

CHAPTER – 4

ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

In the previous chapter, research design of the study was presented along with the methodology adopted sampling frame, description of tools used, procedure of data collection coding and a brief account of relevant statistical techniques used in the study. This chapter presents the analysis and interpretation of the data in the context of the objectives of the study. The collected data were tabulated, classified and analyzed to derive meaningful interpretations.

As mentioned earlier in the methodology, the study used a mixed method design which enabled researcher to use descriptive statistics like means, standard deviation and t-values. It helped to understand the significance of different indicators on School quality and the perceptions of the respondents on quality indicators in top performing Schools. A narrative format was used to provide the reader with detailed and thick description of the high performing Secondary Schools of Gujarat Secondary & Higher Secondary Education Board. Direct quotations were utilized to provide the reader with the actual thoughts of the respondents in context. Tables and charts were used when appropriate to illustrate the achievement of the high performing Secondary Schools on quality indicators. The goal of the researcher was to present the study in a clear, concise and comprehensive format.

4.1. POLICIES AND QUALITY ASSURANCE PROGRAMMES IN THE SECONDARY SCHOOLS OF GUJARAT

From the content analysis of documents and review of literature various policies and programmes of the Gujarat Secondary & Higher Secondary Education Board to improve the quality of Secondary education and the existing practices of quality assurance were reviewed. The government of Gujarat has been making efforts to improve quality of education in the state, especially at the Gujarat Secondary & Higher Secondary Education Board. On the lines of Ministry of Human Resource Development, Government of India, the state education ministry has also initiated SSA for the primary education and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for the Secondary education.

There are several policies initiated by the Central government as well as state government to bring improvement in quality of Secondary education. These policies and programmes are either fully funded by central governments or both centre and state bear the cost of implementing it. In case of Gujarat as mentioned in the official website (www.gcert.gujarat.gov.in) the responsibility of implementing various policies and programmes is either through GSHEB or GCERT. A brief description of these institutions are presented below.

❖ Gujarat Secondary and Higher Secondary Education Board (GSHEB)

As per the official website of the Gujarat Secondary and Higher Secondary Education Board, this board is a statutory body which was created in 1972, apart from implementing various policies and programmes in the state also looks after the academic issues in Secondary education. This board takes the responsibility of; preparing the syllabus and curriculum, registration and

Establishment of new Schools, Monitoring the School performance and keeping a check on their work it makes an effort in conducting the teacher training workshops to bring enhancement in their skills, conducting examinations every year and declaring results online. Many facilities are provided by the board in order to bring quality enhancement in Secondary education. The board has introduced new and modern technologies like computerized class rooms, conducting Academic Panel inspections, bringing up the quality of those Schools identified as low performing Schools and organizing training courses for inspecting officers and teachers and other functionaries.

The broad functions of the Gujarat Secondary and Higher Secondary Education Board fall into three categories:

Academic Functions

In case of academic functions of the board, it is observed that this board has worked towards making technology enabled education accessible to all by preparing the curricula & syllabi for Secondary Schools, recommending text books designed according to the latest guidelines registering new Secondary Schools, maintaining a periodically updated register of Secondary Schools of the state, conducting inspection & supervision of Secondary Schools in the state, providing guidance to students, organizing training for teachers and Principals, prescribing School, vacations, and internal examinations timings as well as promoting rules, holidays, etc. The board also advises the state government on academic matters and actively involves itself in integrating technology-in the Secondary Schools by introducing computer studies among regular curricula.

Examination Functions

It is the responsibility of the Gujarat Secondary and Higher Secondary Education board to conduct public examinations for SSC (Standard 10) and HSC and to declare results also.

Research & Development Functions

The board has a R & D division which takes up research projects for improving quality of Secondary education it also publishes these research papers. The board is responsible for conducting trainings for inspectors, teachers and other functionaries in Secondary Education. It publishes a monthly magazine named 'Madhyamik Shikshan & Parikshan', containing articles on various issues related to Secondary education. This magazine is circulated among all the Schools. It also conducts Academic Panel inspections, to bring up the quality of Schools identified as low performing

❖ Gujarat Council of Educational Research and Training (GCERT)

In 1988 State Council of Educational Research and Training (SCERT) was upgraded, and named as Gujarat Council of Educational Research and Training (GCERT) for implementing the policies, programmes and researches in the state. The policies and programmes are implemented by the GCERT and it also provides resource support and guidance to all the teacher education institutions and works in collaboration with the NGOs, Subject experts, educationalists and pioneers. This agency is responsible for bringing reforms in the remote and underserved areas of the State as it is committed to bring qualitative improvement in Secondary School education. It is a State level academic institution and is controlled and guided by a Governing body as well

as an Executive Committee. The DIETs (District Institute of Education and Training) impart pre-service and in-service training to the primary teachers of the State and it works under the GCERT. (Source: www.gcert.gujarat.gov.in)

4.1.1. Policies on Quality Assurance

There are several policies for quality improvement in Secondary education that are initiated by the center which are implemented by the state and some policies that are initiated by the state to bring the desired changes in the quality of Secondary education in the state. In case of Secondary education in Gujarat the major policy initiatives to improve quality of education are taken from time to time, it includes the introduction of direct pay scheme for Secondary School teachers with effect from 1973. Norms for grant – in –aid for non-government Secondary Schools were set in the year 1977, where the nongovernment Secondary Schools on the basis of ‘No permanent grant’ were given sanction to start a School. The Gujarat Secondary & Higher Secondary Education Board is empowered to accord sanction and registration to non-government Secondary Schools, to deal with important matters relating to teachers and nonteaching personnel as well as curricular matters pertaining to Secondary education. Also a Secondary Education Tribunal was set up in 1974 to settle disputes regarding service conditions between employees of nongovernment Secondary Schools and School managements. For promotion of skill education the vocationalisation of +2 stage was initiated in 1986 in pursuance of National Policy on Education (1986). In Gujarat, the primary education now comprises of classes I – VII, known usually as elementary education. Class VIII is merged with the primary form the year 2009 and it was implemented in phase by phase manner.

As a policy the examination results of SSC (X) and HSC (XII) examination are declared on internet for students on the same day. Also October examinations for X and XII repeaters have been abolished. Alternatively, those students who are declared to have failed in only one subject are allowed to take special examination in that subject which is usually held immediately in the month of July. This is a marked departure from the usual procedure where student had to wait for one year to clear the examination. The Comprehensive and continuous evaluation has been introduced at the Secondary School level from the academic year 2000.

Thus, in Gujarat in the last decade, vital reforms have been effected to enhance the quality in education, they are as follows;

- Annual supervision of the Schools by the board officials,
- Up gradation of Commissionerate Office and 26 District Education Offices by obtaining ISO 9001:2008 Certification.
- E-Governance initiative by launching websites for 26 DEO Offices' and 325 Government Schools.
- KarmyogiTalim for teachers and Principals as a part of professional development.
- Under 'Shudhhikaran' action; Teacher recruitment done through Board officials instead of the trustee members and prohibition is put on the tuitions conducted by teachers
- The Teachers' Eligibility Test (TET) now mandatory for recruiting teachers. TET was introduced by the Government of India in order to improve standards in teaching. It was held for the first time in 2011. For teachers already working, they are supposed to clear the exam in two years time.

The following table-4.1 is the summary of the quality initiatives taken by the state of Gujarat for Secondary education.

Table-4.1

Quality Initiatives in Secondary Education

Government Initiatives to Improve Quality of Secondary Education in Gujarat		
Year	Name of The Programme	Aims of Programme
1973	Direct Pay Scheme	For Secondary teachers
1977	Norms of Grant – in – aid	For non-government Secondary Schools
1998	Model English Schools	For students living in rural Gujarat
1999	Para Teachers scheme	Recruiting qualified teachers with fixed pay
1999	Grant of financial assistance	Purchase computers for Secondary Schools
2009	Education innovation Commission	Prepare research, plan & blueprints for education
2010	Quality accreditation council	Provide an accurate revelation of the School's academic merit
2013	Gunotsav Drive.	To grade Secondary Schools on the basis of students performance

(Source: www.gujaratstat.com/education/6370/stats.aspx)

The above table-4.1, shows the initiatives for improvement of quality of Secondary education taken by the government.

4.1.2 Programmes on Quality Assurance

The policy at present is to make Secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18. The following schemes targeted at Secondary stage (i.e. class IX to XII) are being implemented in the form of Centrally Sponsored Schemes;

a) ***Rashrtiya Madhyamik Shiksha Abhiyan***

This scheme was launched in March, 2009 with the objective to enhance access to Secondary education and to improve its quality. The implementation of the scheme started from 2009-10. The major objectives of the plan are;

- To achieve a GER of 75% for classes IX-X within 5 years by providing a Secondary School within a reasonable distance (5-7 km) of every habitation.
- To improve quality of education imparted at Secondary level through making all Secondary Schools conform to prescribed norms.
- To remove gender, socio-economic and disability barriers.
- To achieve universal access to Secondary education by 2017, i.e., by the end of 12th Five Year Plan.
- To achieve universal retention by 2020

The scheme is being implemented by the State government societies established for implementation of the scheme. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at Secondary stage of implementation of the scheme by providing a Secondary School within a reasonable distance of any habitation. Important physical facilities provided under the scheme are:(i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas. Under the scheme 10503 new Schools sanctioned out of which 9223 Schools have become functional.

b) *Information and Communication Technology in Schools(ICT @ Schools)*

The Information and Communication Technology (ICT) in Schools Scheme was launched in December, 2004 and was revised in July 2010. The objectives of this programme are;

- To establish an enabling environment to promote the usage of ICT especially in Higher Secondary and Secondary Government Schools in rural areas. Critical factors of such an enabling environment include widespread availability of access devices, connectivity to the Internet and promotion of ICT literacy.
- To ensure the availability of quality content on-line and through access devices both in the private sector and by State Institutes of Education and Training (SIETs).
- To enrich the existing curriculum and pedagogy by employing ICT tools for teaching and learning.
- To enable students to acquire skills needed for the Digital world for higher studies and gainful employment.
- To provide an effective learning environment for children with special needs through ICT tools.

