanism, otherwise the whole exercise becomes futile. There is an absence of Inspection at the ground level and the officials are concerned with administrative function rather than actively monitoring the quality of education.

There is a provision for engaging the community in the school. The same is unable to play active role and it is up to the goodwill of the teachers and the schools to function as a self-directed functionary.

The role of workshops and training establishment has been acknowledged by all the teachers for their professional development and equip them with the changing pattern of teaching, evaluation, and assessments. There is a lack of collaboration among the teachers, particularly the subject teachers who feel they have to fend themselves through self-learning. There is no fear or pressure of performance at large across all the teachers in every school.

**Policy Implications:**

Going through the available data in Maharashtra state we find that there is a gap between the enrolment of elementary and secondary education. Apart from the requirement of the physical infrastructure, the lack of quality schooling is affecting the students to take up further studies. There is a need to ensure that available physical infrastructure and manpower is geared towards achieving the quality education at all the level. Necessary reform in the evaluation of students, as well as the teacher and school, is required periodically as an ongoing process.

Following are the suggested measures to enhance the overall quality of education:

- Multiple efforts of data gathering in the form of UDISE+, Shaala Siddhi, PGI Indicators, Midday meals, State level portals, and other indicators takes away the valuable time of the teachers from the teaching-learning process. There is a need to develop a unified monitoring format to assess quality dimensions in the schools at the ground level.
- The training officials generally do not take part in an evaluation of the schools. There is a need to integrate the process of Training and academic support to the Schools and regular monitoring for quality improvement in the school.
- Regular visits and follow-up is required by the authorities to look into the needs of the schools in the form of physical infrastructure, training needs of the teachers and headteachers, and assessment of students learning.
- Internal Supervision in the school needs to be strengthened by providing academic support and proper management by the headteacher and Principal. Proper training and orientation are required to be given for improving the quality of education in the schools.

## References:

- Anis, S. (2020). *Urban Marginality and Educational Status: A Study of children living in Slums of Patna*. NIEPA, New Delhi.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Brown, M., McNamara, G., O’Hara, J., & O’Brien, S. (2016). Exploring the changing face of school inspections. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 2016(66), 1–26. <https://doi.org/10.14689/ejer.2016.66.1>
- Carreiro, D. M. . (2020). Making a Shift in Teacher Evaluation. *Journal of Educational Supervision*, 3(2), 97–104. <https://doi.org/10.31045/jes.3.2.6>
- Carron, Gabriel, Grauwe, A. 1997. (1997). *Current issues in supervision: a literature review - UNESCO Digital Library*.
- Catherine, A., & Honeyman. (2016). 25 Ways to Improve Learning: A collection of research briefs on quality education from the IIEP Learning Portal Teacher Education in Zambia View project Teaching in Tension View project. *Researchgate.Net*. <https://www.researchgate.net/publication/312055831>
- Danielson, C. (2013). *Framework for Teaching Evaluation Instrument The 2013 Edition*.
- Dewey, J. (1952). Democracy and Education. In *Educational Forum* (Vol. 16, Issue 4). <https://doi.org/10.1080/00131725209341529>
- DoSEL(2021)UDISE+ <http://dashboard.seshagun.gov.in/mhrdreports/#/reportDashboard/state>
- Ehren, M. C. M. (2016). Introducing School inspections. In M. C. M. Ehren (Ed.), *Methods and Modalities of Effective School Inspections* (pp. 1–15). Springer.
- Ehren, & Visscher. (2006). *Towards a Theory on the Impact of School Inspections* Author ( s ): M . C . M . Ehren and A . J . Visscher Published by : Taylor & Francis , Ltd . on behalf of the Society for Educational Studies Stable URL :

<https://www.jstor.org/stable/3699295> REFERENCES. *British Journal of Educational Studies*, 54(1), 51–72.

