

**INSPECTION AND SUPERVISION IN IMPROVING THE QUALITY OF
SCHOOL EDUCATION-A STUDY OF GOVERNMENT SCHOOLS IN
MALDA DISTRICT, WEST BENGAL**

Dissertation

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DECLARATION

Date: 30/04/2022

I, Pankaj Sarkar, hereby declare that this M.Phil. Dissertation entitled '*Inspection and Supervision in Improving the Quality of School Education-A Study of Government Schools in Malda District, West Bengal*' is based on my original research work, and to the best of my knowledge, has not been submitted in whole or in part in this university or in any other University for the award of any degree.

Scholar's Signature

(Pankaj Sarkar)

CERTIFICATE

This is to certify that the dissertation entitled *'Inspection and Supervision in Improving the Quality of School Education-A Study of Government Schools in Malda District, West Bengal'* is the work undertaken by Mr. Pankaj Sarkar under the supervision of Dr. V. Sucharita as part of his M.Phil. degree. We recommend that this dissertation be placed before the examiner(s) for evaluation and award of the degree of M.Phil.

Signature of Department, Head

(Prof. Kumar Suresh)

Supervisor's Signature

(Dr. V. Sucharita)

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Pankaj Sarkar
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Abbreviations

1. DI/S (PE): District Inspector of Schools (Primary Education)
2. DI/S (SE): District Inspector of Schools (Secondary Education)
3. DI/S (Academic): District Inspector of Schools (Secondary Education)
4. ADI/S: Additional District Inspector of Schools
5. AI/S (PE): Assistant Inspector of Schools (Primary Education)
6. AI/S (SE): Assistant Inspector of Schools (Secondary Education)
7. SI/S (PE): Sub-inspector of Schools (Primary Education)
8. SI/S (SE): Sub-inspector of Schools (Secondary Education)
9. HM: Headmaster for Zilla School
10. HT/TIC: Headteacher/Teacher-in-charge for Government-aided Primary and Secondary School
11. Jt. Director: Joint Director
12. Dy. Director: Deputy Director
13. Asst. Director: Assistant Director
14. DDSE: Deputy Director of School Education
15. DDO: Drawing Disbursing Officer
16. PSA: Public Service Announcement
17. SSK: Shishu Shiksha Kendra
18. MSK: Madhyamik Shiksha Kendra
19. BRCs: Block Resource Centres
20. CRCs: Circle Resource Centres
21. SSA: Sarva Shiksha Abhiyan
22. PBSSM: Paschim Banga Samagra Shiksha Abhiyan
23. DEO: District Education Officer
24. BEO: Block Education Officer
25. *DOPE&YW: District Officer of Physical Education and Youth Welfare*
26. *DPSC: District Primary School Council*
27. CLRC: Circle Level Resource Centre
28. CPO: Circle Project Co-ordinator
29. RMSA: Rashtriya Madhyamik Shiksha Abhiyan
30. RTE: Right of Children to Free and Compulsory Education Act
31. SCERT: State Council of Educational Research and Training

32. NCERT: National Council of Educational Research and Training
33. DIET: District Institute of Education and Training
34. EGRAN : Early Grade Reading and Numeracy Program
35. MDM: Mid-Day Meal
36. CCE: Continuous and Comprehensive Evaluation
37. NUEPA: National University of Educational Planning and Administration
38. NIEPA: National Institute of Educational Planning and Administration
39. NEP 2020: National Education Policy (2020)
40. SSSA: State School Standards Authority
41. SQAAF: School Quality Assessment and Accreditation Framework
42. OFSTED: Office of Standards in Education
43. OHMCI: Office of Her Majesty's Chief Inspector
44. CAL: Computer Aided Learning
45. CWSN: Children with Special Needs
46. TLM: teaching-learning materials
47. PTTI: Primary Teachers' Training Institute
48. DSE: Director of School Education
49. WBES: West Bengal Education Service
50. PTA: Parent-Teacher Association
51. GER: Gross Enrolment Ratio
52. NER: Net Enrolment Ratio
53. PTR: Pupil Teacher Ratio

Chapter-1

Introduction

Access to quality education is an essentially important aspect of the development of any nation. The quality of school education is an important concern for all the stakeholders - students, parents, and teachers. School supervision has been the principal tool for enabling and ensuring quality improvement in schools since its inception in the early nineteenth century. Inspection and supervision have been considered a process for quality improvement and performance of the schools by continuous internal and external assessment. In recent years almost many countries have re-examined the criteria of inspection and supervision process as per the needs and demands of the present society, to ensure there is a need for continuous assessment of the performance of the schools for enhancing the quality of education.

Research studies have shown that most of the stakeholders perceive the terms 'inspection' and 'supervision' differently. Inspection has been considered a system-based assessment tool for schools' teachers and students, where support and feedback are totally missing to improve the quality of education. On the other hand, supervision refers to the assessment of the academic aspect of the schools, whose main aim is to provide support to improve the quality of the education system in school. Studies have revealed that in various countries, it has been considered a school-based activity and mechanism for ongoing school improvement, which can improve teaching practices in ways that empower teachers and support student learning.

Within administration especially educational administration inspection and supervision is one of the very crucial areas. Within the broader context, supervision is basically to oversee any activity, so it is basically a way of stimulating, accelerating, guiding, improving, encouraging and overseeing certain group or the group activities. It is basically improving any activity. Supervision is the process of observing the actions of school personnel, noting their merits and faults, and creating appropriate and agreeable methods to correct the flaws while improving the merits, raising the standard of schools, and attaining their educational objectives. So the heart of supervision is to improve the overall quality of education, and NEP-2020 also more focuses on it. It is a cooperative endeavour in which all the teachers should participate

and where the inspector or supervisor acts as a stimulator, guide and consultant in their effort to improve instruction, not as a critic dictator.

In the colonial period, formal education gained more momentum because in the British period or pre-British era there were formal schools and in these formal schools grants started coming in so they started putting more money into formal schools and the inspector was appointed to monitor how the resources will be utilized, whether the syllabus was being completed or whether the overall standards were maintained or not.

Now the present system of inspection has its root in the Wood's Despatch (1854), which says an adequate inspection system will become an essential part of our educational system in the future, and we hope that a sufficient number of qualified inspectors will be appointed to report on the state of those colleges and schools that are now supported and managed by the government on a regular basis. If we read the Wood's despatch there were no such words that indicated 'development', or 'improvement'. So it was basically reporting and controlling the entire system. The purpose was then to maintain and control the system, not for improvement and development. The literature says that the nature of inspection was authoritative, autocratic and unscientific. At the beginning of the 20th century, the concept of the inspection was slowly changed. So if we look at the present literature the term 'inspection' is often avoided because of the negative connotation because of its autocratic, authoritative nature. But if we go to the field level there the term 'inspecting officer' (IO) is often used. In post-1992, the term was often used as 'Supervision'. Though inspection is being there, it is one activity of supervision. Supervision is not to maintain the standards, but to develop or improve the overall standards. With the concept of many programmes like SSA, RMSA and so on several parallel structures were formed to support the system like CRCs, BRCs etc. So if the attempt was made to decentralize, the supervision up to the cluster level. So the entire focus was on taking supervision nearer to the institutions.

There was a renewed interest in supervision since the decade of 1990s. The oldest supervision systems were in England, France and also in other European countries.

But gradually the system became more and more complex and many other issues to be addressed, as a result, the area of supervision was being neglected and from the 1970s onwards inspector or the term inspection was being avoided due to its negative connotations. It was seen as old fashion and non-democratic approach. Few other countries entirely got read of this inspection system. Like the Philippines is one country that entirely dismantled the inspection system. But there was a shift in the decade of the 1990s and there was a renewed interest emerged worldwide in the area of supervision. This renewed expansion has been due to the rapid expansion of schools leading to the deterioration of quality (Grauwe & Carron, 2011). In India, with the implementation of SSA, access was given to all the schools in all state levels, district levels, and block levels but with the increasing of the access, the quality is not improved as par with the access. There is a demand for increasing accountability in the public system and also there is a weakling of quality monitoring services and the countries like the Philippines again re-establish the supervision system and the country like China and Sweden created a new supervision system (Grauwe & Carron, 2011). So it is being said that the responsibility for improving the performance of students in examinations often lies with teachers and the responsibility for the improvement of the entire school often lies with the Headmaster. So the responsibility for the improvement of the entire system lies with the higher authorities through supervision. So in school-based supervision, the entire responsibility lies with the teachers and headmasters (internal supervision) but if we see it at the ground level then it would be managed by the district level or block level officers (external supervision). As a result, school supervision is an important activity that entails a variety of actions related to teaching and improving teaching in a school setting. So in the context of academic supervision in schools where inputs and feedback on the teaching-learning processes in the classroom practices would be provided for the improvement of the quality of education.

Supervision is a cooperative enterprise in which both the teachers and the inspecting officers have to participate actively. They should be acquainted with the problems of each other and work as a team and it is not just a fault-finding exercise, there should be constant efforts on the part of officers to stimulate, co-ordinate and guide the continued growth of the teachers in a school, both individually and collectively.

The universal recognition of every child's right to a high-quality education is designed to meet the needs and abilities in every classroom and every school. Every country's economic well-being is influenced by the success of its educational system, as is the understanding of the need to provide students with the kind of education that will enable them to contribute to an ever-complicated and changing society. Supervision should influence school climate, quality of teaching, administration, motivation, levels of teachers and development of socio-emotional background of students. The role of a supervisor needs to be very dynamic. A supervisor's job requires a lot of flexibility. The officer should be energetic and capable of enforcing various components of the educational system.

1.1 Review of related literature:

The key difficulties for developing-world countries are hierarchical monitoring and quality assurance in education. Quality assurance is improved by hierarchical monitoring and school supervision, which reflects the support roles of supervision. (Jana, Khan, & Chatterjee, 2015). As seen by the tasks assigned to supervising officers, school supervision is viewed as an effective technique for quality assurance in schools. The key pillars of the approach to increase the quality of school education are supervision and inspection. Several countries have begun to transform school supervision into a true mechanism for quality improvement. According to the findings, the quality of monitoring is directly related to the quality of schools (Nandakumari & Rao, 2012). The purpose of this article is to look into the status of school supervision as a strategic instrument for improving quality in Indian schools. The findings show that external supervision is ineffective and has failed to act as a tool for quality improvement, while internal supervision faces numerous challenges.

Academic oversight and support from educational authorities aid in the improvement of the teaching-learning process and teacher professional development. Government and private-aided institution leaders believe it is critical to prioritise instructional monitoring. In many contexts, principals use reflective methods when supervising instruction. Classroom observations, meetings, conferences, and teacher deliberations

are examples of these scenarios. Heads of institutions that provide effective instructional leadership encourage teachers to collaborate and participate in school-based professional development.

The 2nd all India administrative survey (1991-2001) reveals that no state has reported that inspection and supervision were completed as per the prescribed norms. An annual inspection is done only in a small fraction of schools. Schools in remote and hilly areas remain without inspection for a number of years. Primary schools are visited more frequently than secondary and higher secondary schools due to distance norms (According to SSA, 1 km for primary, 3 km for upper primary/secondary and 5 km for higher secondary). The time spent by inspecting officers on school visits for inspection and supervision has declined significantly since the period 1973 to 1981. It was found in this survey that the percentage of time spent overseeing academic components of schools ranges from 12 per cent in Himachal Pradesh to 34 per cent in Kerala. Travelling, attending meetings, administering various forms of examinations and programmes, election tasks, census work, insufficient clerical staff, MDMs, and other non-academic and administrative functions use the majority of the remaining time. The percentage of time devoted to inspection and supervision decreased in the last two decades. Only 25 per cent of the time is spent on actual inspection (Tyagi, 2011).

The third Educational Administrative Survey on school education, conducted by NIEPA (2014-16) across the States in India, shows that all the States have elaborate arrangements for inspection and supervision of educational institutions from primary to secondary stages, in the country. In India, the primary responsibility of inspection and supervision lies with the Ministry of Education. Specific guidelines are prescribed, and from time to time, the instructions are issued for inspection and supervision. In each State, an organisational set-up for inspection and supervision exists at different levels of education to ensure smooth and effective functioning. Major issues of educational administration that emerged from the Third Survey (2014-16) have been discussed in chapter eight. One of the major issues is related to the establishment of parallel management structures. In several states, SSA and RMSA have separate management structures other than the regular department of educational administration, and, as a result, the problems of coordination and convergence in the

implementation of educational programmes and related activities occur occasionally. Lack of coordination hampers the effective implementation and monitoring of programmes. RTE implementation recommends that programme management structures be subsumed by the regular education department. In several states like Madhya Pradesh, Gujarat, Uttarakhand, Bihar and Odisha, the responsibility of SSA and RMSA have been entrusted to the DEOs, while at the block level, BEOs are also in charge of BRC and CRCs as he/she is responsible for elementary education. Problems with the recruitment and selection of teachers, transfers and postings, their service conditions, and frequent transfers of senior-level officers like the Education Secretary and Director of Education are the main issues being faced by the educational administration today. Inadequate inspection and supervision of schools, in spite of having BRCs and CRCs, adversely affect the pedagogical process and, ultimately, the quality of education in schools (Sujatha & Tyagi, 2019).

According to NEP 2020, States/UTs will establish an independent, state-wide agency, the State School Standards Authority (SSSA), to ensure that all schools adhere to specific minimum professional and quality standards. The SSSA's need for transparent public self-disclosure of all basic regulatory information will be heavily used for public monitoring and accountability. Through consultations with all stakeholders, the SCERT will design a School Quality Assessment and Accreditation Framework (SQAAF). To ensure that public-spirited private schools are supported, public and private schools will be inspected and accredited using the same criteria, benchmarks, and processes, with an emphasis on online and offline public disclosure and transparency.

Studies also reveal that education officials do not follow the standard practice of subject supervision through panel inspection. Institution heads themselves don't have much time for internal monitoring or classroom observation. They spend most of their time in the office. As a result, there is less time to provide professional assistance to teachers and improve the teaching-learning process. As a result, the overall quality of education is suffering.