It aims to provide opportunities to Secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. It currently covers both Government and Government aided Secondary and Higher Secondary Schools. Financial assistance is provided for procurement

of computers and peripherals, educational software, training of teachers, development of e-content, Internet connectivity & set up of smart Schools. The Scheme provides support to States/UTs to establish computer labs on sustainable basis. The scheme has essentially following components:-

- Partnership with State Government and Union Territories Administrations for providing computer aided education to Secondary and Higher Secondary Government and Government aided Schools.
- Establishment of smart Schools, which shall be technology demonstrators.
- Teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.
- Provisions for in-service (induction and refresher) training for all teachers in Secondary and higher Secondary Schools to enable them to impart ICT enabled teaching.
- There is a provision to strengthen SIETs to contribute to e-content development.
- Management, monitoring and evaluation will be strengthened.

c) *Girls Hostel Scheme*

This is a new Centrally Sponsored Scheme launched in 2008-09 and is being implemented from 2009-10 to set up a 100-bedded Girls' Hostel in each of 3479 Educationally Backward Blocks (EBBs) in the country. The objectives are;

- To retain the girls in Secondary School (IX to XII).
- At least 50% of the girls admitted to the hostels should belong to SC, ST, OBC, Minority communities

The Scheme is to be implemented by the State Government societies established for implementation of the Scheme. The main objective of the Scheme is to retain the girl child in Secondary School so that girl students are not denied the opportunity to continue their study due to distance to School, parents' financial affordability and other connected societal factors. Another objective of the Scheme is to make Secondary and Senior Secondary education accessible to a larger number of girl students. The girl students in the age group of 14-18 yrs. studying in classes IX and XII belonging to SC, ST, OBC, minority communities and BPL families will form the target group of the Scheme. At least 50% of girls admitted will be from SC, ST, OBC and Minority communities.

d) *National Means-cum Merit Scholarship Scheme*

The Centrally Sponsored Scheme "National Means-cum-Merit Scholarship Scheme (NMMSS)" was launched in May, 2008. The objectives of this programme are;

- To promote enrolment of girls belonging to weaker sections of the society,
- To ensure their retention at least till completion of 10th class and preferably till 12th class,
- To reduce their drop out at Secondary and higher Secondary stages
- To improve gender parity and to empower girls.

The aim of the scheme is to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue the study at Secondary stage. Scholarship of Rs.6000/- per annum (Rs.500/- per month) per student is awarded to selected students every year for study in classes from IX to XII in Government, Government aided and local body Schools. There is quota of scholarships for different states/UTs. There is reservation as per State Government norms. The selection of students for the scholarships was being made through an examination conducted by the State Governments/UT administration along with the National Talent Search Examination (NTSE) first Stage-I examination. For academic year 2013-14 onward, separate examination for selection of students for NMMS Scholarships is being conducted by the State Governments. Scholarships are disbursed by the State Bank of India directly into the accounts of students on quarterly basis.

e) ***National Incentive to Girls***

To promote enrolment of girl child in the age group of 14-18 at Secondary stage, especially those who passed Class VIII and to encourage the Secondary education of such girls, the Centrally Sponsored Scheme. National Scheme of Incentives to Girls for Secondary Education was launched in May, 2008. All SC/ST girls who pass class VIII and Girls, who pass class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to Scheduled Castes or Tribes) and enroll for class IX in State/UT Government, Government-aided or local body Schools in the academic year 2008-09 onwards. Girls should be below 16 years of age (as on 31st March) on joining class IX. Married girls, girls studying in private un-aided Schools and enrolled in Schools run by Central Government are

excluded. A sum of Rs.3, 000/- is deposited in the name of eligible girls as fixed deposit. The girls are entitled to withdraw the sum along with interest thereon on reaching 18 years of age and on passing 10th class examination.

f) Model Schools Scheme

The Model School scheme was launched in November 2008 in pursuance to the announcement of the Prime Minister in his Independence Day speech of 2007. The main objectives of this scheme are;

- To have at least one good quality Secondary School in every block that will work as pacesetter institution and provide support to other Secondary Schools in that area (mostly rural) addressing the issues of contextual curriculum and pedagogic practices for Secondary stage learners.
- The School to be a model in infrastructure, curriculum, evaluation and School governance under this component, model Schools are proposed to be set up in educationally backward blocks (EBBs) through State/UT Government.

This scheme aims to provide quality education to talented rural children through setting up of 6,000 model Schools as benchmark of excellence at block level at the rate of one School per block. The scheme has two modes of implementation, viz. (i) 3,500 Schools are to be set up in as many educationally backward blocks (EBBs) through State/UT Governments, and (ii) the remaining 2,500 Schools are to be set up under Public-Private Partnership (PPP) mode in blocks which are not educationally backward. These Schools will be affiliated with Gujarat Secondary & Higher Secondary Examination Board.

g) Inclusive Education for Disabled at Secondary Stage

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. Setting up of Model inclusive Schools in every State is envisaged. The objectives of the scheme are;

- To provide educational opportunities to children with mild to moderate disability, in common Schools and facilitate their retention in this School system
- An amount of Rs.3000/- per child per annum was earmarked for activities such as identification and assessment, assistive devices, allowance for transport, escorts, reader, uniforms, books and stationary, stipend for girls, etc.
- Creation of barrier free environment, Rs.200/- per girl child per month is provided as stipend.

The School Education Department of the State Governments/Union Territory (UT) Administrations is the implementing agency. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII. To enable all students with disabilities, after completing eight years of elementary Schooling, to pursue further four years of Secondary Schooling in an inclusive and enabling environment. The scheme covers all children studying at Secondary stage in Government, local body and Government-aided Schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act

(1999) in the class IX to XII, Girls with disabilities receive special focus to help them gain access to Secondary Schools, as also to information and guidance for their developing potential.

h) Scheme of Vocational Education

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education at + 2 level is being implemented since 1988. The revised scheme is in operation since 1992-93. The Scheme provides for financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc.

i) The Gunotsav Drive

Under this program exams were conducted for the class IX students. It was conducted for the first time on February 13 &14 of 2014. Children were tested for their knowledge of English Math's Science and Technology and Gujarat language subjects. The Gunotsav Drive in Secondary Schools covered 8000 Government Schools and Private Schools affiliated to GSHSEB nearly 10 lakh students appeared in this exam. The board gives papers to Schools; the papers are objective type and corrected by the computers. Schools submit the test report to the board. On the basis of students performance the Schools are graded ABC. The performance of the School helps the Board to formulate policies in future which will enhance the education standards in the State Board run Schools. The Gunotsav marks are not linked to the grants given to the Schools.

j) *Education innovation Commission and Quality Accreditation Council*

The programme Gujarat Educational Innovations Commission and Quality accreditation council was initiated in the year 2010; to promote conception, experimentation and implementation of educational innovations in the State of Gujarat. It provides an accurate revelation of the School's academic merit.

4.1.3. CRITICAL REFLECTIONS

The main interventions planned for quality Secondary education were attained by virtue of the implementation of the already mentioned policies and programmes both by Centre and the State Governments. Under RMSA there is a long list of interventions to be carried out for improving classroom processes and to provide an enabling environment in Secondary Schools. ICT @School was the scheme launched with the vision to provide ICT literacy to all students. For the Kanya Kelavani Initiative of Gujarat Government, due care is taken by the Government to recruit qualified Teachers. The Government sets up Teachers' Training Centers and under Education Improvement programs, School development Institutes gets grant and Teacher Incentives to procure enhanced teaching certificates. Initiatives are taken by the Government for Distance Teachers' Training Programmes. Another initiative of the Government of Gujarat to ensure quality education of students in Government Schools and to increase awareness for quality in the education community is 'Gunotsav' a quality improvement programme in which students are assessed every year.

Institutes like DIET/GCERT/GSHSEB play significant role in academic planning thereby preparing a roadmap to good quality education. The government has made an effort to make major comprehensive norms in various components of quality and adequate guidelines as well as the policy framework of these programs for all State Board Schools to progress on quality. The assessment and evaluation of programmes is intended to be a means for document outcomes, educational quality, and institutional effectiveness. Fostering institutional improvement and demonstrating its accountability are complementary processes that assure the quality of an institution. Therefore, to improve quality, the State Board Secondary Schools are making efforts to adopt self-assessment as a tool. Schools have to establish self-assessment process periodically and effectively assess the compliance of the standard by implementing suitable, corrective and preventive actions at various levels and monitor the School's performance along with the satisfaction of the stakeholders. It is all the more important for the state government to prioritize quality issues and take steps to bring out improvement in the quality of Secondary Schools as Gujarat has an education system that is expanding and including more first-generation learners as well as students from disadvantaged socio-economic groups.

According to UNESCO there is still a scope of innovations in the area of curriculum and pedagogy in all the State Board Schools in Gujarat. The state board Schools have still to work on provision of infrastructural facilities that is detrimental to quality. With regard to model Schools, there are very few

separate societies for managing Model Schools and also procurement of land virtually acts as a major impediment resulting in slow progress of the scheme. As far as ICT in Schools is concerned there is still requirement of basic facilities in Schools like computer rooms, IT trained teachers, and electricity, etc. in the classrooms for the successful implementation of the scheme. There is also no national assessment of performance in Secondary education for state board Schools in Gujarat. (www.unicef.org/india/overview_4321.htm)

A holistic approach for the development of Secondary education and for improving the quality of Secondary education is a prerequisite as a mechanism of mandatory accreditation of Schools. Government is making all the efforts in the direction of bringing a holistic philosophy of Accreditation in the state to monitor quality of Schools on regular basis. Thus, a process of accreditation would monitor the identified outcomes at all levels and across all spheres of School education. It would help teachers, educational administrators and all other stakeholders involved in School education to learn from this exercise and improve themselves.

In spite of so many initiatives taken up by the government to promote School quality, the School inspection is the only mechanism working at present to monitor Secondary Schools of Gujarat for quality education. For meeting these challenges it is important for government to transform the Secondary educational institutions and current Schooling practices in accordance with the demands of quality in the contemporary globalized and technology-driven world.

4.2. IDENTIFICATION OF QUALITY INDICATORS IN TOP PERFORMING SECONDARY SCHOOLS OF BARODA CITY

Data through survey was collected from three respondents; teachers, parents and students. A survey was conducted by employing questionnaire with five point Likert's rating scale consisting of statements related to quality indicators present in the School. The rating scale consisted of questions under six quality indicators; *School leadership, Infrastructure and other resources, Student achievement, Teachers professional development, Curriculum transaction in classroom and School community relations*. Data was analysed to find out the quality indicators of top performing Schools from the perspectives of three respondents; teachers, parents and students.

4.2.1 Analysis of Data collected from Teachers in the Top performing Secondary Schools of Baroda City

For the purpose of this study, data analysis on Teacher's perceptions is considered important based on the assumption that teachers are the important link for School quality. Accordingly, teachers were asked on a 5-point scale to rate their level of satisfaction regarding the quality of School on six quality indicators. The value 2.5, the mid point of the 5-point scale, is considered as a hypothesized mean against which the mean ratings of teachers are checked for their significance using the one sample t-test. This means if the mean rating of teachers on six quality indicators is significantly higher than the hypothesized mean (the mid point of the scale), then we assume that the teachers are satisfied with that particular quality indicator and vice versa. The responses of teachers with respect to quality indicators present in the top performing Secondary Schools are presented in Table 4.2 below.