- Glanz, J. (2018). Chronicling Perspectives about the State of Instructional Supervision by Eight Prominent Scholars of Supervision. *Journal of Educational Supervision*, 1(1), 1–17. <https://doi.org/10.31045/jes.1.1.1>
- Gordon, S. (2020). Lessons from the Past: Ideas from Supervision Books Published from 1920 through 1950. *Journal of Educational Supervision*, 3(2), 51–82. <https://doi.org/10.31045/jes.3.2.4>
- Grauwe, A., Jordan, P., & Naidoo, P. (2002). *Meeting of the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) Kuala Lumpur*. <http://www.unesco.org/iiep>
- Hall, J. B. (2018). Processes of reforming: The case of the Norwegian state school inspection policy frameworks. *Education Inquiry*, 9(4), 397–414. <https://doi.org/10.1080/20004508.2017.1416247>
- Hovde, K. (2010). *Supervision and Support of Primary and Secondary Education: Poland*.
- Jerald, C. D. (2012). *education sector reports*. [www.educationsector.org](http://www.educationsector.org)  
[www.educationsector.org](http://www.educationsector.org)ACKNOWLEDGEMENTS
- Lincoln, Y. S. E. G. G. (2016). The Constructivist Credo. In *The Constructivist Credo* (2013th ed.). Left Coast Press Inc. <https://doi.org/10.4324/9781315418810>
- Lindgren, J., Hult, A., Segerholm, C., & Rönnerberg, L. (2012). Mediating school inspection: Key dimensions and keywords in agency text production 2003–2010. *Education Inquiry*, 3(4), 569–590. <https://doi.org/10.3402/edui.v3i4.22055>
- Maharashtra, G. of. (1979). *Secondary schools code* (Issue December 1978).
- Marzano, Robert, J. : Frontier, Tony: David, L. (2011). A Brief History of Supervision and Evaluation. In *Effective Supervision: Supporting the art and science of teaching*. ASCD.

- May, W. T., & Zimpher, N. L. (1996). an Examination of Three Theoretical Perspectives on Supervision: Perceptions of Preservice Field Supervision. *Nol, 1(2)*, 899.
- Ministry of Human Resource Development. (2020). *National Education Policy 2020 Government of India.* 66. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf)
- NIEPA. (2020). *Guidelines for of Schools Evaluation for Improvement.*
- Perry, C. (2013). *Approaches to school inspection.* October. <http://www.niassembly.gov.uk/globalassets/documents/raise/publications/2013/education/12613.pdf>
- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative Interviewing The Art of Hearing Data by Herbert J. Rubin Irene S. Rubin* (2012th ed.). SAGE.
- Tsukui, A., & Murase, M. (2019). Lesson Study and Schools as Learning Communities. In A. T. and M. Murase (Ed.), *Lesson Study and Schools as Learning Communities* (2019th ed., Vol. 53, Issue 9). Routledge; Taylor and FrancisGroup. <https://doi.org/10.4324/9781315690322>
- Whitby, K. (2010). School inspection: recent experiences in high performing education systems. *Nfer; CfBT Education Trust*, 20. <http://www.cfbt.com/en-GB/Research/Research-library/2010/r-school-inspection-recent-experiences-in-hpes-2010>
- Wise, Darling- Hammond, McLaughlin, & Bernstein, 1984. (1984). Teacher Evaluation: A Study of effective Practice. In *Rand Corporation* (Vol. 37, Issue 2). <https://doi.org/10.1086/369927>
- WorldBank. (2019). *The Education Crisis: Being in School Is Not the Same as Learning.* <https://www.worldbank.org/en/news/immersive-story/2019/01/22/pass-or-fail-how-can-the-world-do-its-homework>