Recent research has revealed a significant drop in educational administrators' external supervision practises, particularly in academic supervision, which has a direct impact on responding to teaching-learning practices and increasing overall school quality. As

a result, supervision systems and procedures must be reconsidered in order to respond to school education quality concerns. According to Grauwe (2007), school supervision needs to be reformed by shifting its focus from inspection to professional development support.

Napoleon's dictatorship established the first public inspection agencies in France in the late 18th century. In the nineteenth century, other European countries followed suit. These services were transplanted into the colonies during colonial times to aid in the management of the conquered population (Grauwe, 2007).

Her Majesty's Inspectorate of Schools has been in charge of school inspection in the United Kingdom for more than 150 years. With the rise of the Local Educational Authority (LEA) and quality improvement consulting services, some observers started to question the need for HMI inspections. The Education (Schools) Act of 1992 resulted in a significant decrease in HMI's involvement in school inspections, as well as a predicted fall in the number of Her Majesty Inspectors from 480 to 175 inspectors. Gerran (1996) suggests solutions for the improvement of the existing problems in the inspection system. The Office of Standards in Education (OFSTED) in England and the Office of Her Majesty's Chief Inspector (OHMCI) in Wales were to supervise the Association of Metropolitan Authorities' new inspection system.

Dean (1990) in his paper highlights the process of report writing and follow-up after the inspection of the school is complete. It provides that all the advisors involved in the inspection should be involved in the writing of the report. In another paper "What Teachers and Head Teachers Think about Inspection" Dean (1995) observed that there was the attitudinal barrier of inspectors that affects the relationships and communication between teachers and inspectors.

The Education and Training Inspectorate in Northern Ireland monitors and inspects educational performance in schools, with the primary goal of keeping ministers and officials informed about all aspects of education. In Northern Ireland, the different forms of inspections are as follows: district and specialist visits-gathering information in an informal manner on any one of the activities, and also for classroom observation. General inspections are conducted in order to assess the entire school in light of the school's objectives, policies, and goals. Focused inspections focus on

specific parts of the school's operation. Specific subjects, such as English and mathematics, may fall under this category. Follow-up inspections are done after one year of the formal inspection. In their study, Gray and Gardner (1999) discuss the impact of school inspections on teachers and schools in Northern Ireland. The findings show that the majority of school principals in Northern Ireland regard inspection programmes as professional and supportive. However, there were strong worries about the process's ability to cause anxiety, the amount of time required to prepare for the inspection, and the presence of laypeople on inspection teams.

In New Zealand, the Education Review Office (ERO) is in charge of assessing and reporting on the performance of providers such as schools, early childhood services, and others who provide education to children and adolescents until they enter university education or the economy. External assessment can be divided into two categories: (1) reviewing the performance of schools and early childhood services to assist in educational improvement, and (2) providing review information to parents, communities, and the government to help in decision-making. ERO indicates areas where there is a risk of failure and has to be addressed. (Tyagi, 2009)

The school head in the Philippines has authority, accountability, and responsibility for the following: establishing the school's mission, vision, goals, and objectives; creating a learning environment within the school; implementing the school curriculum and being accountable for higher learning outcomes; developing the school education programme and school improvement plan; and offering educational programmes, projects, and services. School evaluation also includes school visits conducted by regional, division and district supervisors to check instructions and school facilities. A supervisory skill enhancement programme for the heads of schools is also conducted twice a year. School principals conduct a yearly performance evaluation for all teachers. Self-evaluation is done by all the teachers. According to Mwesiga and Okendo (2018), there is a strong substantial association between school leadership and teachers' teaching dedication.

Studies also show that modern supervisory techniques are far from becoming a reality in Nigerian classrooms, contrary to generally held beliefs among educational authorities. The research also suggests that supervisory and teaching relationships are strained. Supervisors have not yet fully absorbed the concepts of modern supervision,

because the goal of supervision is to improve education in schools. Supervisors continue to have a reputation for being dictatorial and superior to teachers. The study emphasises that if supervisors or inspectors truly want teachers to benefit from their interactions with them and if they truly want to improve the teaching-learning process in schools, this type of attitude must change. (Obilade, 1992)

According to Grauwe (2001), the core cause of the supervision problem can be divided into three categories: a lack of resources, inefficient management, and an organisational structure that is not adapted to current reality. Due to a lack of resources, the number of supervisors has not kept up with the growth of schools and teachers in four countries: Botswana, Namibia, Tanzania, and Zimbabwe, resulting in an extremely high supervisor-teacher ratio. Management problems are experienced in several areas. In these countries, too much of the time of supervisors is spent on administration and purely practical matters rather than on pretty nature, which has very little impact on the functioning of schools and the quality of teaching. The study suggested a need for more and better-organized training and professional support to supervisors. The inspection of schools should be under one department. There should be more closer and regulatory supervision of schools.

The benefits of e-supervision in the school system in terms of quality assurance, with a particular focus on the implications for Nigerian school administrators/supervisors. To drive supervision and attain quality assurance in Nigeria's school system, the author tries to investigate the requirement for skilled and ICT compliant administrators (supervisors) and teachers (supervisees), increased education funding, political will, and so on (Ugwoke, 2010). According to Janssens and Amelvoort (2008), in countries where SSE (school self-evaluation) is strongly incorporated into the school inspection system, the Inspectorate has a significant amount of control over the form and content of the SSE; it also tends to be both improvement and accountability oriented.

1.2 Some implications with regard to inspection and supervision based on NEP 2020 policy recommendations:

1. According to NEP 2020, school self-disclosure improves transparency in the information of management and as well as accountability of schools. How will this kind of system impact the whole idea of inspection?
2. State authority is to ensure the quality of education, how will it impact inspection and supervision? The locus of power is shifting from higher-level authority to local level authority. Here DEOs and BEOs should act as a leader in combining educational aspects, both administrative and academic. So what a new structure will likely imply?
3. Idea of a school complex-institutional level supervision system is also there, instructional supervision (Tyagi, R. S.) may be very important in this context at the institutional level and more aligned to the school complex. The locus of inspection and supervision primarily would shift from higher-level authority to local level authority, so the school complex will be more important. The inspectors both BEOs and DEOs may have some scope for inspecting the schools, but not exactly in terms of academic supervision. The BEOs and DEOs should act as a leader at the block and district levels for both academic as well as administrative aspects.

1.3 Reflections:

From the above literature, it is clear that inspection and supervision are the main backbones for improving the quality of education. Both are simultaneously related to each other. Education officers at district and as well as block levels and the heads of the institutions' roles are very important for effectively conducting the whole process of inspection and supervision. According to NEP 2020, school self-disclosure improves transparency in the information of management and as well as accountability of schools, so to check this kind of system the role of inspecting officers and school heads is very important.

The number of schools, teachers and enrolment has increased tremendously in the past few years. However, the administrative machinery has not been increased at par. The

target of inspection, of 100 per cent of schools every year, remains unachieved due to the diverse nature of duties assigned to education officials; they do not get adequate time for inspection. School supervision has suffered enormously during the last few decades due to insufficient staff and administrative negligence. Through the establishment of BRCs and CRCs, the efforts made under SSA have improved matters marginally, but the overall situation has remained unchanged. As a result, the school's functioning has deteriorated, and the quality of the teaching-learning process is also hampered.

The capacity building of the existing officers is also needed. It is also noticed that follow-up action after the inspection is not taken seriously, which should be taken as an important aspect of whether the schools are being follow-up whatever suggestions are given by the inspection officers during inspection or not.

Inspection and supervision are two important aspects of educational administration. Proper supervision will lead to improving the entire quality of our education system, especially at the school level. So here the role of inspection officers i.e. DEO for district level, BEOs for block-level, DI/S, AI/S, SI/S, Co-ordinator of BRCs, Co-ordinator of CRCs are also very important for visiting the schools, monitoring all the aspects from academic to administrative issues, observing classroom practices, pedagogical transaction into the classroom, the process of proper assessment and evaluation system during the entire session, giving proper feedback or suggesting some measures to the HMs and other school staff to overcome their existing issues/difficulties is one of their main responsibilities. Last but not the least is that the 'decision-making' ability is also one of the main important aspects of effective implementation of any plan or programmes related to grants, transfer of the teachers, recruitment of the teachers, increment or pension of the teachers and so forth.

1.4 Rationale of the study:

NUEPA's (now NIEPA) countrywide studies, on school education administration from 1991 to 2001 found that DEOs could not visit the required numbers of schools for inspection and supervision as per norm. One apparent reason for not providing academic support to schools is the tremendously increasing size of the education

system regarding the number of institutions, scholars, and teachers (NCERT, 1993). The lack of induction training programmes for the DEOs also affects the inspection and supervision process. As a result, educational quality has not improved. Studies also reveal that subject supervision through the panel inspection of schools is not followed by education officers as per norms. Also, the heads of the institutions are not getting much more time to look up the internal supervision for school. They spend the majority of their time at the office, which leaves them with less time to provide professional assistance to teachers and improve the teaching-learning process.

Researchers also found that the quality of schools directly relates to the quality of supervision (Nandakumari & Rao, 2012). So the roles of district level (DEOs) and block-level officers (BEOs), those involved with this process, are more crucial to improving the overall quality of the entire education system. If they are visiting, inspect the schools periodically or within a given time frame, provide proper feedback, suggest some measures to overcome the existing issues to the Headmaster and other school staff, and follow up. The overall quality of the entire education system will be improved.

So this study would be an attempt to find out whether the inspection and supervision process leads to improving the overall quality of the schools at the field level. The study also attempts to understand the perspectives of different stakeholders on the role of inspection supervision in quality improvement. It also attempts to determine the roles of the DEOs and other administrative officers in terms of inspection and supervision in school and the various operational challenges they have faced at the grassroots level for smooth conducting inspection and supervision processes.

1.5 Operational Definition of terms used in the study:

1. **Inspection and supervision:** Inspection generally refers to the assessment and evaluation of all school activities, whereas supervision provides guidance and professional support to teachers.

2. **Monitoring** refers to an internal management process of continuous control of inputs and processes. It outputs to identify strengths and weaknesses, take

the actions to formulate the practical proposal and take the necessary steps to reach the expected results.

3. **Academic Supervision:** In this study, academic supervision refers to observing the classroom, teaching-learning process, pedagogical transactions, etc.

4. **Administrative Supervision:** refers to administrative works related to supervision like checking quantity and quality of MDM, litigation cases, audit and financing kinds of works, etc.

5. **School-based instructional supervision:** emphasizes the continuous assessment, guidance, and support given to teachers for their professional development and improvement in the teaching-learning process.

6. **Internal supervision:** The school heads handle the internal supervision

7. **External supervision:** is done by the educational administrators at the district and state levels.

8. **Quality:** Though the concept of quality is highly debatable, in the present context it is understood in terms of output i.e., increased student performance and improved the overall functioning of the school.

1.6 Research questions:

1. What are the recent shifts that have taken place in the process of inspection and supervision?
2. What are the different roles of DEOs and BEOs for effective inspection and supervision?
3. What are the various perspectives of different stakeholders with regard to the inspection and supervision process at the school level?
4. How inspection-supervision is linked with regard to quality education?
5. How various operational challenges at the grass-root level will affect the quality of education at the school level?

1.7 Research Objectives:

1. To study the recent shifts and trends in the process of inspection and supervision.
2. To understand the process of supervision and the role of DEOs and BEOs in providing quality education.
3. To understand the perceptions of different stakeholders on the role of inspection and supervision in quality improvement.
4. To find out various challenges in inspection and supervision at the grass-root level.

1.8 Delimitations of the Study:

The delimitations of the study are as follows:

1. The present study is delimited only to the English Bazar municipality area, which is the district headquarter of Malda district and it also helps to collect the data from the DEO, DIs (secondary & primary level), AIs, SIs as those offices are also located in the district headquarter only.
2. The data has been collected from the 5 Govt.-aided high schools including the Zilla School and 5 govt.-aided primary schools only from the English Bazar municipality area.
3. The study is delimited to the Govt., and Govt.-aided primary and secondary schools.

1.9 Methodology:

The study is conducted in the Malda district of West Bengal. This district is one of the socio-economic and educationally backward districts with a highly concentrated Muslim minority population (51%) in West Bengal.

According to the National Achievement Survey (NAS) report of 2017-18, NCERT reveals that the average performance of the district based on the district mean 72 in

class 3, 54 in class 5, and 42 in class 8 accordingly. So it is found that as the level of classes increases, the average performance of the district declines. As per the data of Samagra Shiksha Mission of Malda district, the number of Primary Schools is 1942; High Schools are 47, Upper Primary Schools are 220, Higher Secondary Schools are 214, Jr. High Madrasah is 11, High Madrasah is 11, Higher Secondary Madrasa is 50, Senior Madrasah is 10, SSK is 610, MSK is 108, Model Schools are 06, Integrated School is 01.

As per the data of SSM of Malda district in 2018-19, the GER is 133.69; NER is 90.78 & PTR is 31 at the primary level and in the upper primary level, GER is 122.26, NER is 75.83; PTR is 58. The data reveals that as the level increases, the GER, NER decline and the PTR are also high, which indicates the poor quality of education at the upper primary level than the primary level.

Chanchal and Malda Sadar are the two subdivisions of the district. Community development blocks, which are separated into rural regions and census towns, are found in each subdivision. There are ten urban units, two municipalities, and three census towns in all. An urban agglomeration is formed by English Bazar and Old Malda.

Chanchal is divided into six community development blocks: Chanchal-I, Chanchal-II, Ratua-I, Ratua-II, Harishchandrapur-I, Harishchandrapur-II, and Harishchandrapur-II. Old Malda municipality, English Bazar municipality, and nine community development blocks make up the Malda Sadar subdivision: English Bazar, Gazole, Habibpur, Kaliachak-I, Kaliachak-II, Kaliachak-III, Manikchak, Old Malda, and Bamangola.

The present study has been conducted in the English Bazar municipality in the Malda Sadar sub-division of the Malda district. According to Shaala Siddhi report of 2020-21, English Bazar municipality is sub-divided into 8 clusters, i.e. A. C. Institute, Barlow Girls High School, Bibhuti Bhusan High School, Malda Girls High school, Malda J.M.S. Hindi High school, Malda Model Madrasha, Malda Town School, Umesh Ch. Bastuhara High School.