Table-4.2***Quality Indicators of Top Performing Secondary Schools as perceived by Teachers******(N=200)***

Sr. No	Quality Indicators	Mean	Standard Deviation	T Value	Sig
1	School Leadership	4.17	.26	162.34	.00
2	Infrastructure	4.19	.19	184.82	.00
3	Student Achievement	4.23	.28	118.47	.00
4	Curriculum Transaction	3.48	.25	94.58	.00
5	Teachers Professional Development	4.18	.41	113.60	.00
6	School Community Relations	3.78	.40	106.53	.00
	Total	4.00	.14	142.94	.00

The above table 4.2 displays the quality indicators of top performing Schools as perceived by teachers. Among the six indicators studied, teachers have perceived student achievement (4.23), Infrastructure (4.19) and teachers professional development (4.18) as the indicators with high mean scores when compared to School leadership was (4.17), School community relations was (3.78) and curriculum transaction (3.48).

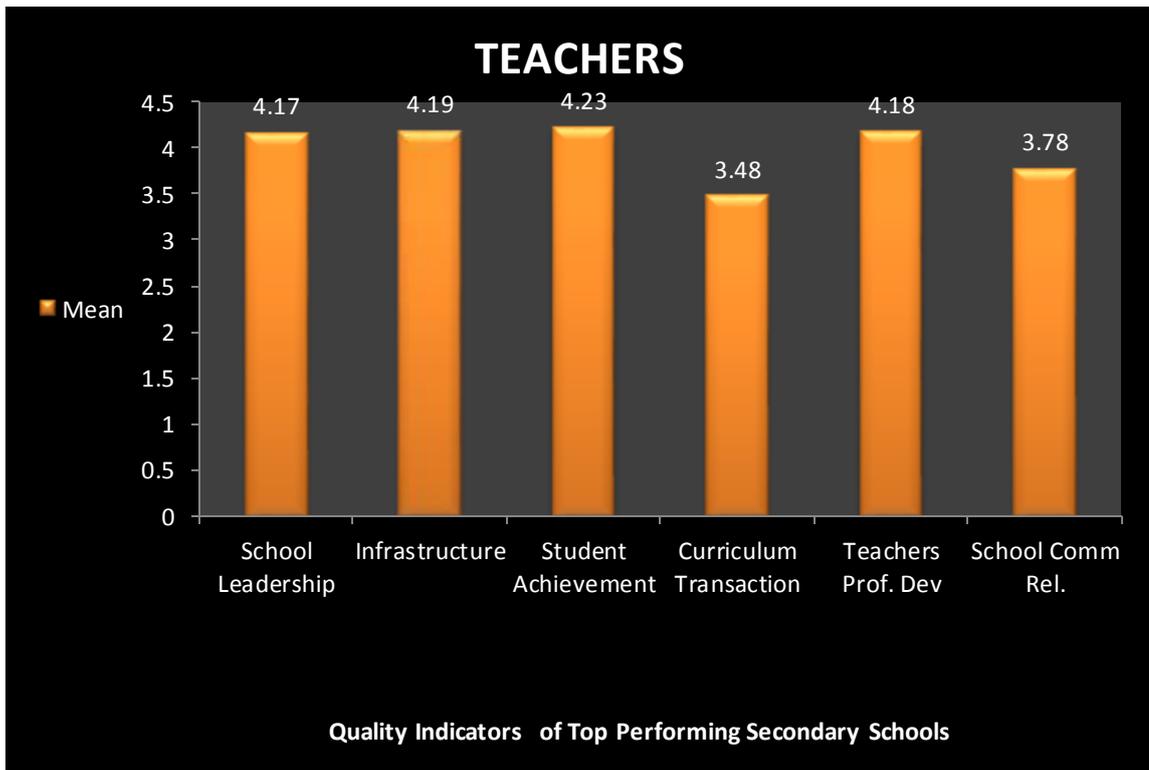
Thus, the high scores on three indicators of quality indicates that top performing Schools provide sufficient opportunities and scope for student achievement. Infrastructure in School seems to help in sustaining School quality and there are enough provisions for professional development of teachers to improve their skills and update knowledge for quality performance and student achievement.

The teachers seem to be satisfied with School leadership and this focusses on the strength of School leaders who effectively and efficiently exercise their role as leaders. School and community are not two different entities but complementary to each other and thus teachers do not perceive them to be a separate indicator of quality but a part of the Schools itself. Curriculum transaction has low mean score than the other indicators which is indicative of the increasing role of teachers as facilitators in the classrooms and students at the centre of their decision making. Thus, they are no more only transacting curriculum but making the students learn concepts by allowing them to construct knowledge of their own. Teachers across the twenty top performing Secondary Schools have positive perception about Schools commitment and support for quality. This was because of the critical view of the staff on themselves.

The graph below portrays the teachers perception on quality indicators in top performing Schools.

Graph-4.1

Mean scores by Teachers on Quality Indicators of Top Performing Secondary Schools



4.2.2. Analysis of Data collected from Parents in Top performing Secondary Schools of Baroda City

The data was collected from 100 parents of top performing Secondary Schools identified for the study. The following table-4.3, describes the responses of parents with respect to quality indicators present in these Schools.

Table-4.3

Quality Indicators of Top Performing Secondary Schools as perceived by Parents (N=100)

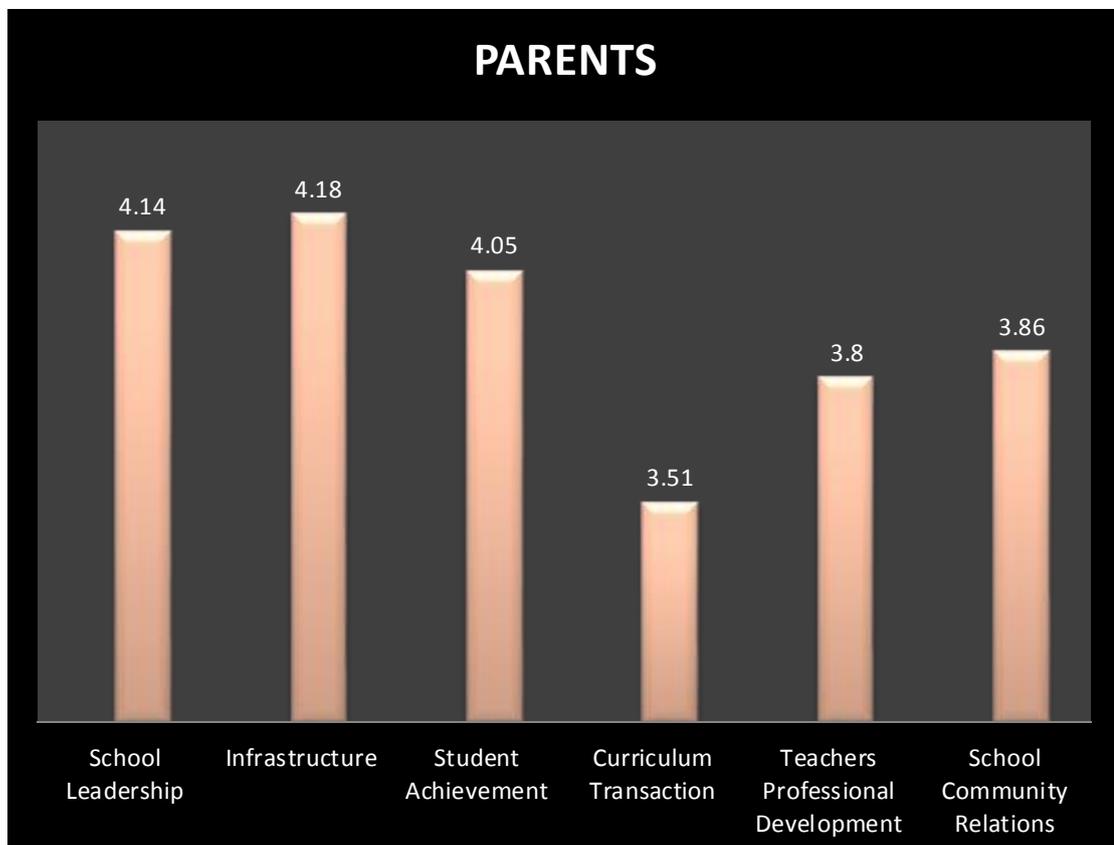
Sr. No	Quality Indicators	Mean	Std. deviation	T Value	Sig
1	School Leadership	4.14	.36	155.55	.00
2	Infrastructure	4.18	.32	199.38	.00
3	Student Achievement	4.05	.48	143.74	.00
4	Curriculum Transaction	3.51	.52	98.767	.00
5	Teachers Professional Development	3.80	.47	105.47	.00
6	School Community Relations	3.86	.51	88.68	.00
	Total	3.92	.38	208.41	.00

The above table 4.3 displays the quality indicators of top performing Schools as perceived by parents. Among the six indicators studied, parents have perceived Infrastructure (4.18), School leadership (4.14) and student achievement (4.05) with high mean scores when compared to School community relations was (3.86), teachers professional development (3.80) and curriculum transaction (3.51).

It was assumed that parents were satisfied with the quality indicators leadership, infrastructure and student achievement in the top performing Schools. Other indicators like School community relations, teachers professional development and curriculum transaction were scored low. Such a difference in ratings could be due to the fact that parents may not be directly involved in many of the School's internal quality systems. An effective quality assurance involves sharing information with stakeholders concerning quality of the education provision. Below table 4.2 displays the graph of the table.

Graph-4.2

Mean scores by Parents on Quality Indicators of Top Performing Secondary Schools



4.2.3. Analysis of Data collected from Students in Top Performing Secondary Schools of Baroda City

The table below (4.4) displays the scores of students on six quality indicators from twenty top performing Secondary Schools. Students view will help to understand their liking for School and how satisfied they are with the quality of School and its policies. Data was thus triangulated by getting responses from all the three respondents on Schools quality culture and achievements.