## Inspection Format: Education Department, Maharashtra State

भाग - १ भाग - १ मधील माहिती मुख्याध्यापकांनी भरून स्वाक्षरीत करावी अ) सर्वसाधारण माहिती	
शाळेचे नाव व पत्ता-	स्थापना वर्ष-
	प्रथम मान्यता वर्ष-
दुरध्वनी- UDISE NO-	नूतनीकरण वर्ष (RTE अन्वये)-
व्यवस्थापन प्रकार व पत्ता-	माध्यम-
	खाजगी संस्थेचा नोंदणी
अल्पसंख्यांक असल्यास : _____	क्र.व दिनांक-
धर्माचे नाव:- _____ भाषेचे नाव-	१८६० अन्वये-
	१९५० अन्वये-
अनुदानाचा प्रकार-अनुदानित/विना अनुदानित/अंशतः अनुदानित/कायम विना अनुदानित	
माझी समृद्ध शाळा या साधनाद्वारे मागील वर्षाखेर मिळालेली श्रेणी :	
मागील वर्षाचा शाळा तपासणी दिनांक : _____ तपासणी अधिका-याचे नाव :	

## ब) पट नोंदणी

इयत्ता	मान्य तुकड्या	पट संख्या			उपस्थिती (तपासणी वेळी)			सरासरी उपस्थिती ( मागील महिन्याची )		
		मुले	मुली	एकूण	मुले	मुली	एकूण	मुले	मुली	एकूण
पहिली										
दुसरी										
तिसरी										
चौथी										
पाचवी										
सहावी										
सातवी										
आठवी										
एकूण										

एकूण पटसंख्येपैकी :

विशेष गरजा असणारी	मुले	मुली	एकूण
वयानुरूप प्रवेशित	मुले	मुली	एकूण
वंचित दुर्बल घटकातील प्रवेश घेतलेली (२५%)	मुले	मुली	एकूण
अल्पसंख्यांक	मुले	मुली	एकूण

क) शिक्षक - शिक्षकेतर कर्मचा-यांची माहिती

पद	मुख्याध्यापक	पदवीधर सहशिक्षक	पदवीकाधारक सहशिक्षक	अंशकालीन सहशिक्षक	लिपिक	शिपाई	अन्य
मंजूर							
कार्यरत							
रिक्त							

ड) तपासणीपूर्वी शाळेला दिलेल्या भेटीचा तपशील

अ.क्र.	भेट देणार अधिकारी / पदाधिकारी यांचे नाव व हुद्दा	भेटीचा दिनांक	दिलेल्या विशेष सूचना	सूचनांची पूर्तता झाली आहे का?
१				
२				
३				
४				
५				

मुख्याध्यापक सही व शिक्का

एकूण पटसंख्येपैकी :

विशेष गरजा असणारी	मुले	मुली	एकूण
वयानुरूप प्रवेशित	मुले	मुली	एकूण
वर्चित दुर्बल घटकातील प्रवेश घेतलेली (२५%)	मुले	मुली	एकूण
अल्पसंख्यांक	मुले	मुली	एकूण

क) शिक्षक - शिक्षकेतर कर्मचा-यांची माहिती

पद	मुख्याध्यापक	पदवीधर सहशिक्षक	पदवीकाधारक सहशिक्षक	अंशकालीन सहशिक्षक	लिपिक	शिपाई	अन्य
मंजूर							
कार्यरत							
रिक्त							

ड ) तपासणीपूर्वी शाळेला दिलेल्या भेटीचा तपशील

अ.क्र.	भेट देणार अधिकारी / पदाधिकारी यांचे नाव व हुद्दा	भेटीचा दिनांक	दिलेल्या विशेष सूचना	सूचनांची पूर्तता झाली आहे का?
१				
२				
३				
४				
५				

मुख्याध्यापक सही व शिक्का

भाग- २

अ) अध्ययन — अध्यापनविषयक तपासणी

कलम २९(२) बालस्नेही शिक्षण संदर्भातील सूचनांच्या अनुषंगाने वर्ग तपासणी, शिक्षक कार्य तपासणी