It is the district headquarters and comprises a wide range of schools like- Kendriya Vidyalaya, Zilla School (fully run by Govt. of West Bengal), Govt.-aided Bengali medium and English medium primary, upper primary and high school, Madrassa, private primary and high schools with CBSE curriculum, etc.

Population of the Study

Since the present study has been conducted on inspection and supervision in improving the quality of school education in Malda district, West Bengal, all the Govt. and Govt.-aided primary and Secondary schools and the officers (DEO, DI/S, AI/S, SI/S) of this district, those who are involved with this process constitute the population of the study. So in the Malda district, there is a total of 15 blocks and 2 municipalities. Each block has divided by 31 CLRC. Each CLRC is headed by AI/S, SI/S and group-c, group-d staff. So there is a total of 31 SI/S in 31 CLRC and there is no AI/S in 31 CLRC, these posts are remaining vacant. There are 2 DI/S, one for DI/S (PE) and another one for DI/S (SE). There is 1 DEO in SSM, Malda. In the DI/S office (PE & SE), there are 4 AI/S (SE) and 4 SI/S (SE), whereas, at the primary level, there are 4 AI/S (PE) and 1 SI/S (PE) for English Bazar Urban-I Circle, Malda. There is 1 post of ADI/S (SE), but this post is remaining vacant for more than 3 years.

DI/S (PE) of Malda district said that *“There is no difference between the rank of DI/S for primary education and DI/S for secondary education, boths are belongs to the same rank, only difference in there posting in primary education level and secondary education level and the same condition is also applied in the post of AI/S and SI/S”*

Sample of the Study

The sample of the study consists of 5 government-aided primary and 5 government-aided secondary schools, including the Malda Zilla school, which is fully run by the Government of West Bengal and DI/S, AI/S, SI/S for both primary and secondary education, DEO and co-ordinators of DEO's. To carry out the study, the investigator used the purposive sampling technique.

Method(s) of the Study

The nature of the present study is qualitative therefore to study the proposed objectives of the study, the investigator utilized qualitative research methods. To understand the perceptions of different stakeholders on the role of inspection and supervision in quality improvement, the interview *method* was employed. To study the recent shifts and trends in the process of inspection and supervision thematic analysis has been done with the help of review of related literature, to understand the process of supervision and its linkage to quality education and to find out various challenges in inspection and supervision at the grass-root level, *thematic analysis* has been done with the help of interview from the respondents was used.

The data has been collected from 5 government-aided primary and 5 government-aided secondary schools, including the Malda Zilla school, which is fully run by the Government of West Bengal, and also from the officers (DEO, DI/S, AI/S, SI/S) of this district through the interview of almost 25-30 minutes of each respondent by semi-structured interview schedule (attached as Annexures-3, 4, 5) for 5 HM's of both primary and secondary schools and 1 DEO, 1 DI/S of primary education, 1 AI/S of each primary and secondary education and 1 SI/S of both primary and secondary education for this study. The interview was later transcribed and analysed thematically.

Analysing Techniques

According to the nature of data and objectives of the study for analysing qualitative data, some common patterns have been identified with the help of thematic analysis. There mainly three sets of interview schedules have been used for collecting the data, i.e. for inspection officers, heads of the institutions, and the teachers on various aspects of inspections and supervisions.

Data for the school heads and teachers have focused on their involvement in internal supervision of the schools like observing teaching-learning processes, whether they are given the proper feedback, and also providing support to the teachers in their school or not? Whether they are following up on the suggestions or the feedback

given by the inspecting officers or not? Data for the education officers at the district level and block level have focused on their roles, perceptions and various operational challenges at the grassroots level for effective supervision leading to quality education.

1.10 Chapterization:

The present study has six chapters, which are discussed below:

Chapter-1: deals with the introduction of the inspection and supervision systems in India and also in other countries followed by the review of related literature, it also discusses the rationale of the study, research questions, research objectives, detailed methodology, and chapterization.

Chapter-2: In this chapter, the recent shifts and trends in the process of inspection and supervision have been discussed.

Chapter-3: In this chapter, the process of supervision and the role of inspecting officers, i.e. DI/S, AI/S, SI/S, DEO in providing quality education and also analysis of inspection proforma have been discussed.

Chapter-4: In this chapter, the perceptions of different stakeholders i.e. School heads of primary and secondary, Inspectors (DI/S, AI/S, SI/S, DEO) on the role of inspection and supervision in quality improvement have discussed.

Chapter-5: In this chapter, various challenges in inspection and supervision at the grassroots level faced by the inspectors have been mentioned.

Chapter-6: In this chapter, the objective wise summary and conclusion have been analysed.

Chapter-2

Recent shifts and trends in the process of inspection and supervision

Educationists and researchers in India had long recognised the necessity for school-based instructional supervision. Because top-down management approaches have failed, a transition to school-based management has been urged. Because each school functions in its own unique environment, an effective strategy for ensuring greater school accountability for its actions should be established. Of course, the ultimate goal of an institution's head should be to improve instruction in order to provide a superior education. (Shukla, 1983). The success of the head of the school's work should be measured by the progress of the students. (Govinda & Tapan, 1999). According to recent studies, successful teacher professional development must be continual and continuing (Mehrotra, 2005). If it is school-based and responsive to teachers' learning needs, it will be more effective.

The trend toward increasing school autonomy is becoming well established. Flexible and diverse supervision and support systems are required for effective supervision and assistance because the main aim of the supervision is to provide support rather than control. If the schools are run with an efficient and experienced leader/principal, then there is a little bit of requirement for intensive external supervision as support and control over the school. The potential advantage of school-based management is that it brings the change process of the school closer to decision-making; increases local accountability, participation and ownership. (Tyagi, 2009)

Therefore the school should decide its mission, vision, goals and objectives and prepare its school improvement plan, budget and mobilise and allocate the budget. The relationship of stakeholders should be redefined and the school should be a more transparent and welcoming place for the community. It will be possible only when authority is transferred down to the system, the responsibility is shared, greater autonomy to individual schools for making their own decisions as also the more resources are transferred to school from the government level. This would be possible only when the authority and accountability are redefined, for example, in terms of enrolment PTA should be made responsible. Accountability should be fixed for

punctuality and higher achievement of teachers along with the strong linkages in school–cluster supervisors. An information base for meeting the local needs should be developed. The school should be seen as units of planning, decision-making, management and assessment in their own right and not only implementers of the standards and uniform programmes transmitted from above. (Tyagi, 2009)

2.1 Concept of School-based Supervision

In school-based instructional supervision, a principal acts as a guide, and supporter, which inculcates the participatory leadership styles among them. Research also found that as much the principal will aware of the school culture, the pedagogical process used by the teachers and also their ability, skills etc. the more chances to develop the effective supervision between the teachers and the principal, which improves the overall quality of the education of school. It would require more than a nurturing spirit and thorough acquaintance with faculty as individuals. As a result, school-based supervision demands differentiation and sensitivity to the needs of individual teachers, just as excellent teaching necessitates attention to student needs. (Tyagi, 2009)

The role of the principal is not limited only to giving instructions rather it should be more cooperative, supportive in nature by which teachers can nurture their talents, skills to prepare the most important human resource for the upliftment and betterment of the society and nations. The school-based supervision is a continuous process by which the teaching-learning process can be improved through dialogue, analysis, reflection and proper planning. According to Blasé and Blasé (1998 as cited in Tyagi, 2009), effective instructional leaders are those who are planned successfully, give adequate feedback and provide all kinds of support for the professional development and capacity building of the teachers.

Accordingly, the studies on school-based supervision can be categorized by the following themes, i.e.

- *Continuous formative evaluation and giving support* for the improvement of the teaching-learning process through reflective practices, establishing the rapport between principal and teachers, always motivate the teachers to boost their morale, by observing the classroom and checking the pedagogical process of the teachers, taking feedback from the students etc. which gives a

conducive environment to ensure a better teaching-learning process for improving the quality of education.

- *Teacher self-assessment or summative evaluation, in which teachers are rated and ranked at a specific point in time.* On the basis of this evaluation, teachers would say to themselves that they have these skills and competencies in the various performance areas of teaching and learning but they still need such competencies.
- *Professional development of teachers at the school level on the basis of both summative and formative evaluations.*

So all the three components of school-based supervision are interrelated to each other. Accordingly, an institution can start any process from any stage. If the school has started it with the professional development of the teachers through formative assessment and at the end of the year, the head will conduct the summative evaluation and further on the basis of both professional development activities can be conducted by the head of the institution. It will promote a conducive learning environment by which all the stakeholders of the institution i.e. principal, teachers, students, community members will be getting benefitted from the school as well and also build up the healthy relationship among them, which will lead to ensure the better learning outcome of the students. As a result, the schools are getting the opportunity to improve themselves which will foster the quality of education as well. (Tyagi, 2009)

2.2 Role of Supervision and Determinants of School Effectiveness

The following are some examples of quality improvement indicators that have a direct impact on school-based supervision:

Teacher empowerment would be one of the important factors for teacher effectiveness if it is related to pedagogical practices and instructional oversight. (Gaziel, 2002). A student's performance or learning outcome can be highly associated with effective instructional practices which are related to teacher empowerment. The role and responsibility of a principal of an institution are much important with regard to providing all kinds of instructional support and assistance for ensuring a better teaching-learning process that directly impacts the quality of education of an institution. (Gupton, 2003 as cited in Tyagi, 2009)

Another important factor of school supervision is *accountability*. Because accountability mechanism is directly linked with the student's performance by improving its functioning. School accountability is linked with monitoring, providing interventions and change (O'Day, 2002). Schools are thought of as places where people come together. The principal can help the teachers by giving them instruction oversight and support, and this helps the students do better.

To ensure the *decentralization* of the process of school supervision, a supervisor should have sufficient knowledge in that particular field. Even in an educational institution, the delegation of powers and decentralisation of authority can be freely and effectively applied. In the case of school-based instructional supervision, the head of the institution should have sufficient knowledge and delegate some powers to the other experienced senior teachers or a group of teachers (Singhal *et al*, 1986). Various education commissions and committees, the National Policies on Education, and the Programme of Action (1992) emphasise improving the inspection and supervision system.

2.3 The leadership role of the School Heads:

Schools with a clear sense of purpose, good instructional leadership, true professionalism among personnel, and ambitious academic programmes are considered successful. The school principal must find a balance between the various agencies involved in the institution, ensuring that it grows into a centre of information and activities that benefit both teachers and pupils. (Kumar, 2008).

Peterson (2002) indicated the leadership behaviour of principals in the following ways: Principals develop and maintain positive relationships with parents and the community, and they lead and promote school improvement and change. They shape the school culture and climate, as well as manage and administrate complicated organisational processes. The principal enables change through increasing access to relevant knowledge and different points of view, assisting reflective practice, cultivating a learning and growth culture, and facilitating change. (Blasé and Blasé, 2001 as cited in Tyagi, 2009). The appreciation and unambiguous acknowledgement of teachers are a vital component of a principal's leadership. There is no need to

manage teachers who are innovative. The leader must have unending patience and endurance. (Mukhopadhyay, 2003).

2.4 Some of the Best Practices in India:

In 2010, the Odisha State Government launched a system for monitoring schools called "SAMIKSHA" through prescribed formats. This system was implemented to create a statewide uniform monitoring system. DEOs, BEOs, SSA District Project Coordinators, ABEOs, BRCCs, and CRCCs are responsible for overseeing the schools under their jurisdiction. For the purposes of school monitoring, all CRCCs and BRCCs have to use the same formats. The SAMIKSHA's most notable characteristics are as follows:

In a month, the CRCCs and BRCCs visit at least 10 schools, while the DEO, DPC, BEO, and ABEO visit 5 schools. While the CRCC is obliged to spend the entire day at school, others will devote the necessary time to observe and complete the prescribed forms. After the monitoring is completed, the monitoring officer must discuss his or her findings with the school's teachers, SMC members, and parents. The monitoring officers must make two copies of the report: one for the school and one for their own files. The CRCC must consolidate its monitoring results and transfer them to the BRCC for upward consolidation at the block and district levels. It will then be forwarded to the State Monitoring Unit.

The monitoring format consists of 51 indicators organised into six categories. The CRCC also observes the demonstration class and school as part of the format. DEOs, DPCs, BEOs, ABEOs, and BRCCs are to complete another section of the format. (Sujatha & Tyagi, 2019).

Madhya Pradesh makes extensive use of technology to monitor and supervise its school system. It's done with the help of the collection of data from UDISE and a web-based online monitoring system. The data collection information flow is from the village to the block level. This data-based monitoring system tracks the amount

of enrolment, the transfer from class VIII to class IX, the number of teachers in place, the usage of school grants, the operation of the SMDC, the distribution of free textbooks and bicycles, and the quality of teaching activity. (Sujatha & Tyagi, 2019)

Apart from the block and district-level education officers inspecting and supervising schools, cluster heads in *Maharashtra* are also responsible for inspecting and supervising schools in the following ways:

In his clusters, he is responsible for monitoring and supervising the activities of the principals and teachers, supporting the teachers to smooth conducting teaching-learning process and co-curricular activities also, ensuring 100 per cent attendance from the students, reporting to the extension officers for irregular funding, ensuring the quality and quantity of MDM, conduct the parent-teacher meetings, conducting various training programmes for enhancing the professional development and capacity buildings to the teachers, assist the higher-level authorities to build up a conducive environment for teaching-learning etc.

Besides the above duties, he has to attend the Panchayat Samiti meetings and Zilla Parishad meetings as per the invitation and work accordingly as per the instructions given by the higher-level authorities. (Sujatha & Tyagi, 2019)

2.5 Reflection:

In the Malda district of West Bengal, DI/S, AI/S, and SI/S (primary and secondary education) are in charge of school inspection and supervision. They are visiting the schools as per the prescribed norms. They are mostly visiting the schools surprisingly.