Table-4.4

Quality Indicators of Top Performing Secondary Schools as perceived by Students (N=100)

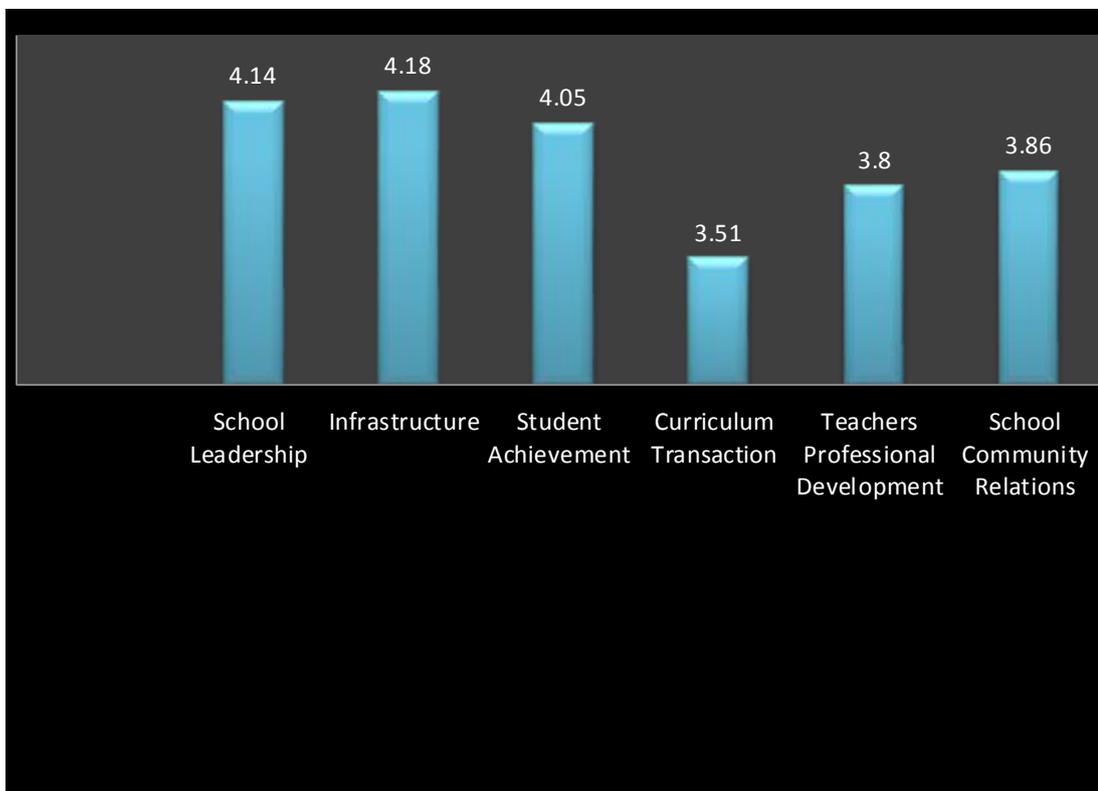
Sr. No	Quality Indicators	Mean	Standard Deviation	T Value	Sig
1	School Leadership	4.04	.46	86.95	.00
2	Infrastructure	4.01	.44	89.87	.00
3	Student Achievement	4.12	.30	135.49	.00
4	Curriculum Transaction	3.34	.34	96.179	.00
5	Teachers Professional Development	4.00	.38	103.62	.00
6	School Community Relations	3.86	.52	73.76	.00
	Total	3.90	.35	111.27	.00

The above table 4.4 displays the quality indicators of top performing Schools as perceived by students. Among the six indicators studied, students have perceived student achievement (4.12), School leadership (4.04) and infrastructure (4.01) with high mean scores when compared to teachers professional (4.00), School community relations (3.86) and curriculum transaction (3.34).

The results indicate that students of top performing Schools perceived ‘student achievement’ as a dimension to be more satisfying than other indicators this was an evidence that Principals from the top performing Schools possess the soft skills of dealing with students and staff effectively, creating pleasant interactions between them and there is a concern for the personal welfare and wellbeing of student and the staff. The indicator of infrastructure also hints on the best facilities available for the students in the School. There was a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment. The following graph 4.3 displays the perceptions of students.

Graph-4.3

Mean scores by Students on Quality Indicators of Top Performing Secondary Schools



4.2.4. Significance of the Mean Scores of the Parents, Teachers and Students on Quality Indicators in Top Performing Secondary Schools of Baroda City

The table-4.5, is displaying the scores of teachers, parents and students on all the six quality indicators in top performing Secondary Schools. The computed F value for each quality indicator and the total quality indicators is presented.

Table-4.5*ANOVA test between Teachers, Parents & Students with regard to different quality**Indicators of Secondary Schools*

Sr. No	Quality Indicators		Sum of Squares	df	Mean square	F	Sig
1	School Leadership	Between Groups	.962	2	.481	*3.501	.031
		Within Groups	54.563	397	.137		
		Total	55.526	399			
2	Infrastructure	Between Groups	2.103	2	1.051	*9.485	.000
		Within Groups	44.002	397	.111		
		Total	46.105	399			
3	Student Achievement	Between Groups	2.256	2	1.128	*7.016	.001
		Within Groups	63.828	397	.161		
		Total	66.083	399			
4	Teachers Professional Development	Between Groups	2.055	2	1.027	*5.564	.004
		Within Groups	73.299	397	.185		
		Total	75.354	399			
5	Curriculum Transaction	Between Groups	9.671	2	4.836	*25.074	.000
		Within Groups	76.565	397	.193		
		Total	86.236	399			
6	School Community Relations	Between Groups	.476	2	.238	.985	.374
		Within Groups	95.986	397	.242		
		Total	96.462	399			

The above Table 4.5, indicates that One-way ANOVA was used to study the perceptions of Teachers, Parents and Students on the quality indicators for top performing Secondary Schools in Baroda City. The result of the analysis revealed that all the quality indicators are significant at less than .05 level. However teachers, parents and students has differed in their perception with respect to the indicator 'School community relations'.

4.2.5. School wise Quality Indicators in the Top performing 20 Schools

The following table 4.6 describes the School wise quality indicators of top performing Schools, for convenience the table was split into two, first table presents ten Schools data and another table presents the other ten Schools data. These top performing Secondary Schools were arranged in ascending order as per their scores.

Table-4.6

School Wise Quality Indicators of top performing School (A-J)

School QI		A	B	C	D	E	F	G	H	I	J
School Leadership	Mean	4.79	4.84	4.56	4.66	4.12	4.32	4.00	3.92	3.98	4.05
	SD	.29	.24	.37	.23	.10	.26	.00	.17	.13	.22
	T-Value	72.779	55.540	90.453	91.146	75.087	81.594	89.688	117.175	128.950	117.069
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Infrastructure	Mean	4.67	4.7	4.49	4.49	4.14	4.3	4	3.97	4.15	4.05
	SD	.31	.23	.29	.29	.000	.44	.00	.15	3.6	.33
	T-Value	66.714	75.094	92.711	68.883	43.198	54.841	91.364	101.448	50.933	77.259
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Student Achievement	Mean	4.76	4.79	4.65	4.55	3.95	4.30	3.56	4.01	3.91	4.06
	SD	.36	.33	.39	.27	.11	.31	.27	.27	.17	.17
	T-Value	58.723	53.224	65.431	73.658	62.048	101.448	48.263	61.789	104.333	106.877
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Teachers Professional Development	Mean	4.33	3.77	4.15	3.8	3.8	3.5	3.56	3.43	3.6	3.47
	SD	.63	.4	.37	.31	.27	.38	.27	.3	.29	.21
	T-Value	30.277	49.454	41.711	54.833	41.143	72.940	68.168	78.963	54.223	58.086
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Curriculum Transaction	Mean	4.64	4.65	4.04	4.15	4.75	3.99	4.15	3.68	3.83	3.98
	SD	.34	.46	.48	.59	.00	.39	.13	.32	.39	.27
	T-Value	59.667	37.583	45.042	31.023	45.377	63.687	65.935	66.226	43.857	44.831
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
School Community Relationship	Mean	4.74	4.50	4.37	4.30	4.25	4.93	3.60	3.87	3.75	3.61
	SD	.31	.61	.36	.79	.17	.35	.33	.28	.34	.25
	T-Value	69.049	54.795	33.155	24.248	49.518	64.708	49.411	67.394	50.147	57.951
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Total	Mean	4.67	4.54	4.40	4.32	4.17	4.05	3.96	3.87	3.87	3.86
	SD	.26	.31	.21	.32	.06	.19	.04	.17	.15	.12
	T-Value	80.579	93.820	65.190	59.733	97.292	139.674	146.131	182.536	108.971	112.593
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

Table-4.7

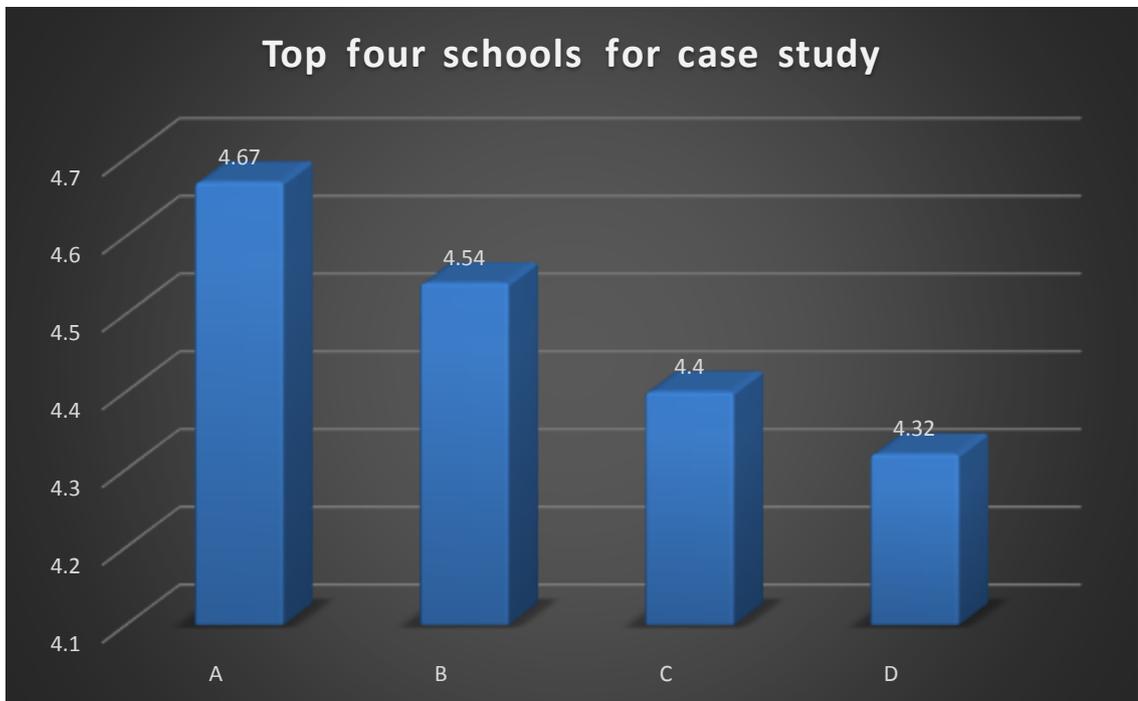
School Wise Quality Indicators of top performing Schools (K-T)