शिक्षकाचे नाव : \_\_\_\_\_

इयत्ता : \_\_\_\_\_

अध्यापन विषय : \_\_\_\_\_

घटक : \_\_\_\_\_

उपघटक : \_\_\_\_\_

**प्रत्यक्ष अध्यापनाबाबत अभिप्राय**

- दिलेले विविध शैक्षणिक अनुभव : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- वापरलेले शैक्षणिक साहित्य : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- उपयोगात आणलेली आकारिक मूल्यमापन साधनतंत्रे : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- शिक्षक विद्यार्थी आंतरक्रिया : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- दैनिक पाठ टाचणातील नोंदी आणि प्रत्यक्ष अध्यापन : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- वरील बाबीव्यतिरिक्त अन्य निरीक्षणाची नोंद : \_\_\_\_\_

---

---

- माझी समृद्ध शाळा साधनाद्वारे शिक्षकाने स्वतःच्या केलेल्या स्वयंमूल्यमापन श्रेणीची पदताळणी करुन अभिप्राय द्यावा.

---

---

---

- छोट्या कालावधीची लेखी चाचणी ,संकलित मूल्यमापनाच्या प्रश्नपत्रिका वर्गशिक्षकांनी स्वतः काढल्या असल्याबाबत अभिप्राय द्यावा.

---

---

---

---

- शिक्षक संचिका पाहून शिक्षकांच्या एकूण कामकाजाबाबत अभिप्राय द्यावा.

---

---

---

---

---

---

---

ब ) विद्यार्थ्यांचा विषय निहाय प्रतिसाद

इयत्ता -

तुकडी -

विषयाचे नाव	विद्यार्थी प्रतिसादाबाबत अभिप्राय

## क ) बाबनिहाय अभिप्राय

१. शाळेतील उल्लेखनीय बाबी

---

---

---

२. उल्लेखनीय काम करणा-या शिक्षकांची नावे कामाचे स्वरूप

---

---

---

३. वयानुरूप दाखल विद्यार्थ्यांसाठी विशेष प्रशिक्षणाचे नियोजन व कार्यवाही

---

---

४. अतिरिक्त पूरक मार्गदर्शनासाठी नियोजन व कार्यवाही

---

---

५. शाळेने केलेले / शिक्षकांनी केलेले नवोपक्रम / कृतिसंशोधने / वेगळे उपक्रम इ.बाबत अभिप्राय

---

---

६. विद्यार्थ्यांना शासकीय योजनांचे लाभ देणे

---

---

७. माझी समृद्ध शाळा साधनाद्वारे शाळेने निश्चित केलेल्या श्रेणीची पडताळणी

---

---

८. RTE नुसार इमारत व अन्य सुविधांबाबत अभिप्राय

---

---

९. प्रत्येक विद्यार्थ्यांच्या संचयी नोंदपत्रकाबाबत अभिप्राय

---

---

१०. भयमुक्त वातावरणात शिक्षण दिले जाते काय? विद्यार्थी / पालकांनी भयमुक्त वातावरण नसल्यासंदर्भात तक्रार नोंदविली आहे काय? नोंदविली असल्यास तक्रारीचा तपशील

---

---

११. मुख्याध्यापकांनी शिक्षकांच्या प्रत्यक्ष अध्यापनाचे पर्यवेक्षण करून लॉगबुक भरले असल्याबाबत अभिप्राय

---

---

१२. शाळा विकास आराखडा तयार करून स्थानिक प्राधिकरणास सादर केला आहे का? त्यातील कोणत्या बाबींची पूर्तता झाली याबाबत अभिप्राय

---

---

१३. विशेष गरजा असणा-या विद्यार्थ्यांबद्दलची कार्यवाही ( CWSN )