DEO also visit the schools occasionally to provide administrative support, like providing grants related to infrastructure (toilet, hostel, laboratory, building etc.), but DEO does not monitor the academic aspects, like observing pedagogical processes in classrooms, checking the lesson plan of teachers etc. Though DEO gives the

feedback to the school authority verbally that is related to administrative. DEO is also responsible for UDISE related work in the district.

One SI/S (PE) told that *“The coordinators of BRCs and the CRCs, named ‘Shiksha Bandhu in West Bengal also focused only on the administrative or non-academic aspects like checking MDM, arranging training, etc but not in academic aspects’”*.

In West Bengal, there are also such activities that have been conducted online mode as like Madhya Pradesh. Such activities are the transfer of teachers (Utsashree), uploading the enrolment data of students, implementation and monitoring of Govt. schemes, schools have to upload the progress report, transition certificate from primary to upper primary school etc. are also done in ‘*Banglar Shiksha*’ portal.

One AI/S (PE) said that *"The data related to all kinds of information regarding students and schools, captured in the ‘Banglar Shisha’ portal is accurate. As per this data, each school gets all kinds of government schemes for the students."*

Chapter-3

The Process of Supervision and the Roles of the Administrators

Supervision in the schools in the country can broadly be categorised as surprise visits, panel inspections, and informed visits.

In case of **surprise visits**, random visits are paid by the inspector without informing school-level officials to check school functioning and academic activities. In the instance of Uttar Pradesh, the BEO must begin a programme of random inspections and monitoring of schools in remote areas in order to enhance and guide the implementation of provisions. This method of working promotes awareness and zeal for duty performance among those who serve children's fundamental right to education. In Maharashtra, educational officers are required to make surprise inspections of the school at least once per academic year. Its goal is to inspect the school in its natural state, without any particular preparation. (Sujatha & Tyagi, 2019)

When it comes to **panel inspections**, schools are given plenty of time to prepare. The district administration has sent out teams of specialists in several disciplines to keep a close eye on things. In Uttar Pradesh, Basic Shiksha Adhikari (BSA), Principal of the DIET, Associate Coordinator, and Mentor/District Coordinator are all part of the inspection team. (Sujatha & Tyagi, 2019)

In Arunachal Pradesh, separate panels are constituted to oversee secondary and elementary schools. In secondary schools, the inspection panel includes the Dy. Director, as well as the principals/headmasters of various schools and subject experts from DIET or higher secondary institutions. For elementary schools, on the other hand, the panel consists of co-curricular Block Resource Centers and Cluster Resource Centers, as well as Block Education Officers. In addition to panel/team visits, the BEO is required to prepare a monthly single inspection/supervision plan for the block in the case of UP. (Sujatha & Tyagi, 2019)

In case of **informed visits**, schools are informed prior to conducting the inspection. In Uttarakhand, 9/10 State-level officials are deputed in a single district in different blocks for checking a large number of schools on the same day. This process of monitoring concludes through sharing and decision-making on the next day to

improve school functioning, taken immediately. The educational officers in Kerala give the headmaster of the school concerned seven days' notice of the date of an annual inspection, with the instruction that works in the school should continue as usual on the day of the inspection so that the educational officers can observe how the school is run. In the case of private schools, a notice is necessary to be given to the manager. The notice must be accompanied by a blank inspection report form in triplicate, as well as a request that the statistical data required for the inspection report be entered into the forms. (Sujatha & Tyagi, 2019)

There is also one 'pre-inspection visit' to school in Maharashtra. During that visit, the Extension Officer (Education) holds a brief discussion to review school needs, teacher challenges in the teaching-learning process, curriculum implementation, and so on. S/he evaluates the school's effectiveness without really grading it. S/he also oversees the institutional planning process and provides guidance to teachers, including the institutional head, as needed. He talks about what teachers and headmasters should anticipate academically and administratively. (Sujatha & Tyagi, 2019)

Madhya Pradesh has set a new standard for multi-type inspection by maximising the use of technology. In M.P., a three-tiered "monitoring and supervision" system has been implemented, with data-based monitoring being a key component. Enrollment in class VIII, teachers in position, the functioning of the SMDC, the distribution of free bicycles and textbooks, and the quality of teaching activities are all monitored using data. (Sujatha & Tyagi, 2019)

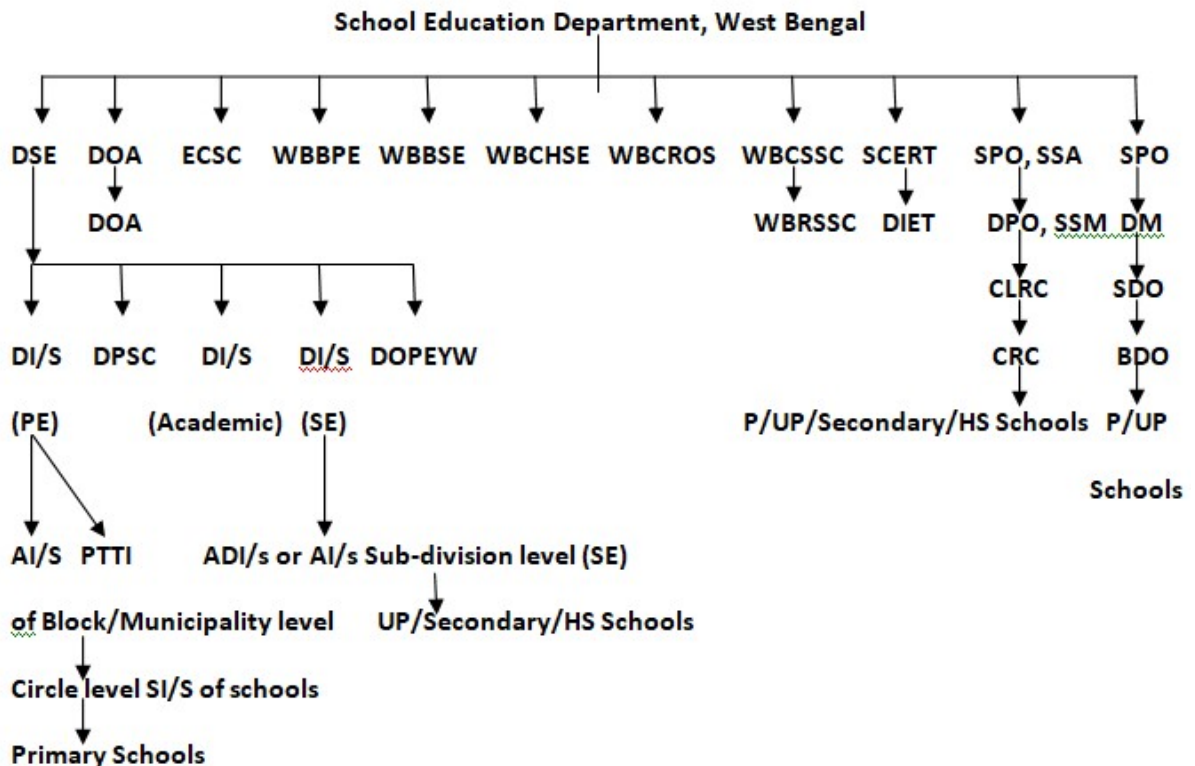
All of the schools have implemented community-based monitoring. This is accomplished by enhancing the capacity of SMC members. This incorporates a community-based RTE monitoring system focusing on standard quality. (Sujatha & Tyagi, 2019)

3.1 The Administrative Structure:

The structure of the School Education Department of West Bengal is different from the other States. Though there is a cadre of DEO, who is not related to school inspection and supervision rather S/he is related to administrative kinds of work. DEO mainly visited the school for providing grants-in-aid like repairing grants, toilet grants, building grants, hostel grants etc. Apart from it, DEO also visited the schools for the 10th and 12th board exams. He is also responsible for the recruitment of ‘Shiksha Bandhu’, who is the head of the clusters and their salary.

At the block level, It is run by the Sub-inspector of schools (primary & secondary) and they have the dual role one is SI/S (Sub-inspector of schools) in each circle and the other is CPC (Circle project co-ordinator).

3.2 Organogram



1. DSE: Directorate of School Education
2. DOA: Directorate of accounts---DOA: District Office of Accounts
3. ECSC: Expert committee on syllabus & curriculum
4. WBBPE: West Bengal Board of Primary Education
5. WBBSE: West Bengal Board of Secondary Education
6. WBCHSE: West Bengal Council of Higher Secondary Education
7. WBCROS: West Bengal Council of Rabindra Open Schooling
8. WBCSSC: West Bengal Central School Service Commission
9. WBRSSC: West Bengal Regional School Service Commission
10. SPO, SSA: State Project Office, Samagra Shiksha Abhiyan
11. SPO, CMDMP: State Project Office, Cooked mid-day meal programme
12. DI/S: District Inspector of Schools
13. ADI/S: Additional District inspectors of schools
14. AI/S: Assistant Inspector of Schools
15. SI/S: Sub-inspector of schools
16. DPSC: District Primary School Council
17. DOPEY: District Officer of Physical Education & Youth Welfare
18. CLRC: Circle level resource centre
19. CRC: Cluster resource centre
20. PTTI: Primary Teachers' Training Institute

3.3 Directorate of School Education:

The Directorate of School Education is responsible for carrying out the government's policies in the sphere of education. The Commissioner oversees the Directorate of School Education. A number of Jt. Directors, Dy. Directors, Asst. Directors, AI/S and SI/S, as well as other support employees, help him. Apart from inspecting and supervising schools, all officers oversee the affairs of the schools. The Directorate of School Education is responsible for a variety of educational issues ranging from Pre-Primary to Class XII, as well as PTTI, as well as coordinating with other parastatals under the School Education Department's supervision.

Each Dy. Director of School Education (DDSE) is assigned to a section that oversees certain aspects of the Directorate's operations. The following sections are included:

1. Administration (Admin) Section
2. Grant-in-Aid (GA) Section:
3. Basic Section:
4. Rural Primary (RP) Section:
5. Jr. High (JH) Section:
6. Development and Planning (D&P) Section:
7. Higher Secondary (HS) Section:
8. Boys' High (BH) Section:
9. Anglo Indian Schools (AIS) Section:
10. Rehabilitation & Welfare (R&W) Section (including Law issues):
11. Physical Education Section:
12. Nationalised Textbook (NTB) Section:

3.4 District-level Educational Administration

3.4.1 Office of the DI/S (PE):

The head office of the primary level education at the district level is known as the office of the DI/S (PE). The head of this office is known as DI/S, who is assisted by the ADI/S, AI/S, SI/S and other Group-C and Group-D staff. DI/S (primary education) is the Secretary of DPSC also.

Apart from primary school inspection, DI/S (primary education) has to deal with several issues such as court cases of recruitment, transfer of teachers of primary school teachers, giving salary, pension of primary school teachers, implementing and monitoring of various government schemes, PF, sanctioning PF loans, sanctioning leave, checking the Banglar Shiksha Portal, etc.

3.4.2 Office of the DI/S (SE):

The district level's head office of secondary level education is the DI/S (SE). The head of this office is known as DI/S, who is assisted by the sub-ordinate staff, i.e., ADI/S, AI/S, SI/S, and other Group-C and Group-D staff.

Besides school inspections in secondary schools, DI/S (SE) also deals with many other things. These include secondary school teachers' salaries and pensions; the implementation of government programmes at the secondary school level; court cases; and other things. This office does all kinds of administrative work under DI/S (SE).

There is also a post for a DI/S (Academic) in each district, solely responsible for academic support. Their main job is to coordinate in-service training to enhance the professional development and capacity building of teachers and school inspection DI/S (SE) in their DDO.

But in the Malda district, this post has been vacant for more than three years.

3.4.3 Office of the DOPE&YW:

DOPE&YW is in charge of all physical education issues as well as organising district-level sports for the selection of teams for national sports meets.

3.4.4 DPSC:

DPSC is an autonomous body that looks at all the issues related to primary school teachers' salaries, pensions, transfer, leave and other administrative issues. The chairman is the head of the DPSC and DI/S (PE) is the Ex-Officio Secretary of this council.

3.5 Sub-District Level Educational Administration

In the state, there are two distinct sub-district arrangements for Primary and Secondary Education.

3.5.1 Office of the ADI/S (SE) or Office of the AI/S (SE):

Each district educational office is further divided by the sub-divisional education office. At the sub-division level, ADI/S or AI/S is in charge of the sub-division educational office.

At the Sub-Divisional level, the ADI/S or AI/S (SE) is in charge of inspecting secondary schools, drawing secondary teachers' salaries, and other service-related concerns, as well as implementing various schemes in accordance with government policy.

3.5.2 AI/S at the Block/Municipality Level:

At the Block/Municipality level, AI/S works under the supervision of the DI/S (PE) to supervise educational programmes and activities.

3.5.3 Office of the SI/S:

Each district in primary education is organised into a number of Circles (sub Block structure). Each Circle has approximately 70 primary schools. There are 727 Education Circles in the state. The Circle is led by a Sub-Inspector of Schools (SI/S) official from the West Bengal Sub-ordinate Educational Service.

To oversee the activities of Samagra Shiksha Mission (formerly SSA & RMSA), a Circle Level Resource Centre (CLRC) has been established for each circle. The SI/S (PE and SE) has a dual role. On the one hand, SI/S (PE and SE) are in charge of the CLRC with respect to SSM, and on the other hand, they are designated as Circle Project Coordinator (CPC).

Aside from the school inspection, the SI/S has to do a lot of administrative work for teachers' salaries, bills, and pensions; plan and run training programmes for teachers to improve their professional development and pedagogical skills; and monitor and implement government programmes as set out by the government. As a Circle Project Coordinator, he is also in charge of releasing different grants to the government, government-aided, and government-sponsored schools under their jurisdiction and monitoring the schemes to ensure proper utilisation of the resources under SSM.

3.5.4 PTTI:

Government/Government-aided/Government-sponsored PTTIs in West Bengal are affiliated with West Bengal Board of Primary Education (WBBPE), recognised by NCTE, and under the jurisdiction of the district's DI/S (PE). The Diploma in Elementary Education (D.El.Ed.) is a two-year programme offered by PTTIs.