School QI 		K	L	M	N	O	P	Q	R	S	T
School Leadership	Mean	3.98	3.97	3.91	3.92	3.92	4.01	3.90	3.98	3.96	3.84
	SD	.19	.15	.13	.14	.22	.11	.04	.18	.20	.29
	T-Value	127.225	123.794	158.574	399.000	101.133	98.091	61.874	86.659	73.605	99.315
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Infrastructure	Mean	4.02	4.00	4.08	4.08	4.02	3.95	3.98	3.92	3.96	3.93
	SD	.19	.23	.18	.20	.26	.18	.13	.16	.20	.18
	T-Value	100.594	91.317	97.033	137.357	100.835	104.018	100.685	86.516	65.060	116.649
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Student Achievement	Mean	4.03	3.92	4.06	4.10	3.90	4.05	3.86	3.77	3.83	3.83
	SD	.37	.16	.32	.35	.10	.29	.18	.22	.25	.18
	T-Value	56.218	51.324	60.551	91.015	115.122	74.053	95.248	69.475	164.317	65.309
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Teachers Professional Development	Mean	3.47	3.53	3.46	3.20	3.36	3.26	3.20	3.15	3.18	2.93
	SD	.22	.27	.25	.17	.28	.18	.29	.30	.25	.32
	T-Value	62.686	82.264	76.877	49.705	36.319	45.768	41.980	55.927	52.256	50.882
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Curriculum Transaction	Mean	3.87	3.83	3.72	3.82	3.76	3.77	3.86	3.95	3.77	4.05
	SD	.26	.38	.32	.32	.33	.45	.58	.34	.44	.32
	T-Value	51.507	54.503	36.852	29.683	36.275	51.913	59.367	38.064	48.497	51.028
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
School CommunityS Relationship	Mean	3.64	3.77	3.66	3.66	3.76	3.62	3.83	3.68	3.47	3.43
	SD	.33	.29	.27	.35	.19	.34	.41	.29	.25	.15
	T-Value	60.139	47.237	46.469	41.278	42.532	56.662	100.923	60.894	84.134	60.430
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Total	Mean	3.84	3.84	3.81	3.80	3.79	3.78	3.78	3.74	3.70	3.67
	SD	.11	.15	.14	.16	.14	.16	.23	.20	.15	.18
	T-Value	117.073	105.081	101.836	71.445	68.703	83.190	92.271	104.055	117.225	96.846
	Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

The above tables 4.6 and 4.7 displays the School wise quality indicators and the perceptions of the three respondents; teachers, parents and students of the top performing Secondary Schools. All the twenty Schools in the above two tables were in order of their ranks. Mean score of School A was (4.67) which is highest among all the listed Schools. School B (4.54) scored the second highest among the listed twenty Schools, mean score of School C was (4.40) at the third highest place and School D (4.32) was at the fourth position of the ranks. Thus these four Schools-ABC and D were selected for indepth case studies as they had scored high mean scores as compared to other twenty top performing Schools.

Graph-4.4

Four Top Performing Secondary Schools selected for Case Study



4.3. PROFILES OF THE SCHOOLS SELECTED FOR IN-DEPTH CASE STUDY

To select the four top performing Secondary Schools for indepth case studies from the top twenty sampled Schools, the criteria followed was; *Performance of Schools in Board Examinaitons and other achievements of the School, perceptions of teachers,parents and students on quality indicators in the survey questionnaire, Content analysis of interview data indicating top performing Schools, Content analysis of parents focused group discussions indicating top performing Schools.* Thus, four top performing Secondary Schools were selected for indepth case studies. These case studies were conducted to specifically discover the reasons of high achievement of students in these Schools, to find out why these Schools distinguish from other Schools and what specific strategies were adopted to be on top. Researcher thus made field visits to these Secondary Schools, the respondents were asked to state the mechanisms they follow to achieve high levels of success in case of student performance, maintaining high standards of quality culture and policies and programs at the School that contribute to its high level of success.

The profiles of these four top performing Secondary Schools shows that for the past five years each School has made adequate yearly progress in the Secondary School Certificate (SSC) Board Examination Result, than any other Secondary School affiliated to this Board. The Schools serve a population from the local vicinity. All these Schools have been in existence for more than ten years and has a

solid foundation in place. Each School provides students with an outstanding academic education, opening the doors to higher education and a successful life. Following School-A is the first School chosen for the case study followed by School-B, School-C and School-D.

The following case studies of top performing Secondary Schools are presented in a narrative form where the actual expressions of the respondents to the questions of the researcher are stated.

SCHOOL - A

To explore the School context, researcher at the very outset presents the Mission & Vision statement of the School it reads as:-

“To empower our students to be compassionate, responsive to our culture and heritage, academically holistic persons, with a scientific temper in an environment of sharing and caring.”

This Secondary School is an unaided co-educational Secondary School affiliated to the Gujarat Secondary and Higher Secondary Education Board in the Vadodara City of Gujarat. The education system of this School consists of Pre-Primary (students of 3 year to 6 years), Primary (students of 6 to 13years), Secondary and Higher Secondary (students of 14 to 17 years). It was established in the year 2000 and has a strength of a dedicated team of 115 teachers and the School has bright young talent i.e. 2080 students. The medium of instruction followed is English with adequate emphasis on the teaching of Hindi, Gujarati and Sanskrit. It is one of the most prominent and leading Schools in Gujarat, it is run as charitable trust where all financial decisions are taken by the Board which consists of family owners and a group of professionals from various fields. The management runs a chain of Schools affiliated to different Boards in the City.

The School website is very informative, it consists of the sections like; *Parent Section, PTA, Achievements, Upcoming Events, Download Assignments, Students Section, Alumni, Admission and frequently asked questions*. Though the School website does display the admission process, it does not clearly indicate the admission criteria and policy.

The School has over the last decade produced outstanding Board results and has built a positive image in the society. It has a record score of 100 % pass results in the X Board Examination and was successful in maintaining the city and state rankers also. The following table-4.8, presents the data on the SSC Board results for the five years form 2009-2013 and the numbers of First Classes and Distinctions scored by the students of this School.

Table-4.8

SSC Board Examination Result of School-A

Year 	2009	2010	2011	2012	2013
Board Result In % 					
Class X	100%	100%	100%	100%	100%
Distinction (four sections)	71	80	78	82	80
First Class (four sections)	14	10	11	13	12
City Rankers	03	02	01	03	03
State Rankers	01	01	-	-	-

(Source: School Records)

Table-4.8, displays the SSC Board Examination of School from the year 2009 to 2013. This School has a record score of 100 % pass results in the X Board Examination and has maintained the quality of education; it was successful in maintaining the city and state rankers in different years. One of the evidence of high student achievement is that majority of the students scored distinction marks in all these five years.

There are various other achievements to Schools credit; it was the first School to receive the coveted accreditation. It bagged the British Council International School Award in the year 2011; this award has been introduced by British Council to recognize the best practices of the School and to provide an international perspective to curricular transactions. Other achievements of the School are as follows;

- University of Cambridge International Examination
- The International Award for Young People
- Recipient of Yellow Level Certificate, the second highest level in all India rating of “Green Schools”.

Also the School has scored first among the mean scores of top twenty Schools. Data collected from all the three stakeholders; teachers parents and the students was analysed and all the three respondents have perceived quality indicators of School-A as the top performing School. The following table-4.9, presents the data on quality indicators of School-A as perceived by Teachers,Parents and Students in the survey.

Table-4.9

Responses of Teachers, Parents and Students on quality indicators present in School-A

Quality Indicators ↓	Respondents	→		
		TEACHERS	PARENTS	STUDENTS
School leadership	Mean	4.90	4.48	4.90
	SD	.19	.33	.22
	T-Value	79.722	29.933	49.000
	Sig	.000	.000	.000
Infrastructure	Mean	4.70	4.28	5.00
	SD	.10	.33	.00
	T-Value	141.000	28.597	--
	Sig	.000	.000	.000
Student achievement	Mean	4.95	4.20	4.95
	SD	.10	.24	.11
	T-Value	148.500	38.341	99.000
	Sig	.000	.000	.000
Curriculum transaction	Mean	4.80	4.16	4.80
	SD	.25	.16	.11
	T-Value	58.788	55.590	96.000
	Sig	.000	.000	.000
Teachers professional development	Mean	4.87	4.12	3.45
	SD	.17	.17	.32
	T-Value	117.000	51.500	23.667
	Sig	.000	.000	.000
School community relations	Mean	4.85	4.29	5.00
	SD	.12	.17	.00
	T-Value	118.800	53.500	---
	Sig	.000	.000	.000
Total	Mean	4.84	4.32	4.68
	SD	.11	.22	.07
	T-Value	133.798	42.361	137.765
	Sig	.000	.000	.000

The table-4.9, shows the profile of the School A, from the table it can be interpreted that the teachers, parents and the students of this School holds a good opinion of the School. The case of this School is the interpretation of the above table where all the quality indicators are discussed thus the case of this School is presented under the following sections;

INDICATOR-1: SCHOOL LEADERSHIP

As a researcher when I entered this School, I found the environment of the School quite clean and well maintained. As I walked towards the office building, a watchman stopped me and asked the purpose of visit to the School and made me write my name in an inward register along with the time of visit. There were beautiful flower pots filled with a variety of plants, shrubs, and bushes. The space was spotless, the flower pots were nicely arranged and there was no sight of a stray piece of paper or trash. Two big board's hung from the covered walkway, one announcing the Board Results for all the years and the other stating the toppers names. I was in the front office and noted a waiting area with sofas arranged in a corner. The area was simple, tidy, and functional.

While walking towards the Principal's room I came across a glass cabin where two special support staff for the Principal were sitting, they were personal assistants to the Principal. Beside the Principals room was an air-conditioned meeting room with a seating capacity of 100 people. This room was used for special meetings of management and the staff as well as for meeting special guests. This speaks of the effective School leadership as also evident from the scores that has put School leadership in the high range of scores Finally, I entered the Principal's room and was greeted by her. I could see a huge glass cupboard full of trophies won by the School. The Principal

discussed all the details of the School programs and activities with me. I asked her about her work experience and she replied that she has a total experience of 34 years both as a teacher and a Principal and is a recipient of several awards at regional, state and national levels. She had the opportunity to be a member of Gujarat State Planning Commission for recommendation in education for the XII five year plan as well as a member of Gujarat High Level Committee for exam reform. She was proud to share that under her leadership the performance of the School has reached new heights; School received British Council's International School Award 2011-14, this School is the first to receive the coveted accreditation, School also received the cash prize of Rs.1.5 Lakhs for achieving 100 % Board results since the inception of the School with all the students getting distinction, School is sensitive to the environmental issues and has worked for it too. The School has received the yellow level certificate which is the second highest level in all India rating of "Green Schools".