---

---



## मार्गदर्शनपर सूचना

- अभिलेखे

---

---

---

- भौतिक सुविधा

---

---

---

- ई-लर्निंग

---

---

---

- अध्ययन — अध्यापन विषयक मार्गदर्शन अभिप्राय

---

---

---

- मागील वर्षी दिलेल्या सूचनांची पूर्तता

---

---

---

- सर्वसाधारण अभिप्राय

---

---

---

तपासणी अधिका-याची स्वाक्षरी  
पुर्ण नाव —  
पदनाम -  
भ्रमणध्वणी -

## Performance Grading Index

3/18/2021

PGI(Performance Grading Index) Ambernath year 2019-20

### PGI(Performance Grading Index) Ambernath year 2019-20

सूचना :- 1) सदर माहिती 2019-20 या वर्षाची भरावी  
2) शासकीय शाळा म्हणून जिथे माहिती विचारली आहे तिथे फक्त स्थानिक स्वराज्य संस्थांच्या शाळा (जि. प., नपा, मनपा), शासकीय आश्रमशाळा, केंद्रीय शाळा इ. शाळांनीच माहिती भरावी. खाजगी संस्थांच्या शाळांनी ते field भरू नयेत .

\*Required

UDISE CODE ( udise क्रमांक ) \*

Your answer

School Name (शाळेचे नाव ) \*

Your answer

CLUSTER NAME (केंद्राचे नाव) \*

Your answer

No of Children mainstreamed in last academic year (२०१९-२० मध्ये दाखल करण्यात आलेले शाळा बाह्य मुलांची संख्या ) \*

Your answer



Number of Identified Out Of School Children (मागील शैक्षणिक वर्षात(2019-20) मध्ये शोध घेतलेल्या शाळाबाह्य मुले) \*

Your answer

Government school teachers in the district who have been assigned non-school duties pertaining to Departments other than Elections and Population Census (शाळेतील शिक्षकांची संख्या ज्यांना निवडणुका आणि जनगणना वगळता इतर विभागांच्या शालेय पदांवर नियुक्ती देण्यात आली आहे) \*

Your answer

Total number of Government school teachers in the school (एकूण शासकीय शाळेतील शिक्षक संख्या) \*

Your answer

No. of teachers trained on learning outcome based approaches to teaching and learning \*

Your answer

Total teachers in school (एकूण शिक्षक संख्या) \*

Your answer

No. of Schools (with primary classes) having a teacher trained on foundational learning \*( पायाभूत शिक्षण प्रशिक्षण झालेले शिक्षक असलेल्या शाळा संख्या (प्राथमिक वर्गासह) ) \*

Choose ▼

No. of Schools (with primary classes) in district (प्राथमिक वर्ग असलेल्या एकूण शाळा संख्या ) \*

Choose ▼

Number of Primary Schools complying with RTE specified Pupil Teacher Ratio (PTR)(RTE निर्देशीत विद्यार्थी शिक्षक गुणोत्तर PTR चे पालन करणारे प्राथमिक शाळा संख्या ) \*

Choose ▼

Upper Primary Schools complying with RTE specified PTR (आरटीई निर्देशीत विद्यार्थी शिक्षक गुणोत्तर (पीटीआर) चे पालन करणारे उच्च प्राथमिक शाळा)

Choose ▼

schools conducting regular formative assessments to measure achievement of Learning Outcomes (Formative Formative assessment and CCE strategies would include class tests, project-based assignments, class-based group work, quizzes, individual and group presentations, participation in various school-based/class-based contests/activities, self and peer assessment, etc)(अध्ययन निष्पत्तीचे नियमित मुल्यांकन करणाऱ्या शाळां (आकारिक / संकलित आणि CCE मध्ये समाविष्ट असणारे मुद्दे --प्रकल्प, गृहपाठ, सांघिक काम, व्यक्तीक आनी सामुहिक सादरीकरण, वर्ग / शाळा स्तरीय स्पर्धा / कृती/ उपक्रम इ. मध्ये सहभाग आणि स्वयं मूल्यमापन इ. ) \*

Choose

Periodicity of such formative assessments - quarterly/ bimonthly/ monthly/ fortnightly/ weekly (आकारिक स्वरुपाचे कालावधीनिहाय मुल्यांकन ( - तिमाही / दोनमाही / एक माही / पंधरवाडा / साप्ताहिक)) \*