3.6 Process of Supervision in Malda district:

The researcher has found that, in the case of the Malda district in West Bengal, most of the visits are surprising in nature by the officers to the schools. In a few cases, the officers inform the school authority in advance to ensure the presence of any particular staff on that day to solve any particular issue. Here, DI/S alone or sometimes with one or two AI/S or SI/S visits the schools. At first, they visit the school heads/TIC room and check all the official documents like the attendance register of the teachers, students' attendance register, admission register and so on. Then they visit the classes and also check the pedagogical process of the teachers, i.e. whether all the students are actively participating in their classes, whether teachers are demonstrating the lessons in play way mode, whether two way of communication is going on etc. The officers check the student's performance by giving instructions to read any passage line by line from any books in primary level (grade 2-3) to ensure whether the learners are able to read and write in their first language (Bengali) and the second language (English). At the tiffin time, they also check the Mid Day Meal as per the schedule (attached as Annexure-2). Lastly, they conduct a meeting and discuss the issues with all the teachers, school head, and other staff. They give their remarks in the inspection book of the school (attached as Annexure-6) and also sign on the attendance register of the teachers. They also note it down in their personal diary. Sometimes they carry out some proforma (attached as Annexure-1) for ease of their work as per the requirements, but it also varies according to the context and situation. On the next visit, they also follow up and check whether feedback had been given to the school authority; they follow or not. If they are not satisfied with the school progress report then they also try to understand the school authority.

The DI/S (Primary Education) told:

“There are a total of 1943 primary schools in Malda district, if there are 5 working days in a week, then there is total approx 250 working days in a year, So it is not possible to follow-up all the schools in the next visits for him, but in the case of SI/S, they probably tried to follow-up the schools, as they visited 2-3 times in a year”

So from the above, we can say that as per the increasing number of schools the visiting day of DI/S is not enough because As per the norms, DI/S has to visit 10 schools in a month, SI/S has to visit 25 schools in a month. But due to heavy administrative overload, they can't get sufficient time to visit the schools. No academic visits have been conducted by the officers due to the COVID-19 pandemic for 2 years.

The DI/S (PE), Malda district told that *“The learning outcomes are too poor, the students of grade 3 or 4 can't solve the fundamental mathematical problems like subtraction, addition, multiplication and division etc., the learners forget all the basic things due to the closing of schools for two years due to Covid-19 pandemic.”*

3.7 Analysis of inspection Proforma:

The inspectors of Malda (Secondary) have developed the school inspection proforma (attached in appendices) to carry out the inspection in a systematic way (The proforma is attached as Annexure-1). According to this proforma, they have assessed the schools. In this proforma, the school information i.e. name of the school, U-DISE code, address, Name of HT/TIC, medium of instruction, and stream available at the HS level has to be checked. In the next part of this proforma Teachers' information: Teachers in positions like total teachers in UP Section, normal section, HS Section according to gender, No. of teachers present, No. of teachers absent has to be checked and they also checked the information about non-teaching staff and also checked the report on vacant posts: teaching, non-teaching according to gender. In the next part of the proforma the student's information like total enrolment, attendance, CWSN admitted, CWSN present, new admission since 2nd January, no. of students sent for the 10th and 12th board/council exam has to be evaluated. Then they have also

assessed the distribution of incentive scheme items like notebooks, Ex-Books, School Bags, Uniform, Bi-cycle, etc. among the students whether completed or not. They have checked the information about the Kanyashree Prakalpa and Sabuj Sathi. So in this part of the proforma mainly administrative aspects are focused on.

In the next part of this proforma, the CCE related information like whether CCE norms are followed for evaluation or not, No. of formative evaluation held, No. of summative evaluation held, whether report cards were distributed among the students or not, whether reports were shared with parents or not, whether remedial classes are held or not, etc, they have examined. They have checked the other arrangements/facilities like TA for CWSN, Escorts for CWSN, health checkups held or not, etc. In the next part of this proforma, they have checked the cooked MDM programme. In the next part of this proforma infrastructure, details-separate rooms for HM, office rooms, staff rooms, library, laboratory storeroom, etc. have been evaluated. So again here in this proforma all kinds of CCE related assessments, CWSN related infrastructural accommodation and other buildings, room related infrastructure have been focused on.

In the subsequent part, other facilities like electricity, ICT project, CAL project, and KYAN project have been checked. Then drinking water and sanitation facilities have been checked as the proforma. The various grants like Lab, library, furniture, TLM, etc have been checked. In the next part, books of records and registers like admission register are in order or not, Cashbook has properly written or not, PF ledger is updated or not, service book is up to date or not, etc., has been assessed. Then in the next part of the proforma special observation, if any (need-based) has to be given and at last suggestions (academic and administrative) have to be given in the inspection proforma.

3.8 Reflections:

After carefully going through the Proforma, we can see that most of the columns have to be given to the administrative aspects but there is very less focus on the teaching-learning process, classroom observation, pedagogical transactions, etc. in this inspection form. The inspection proforma should be developed in such a way that academic aspects also get equal importance besides the administrative aspects, which is lacking in the current Proforma. Then it would work as a quality improvement tool for the entire education system of schools.

Most States have the prescribed proforma and this is completed by inspecting officers in duplicate or triplicate so that the same proforma can be submitted to different officers. The Head of the institutions is expected to take follow up on the action. The same of the proforma is also submitted to the head of the institutions, who are expected to do the follow up of whatever is suggested in the inspection proforma.

According to Second All India Administrative Survey (1991-2001), There are certain norms to carry out these inspection visits. The norms are laid down in terms of the number of schools to be inspected by an inspecting officer every year. The number of schools with an officer varies from state to state. Though there are norms for inspecting schools, these norms are rarely followed due to several issues:

Most of the time the officers do not get the time to visit the schools and do the inspection as per the requirements. They are overloaded with many other responsibilities; they are overburdened with administrative work. Even if they are visiting the schools there is no follow up due to shortages of time and also lack of mobility support creates the barriers to effective follow-up. Lack of regular and full-fledged staff, long distance of schools, heavy administrative overload like election duties (1-1.5 months), conducting surveys, organizing fairs, organizing various workshops, training programmes, court cases etc. (Tyagi, 2011)

CHAPTER 4

Perceptions of Stakeholders on the Role of Inspection and Supervision

Generally, in the Malda district, there are two kinds of visits for school inspection and supervision by the officers, one is a Surprise visit and another is an Informed visit. In Surprise visits, the DI/S, AI/S, SI/S do not inform the school authority and visit the schools and inspect all the aspects from academic to administrative and also give their feedback in the visitor's book.

Whereas in informed visits, the officers have informed the school authority prior to school visits and inspections.

All the inspectors have agreed that they mostly did the surprise visits to the schools. They have checked the attendance register of the teachers and students, admission register of students, MDM register, observed the classroom, Checked formative and summative both kinds of assessments had been recorded in the CCE record and also signed in the teachers' attendance register of the school.

One SI/S (secondary education), Malda district said that ***“Mostly they are visiting the schools in surprisingly. But in some cases, they have informed the school authority in advance, where the presence of some particular members is required on that day regarding any particular issues”***

Almost all the TIC/HT has agreed that the inspection was not conducted in a regularized way. They have agreed that ***academic inspection is not done for 2 years due to Covid-19***. One of the Govt-aided higher secondary schools' TIC said that ***“Exam-oriented inspection is done due to the National merit cum means scholarship on 20-02-2022 (Sunday)”***.

One Headteacher of a Govt.-aided primary school in Malda district mentioned that ***“Before the Covid pandemic the visits of the officers were 2-3 times in a year, but there was no regular visit has been conducted by the officer for two years due to covid pandemic.”***

All the Headteacher/Teacher-in-charge of primary and secondary govt.-aided schools has agreed that the inspection was surprised to visit. The officers did not inform them or not give any kind of schedule regarding the inspection.

Almost all the TIC/HT agreed that sometimes the officer alone or sometimes 2-3 people (DI/ AI/ SI) together visited their schools. They did both the academic and administrative inspections. At first, they came to the HT/TIC room and have seen all the official documents administrative related and discussed them with the Headteacher, and then they went to the classroom observations around 10-15 minutes in each class. At the tiffin period, they checked the MDM, and at last, they discussed it with the teachers. They gave their suggestions verbally and remarks on the inspection book/visitors book of the school and also signed the attendance register of the teachers of the school. They have followed up on it in the next visits.

The officers have arranged so many training programmes both online due to covid-19 and offline mode for the professional development and capacity building of the teachers in collaboration with DIET, SSM, Malda. All the HT/TIC has agreed that in every session the DI/S, AI/S, and SI/S have arranged the training programme regarding EGRAN training (Early grade reading and numeracy programme), CWSN training, New curriculum introduced related training and pedagogical training, disaster management training, ‘Sikhan Setu’ to mitigate the learning gap of the students for 2-years due to covid-19 pandemic etc.

One of the Headmaster of a government-aided primary school has mentioned that *“The officers arranged some training programmes to enhance the academic performance of the teachers, training related to introduction to the new curriculum, starting bridge course (Sikhan Setu) to mitigate the learning gaps due to Covid period of almost 2 years for school teachers, CWSN (children with special needs) training for teachers, EGRAN training (early grade reading and numeracy programme), pedagogical training, disaster management training, election duties training etc. and so on with the collaboration of DIET (District Institute of Education and Training) and PBSSM (Paschim Banga Samagra Shiksha Mission)”*.

The main aim of the inspection and supervision is to improve the overall quality of the school education system. So its role should be less control, authoritative and more supportive in nature. As a result, the schools will get the opportunity to improve themselves by following the suggestions of the inspecting officers.

All the inspectors agreed that obviously, external supervision helps to improve the entire quality of education as they checked the performance of the students, observed the teaching-learning process or pedagogical transaction, asked the questions to the students, asked to read the passage to the students, checking TLM used by the teachers in the classroom or not, as a result, teachers are also in the pressure, which also leads to improve the quality of education in school.

They have assessed the pedagogical process of the teachers by the responses of the students, whether TLMs were used or not. All the inspectors agreed that generally lesson plans are not prepared by the teachers for their classes. But they have their mental preparation for pedagogical transactions in the classroom. According to the classroom observation proforma, they have given their remarks from a maximum of 4 marks to a minimum of 1 mark on the basis of the teachers' pedagogical transaction in the classroom.

All the TIC/HT of primary and secondary govt.-aided schools have agreed that inspection and supervision definitely improve the quality of school education. They agreed that as many visits will increase the quality will also increase. Because the officers give support to the school authorities, they give their valuable remarks for improvement, which will increase the overall quality of the school education.

All the HT/TIC of primary and secondary govt.-aided schools have agreed that due to their ***very busy schedule***, the administrative officers don't get sufficient time to inspect the schools each and every year. One of the TIC of the government-aided secondary school said that ***"If the number of visits by the officers increases, then the quality of school education will be improved. The officers should be visited each school at least once a year and these conditions are too pathetic in rural schools. Inspection is an essential part of education and it should be very sincere"***.

Another headteacher of the government-aided secondary school said that ***“They are highly motivated when they got feedback from the officers regarding their school development and also they try to further improve the overall quality of the education.”***

The role of the school head is more crucial in the inspection and supervision of the schools. Because the school head is responsible for internal supervision of the school. As they monitor each classroom and also observe the pedagogical transaction by the assistant teachers, checked the TLM, lesson plan etc. So the teachers also got feedback and support from the school head also, which also enhance their professional development. Due to heavy administrative overload, the officers don't get sufficient time for school visits and monitoring (external supervision). So here the dynamic leadership role of the school head is more crucial for the overall development of the school.

So from the inspection and supervision perspective, the role of the HM of Malda Zilla school is more important. The HM is the sole authority of his school for inspection and supervision. He has a dual role, one is academic and another is administrative. In his school, he is the DDO (Drawing and disbursing officer) and PSA (public service announcement) also. Malda Zilla school has been inspected by the head of the Directorate of School Education (DSE), Commissioner of School Education, Govt. of West Bengal. Because this school is fully run by the Govt. of West Bengal, so here DI/S, AI/S and SI/S do not visit and monitor the school. Because the rank of Headmaster of Malda Zilla school and the rank of DI/S of (Primary and secondary education) are the same, as both belong to the same WBES (West Bengal Education Service) cadre.

The Headmaster of Malda Zilla School, which is fully run by the Government of West Bengal mentioned that ***“He has a fixed class in each grade from class 5 to class 12. In that classes, he has taken the feedback from the students, asking about their issues/problems regarding academic and non-academic matters. Because he considered the students as human resources and the most important stakeholder of the school. He provides guidance to the students as per their needs. He has***

conducted guardian meetings every 3 months and also takes feedback from them. He monitored the pedagogical transactions by the assistant teachers from his office on an LED screen through a CC TV camera in each classroom.”

Nowadays all the DI/S, AI/S, SI/S, and DEOs are overburdened with the administrative overload. As a result, they can't get sufficient time for school visits and supervision. one of the SI/S (primary education) said that *“Various duties are to be performed by them besides inspection and supervision like Election duties (1-1.5 months), Student Credit Card, Checking MDM, Minority Scholarship, Shikhashree, Kanyashree, pension case, New joining or recruitment, School composite grants, uniform grant, exam duties related like officer-in-charge of Madhyamik (10th Board exam), Higher Secondary board exam, D.El.Ed. exam, Bangla Sahayata Kendra (BSK), various kinds of repairing grants, Toilet grant, building grant, text-book, the shoe only for primary, Diary for class 5 to 7, Sabuj Sathi for giving bi-cycle to 10 th class, Taruner Swapna grants for buying tab for online study during the covid period for 12 th class in 2021 account collecting and monitoring, Covid vaccine to the school students, Banglar Shiksha portal for Utsashree (Transfer case), Results, etc, Swaccha Vidyalaya Abhiyan, etc. So due to the above kinds of non-academic or administrative overload, they could not get sufficient time to inspect the school.”*

After the whole inspection from academic to administrative, the officer arranged a meeting and discussed with the HT/TIC and all the teachers regarding issues verbally. They have given the feedback cum remarks to the inspection book/visitors book of the school and also signed on the teachers' attendance register of the school. They have given the targets to the school as per the requirements. They are trying to follow up in the next visits that whatever targets they had given to them (school) in the inspection book of school as remarks, that are fulfilled or not. If not or those people found guilty, they have understood them but have not given such strict punishment till now.