On my question as to what is the staff responsibility in enhancing quality in education she replied "My staff works towards providing students an interactive stimulating environment, where teaching is pupil-centric rather than teacher-dominated. We follow constructivist theory of multiple intelligence to develop higher order thinking skills and accelerated learning and we strictly follow the guidelines of NCF 2005 to cater to different learning styles". According to the Principal the leadership positions followed in the Schools are; Principal-01 (Female), Vice Principal-01 (Female), Section Supervisors- 04 (Females), Discipline. In charge-02 (Females) Student Counsellor-01 (Female)

When I asked the Principal about the quality assurance system followed in the School, she replied that “Supervision is conducted through the School inspectors every year as this is affiliated to the Gujarat Secondary & Higher Secondary Education Board but our management right from the inception follows the self-assessment process for School supervision. For us observations, lesson plan submission, and other forms of monitoring were common rare.”

The Principal visits the classrooms and observes the teaching in the classroom of all the teacher four times a week. They are required to visit a fixed number of classes in each term and the report is used for teacher assessment. The District Education Department visits School every year once and checks the records of students and teachers as well as perform administrative and educational inspections. Most of the time the inspectors visit the classrooms to observe teaching without informing the teacher, and sometimes they informed the teacher ten minutes before the class began so that the teacher demonstrated normal teaching practices since they did not have enough time to do special preparations. After classroom observations, they discussed the teachers’ strengths and weaknesses with them and gave suggestions for improvement.

Whereas in case of self-evaluation there is a record of all the teachers classroom observation, students achievement records, list of student eligible for remedial teaching and the comparison of their test scores after the remedial teaching. This School has high expectations from both the students and the teachers. All the teachers are expected to bring 100 percent classroom achievement for all the students and to work in the weak areas of students.

There is a School Policy Document that includes policy regarding School uniform, discipline, School code of conduct for students, staff and student safety, School building maintenance, clear Student expectations, student attendance, parent opinion survey, staff opinion survey, School Self-Assessment, School inspection, Principal Appraisal and Teacher Appraisal. In the interview the Principal shared that the School has Management Information System that has all the data of student performance. It helps School data to be available at systems level. “The data will have real time access to a range of School data including financial records, students’ performance, students demographics and personnel information this helps Schools in implementation of accountability”.

The Principal shared the quality assurance practices that teachers follow to bring quality outcomes. Researcher also observed these practices during the School visit. The following table-4.10 presents them.

Table-4.10:

Some Quality Practices in School A

Quality Indicator	Description	Evidence
Positive classroom climate	<ul style="list-style-type: none"> - The teacher holds high expectations of students which are clearly articulated. - Students are engaged in specific activities to build positive peer relationships, like project groups, and seminar groups. - Students are engaged in specific activities to build positive student-staff relationships, like classroom, staffroom and School decorations and national and international School projects. 	Observation, lesson plans, student and teacher questionnaire, activity schedules.
Planned Instruction	<ul style="list-style-type: none"> - The teacher adjusts both content and strategies to students' developmental levels. - Complex tasks are broken into small steps. - Activities have clear beginnings, ends and efficient transitions. 	Lesson plans, alternative materials, class schedule
Monitoring learning	<ul style="list-style-type: none"> - Students are held accountable for completing work on time. - Students are held accountable for performance; - Teacher provides feedback on all assignments. - The teacher systematically collects and reviews student data. 	Student work, class work books, report cards.
School-Wide Discipline System	<ul style="list-style-type: none"> - School-based leadership team is identified - School administrator is an active member. - School team receives on-going training in School-wide behavioral support systems. - School team has meetings every monthly. - School team evaluates rules and its implementation annually. 	Discipline committee, training schedule, evaluation report, written action plan
Professional Development & Technical Assistance	<ul style="list-style-type: none"> - District has established trainers to build and sustain behavioral support practices in Schools. - Training is provided for all the new and the old teachers. - Experts are identified for staff development. 	Training schedule, meeting minutes, School Diaries.

(Source: School Records)

The teachers during the informal discussion praised Principal for her efforts in bringing fame to School. The teachers shared that the instructional focus is given maximum attention by the Principal, and they believe that it is a major reason for the School's success, teachers also spoke about how they are making an effort to know the students weakness and they go for remedial teaching and share ideas more readily. This brings the effective leadership in the top performing Schools to the fore.

INDICATOR-2: INFRASTRUCTURE

After a meeting of about 45 minutes, the Principal accompanied me to the School Campus. I heard children's voices nearby and Principal told that it was lunch time and invited me to join her in the dining hall. While walking towards the dining hall we walked through the corridors, I noticed pictures of several classes on the bulletin boards. A teacher who was in charge of students' discipline and an Art teacher was responsible for the displays on the bulletin boards. The walls, windows, bathroom facilities, the corridors, offices, and classrooms were fairly clean. The Classrooms were equipped with Smart Boards. The School has been a pioneer in the area of technology integration into its curriculum transaction as every classroom had a smart board and teachers teach through them as well as all the student work is also presented through the smart board. The environment was pleasant and warm, very structured and orderly. The students clearly knew the routine and knew what was expected of them.

There are staff rooms on each floor for different sections working at different floors. The staff rooms have enough space for the table chairs and cupboards for the teachers. From the classrooms we went towards the computer room that had a sign board "Please remove the shoes outside". The computer lab was well equipped with latest hardware, software and internet facility. There were four separate I.T Labs for students of various classes (I to V, VI to XII and Pre nursery to Nursery). The School has 108 computers with Internet access and associated modern input and output devices. The Computer Centre also conducts training capsules for the teachers to keep them abreast of the latest developments in the field of Information Technology.

The next floor had classes for Secondary and Higher Secondary Sections, this floor had laboratories to support learning activities. The School had enough classrooms conducive to learning. The School had an Auditorium with a seating capacity of 200 equipped with the latest sound system which is another remarkable feature of the School and an open air theater in the School compound. As we reached the dining hall I turned to see approximately 50 tables with students seated and eating. One class was moving through the lunch line getting their food while another class was lining up to leave, being directed by a staff member on duty, their teacher was waiting for them. The students were smiling, laughing, and talking with each other or with the staff members on duty. After coming out of the dining hall Principal showed me the preprimary section of the School this section is a complete separate wing as all the three Schools of the trust have a common preprimary section. This is a huge and very impressive area of the School. There is age appropriate furniture, lighting and ventilation. It was very refreshing to walk through the preprimary section which was full of activities, fun and play. While coming out of the preprimary section.

When I asked about the sports activities in the School and the Principal accompanied me to the sports area where both Indoor and Outdoor games are played and shared that they have sports academy where Indoor and Outdoor sports facilities are available like Table-Tennis, Chess, Carom, Board Games, Football, Cricket, Basketball, Throw Ball, Volleyball etc. She shared that they have a separate coach for each sport who train the students throughout the year and encourage and prepare them for National and International sports events. There are equipments for almost all the sports in the School and has a well-maintained playground where all the outdoor sports are played. This School has a separate sports academy for the parents, those parents who are interested in sports are given coaching here and they can pursue their hobby of any sports in the School after the School hours.

As we went to the first floor, the Principal showed me the library; it was a well maintained library. The library has well stocked textbooks, reference materials related to each subject, costly essential books which would include encyclopaedias, maps, atlas, and rare books on particular subjects or exclusive editions of general books. The library subscribes to at least 50 magazines/ journal / periodicals. Newspapers were displayed on stands, one in the office area and one at the library entrance. Old periodicals / magazines were arranged date wise and preserved for at least one academic year. She further shared that they are running Parents' Library since 2005 November Parents of all students join this library. It started with 4 parents, today there are around 300 parents' members.

While we were walking through the different floors of the School I noticed fire extinguisher at each floor corridor on both the corners of the corridor, so I asked the Principal if all the teachers know how to use this fire extinguisher and she said “we have fire extinguishers and an emergency exit and we have mock fire drills regularly carried out along with a School evacuation plans displayed”.

Finally we moved to the medical room that is functioning under a trained Nurse with essential medical support and there is also a doctor on call for emergency. I saw the nurse bandaging a child, it was a neat room with two beds and a medical box. While we were walking through the different floors of the School I noticed fire extinguisher at each floor corridor on both the corners of the corridor. So I asked the Principal if all the teachers know how to use this fire extinguisher and she said “we have fire extinguishers and an emergency exit and we have mock fire drills regularly carried out along with a School evacuation plans displayed”. Thus in this section of School context, I have given enough information to paint a picture of this School, including what it physically look like, where is it located, what are the educational philosophy, values, what is unique about the School and what it wants to emphasise on.

INDICATOR-3: STUDENT ACHIEVEMENT

I asked the Principal how she would explain the learning culture of her School and she said, “The students are actively involved in the School. The School provides ample opportunities for them to develop as responsible citizens, confident and with a broad outlook”. She added that there are number of posts for students. “We have a Student Council which is democratically selected and represents the student body. The School gives leadership training to the Student Council after it is selected; this student body is very active”.

She added that the initiatives taken by the School to make the students sensitive to the needs of the society includes “Compassion Week” and “Organ Donation Week” and Student enrichment programmes. “Our Students are also selected for the scholarships this year we have 22 students who have received the scholarship by government of India Ministry of Human Resource on the basis of their result in the XII Board examination and two students were selected scholarship by DhirubhaiAmbani Group.

When I asked about the discipline policy of the School she said that there is a unique practice that not many other Schools follow “in our School we include students from each section in the discipline committee which consists of teachers and the supervisor”.

Principal said in subject rooms when classes are going on the teachers also make formative assessments. Thus this strong culture of formal assessment can be seen as a means of assisting students to become better learners and as a strategy to encourage students to raise their expectations for themselves to the highest realistic levels. I was very much inquisitive about the alumni in this School.

Principal shared that along with the success in academics other curricular, co-curricular and extracurricular activities also makes a great deal of contribution in the student’s life. “Especially the sports activities where our students are international winners in all the sports be it cricket, football karate, table tennis etc. They have visited UK for cricket and won the match, our students have visited Hungary for participating in the young football match and they have participated in the karate competition organized by the All India Karate federation.” She said they also have a counselling center for the student who have problems in selecting a career

Principal shared that the School uses innovative means of keeping track of its alumni through social networking groups, website etc. The alumni is considered as brand ambassadors of the School and are encouraged to come back to the School and share their experiences with current students. Ex-students take special classes with current students and there is a great connect with the School.