Choose

Number of teachers trained on Continuous and Comprehensive Evaluation(CCE) and Classroom Based Assesment (CCE साठी वर्गनिहाय प्रशिक्षित शिक्षक संख्या ) \*

Your answer

schools, where parents have been made aware of learning levels (अशा शाळांचे शेकडा प्रमाण जेथे पालक, शिक्षकांच्या बैठका, पत्रे, चर्चा मंच इ. द्वारे शिक्षणाच्या स्तरावर (CCE आणि वर्ग आधारित मुल्यांकनांसह) जागरूक असतात (पालक-शिक्षकांच्या बैठकीचे आयोजन करणे, रजिस्टरमध्ये नोंदलेले असणे आवश्यक आहे) \*

Choose

schools which have school, class and student wise learning outcome data available on an online portal/ MIS and/or physically displayed on school walls/ notice board ( शाळा / वर्ग/ विद्यार्थी नुसार माहिती online पोर्टल उपलब्ध आहे . MIS किंवा शाळा भिंत / सूचना बोर्डवर माहिती उपलब्ध आहे )

Choose ▼

Number of students of Class 5 to 10 who are aware of Learning Outcomes (LO) to be achieved in all subjects in the grade where the student is currently studying (इयत्ता ५ ते १० या वर्गातील अशा विद्यार्थ्यांची संख्या ज्यांनी सर्व विषयांमध्ये अध्ययन निष्पत्ती साध्य केलेली आहे . व SCERT द्वारे स्थानिक भाषेत तयार केलेली सामग्री (रंगीन प्रिंट,(बुकलेट्स, पोस्टर्स, इन्फोग्राफिक्स इ.) आणि प्रत्येक शाळेसह सामायिक केलेली आहे . \*

Your answer

Total number of students of class 5 to 10 (एकूण ५ ते १० विद्यार्थ्यांची पट संख्या ) \*

Your answer

Does school utilise supplementary learning material in classroom (वर्गातील अंतरक्रियांमध्ये पूरक शैक्षणिक सामग्रीचा वापर केला जातो का ? उदारणार्थ ( पूरक शैक्षणिक साहित्य, किंवा अध्ययन अनुभव वाढविण्यासाठी वापरल्या जाणाऱ्या कोणतीही नॉन-प्रिस्क्रिप्शन्स शिक्षण सामग्री) वर्कबुक, वर्कशीट, ऑनलाइन संसाधने, लघुकथा आणि अँकडोट्स, व्यंगचित्र, कॉमिक्स आणि व्यंगचित्र, अगदी साध्या वृत्तपत्रांचे लेख, दूरदर्शनचे कार्यक्रम आणि चित्रपट, पॉडकास्ट, रॅप गाणी, संगीतावर सेट संकल्पना इ.) \*

Choose ▼

schools have full access to and are utilising Teaching Resources provided by the SCERT/ DIETs ( SCERT / जिल्हा शिक्षण प्रशिक्षण संस्था द्वारे पुरविलेल्या अध्यापन संसाधनांचा संपूर्ण प्रवेशासाठी उपयोग करणाऱ्या शाळा) \*

Choose

Government and Government aided schools Providing Holistic Report Card for every learner based on peer/ self/ teacher assessment (शिक्षण हमी कार्ड / संचिका मध्ये स्वतःचे व शिक्षकांच्या मुल्यांकनावर आधारित होलिस्टिक रेपोर्टकार्ड प्रत्येक विद्यार्थ्यांना प्रदान करणाऱ्या शासकीय आणि अनुदानित शाळा) \*

Choose

At least one sports period per class per day (FIT INDIA) (दररोज प्रति वर्ग किमान एक क्रीडा कालावधी) \*