One of the SI/S (secondary education), Malda district said that *“He has recommended to the WBBSE (West Bengal Board of Secondary Education) board, as the board is the appointing authority of the teachers. Accordingly, the WBBSE*

board has given the instructions to the officers for investigation about the particular issue and the officers have to work accordingly.”

The DI/S (primary education) has mentioned that *“There is lack of devotion towards the work of the teachers if the teachers are dedicated to their work, then certainly the quality of education would be enhanced.”*

One of the SI/S (secondary education), Malda district mentioned that *“Education should be free from political involvement, teachers recruitment should be necessary because many schools are suffering from the lack of teachers”*

The Headmaster of Malda Zilla school mentioned that for quality improvement *“The role of HM should be transparent and well efficient; the validity of the selection procedure of the headteacher is questionable. So the validity of the test should be transparent and deficit free. Because he has noticed that in some cases the headteachers’/TICs are not well equipped to write the service book of the teachers, also not capable of handling the computer, they hired data-entry operators to carry out their functions in the computer as these all are the basic part of their service and the well attractive salary package and increment should be given to the HM like the HM of Kendriya Vidyalaya, Navodaya Vidyalaya”*

He has also mentioned that for deteriorating the quality of school education, he has blamed the RTE act. According to him, CCE, non-detention policy, MDM, etc schemes are increasing the quantity of the students, but these schemes have failed to promote the quality of the school education system. He has also blamed the policymaking and policy implementation and monitoring mechanism. The approach of the policy should be at the micro-level or the grass-root level and it should be from the bottom to top approach. Presently the Govt. of West Bengal has tried to convert the whole education system to the hand of the bureaucratic system and also tries to compress the education cadre. For example, the recruitment of the DEO cadre has now converted to the WBCS (Exe), prior it was under the WBES cadre (West Bengal Education Service).

4.1 Reflection:

All the stakeholders fully agreed that the quality of education must increase due to inspection and supervision. The school inspection and supervision have not occurred in a regularized way in the Malda district. Most officers visit the schools surprisingly and in a few cases, they inform the school authority in advance to ensure the presence of some particular persons on that regarding any particular issue. The school education administration structure is totally different in West Bengal. Here DEO is not involved with the academic aspects, rather DEO is responsible for providing all kinds of infrastructural support to the school. In the Malda district, DEO has a dual role, on one hand, he is the head of the SSM office in Malda district and in another hand, he is the Officer-in-charge in the Election of the Malda district.

DI/S (PE) has to visit 10 schools per month, SI/S (PE) has to visit 25 schools per month as per norms. But due to a lack of mobility support and irregular fund for mobility support, the officers can't visit all the schools as per the norms.

DI/S (PE) told that “DI/S (PE) get Rs. Ten thousand per month, and SI/S (PE) get Rs. 8,000 per month as mobility support for visiting and inspection the school, but this amount is not sufficient for visiting all the schools, especially those which are far distance as per the norms and these funds are also irregular since there was no fund has to be given to the officers for two years due to Covid-19 pandemic.”

Apart from it dealt with too many non-academic activities regarding implementing and monitoring various schemes of Government, various issues related to pension cases, transfer cases, recruitment cases, leave cases, PF and so on and so forth the officers are exhausted their duties, so very few times are remaining for inspection and supervision of schools.

So if all the vacant posts from AI/S to group-c and group-d staff have to be filled immediately, the Government has to ensure the proper funding to the officers in a regularised way, DI/S (PE and SE) has to be given vehicle support for school inspection and supervision, the Vacant post of DI/S (academic) should be filled up, and in the sub-district level (Chanchal), ADI/S post should be filled up. The officers will get sufficient time for school visiting and supervision. As a result, the overall quality of education will be increased.

Chapter 5

Challenges in Inspection and Supervision

Inspection and Follow up: there are two types of visits-1) Surprise visits, where DEOs or BEOs do not inform the school authorities and they visit the school and 2) more detailed Annual inspection-most of the states have the prescribed proforma and this is completed by inspecting officers in duplicate or triplicate so that the same proforma can be submitted to different officers. The Head of the institutions is expected to take follow up on the action. The same of the proforma is also submitted to the head of the institutions, who are expected to do the follow up of whatever is suggested in the inspection proforma.

There are certain norms to carry out these inspection visits. The norms are laid down in terms of the number of schools to be inspected by an inspecting officer every year. The number of schools with an officer varies from state to state. Though there are norms for inspecting schools, these norms are rarely followed due to several issues:

Most of the time the officers do not get the time to visit the schools and do the inspection as per the requirements. They are overloaded with many other responsibilities; they are overburdened with administrative work. Even if they are visiting the schools there is no follow up due to shortages of time and also frequent transfer creates the barriers to effective follow-up. Lack of in-service training programmes to develop professional efficiency. The officers are not well equipped and they are not well efficient to carry out the supervision process. Lack of regular and full-fledged staff, long distance of schools, available staff have insufficient time, uneven distribution of numbers of students, non-academic tasks like conducting surveys, organizing fairs etc., lack of vehicles.

In the 2nd all India administrative survey, if we go through the state report which was conducted in the 1990s and this survey report reveals that no state has reported that inspection and supervision were completed as per the prescribed norms. The annual inspection is done only in a small fraction of schools. Schools in remote and hilly areas remain without inspection for a number of years. Primary schools are visited more frequently than secondary and higher secondary schools due to distance norms.

If we consider the academic supervision as a core and administrative supervision as a periphery, in reality, the core becomes the periphery because most of the DEOs are overburdened with the administrative loads rather than monitoring the schools, which is academic supervision. According to the 2nd all India administrative survey, the percentage of time spent on supervision of academic aspects of schools ranges from 12 to 35 % in different states. Non-academic and administrative tasks occupy the majority of the remaining time like travelling, attending meetings, conducting different types of examinations and programmes, election duties, census work, insufficient clerical staff, MDMs etc. (Tyagi, 2011)

Every State has their own supervision proforma which is handed to the headmaster and fills it up and returns it back and there is no academic supervision as such. It has become a mechanical and ritualistic exercise. There is also a lack of power given to the DEOs, they do not have as much autonomy. There is no feedback and follow up action. Lack of vehicles is also one of the major issues to going to the schools as per the distance in remote areas. The percentage of time devoted to inspection and supervision decreased in the last two decades. Only 1/4th of the time is spent on actual inspection (Tyagi, 2011). So at the field level, most of the time is consumed on the administrative tasks and less time on the academic aspects.

There should be different norms of inspection for schools located in rural, tribal, and hilly areas rather than preparing uniform norms across the states in the country. So there are administrative challenges regarding how far it is feasible, and viable because one proforma for a particular state may not be applicable to the other states. So the context-specific proforma is also a challenging task for the administrative workers.

5.1 Lack of mobility support:

All the inspectors have agreed that one of the *most important barriers is the lack of mobility support* as there are no vehicles provided for the inspection-related work to the schools including the District Inspector of Schools (DI/S of both primary and secondary level)) also. One of the SI/S (primary education), Malda district said that *“Being the equivalent cadre or in fact, some below cadre of them like BL&LRO, BMOH, Child Development Project Officer (CDPO), AAO (assistant agriculture*

officer), and the municipal medical officer has their own vehicle, but DI/S has not been provided the vehicles support for school inspection ”

The DI/S (primary education), Malda district said that *“SI/S are given Rs. 8,000/- for school inspection per month and DI/S are given Rs. 10,000 for school inspection per month by the Govt. But these grants are not sufficient to visit and monitor all the schools as per the prescribed norms. He also said that these grants are also irregular as the COVID-19 pandemic there are no grants provided to them because there are no schools visits for 2 years due to covid-19 pandemic.”*

So if they are not given sufficient grants for school visits and supervision at a regular time interval, then it will be very difficult to manage for them to visit and supervise all the schools as per the prescribed norms.

5.2 Administrative/ para-academic overburdened:

They are highly overloaded with various para-academic activities besides the inspection and supervision of schools. One of the SI/S (primary education), Malda district said that *“Various duties are to be performed by them besides inspection and supervision like Election duties (duration: 1-1.5 months), Student Credit Card, Checking MDM, Minority Scholarship, Shikhashree, Kanyashree, Transfer case, pension case, New joining or recruitment, School composite grants, uniform grant, exam duties related like officer-in-charge of Madhyamik (10th Board exam), Higher Secondary board exam, D.El.Ed. exam, Bangla Sahayata Kendra (BSK), UDISE related work, various kinds of repairing grants, Toilet grant, building grant, text-book, the shoe only for primary, Diary for class 5 to 7, Sabuj Sathi for giving bi-cycle to 10th class, Taruner Swapna grants for buying tab for online study during the covid period for 12th class in 2021 account collecting and monitoring, Covid vaccine to the school students, Banglar Shiksha portal for TC, Results, etc, Swaccha Vidyalaya Abhiyan, etc. So due to the above kinds of non-academic or administrative overload, they could not get sufficient time to inspect the school”.*

So they are highly occupied with various kinds of administrative/ para-academic work. As a result, they were unable to devote adequate time to visiting and inspecting schools as per the norms.

5.3 Non-sufficient staff:

Shortages of full-time staff have also created a barrier in their way. Due to Covid-19, no inspection work was conducted by them on the schools for 2 years. They have also commented that each circle's pension, bill related work has to be *done by themselves or by hiring the staff, as there is not sufficient group C and D staff in each circle.*

They have agreed that in the Malda district, West Bengal there are a total of 15 blocks and 2 municipalities, there are a total of 31 SI/S offices or CLRC offices and 2 DI offices (District Inspector of Schools one for Primary Education and another for Secondary Education. In the Malda district, there is no ADI (Assistant District Inspector of Schools) post at the sub-division level in the Chanchal sub-division. There was one post of DI (academic), but now that post is also vacant for more than 3 years, who is solely responsible for academic-related work in both primary and secondary. But now all the SI/Ss posts have been filled up recently after a long time. But there is no Assistant Inspector of Schools (AI/S) in 15 blocks. Out of 31 circle offices, only 4 to 5 circles have group C and group D staff. So *non-sufficient staff also creates a barrier in their way.*

The *coordinators of BRCs and the CRCs, named 'Shiksha Bandhu'* in West Bengal also focused only on the administrative or non-academic aspects like checking MDM, arranging training, etc but not on academic aspects.

One of the SI mentioned that **“Mobility support should be mandatory from the Central Govt. and the amount should be entitled to the inspection cadre (DI/S, AI/S, SI/S, etc) and not give the authority to the state govt. He said that if they will get mobility support then they will do proper inspections of the schools.”**

The DI/S (primary education), Malda district said that *“There is a need to verify of their pay scale and other allowances like contingency etc.”*

All the inspectors agreed that at present the appointments of the DEO cadre are also converted to the WBCS (Exe.) unlike DI, AI, and SI cadre having B.Ed. degree mandatory. So they will fill in more regarding the academic aspects of the education system than the WBCS cadre.

Chapter 6

SUMMARY AND CONCLUSION

‘Inspection’ and ‘supervision’ are one of the most important aspects of educational administration. Supervision, in its traditional sense, refers to overseeing the work of people by other personnel. “Supervision, when interpreted in the context of quality in education, connotes a mechanism of improvement rather than a means to exercise control” (Govinda, R. & Varghese, N. V., 1993).

In India, inspection and supervision are going simultaneously, wherein self-disclosure by the schools is in place. One of the primary responsibilities of the DEOs and BEOs is to inspect the schools, and guide and provide support to the teachers of the school. There could be two different frameworks of visiting schools, one in terms of academic inspection, i.e. how classes are being run, how the teaching-learning process takes place, and what is the level of learning outcome of the students in schools. Another also in terms of inspective, whether teachers are coming on time, whether schools are functioning as per the indicated calendar, whether SMCs are in place or not, whether students are coming to the class or not, whether infrastructure is in place or not.

6.1 Recent shifts and trends in the process of inspection and supervision

The beginnings of school supervision can be traced back to Wood's dispatch of 1854 when the primary goal of establishing the concept of school inspection was to exercise authority and control (NUEPA, 1991- 2001). If we read Wood's dispatch, there were no such words that indicated ‘development' or "improvement". So it was basically reporting and controlling the entire system. The purpose was then to maintain and control the system, not for improvement and development. Though the term ‘inspection’ is being avoided in the present literature due to its negative connotations like autocratic, authoritative, and unscientific in nature, where every person or every stakeholder related to the schools is not included in this process. It is often considered a fault-finding exercise. At the beginning of the 20th century, the concept of the inspection was slowly changed. There has been a paradigm shift to be found in the concept of ‘supervision’ in the recent or modern era. So in the recent era, the concept of supervision is more democratic, and scientific in nature rather than only

monitoring, inspection or to be considered a fault-finding exercise, where every individual like feedback taken from school staff, students and their parents are involved with this supervision process. In this process, it is not considered a mechanical or ritualistic activity. The research found that the quality of schools directly relates to the quality of monitoring (Nandakumari & Rao, 2012).

But if we go to the field level, the term 'inspecting officer' (IO) is often used. In post-1992, the term was often used as "supervision." Though inspection is done, it is one activity of supervision. Supervision is not to maintain the standards but to develop or improve the overall standards. With the concept of many programmes like SSA, RMSA, and so on, several parallel structures were formed to support the system, like CRCs, BRCs, etc. So, if supervision was attempted to be decentralized up to the cluster level, the entire focus was on bringing supervision closer to the institutions.

But now most of the inspecting officers are overburdened with the administrative loads, so they often can't visit and monitor, the inspection of the schools properly due to shortages of time and are also busy with other activities. As a result, the schools are not coming out of their existing problems which also hampers the entire quality of the education system.

The recent shift has to be found from external supervision to internal supervision. That's why school-based instructional supervision is becoming more prominent. In this process school head's role is more significant with regard to instructional leadership. The principal always provides support, help and other required instructions to the teachers for improving the teaching-learning process which leads to quality improvement of the entire educational process.