As far as the learning culture of this School is concerned it is indicative of the positive learning spirit of the School. It was also reflected from the survey questionnaires answered by the students and interactions with the student council there is a deep sense of attachment to the School and they described the School as a very happy place where they felt supported. I could witness a climate of mutual respect, warmth and care throughout all interactions during the course of observation. Every staff of the School was valued and respected. There was a positive learning atmosphere in all classes visited.

The Principal along with an academic teachers, administrative staff, and a balance of support staff work towards providing students an interactive stimulating environment, where teaching is pupil-centric rather than teacher-dominated, and its students blossom into global citizens, ready to take on the world. The School's commitment to operate and manage quality education with a focus on development is in sync with the needs of the young individuals in the contemporary era of globalization. The School's commitment to operate and manage quality education with a focus on development is in sync with the needs of the young individuals in the contemporary era of globalization.

INDICATOR-4: CURRICULUM TRANSACTION

While venturing through the School website I came across a famous saying by Aristotle; “We are what we repeatedly do. Excellence, then become a habit.” I tried to find out how far it is true in practice in the School. As a researcher I came across with the teaching staff who are highly professional and polite.. There were seven departments for different subjects in the School each with a Head of the Department. Apart from the Examination department, External examination department and labs.

Good advance preparation of required resources and classroom equipment ensured that lessons were presented in a confident and competent manner. Teachers in both the observed classes of English and Math were familiar with the content and were knowledgeable regarding the content of the lessons presented in an interactive manner. This is excellent practice and teachers are to be congratulated for their work. The rapport between teachers and students was good and teachers were very affirming of their students’ efforts.

The teachers shared that they spend a lot of time creating activities that prepare their students for the examination. “When we make tests, we use questions as per the format. When we create games and activities for formative assessments we are mindful of the way that skills are assessed. “In the survey the teachers identified instructional planning and focus on learning as critical aspects. The head of science department shared that all the teachers of different departments meet to plan and identify gaps in student learning. Through open conversation, they talk about student needs and share ideas about how to best meet those needs and fill in the gaps in instruction. On the School Survey, the statement “Teachers have opportunities for dialogue and planning” had an average rating of 4 on a five point Scale, indicating agreement from the teachers.

When I went to observe primary class VII. Upon entering the classroom I noticed that it was an English class, filled with activity. There were bulletin boards in the classroom and they were covered with student work. While coming out of the Class VII, I and the Principal moved further and I saw Math resource room sign board and I asked the Principal if I can enter this room she immediately replied yes, upon entering the Math resource room I saw four students sitting at a table working with a parent volunteer.

The students were working on Math vocabulary words on index cards. The three computers in the classroom were occupied by students who were working on skills on Math websites. Another group of three students were playing a game. I asked the students about the game, and they told me that the questions were about Math. When I questioned them further, they told me they had already learned those Math skills “a while back.” When they answered questions correctly, they could move their player piece further along the board. A group of five students were working independently at their desks on a Math worksheet. A final group of four was at a table with the teacher.

INDICATOR-5: TEACHERS PROFESSIONAL DEVELOPMENT

Principal added that she is proud that there is excellent co-operation and collegiality among teachers, and that she treats them as a family. She was sharing in the lighter moment that she is fond of dressing up and keeping up to date with the current trend of fashion and the same she tells her teachers also. “I want my teachers to look good and enjoy every moment of life and I give them fashion tips. My teachers like this full of life attitude of mine”. “I want my teachers to be perfectly dressed as this is a School of multiple activities and there is lot of interactions that my teachers do globally”. It is true as this

School undertakes international exchange programs for students and this helps develop in them a global outlook. Although teachers in the School indicated that the School has high expectations from them in their role as teachers but they fulfil those expectations as they get the treatment as valued professionals. Relationships between teachers and administrators are characterized by respect and trust and they are given a high degree of freedom and autonomy, which enabled them to be more successful as teachers.

When I asked her about the staff she mentioned, “The School academic and non-teaching faculty is well qualified, experienced and competent. The Human Resource Manual is well-documented with regard to recruitment, training and development, appraisal, compensation and incentives and exit policy. The Teachers Log book clearly defines the role, responsibilities and duties as well as the code of conduct of staff. Compensation and other benefits paid to staff are as per prescribed norms (Sixth Pay Commission)”. Further on being asked about how the professional development of teachers takes pace in this School, she promptly replied “Mentoring of staff is an integral part of the School, we undertake several Professional Development Programs for capacity building of our staff. However though the policy is well docketed, the School often has to deviate from the norms due to practical constraints of teacher availability and performance-based incentives. Principal shared that the School has made all the efforts for the teacher’s professional development and also for the School administrators- both the Principal and the vice Principal. For teachers the workshops, orientation and training programmes are on; CCE through multimedia, evaluations, training programmes for different subjects like Math, science etc. in service training programmes like

value education, programmes for physical and emotional wellbeing to relieve stress, hands on approaches in teaching and learning, art of teaching through storytelling, innovations in science teaching, action research etc. Regarding their opinions of the staff development program all the teachers said they are satisfied with the opportunities they get here and exposure that they get to learn something new and update themselves.

The Principal in her interview also cited that “it is hard work and dedication of my teachers that plays a major factor in Schools’ success”. She said with a feeling of pride “I empower teachers and trust the staff with a lot of autonomy.” During my discussion with the teachers one teacher quoted “What I appreciate is that Principal let me do my work with freedom and she has a belief that I know my work”. I think as the teachers are supported in the decisions they take It contributes to the success of the School. The teachers shared that they feel valued when they were trusted and empowered. This was reflected in such ways as teachers are paid for the travel for any workshop or training by the School. In table-4.11, incentives both in cash and kind, bonus, instructional support as well as other benefits given to teachers given by management of School A are discussed.

Table: 4.11***Types of Teacher Incentives in School A***

Monetary	Salary-Beginning salary, Salary scale, Regularity of Allowance, Cost of living.
In-Kind Incentives	Certificate for no leaves, Certificate on completing 10 years of service, certificate for other achievements.
Benefits	Paid leave, Sick leave, Maternity leave, Pension, reduced fees for teacher's children, free lunch, free snacks and tea, free transportation for teachers.
Bonuses	Bonus for regular attendance, Bonus for student achievement, Grants for classroom projects.
Instructional Support	<ul style="list-style-type: none"> ➤ Classroom charts like science equipment, books, colour pencils, white boards, and safe storage for materials. ➤ Observations on time, ➤ Feedback given on time, ➤ Opportunities for senior teacher becoming supervisor/ Principal.

(Source: School Records)

INDICATOR-6: SCHOOL COMMUNITY RELATIONS

The School has an effective and efficient communication system for communicating with parents. Besides regular PTA's, the School uses electronic medium for sending newsletters, SMSs, phone calls, email/ Google groups, website etc. for interacting with parents. Principal in her interview shared "Our School has a proactive Parent Teacher Association, working in collaborative effort with the School, provides invaluable support in the endeavour to achieve optimum student welfare and advancement.

The Association shoulders the responsibility of conducting the Annual Diagnostic Medical Check-up of students besides also working towards fostering better understanding between guardians and teachers, parents are also involved with the School as resource people/experts, for substitution, for career awareness etc. Parent Questionnaire and interaction showed overall satisfaction with the School on most issues and a high degree of involvement in the School and a sense of satisfaction with the School functioning. There is a sense of ownership and positive worth about contributing to the community through programs like cleanliness drives, working with various NGOs as well as social theme-based annual events.

CONCLUSION

The Principal of this School seem to exercise strong leadership. It is fair to conclude that Principal of this School has played a pioneering role in raising standards of Schools in the city. This School is has achieved success in all the areas by building quality culture and programs that were essential to the School's success. Teachers here get parents involved in the advancement of

their children's achievement by developing close relationships with them and communicating with them every detail about their children's progress. School supports student-centered learning climate. Another interesting point is teacher appraisal as a tool for monitoring and evaluating classroom practice and as a tool for staff development. The School has a system of self-evaluation as a measure of quality assurance and this makes the staff accountable and responsible for the success of the School. Thus, the in-depth study of this School can provide insights into what actions successful Schools have taken to accomplish quality and making their Schools effective and helping students achieve success.

SCHOOL - B

This School was established in the year 2001, it has total of 110 teachers serving as well as 3213 students enrolled. It has a motto “A Will Will Find A Way “and a mission statement that reads as; “To provide an atmosphere that nurtures excellence in academics, character building and personality development”.

The School is a Coeducational Unaided School affiliated to Gujarat Secondary and Higher Secondary Education Board, Gandhinagar, offering Pre-Primary (3 year to 6 years), Primary (6 to 13years), Secondary and Higher Secondary Education (14 to 17 years). The medium of instruction is English with adequate emphasis on the teaching of Hindi, Gujarati and Sanskrit. It is one of the most prominent and leading Schools in Gujarat managed by registered charitable education trust, with Board of Trustees comprising of members from a business family. The institution very much has policies and practices in place related to quality assurance and is committed to quality practice.

The following table-4.12 shows the academic achievement of School-B, this School stands second in the survey scores thus the achievements of the School in the SSC Board Examination from the year 2009 to 2013 are presented.

Table-4.12***SSC Board Examination Results of School-B***

Year 	2009	2010	2011	2012	2013
Board Result in % 					
Class X	100%	100 %	98.37%	100%	100%
Distinction	19	30	15	15	34
First Class	43	06	22	27	13
State Rankers	01	01	01	03	01
City Rankers	02	01	-	02	01

(Source School records)

From the above table-4.12, shows that the School-A has scored 100 % result in SSC Board Examination for all the years except in the year 2011. It has maintained city and state rankers in all the years which brought fame to the School

Apart from the above data on Schools achievement in the SSC Board Examination. The other achievements of the School is that the School is accredited by the British Council, and it bagged the International School Award in the year 2012. (This award has been introduced by British Council to recognise the best practices of the School and to provide an international perspective to curricular transactions).

One more reason for selecting this School for indepth study is the perceptions of parents, teachers and students on the quality indicators in the School. They have a high opinion on School quality. The following table 4.13 presents the data of the three respondents in the survey of top performing twenty Schools.