Choose

Sports equipment (FIT INDIA) (खेळाचे साहित्य आहे काय) \*

Choose

Annual sports day (FIT INDIA) (वार्षिक क्रीडा दिवस) \*

Choose

Certified as Fit India School (FIT INDIA)(फिट इंडिया स्कूल म्हणून प्रमाणित) \*

Choose



Entry of Annual fitness record of every child on Fit India App (FIT INDIA) (प्रत्येक मुलाच्या वार्षिक फिटनेस रेकॉर्डची नोंद) \*

Choose



Conducted at least 1 activity from the enlisted activities at school level (EK BHARAT SHRETH BHARAT) (शाळा पातळीवरील नोंदणीकृत उपक्रमातून किमान 1 उपक्रम आयोजित केले का) \*

Choose



Participated in at least one activity conducted at State level, from amongst enlisted activities (EK BHARAT SHRETH BHARAT) (नोंदणीकृत कार्यक्रमापैकी राज्य स्तरावर आयोजित किमान एका कार्यक्रमात भाग घेतले का) \*

Choose





All learners in the school have participated in one or the other age-appropriate activity related to Citizens' fundamental duties as laid down in the Constitution of India (शाळेतील सर्व विद्यार्थ्यांनी भारतीय घटनेत नमूद केल्याप्रमाणे दिलेली मूलभूत समस्या किंवा इतर वयानुसार कार्यक्रमांमध्ये भाग घेतला आहे) \*

Choose

schools entitled CWSN who have received aids and appliances (Govt. and aided schools) (CWSN विद्यार्थ्यां साठी साहित्य आणि उपकरणे प्राप्त) \*

Choose

Number of Girls of Upper Primary/Secondary/ Higher Secondary grades who received special incentives (e.g., scholarships, bicycles, etc.) (Govt. and aided schools) (उच्च प्राथमिक / माध्यमिक / उच्च माध्यमिक श्रेणीतील ज्या मुलींना विशेष प्रोत्साहन (उदा., शाळा, सायकली इ.) प्राप्त झालेल्या मुलींची संख्या ( शासकीय व अनुदानित शाळां साठी) ) \*

Your answer

Amount Utilized for Library books (ग्रंथालय आणि / किंवा वाचन कोपरा साठी शाळांद्वारे वापरलेले निधी) \*

Your answer

Amount allocated for Library books (ग्रंथालय आणि / किंवा वाचन कोपरा साठी मिळालेले अनुदान रक्कम) \*

Your answer

Amount Utilized for Sports equipment (खेळ साहित्य साठी शाळांद्वारे वापरलेले निधी) \*

Your answer

Amount allocated for Sports equipment ( खेळ साहित्य साठी मिळालेले अनुदान रक्कम) \*

Your answer

Amount Utilized for Activities under composite school grant (समग्र शाळा अनुदान अंतर्गत साठी शाळांद्वारे वापरलेले निधी) \*

Your answer

Amount allocated for Activities under composite school grant ( समग्र शाळा अनुदान अंतर्गत प्राप्त अनुदान रक्कम) \*

Your answer

Amount Utilized for Eco and Youth Club ( इको आणि युवा क्लब साठी शाळांद्वारे वापरलेले निधी) \*

Your answer

Amount allocated for Eco and Youth Club (इको आणि युवा क्लब साठी प्राप्त अनुदान रक्कम) \*

Your answer

school have a qualified Child Counselor/ Psychologist or Teachers who have undergone training to be designated as First level Counselor ( शाळांमध्ये पात्र बाल सल्लागार / मानसशास्त्रज्ञ किंवा शिक्षक आहेत ज्यांचे प्रथम स्तरीय समुपदेशक म्हणून प्रशिक्षण झाले आहे ) \*

Choose

schools that have taken up awareness & sensitization programme for teachers, staff, parents and students on Protection of Children from Sexual Offences (POCSO) Act and associated NCPCR/ SCPCR guidelines (the programme would need to include standardised training for teachers and staff, orientation workshops for parents and completion of sensitisation classes for children on safe (good) and unsafe (bad) touch) (pocso कायद्यांतर्गत बाल संरक्षण संबंधी शाळेतील शिक्षक कर्मचारी व पालक जागरूकता असणाऱ्या शाळांचे प्रमाण ) \*