6.2 Process of Supervision and its linkage to Quality Education

Actually, supervision is directly linked to improving the quality of the education system. As the new concept of supervision, it is more supportive and less control-oriented. So the proper supervision will lead to improving the quality of the education system.

There are generally two types of supervision, 1. internal supervision which is handled by the school head and 2. external supervision which is handled by the administrative officers. So in improving the quality of school education, supervision has a significant role.

In the Malda district of West Bengal, the school heads are also provided support to the teachers, always trying to motivate the teachers to boost their morale. On the other hand the inspecting officers also surprisingly visit the schools for inspection and supervision. Sometimes they have carried some proforma to ease their work, but this proforma also varies according to the context and situation. There are some norms regarding school inspection and supervision by the officers.

DI/S alone or sometimes 2-3 AI/S or SI/S together visit the school. At first, the officers visited the school's headroom and checked all the official documents like the attendance register of the teachers, Mid-day meal register, the attendance register of the students, check the enrolment rate of the students for dissemination of Govt. schemes like Kanyashree, Sabooj Sathi, Uniform grants, etc. After that, they visited the classes and observe the pedagogical process of the teachers and assess the performance of the students by asking them to read any passage from their textbooks. They also assessed the pedagogical process of the teachers by giving remarks in their classroom observation proforma.

The nature of the inspection proforma also varies according to the context and situation. The officers have prepared the inspection proforma to ease their work as per the requirements. But most of the columns of this proforma focused on para-academic or administrative aspects and very less focused on teachers' pedagogical processes. So here are the main challenges to the educational administrators the inspection proforma should be made in such a way that academic aspects also get the priority besides the administrative aspects, then certainly the overall quality of the education system would be improved.

6.3 Perceptions of different stakeholders on the role of inspection and supervision

The different stakeholders like the Head of the school, school teachers, DI/S, AI/S, SI/S, and DEO have perceived the term inspection and supervision. Mostly the

officers visited the school surprisingly and did the inspection and supervision. They have some norms regarding school inspection and supervision. But due to administrative overburdened, they could not get sufficient time for the inspection and supervision. The Second All India Survey of Educational Administration, 1991-2001, reveals that the time spent on school visits for inspection and supervision by inspecting personnel has decreased dramatically from the period 1973–1981. DEOs spend very little time inspecting and supervising, according to a review of their activity profile. The percentage of time spent on inspection and supervision of various aspects of schools varies from 12% in Himachal Pradesh to 34% in Kerala. (Tyagi, 2011).

The head of the school has played an important role in internal supervision. As they observe the classroom and pedagogical transaction by the teachers. The school head also gives all kinds of support to the teachers for their professional development and capacity building. So the dynamic leadership of the school head is more important regarding inspection and supervision. So from there, school-based instructional supervision has emerged.

6.4 Conclusion:

Inspection and supervision are two important aspects of educational administration. Proper supervision will lead to improving the entire quality of our education system, especially at the school level. So here the role of inspection officers i.e. DEO for district level, BEO for block-level, DI/S, AI/S, SI/S, Co-ordinator of BRCs, Co-ordinator of CRCs are also very important for visiting the schools, monitoring all the aspects from academic to administrative issues, observing classroom practices, pedagogical transaction into the classroom, the process of proper assessment and evaluation system during the entire session, giving proper feedback or suggesting some measures to the HM's and other school staffs to overcome their existing issues/difficulties is one of the main responsibility of them. And the last but not the least is the decision-making ability is also one of the main important aspects of effective implementation of any plan or programmes related to grants, transfer of the teachers, recruitment of the teachers, related increment or pension of the teachers and so on and so forth. But now the inspectors are too much overburdened with

administrative work. As a result, they can't get sufficient time to visit the schools and provide support to all the teachers of the school. So the schools can not be improving themselves due to the lack of feedback from the inspectors. If some kind of administrative pressure has to be reduced from their shoulders, then they can visit the schools and also provide feedback to improve the quality of the entire education system of the school.

There has been a shift to be found in inspection and supervision practices. In this shift, more focus is to be given to support rather than control over the system. In this process, the role of school-based instructional supervision is more prominent day by day. In this school-based instructional supervision, the role of the school head is more crucial with regards to providing all kinds of instructions, and support, observing the classroom, checking pedagogical processes and giving feedback for improving the teaching-learning process, reflective practices, and dialogue analysis etc. So here in this process, the teachers get more support from the school head and enhance their professional skills and capabilities. As a result, the learning outcomes of the school will be improved, which leads to improving the entire quality of education.

In the Malda district of West Bengal school inspection and supervision by the officers not occurred in a regular manner. Before the Covid-19 pandemic, the inspection was done 2-to 3 times per year in a primary school. There was no inspection and supervision conducted by the officers for 2 years due to the Covid-19 pandemic. Though some exam-related inspection was done to get the scholarship. Most of the visits of the officers were surprise in nature. The officer, at first, visit the school headroom and checked all the official documents related to the admission register, attendance registers for both teachers and students, MDM register and so on. After that, they visited the classroom and observed the teaching-learning process and assess the teachers pedagogical methods. At the last, they discussed verbally various issues with the school heads, teachers and all the staff and provide their feedback on the inspection book of the school, in the next visit they tried to follow up on whether the schools followed all the suggestions or not.

The officers are overburdened with heavy administrative or non-academic issues. So they can't get sufficient time to visit the school for inspection and supervision. Lack of mobility support and non-sufficient staff in each circle from AI/S to group-c and group-d staff are also creating the barrier in their way.

The school heads provide all kinds of support to the teachers. The school heads always motivate the teachers to boost their morale and organise training programmes to consult with the officers to develop their professional skills and abilities to ensure a better learning outcome that leads to improving the overall quality of the education.

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Appendices

SCHOOL INSPECTION FORM, MALDA (SECONDARY) Dated:**1. School information:**

Name of the School: <u>Ramkinkar Balika Vidyashram</u>	U-DISE Code: <u>19061600404</u>
Address: <u>2 NO. Govt Colony, Mokdampur, Malda</u>	
Name of HT/TIC: <u>Aditi Chattopadhyay</u>	Mob No. <u>9932634362</u>
Medium of Instruction: <u>Bengali</u>	Stream available in HS Level: <u>Arts</u>

2. Teachers' information: Teachers in position.

Total in UP Section		Total in Normal Section		Total in HS Section		No. of teachers present		No. of teachers absent	
Male	Female	Male	Female	Male	Female	Male:	Female:	Male:	Female:
			<u>16</u>		<u>3</u>		<u>19</u>		

3. Information about Non-teaching staff:

Staff in position		Staff present	Staff absent
Male	Female		
	<u>3</u>	<u>3</u>	<u>NIL</u>

4. Report on Vacant posts:

Teaching						Non-teaching		Whether vacancies reported	
UP Section		Normal Section		HS Section		Male:	Female:	Yes	No
Male:	Fem: <u>NIL</u>	Male:	Fem: <u>302</u>	Male:	Fem: <u>2NIL</u>		<u>01</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4. Students information:

Total Enrolment	Attendance	CWSN admitted	CWSN present	New admission since 2 nd January	Students sent up for Board/Council Exam	
					X-th	XII-th
<u>855</u>	<u>449</u>	<u>2</u>	<u>2</u>	<u>229</u>	<u>101</u>	<u>105</u>

5. Distribution of incentive scheme items among students whether completed:

NTB		Ex-Books		School Bags		Uniform		Bi-cycle	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6. Kanyashree Prakalpa & Sabuj sathi:

No. of Girls enrolled under K1 this year	No. of K1 renewal cases	No. of Girls covered under K2 this year	No. of Girls not yet enrolled under K1 this year	No. of Students covered under Sabuj Sathi scheme
<u>63</u>	<u>402 344</u>	<u>96</u>	<u>NIL</u>	<u>115</u>

7. CCE related :

Whether peacock cards ,evaluation sheets, Progress report cards available in school		Whether CCE norms are followed for Evaluation		No. of formative evaluation held	No. of summative evaluation held	Whether Report Cards distributed among students		Whether Reports shared with parents		Whether Remedial classes are held	
Yes	No	Yes	No			Yes	No	Yes	No	Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>1</u>	<u>1</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8. Other arrangements/facilities:

Transportation Allowance for CWSN		Escort for CWSN		Health Checkup held		Health Cards available		Child cabinet	
Yes	No ✓	Yes	No ✓	Yes ✓	No	Yes ✓	No	Yes ✓	No
WIFS provided		No. covered under WIFS	No. of MC meeting held	Whether PTA takes place		Whether MTA takes place		Whether Spl. training for OoSC provided	
Yes ✓	No			Yes	No ✓	Yes	No ✓	Yes	No ✓

9. Cooked Mid-day Meal Programme:

Detailed Menu of the day	No. of MDM takers	No. of Cook-cum-helper	Rice in stock (Kg.)	Kitchen shed			Whether School has Dining Hall			Whether MDM is tasted before serving	
				Good	Tolerable	Needed	Yes	No	Needed	Yes	No
Mixed veggy & Dal	243	6	250 Kg	Good	Tolerable ✓	Needed	Yes	No ✓	Needed	Yes ✓	No

Whether school has Kitchen Garden		Whether school has Cooking Gas facility	
Yes	No ✓	Yes ✓	No

10. Infrastructure

Separate room for HM		Office Room		Staff Room		Total Class-rooms	Library-cum reading room		Girls common room		Store Room	
Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
✓		✓		✓			✓		✓		✓	

11. Other facilities

Electricity		ICT Project		CAL Project		KYAN Project		Laboratory	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
✓		✓			✓		✓	✓	

12. Drinking water & Sanitation:

Source of DW	Filtration available		DW adequate		Staff toilet		Common Toilet		Boys Toilet		Girls Toilet	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Tap Water	✓		✓		✓			✓		✓	✓	

13. Grants breceived during last three years:

Year	ACR	Capital	Lab	Library	Furniture	SG	MG	TLM	Others
2017	NIL	NIL	NIL	NIL	NIL	50000 +7000	10000	NIL	
2018	NIL	NIL	60,000	NIL	NIL	57000	10000	NIL	
2019	NIL	NIL	NIL	NIL	NIL	71000	NIL	NIL	

14. Books of records & Registers :

Admission Register is in order		MC minutes Book properly kept		Cash Book properly written		PF Ledger is updated		Service Book is up to date	
<input checked="" type="checkbox"/> Yes	No	<input checked="" type="checkbox"/> Yes	No	<input checked="" type="checkbox"/> Yes	No	<input checked="" type="checkbox"/> Yes	No	Yes	<input checked="" type="checkbox"/> No

15. Special observation, if any (Need based):

16. Suggestions (academic and administrative):

Aditi Chatteropadhyay

Sign. of HM/TIC:

Headmistress

Ramkinkar Balika

Vidyashram (H.S.), Malda

07/08/2019

Sign. of Inspecting official(s)

Director of School Education

Government of West Bengal

1. General Information :

a) Name and Address of the School :

Arapur Gote Tipajani Ahladini
Ghosh Girls' High School (H.S.), P.O. - Arapur Dist- Mald
Pin - 732128

b) Date of Establishment of the School : _____

c) U-DISE Code : 19060113302

d) Date of last Inspection : 18.7.2017, Date of present Inspection : 16.8.2019

2. Information of Teachers :

a) Number of teachers : Full Time 21, Part Time 03, Para Teacher 04

b) Distribution of Teachers (group - wise) :

Category	Normal section					H. S. section		
	H/M	Language	Science	Social Science	Work Education	Science	Arts	Commerce
Full Time	1	04	07	03	01+1	-	3	-
Para Teacher	-	01	01	02	-	-	-	-
Part Time		01					3	

c) Number of Teachers Present :

on the date of inspection : Full Time 18, Part Time 02, Para Teacher 00 on duty to S.I. office

d) Number of Teachers Absent :

on the date of inspection : Full Time 02, Part Time 01, Para Teacher 04

e) Name of the absentee Teacher :

and his leave account : Kaberi Samanta (C.L.), Ranhi Mandal (C.C.L.)

f) Number of Non-teaching staff members : 04

g) Name of Non-teaching staff members remain absent on the date of inspection : 01 (Maternity leave)

3. Number of Students (Class wise)

Class	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Enrolment												
No. of students present (Boys)	-		-		-		-		-		-	
No. of students present (Girls)					138							

4. Observation : Record of Classroom processes :
 Please mark (✓) in the relevant column for each item.

Sl. No.	Aspects	To a Great Extent	To Some Extent	Not at All
1.	Teacher encourage children to ask questions.			
2.	Teacher gives answers to students questions / queries gladly.			
3.	Teacher is sharing student's experiences and developing lesson on the basis of their experience.			
4.	Blackboard is used properly by the teacher.			
5.	Relevant TLMs are used properly during teaching.			
6.	Teacher is asking variety of questions to encourage participation of all children.			
7.	The teacher is conducting relevant activities during teaching.			
8.	Overall classroom environment is conducive for learning.			
9.	Children feel free to express their feelings and problems.			
10.	Teacher is assessing student's learning along with teaching and moving ahead after ensuring that students have learnt.			
11.	Teacher addresses the diversity in classroom (inclusiveness)			
	Other remarks.			