Choose

schools whose principals, head teachers, nodal teacher trained on disaster management and school safety (आपत्ती व्यवस्थापन व शालेय सुरक्षा यावर प्रशिक्षित मुख्याध्यापक व नोडल शिक्षक आहे काय ) \*

Choose

Schools which are conducting regular health check-up and maintaining health card of students (नियमित आरोग्य तपासणी करणाऱ्या आणि विद्यार्थ्यांची आरोग्य कार्ड असलेल्या शाळा) \*

Choose ▼

No. of girls of Upper Primary/Secondary/ Higher Secondary grades who are being given self defence training (स्वरक्षण प्रशिक्षण दिलेल्या उच्च प्राथमिक / माध्यमिक / उच्च माध्यमिक शाळेतील मुलींची संख्या) \*

Your answer

Total number of girls in Upper Primary/Secondary/ Higher Secondary grades (एकूण मुलींची संख्या उच्च प्राथमिक / माध्यमिक / उच्च माध्यमिक) \*

Your answer

schools that have prepared School Disaster Management Plan and prominently displayed the evacuation plan in all classrooms (शाळा आपत्ती व्यवस्थापन आराखडा तयार करून आणि सर्व वर्गात निर्वासन योजना ठळकपणे दर्शविले आहे काय) \*

Choose ▼

schools that undertake mock drills for implementing School Disaster Management Plan, at least twice a year (वर्षातून कमीतकमी दोनदा शाळा आपत्ती व्यवस्थापन योजनेच्या अंमलबजावणीसाठी मॉक ड्रिल घेतले जाते का) \*

Choose

schools that have converged resources available from Mineral Fund, and from schemes of other Departments (e.g. Panchayati Raj, Rural Development, Sports etc.) for the improvement of school and for better learning outcomes (मुख्य निधी व इतर विभागांच्या (उदा.पंचायती राज. ग्रामीण विकास, खेळ इ.) पासून आणि शालेय विकासासाठी आणि चांगल्या शिक्षणाच्या निकालासाठी उपलब्ध स्त्रोतांचे रुपांतरण केले आहे का) \*

Choose

schools with digital attendance system to monitor teacher attendance (शिक्षकांची उपस्थिती देखरेख ठेवण्यासाठी डिजिटल हजेरी आहे का) \*

Choose

schools with digital attendance system to monitor Student attendance (विद्यार्थ्यांची उपस्थिती देखरेख ठेवण्यासाठी डिजिटल हजेरी आहे का) \*

Choose

Average annual attendance of students (total attendance of students / (total teaching days \* total enrolment) (विद्यार्थ्यांची सरासरी वार्षिक उपस्थिती (विद्यार्थ्यांची एकूण उपस्थिती / एकूण शिक्षणाचे दिवस \* एकूण नावनोंदणी)) \*

Your answer

Total attendance of students(विद्यार्थ्यांची एकूण उपस्थिती) \*

Your answer

Average annual attendance of teachers (total attendance of teachers / ((total teaching+non-teaching days) \* total number of teachers) (शिक्षकांची वार्षिक उपस्थिती (शिक्षकांची एकूण उपस्थिती / एकूण शिक्षण / शिक्षकेत्तर दिवस) \* एकूण शिक्षकांची संख्या) \*

Your answer

total attendance of teachers (शिक्षकांची एकूण उपस्थिती) \*

Your answer

total teaching+non-teaching days (एकूण शिक्षण - शिक्षकेत्तर दिवस) \*

Your answer

school principals and head teachers provided with in-service professional development (training) during the financial year (वित्तीय वर्षात सेवेतील व्यावसायिक विकास (प्रशिक्षण) प्रदान केलेल्या शाळेचे मुख्याध्यापक आणि शिक्षकां \*

Choose

Submit

Never submit passwords through Google Forms.

This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#) - [Privacy Policy](#)

Google Forms