3. Observation on Classroom visit : (maximum four classes to be visited by one inspector)

Name of the Teacher	Subject taught	Class	Application of methodology of teacher of Imparting lesson	Comprehensive Evaluation Fully/Partly/Not at all	Gradation of Performance : Excellent / Good / Average / Bellow Average

6. Declaration of Teacher with Signature :

Teachers' participation in outdoor activities including Sports, Games and organizing social activities like bringing the out of school children in the Classroom :

- a)
- b)
- c)
- d)

7. Declaration of the H. M. / T/C :

	Yes	No
Remedial Classes organized by the teacher for the improvement of the Weak	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher using teaching aides for developing Inquisitiveness and interest in the mind of the student	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher encouraging library going and computer using habit to the student	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8. Infrastructural position

- : Yes / No
- i) Mid-Day-Meal : Yes / No
- ii) Adequate number of Classroom : Yes / No
- iii) a) Toilet : Yes / No
- b) Separate Toilet for Boys & Girls : Yes / No (N.A.)
- iv) Drinking Water : Yes / No
- v) Health Check-up of Student : Yes / No
- vi) Library : Yes / No
- vii) NCC /NSS : Yes / No
- viii) Games and Sports : Yes / No

9. Information regarding pension :

Year	No. of Teachers retired		No. of Teachers to be retired within next 12 months	No. of pension cases sent to DIS	No. of pension cases settled	No. of pension cases pending at the school	Reasons for delay
	Up to 30 th June	Up to 31 st Dec					
2019	NIL		—	—	—	—	—

10. Infrastructure grants received from different sources (during last 15 years) :

Name	Fund received	Fund utilised	Infrastructure created
SSA			
MPLAD			
MLALAD			
BADP			
BRGF			
EFC / TFC			
BCW			
State Plan Fund			
Any other			

11. Overall impression : Excellent Good Average
of the Inspector.

Below Average

12. Suggestion of the Inspector, if any :

M. Datta 16.8.19

Signature of the H. M. / T/C
with date

Signature of the Inspecting
Officer with date

**Directorate of School Education
West Bengal
OVERALL GRADATION OF SCHOOL**

1.Name of the School:

2.DISE Code:

3.Date of Inspection:

4.Classroom observation remarks: Each item will have 4 marks in maximum

Sl.No	Statement	Excellent (4)	Good (3)	Average (2)	Below Average (1)
i	Teachers preparation and lesson plan for teaching and learning				
ii	Classroom arranged for self learning and group learning or peer learning (Mixed group and proper representation of girls facilitated)				
iii	Teachers using teaching aids effectively at the begining of the class for introducing the challenge of the given units and students using TLMS in the group learning in the rest of the class				
iv	Students are actively involved in learning process and asking questions				
v	Proficiency of the teachers in asking little and probing question and in using non-verbal cues				
vi	Students performance properly checked during activities and home task given as per how lesson was dealt in the classroom				
vii	Teachers encouraging students to recapitulate the learnt matter at the end of the class				
viii	effective use of CCE and framing of evaluation tools on the basis of competence achieved				
ix	Effective use of library books or laboratory during teaching learning process				

5.School Efficiency index: Each item will have 4 marks in maximum

Sl.No	Statement	Excellent (4)	Good (3)	Average (2)	Below Average (1)
i	Relationship of the school along with community panchayat and parents				
ii	Quality of the meeting of the VEC/MC/MTA specially on the problem of girl child, SC and ST, minority children				
iii	Effectiveness of incentive schemes like mid-day-meal, free text books and dress				
iv	Participation in outdoor activities including sports and games and organising social activities				
v	Relationship among the teachers and HM and MC/VEC				
vi	Measures undertaken by the school authority/teachers to improve quality and reduce dropout rate and enhancing enrolment				
vii	Use of toilet, drinking water and classroom space				
viii	Effective use of available teachers				

6. Whether the children take private tuition at home ? 4 marks in maximum

Excellent	Good	Average	Below Average

7. Attendance of students on the date of inspection (8 marks in maximum)

Excellent	Good	Average	Below Average

8. Attendance of teachers on the date of inspection (8 marks in maximum)

Excellent	Good	Average	Below Average

9. Overall result of the school (Class IV for the primary schools, Class VIII for Jr. High School and MP for High or HS School) (8 marks in maximum)

Excellent	Good	Average	Below Average

10. How far the school authority is sincere to implement the suggestion of the last inspection (8 marks in maximum)

Excellent	Good	Average	Below Average

11. Is there any fire safety arrangement

Excellent	Good	Average	Below Average

12. Corporal punishment

Excellent	Good	Average	Below Average

A. Overall impression of School efficiency (Please tick)

Excellent	Good	Average	Below Average

Total Score:

B. Comments of the Inspectors:

Signature of the Inspector

**Inspection and Supervision in Improving the Quality of School Education
-A study of government schools in Malda district, West Bengal**

**Interview schedule for the Principals/HM's to know their various perspectives about the
Inspection and Supervision**

Name:

Name of the School:

Total years of experience:

Types of Schools:

PART-1

1. What is the general procedure of school inspection?
2. What does the inspector generally look for in your school while coming to inspect the school?
3. Do they more focus on administrative or academic aspects in your school?
4. Do you think that external supervision leads to quality of education in your school, if yes, how it would help the entire quality of education system in your school?
5. What, in addition, in your opinion be looked for by him in your school and why?
6. What are your observations on the present methods and procedures of inspection of Primary/Secondary schools in the West Bengal Board?

PART-2

1. What criticism do you level against the organization of the inspectorate for the Primary/Secondary schools? (While answering this question, please take into consideration, appointments of the inspectors, qualification, experience, the attitude of the inspecting staff and so on)

2. Do the inspectors identify the weak and the strong areas in the school? If yes, how do they give the solution to overcome the issues?

3. Do you think that the inspectors give proper justification for their work in a day? If not, state the reason.

4. What do you think about the academic and administrative competency of the inspector of the school?

5. What do you think, are the inspectors properly trained, or some in-service or pre-service training is needed for the officers and why?

PART-3

1. How is the pedagogical process checked by the inspectors?

2. Do the inspectors check the Lesson Plans of the teachers? If yes, how do they give their feedback to improve the teaching-learning process?

3. Do the inspectors check the extra co-curricular activity done by the teacher?
4. Do the inspectors check the logbook maintained by the principal?
5. Do the inspectors check the service books of the teachers?
6. Do they check the CCE record of your school? If yes, how are the CCE records evaluated by the inspectors?
7. Do the inspectors visit the classroom? If yes, how much time do they spend in each class?
8. Do they discuss with the teachers, the pedagogical process and the problems faced by the teachers?

PART-4

1. Do the inspectors provide proper feedback to the school after the inspection? If yes, what steps do you take for improvement of the school, if the area of improvement is identified in the inspection?
2. Do you discuss the feedback with the teachers and take improvement actions involving teachers in the process? If yes, how this process is going on?
3. Are you satisfied with the present system of Primary/Secondary school inspection conducted by the WBBPE/WBBSE? If No, why?
4. What drawbacks do you think the present system of school inspection suffers from?
5. What are your suggestions to help the present machinery to raise itself to follow the new modes, ideals, and outlooks towards primary/secondary education?

**Inspection and Supervision in Improving the Quality of School Education
-A study of government schools in Malda district, West Bengal**

**Interview schedule for the teachers to know their various perspectives about the Inspection
and Supervision**

Name of the Teacher:

Name of the School:

Year of Experience:

Types of School:

Part -1

1. Does inspection take place in your school? If yes, then how many times does the inspection take place?

- In a year
- In three years
- In five years
- Never

2. Is the visit scheduled and informed to you, if yes then how is its nature?

3. Does surprise inspection take place in your school, if yes then how its nature is?

4. How inspection and supervision are helping in quality improvement in your school?

5. Are the subject experts involved in the process of inspection?

6. Do you think the officers visiting your school are trained officers?

7. How much time do you need for the preparation of the inspection?

Part-2

1. How is your pedagogical process evaluated by the inspectors?

2. Is the lesson plans observed by the officers? If yes, then are they noting the improvements in the lesson plan, or are the teachers called personally?

3. How much time is given for class observation by the inspectors?

4. How is the behavior of the officers with the teachers or the staff?

6. Are you satisfied with the inspection process? If not, then state the reason.

7. Do you have your internal quality assurance cell to maintain the quality standards in your school?

8. How much academic work is given importance by the officers as it should be?

9. Your views about internal evaluation and external inspection.

10. How does internal and external supervision leads to the quality of education in your school?

9. Does the government arrange special training programs for the teachers for enhancing their professional development? If yes, then how these programmes are helping your capacity building cum professional development?

10. Does your principal/HM co-operate for the professional development of the teachers? If yes, then how does it help to develop your professional development.

Part-3

1. How is the feedback given by the officers?

2. During the feedback what exactly is focused on.

3. Do they discuss the problems faced by the teachers or are they fault finders yet?

4. Do the teachers follow up on the feedback cum suggestions given by the officers?

5. Is any strict action taken by the officers against the people in the school who don't work or don't follow up the feedback cum suggestions?

6. What are the steps taken by the administrative staff for school improvement after the inspection?

8. What type of improvement should be there in the inspection system?

9. Your suggestions to improve the quality of school with the help of school inspection.

Inspection and Supervision in Improving the Quality of School Education -A study of government schools in Malda district, West Bengal

Interview schedule for the Inspectors to know their various perspectives about the Inspection and Supervision

Name:

Total years of experience:

Qualification:

PART-1

1. Do you think external supervision leads to the entire quality of the education system in school? If yes, how does it help to enhance the quality of education in schools?

2. What are the different duties assigned to you so far as primary/secondary education is concerned?

2. Besides the above duties, are there any additional duties assigned to you? If yes, what are these?

4. Do you organize refresher courses and hold educational conferences and seminars on methods of teaching, syllabuses? If yes, what is the main purpose for organizing such programs?

5. What special points do you generally bear in mind while inspecting a primary/secondary school?

PART-2

1. Describe the general procedure of school inspection.

2. Is there any prescribed proforma for the primary/secondary school inspector's report? If yes, how does it help to assess the schools to enhance the quality of education?

3. Do you inspect all the schools as per your prescribed norms in a year, if not, what are the reasons behind it?

4. Do the official regulations provide criteria for assessing the work to teachers? If yes, what are they?

5. Do you pay surprise visits to the schools to study the normal condition in which the school works? If yes, how is its nature?

6. Which documents generally do you observe during the school inspection?

7. How do you assess the pedagogical process of the school?

9. Do you think that you don't get sufficient time for school inspection and supervision? If yes, what are the barriers in your way to doing so?

PART-3

1. How is the feedback given to the school?
2. How do you measure the improvement taking place in the school?
3. Do you follow up the actions whatever suggestions are given to the HM and other school staff?
4. Is strict action taken by the government against low-performing schools or those schools that do not fit in your inspection rubrics?
5. Do you spend sufficient time on academic supervision besides administrative supervision, if not, why?
6. Do you favor a need for a separate inspectorate for administrative and academic inspection so that adequate attention can be paid to the growing problems of primary/secondary education? If so, why?
7. Do you feel that the present inspection system is appropriate and needs no change? If not, what are the changes including according to you?

8. What are the problems faced by you in your primary/secondary school inspection work?

9. Do you favor the need for the inspectors of primary/secondary schools to be given special training for inspectorial work? If yes, why?

10. Are there any reforming measures in the inspection system of primary/secondary schools that you can contemplate in your area?

11. Kindly offer any other suggestions if you can for the improvement of secondary school inspection for quality improvement.

পরিদর্শনের তারিখ : 31/7/2019

পরিদর্শকের নাম ও পদ : Tushara Kanti Roy, SJS 15

শেষ পরিদর্শনের তারিখ : 15/12/2018

All teachers are present. Attendance of ~~teachers~~ students is given below—

I → 65/68

II → 78/80

III → 72/77

IV → 75/82.

Second summative Exam is going on as per schedule. Mid day meal served with menu rice, mixed veg.

31/7/2019.

পরিদর্শনের তারিখ : 15/12/2018

পরিদর্শকের নাম ও পদ : Tushar Komti Roy, S.T/S, 14

শেষ পরিদর্শনের তারিখ : 13/04/2017

I have visited the school today. Attendance of students is given as -

<u>class.</u>	<u>present</u>
P.P →	25.
class I →	36
class II →	40.
class III →	45
class IV →	48
<u>Total = 194.</u>	

Attendance is about 51%. Mid day meal served. - Teachers are taking classes as per schedule.

T Roy 15/12/2018

পরিদর্শনের তারিখ : 12/12/2017

পরিদর্শকের নাম ও পদ : Tushar Kanti Roy, S.I/S. 13

শেষ পরিদর্শনের তারিখ : 13/04/17

The undersigned has visited the school today.
The attendance of students is satisfactory.
The undersigned has visited various classrooms.
Work is running.

Day: 12/12/2017.
S.I/S, EBU circle.

পরিদর্শনের তারিখ : 13/04/17

পরিদর্শকের নাম ও পদ : Tushar Kanti Roy, S.I/S, 12

শেষ পরিদর্শনের তারিখ : ~~13/04/17~~

with Shri Hiramoy Mandal, A.I/S (P.E), the Undersigned visited the school today. We attended at guardian meeting and discussed various issues with them. We have visited the classrooms ~~to~~ ~~and~~ MPM running. Above all, everything is going well.

Troy. 13/04/17.

পরিদর্শনের তারিখ : 15-08-2013

পরিদর্শকের নাম ও পদ : Chinmay Sarkar SPO, SSM - 8

শেষ পরিদর্শনের তারিখ :

Being invited to remain present on Independence Day, I paid a visit to this pri. school at 6.30 am. It was nice to see that 90% students were present to celebrate Independence Day. At the same time the High school authority was also celebrating the day but with a mere attendance of 50-60 students. The way the children of this primary school performed both at the field and the cultural platform - was really a good lesson for all of us in terms of spirit, attitude, discipline and cultural output. The initiatives taken by the Head teacher involving all other Assistant Teachers, is really inspiring for us all who were gradually losing faith on Govt. Aided primary school. I hope the school authority will continue to move towards more positive direction and provide the society a good no. of girls with excellent results.


16/8/13

INSPECTION BOOK—

পরিদর্শন বহি—

Name of Visitor

পরিদর্শনকারীর নাম

Tushar Kanti Roy

Designation

ঐ পদবী

SIIS, EBU-1 circle.

Date
তারিখ

16/17/07/2019.

Remarks

মন্তব্য

I have visited the school today and to checked PGT indicators. posters of Learning Out comes have been displayed in classrooms as per rooms. I have also visited classrooms and teachers are taking classes as per schedule. Mid day meal served to students. I have discussed different academic related issues with teachers. In my opinion they are giving best quality education.

17/07/2019.

SIIS EBU-1 circle.

Visitors' Remarks Book

Serial No.	Date of Visit	Name and Address of the Visitor	Visitor's Remarks and Signature
1.	26/8/19 MID DAY meal	CLRE EBU-1	Kankadas (S.B) Roy 26/8/19
	22/11/19	Education Supervisor Anibisata Roy	MDM running. <u>A Roy</u>