Table-4.13

Responses of Teachers, Parents and Students on quality indicators present in School-B

Quality Indicators ↓		Respondents →		
		TEACHERS	PARENTS	STUDENTS
School leadership	Mean	4.64	4.52	4.45
	SD	.33	.38	.44
	T-Value	43.500	25.924	22.250
	Sig	.000	.000	.000
Infrastructure	Mean	4.57	4.44	4.35
	SD	.16	.38	.28
	T-Value	85.739	25.807	34.124
	Sig	.000	.000	.000
Student achievement	Mean	4.95	4.44	4.25
	SD	.10	.43	.18
	T-Value	148.500	22.898	53.759
	Sig	.000	.000	.000
Curriculum transaction	Mean	3.72	4.44	4.30
	SD	.36	.40	.32
	T-Value	32.514	24.222	29.498
	Sig			
Teachers professional development	Mean	4.20	4.48	3.70
	SD	.19	.41	.11
	T-Value	67.350	24.155	74.000
	Sig	.000	.000	.000
School community relations	Mean	4.47	4.40	4.15
	SD	.32	.37	.37
	T-Value	43.993	26.295	24.475
	Sig	.000	.000	.000
TOTAL	Mean	4.42	4.52	4.20
	SD	.13	.30	.07
	T-Value	101.896	33.322	131.313
	Sig	.000	.000	.000

The case of this School is presented under the following five sections; School leadership, infrastructure, student achievement, curriculum, transaction, teachers professional development and School community relations.

INDICATOR-1: SCHOOL LEADERSHIP

Researcher could make my entry to the School only after showing my identity to the security guard posted at the very entrance, the well maintained and massive green premises of the School reflected much unsaid and unwritten and further motivated me to explore the said institute. The School displays a majestic architecture with a colourful attractive round building, full of greenery. Plants were hanging throughout the area with natural light from the open terrace in the centre of the building giving a beautiful look. On the front office of the School was a visitor's corner where along with the wall there were comfortable sofas lined up for the visitors. There were two large bulletin boards that announced the Board Results and the School timings along with other details. The boards look professionally decorated, with colourful chart paper, craft work made by the students. Walls towards the hall feature student-created vocabulary cartoons and collage work. Some walls towards the pre-primary were painted with large murals, mostly with cartoons.

My first encounter with the School Principal was pleasant. She welcomed me and made me comfortable by mentioning about our earlier telephonic conversation in the very beginning. From her initial conversation I learnt that she had been serving the School since its inception and worked initially as a teacher who was promoted as a Principal. Her demeanour and aura of dialogue reflected her long experience in School teaching and administration. The Principal was very clear and articulate about the School

achievements and showed to me all the necessary documents without any problem.

The Principal described the leadership positions in the School are as follows; Principal-01 (Female), Vice Principal 01 (Female), Section Supervisors- 04 (Females), Discipline in charge-02 (Male) and Student Counsellor-01 (Female). The leadership positions show the accountability that boils down to the multi-faceted question of who should be held responsible for what, how they can be evaluated. The Principal looks after the overall School functioning and maintains the quality assurance systems by following the continuous evaluation system for each and every function followed. She is assisted by the Vice Principal that looks after the Curriculum, Professional development, Timetable, Inter and intra School competitions, International exchange students, liaison and overall School management. Followed by the four Section Supervisors who are responsible for smooth functioning of their respective sections and managing various activities including; Daily Routines, Student discipline, Inter house competitions, remedial teaching programme and teachers log books etc. Together with coordinators for sections, there is Student discipline committee that looks after the School discipline and makes sure that the rules are implemented and followed, this committee consists of the teacher and student representatives from each section.

They look after the discipline issues in School, students who have discipline problems or any other trouble are counselled by the student counsellor and the team of teachers and students collectively form the discipline rules for the School. Thus, these are internal management positions for staff. In addition, the School has 2 teachers who lead curriculum projects related to the School priorities.

In the teacher interactive session the teachers expressed that with respect to instructional decisions, they began to experience more freedom under the new Principal. One teacher said, “Principal is not at all intrusive in teachers work. She gives them academic freedom, may be because she herself was a teacher here and was our colleague so she better understands the academic freedom that the teachers require. “This speaks of the democratic climate that the School has and collaborative leadership style of the Principal.

The Principal in an interview said that Schools have a well-developed plans and priorities within government guidelines. But it is sometimes a challenge for the Principal to make the plans work”. She argued that, “It is important for a School that role-players understand not only the policy, but also their respective roles in the implementation of that policy and School Principal has to play an important role in ensuring that all role-players in the School understand the departmental policies and their new roles in order to be able to implement such policies correctly. This is a real challenge for the Principal as it is a tough job to make the staff internalize the importance of quality and implement it in true spirit”.

The School has an annual report that consists of School performance, students achievement and goal performance, the School supervisor prepares the School report the teachers prepare their report and give it to the Principal for the review this report takes the form of a glossy magazine that celebrates Schools achievements, this magazine contains data on student achievement, teachers opinions parent opinion, student opinion and student alumni. Thus, here accountability starts with the Principal and her main purpose is to assist teachers to improve standards of students learning.

Researcher in her visit to the School made several observations on School functioning. The School has all the required policies in place to achieve quality.

The table 4.14. displays the quality practices followed by teachers in this School.

Table-4.14

Some Quality Practices followed in the School-B

Quality Indicator	Description	Evidence
Instruction	<ul style="list-style-type: none"> - Lesson plans are developed. - School wide behavioural expectations have been taught directly & formally to all students. - Students and staff know expectations - Lessons are re-taught as needed based on analysis of data. 	Lesson plans, schedule for teaching, School wide Evaluation
School-Wide Acknowledgement System	<ul style="list-style-type: none"> - Acknowledgement system is defined and in place. - Staff use active monitoring strategies - All staff acknowledge students for positive behaviour & a system for collecting data on acknowledgements is in place. 	Acknowledgement list, data report, observation, School records, survey result
Consistent Behavioral Consequences	<ul style="list-style-type: none"> - Consequences for behavioural infractions are clearly defined and documented. - There is clarity about behaviour handled in the classroom and behaviour handled by administration. - System for collecting data on infractions is in place. 	Teacher log book, student diary interview/survey, School reports, lesson plans, discipline data

<p>Data Collection and Analysis</p>	<ul style="list-style-type: none"> - Office collects all necessary information. - Office discipline data are gathered routinely and entered into database. - Strengths and areas of focus are identified monthly based on data. - Discipline data are used to make decisions and action plans. - Staff, family and student perception data are also reviewed on an on-going basis 	<p>Discipline form, School data reports, monthly data reports, discipline team minutes, action plans</p>
<p>On-going staff development</p>	<ul style="list-style-type: none"> - School staff is trained in School wide plan. Professional development includes training. - New teachers are oriented to School wide plan. - Technical assistance is provided to teachers about components of plan. 	<p>Training enrolment records, resource person report, team action plan, faculty meeting minutes, staff surveys, teacher acknowledgement list, training materials</p>

(Source: School Records)

The table 4.14 above shows the different quality assurance practices in the School to achieve success. It is well documented and it is clear from the documents analysed.

INDICATOR-2: INFRASTRUCTURE

There was also a well stocked library on this floor, with neatly arranged chairs and tables. On one side of the floor were the classrooms for Secondary Section; the sun light from windows added to the shine of each classroom that were equipped with smart Board and on the other were laboratories, computer lab, language labs, etc,. The Auditorium is a Centrally Air-Conditioned Hall, with seating capacity for 450 people and the spacious stage that creates a comfortable platform for students to express their creative talents. There was an indoor game room which had a huge tennis table along with carom boards. The Supervisor of the School who is in charge of all the curricular and co-curricular activities then accompanied me to the outdoor sports complex. It was a spacious sports complex with a big Swimming Pool, Skating Rink, Basketball Court, Volleyball Court and a Cricket Pitch too.

The Supervisor said they even have a master for judo and karate to train students, they have various coaches for training students for various district, state and national level competitions. Besides, there was a kitchen on the ground floor that caters to the dining of all the students and teachers of the School. It is a neat and hygienic place. I spent enough time going round the School and attending various classrooms. After my visiting the different parts of the School, I had an interactive session with the teachers of the Secondary Section.

INDICATOR-3: STUDENT ACHIEVEMENT

School develops an action plan and implements International activities throughout the year and creates a rich learning experience for students through the use of ICT, creative pedagogical practices and a real context for learning. The success of teaching and learning determines the level of learner achievement. Learner achievement should not only be viewed as classroom performance but also as a holistic development of learners through extra-curricular activities and School support structures, such as counseling (Westraad, 2004:3). It is with this background that this School was observed and with a focus on the learner achievement and learning culture. This helped to ascertain whether teaching and learning in this School have desired effects or not. Generally, two section supervisors interviewed in this study maintained that they were satisfied with the level of learner achievement in this School.

An important factor observed in this School that leads to high student achievement is the Student Leadership; Student Leadership groups include: Prefects elected by staff and students. The General body of the Student Representative Council which is elected by students, The Interact Club of Alumni who through various clubs, fundraise for different events, House Captains, provide leadership for all events. Vice prefects perform a similar ambassador role to the Prefects. Thus students are made to understand their role and responsibilities and are encouraged to be self-learners. Who actively participate in decision-making forums and to gain experience as leaders.

The Principal of School also confirmed that in her School learners are confident and progressing, be it Board Examination or winning laurels for the School in all the national and international events, the Principal maintained,

“This was an indication that teachers are doing their work”. As students require facilitators who constantly motivate and encourage them and this is what my teachers do.

On the ground floor of the School I found sixth-class students gather in the hallway in diverse groups of four to read aloud an act from a play in Hindi. Each student holds his or her own book with Post-it notes on all most every page. Students assign roles to each other and begin fluidly reading an act. I asked a group what all the Post-it notes were for. A student answered that they are annotations of the text. Another student explained that “these are questions for the play so when we do inner-outer circle, we talk about the questions. “The students clearly understand the purpose of this strategy, articulate it well, and seem to use it readily. Students talk about enjoying the challenge they experience in classrooms. They comment that the classes they like most are those where the teacher would “have certain levels of expectation and keep pushing you” (Student Focus Group). They also appreciate teachers who “would teach them things until they understood it”. (Student Focus Group). Students are willing to work hard and put in the necessary time to learn challenging material when they feel their teachers are willing to help them and care about their success. It is always the energy of the School that constantly reinforces the desire to strive for improvement where Students engage with their work with impressive commitment and focus.

The Vice Principal further explained that they want to change students’ perceptions about their world so that they understand that “it is about another world outside the School and they are till now in a comfort zone but the real

test of life will begin once they are out of School and its only their ability to succeed in all the subjects that will make them compete with ease in the outside world”. She further added, “They have to understand that if I’m smart enough and good enough to capture the opportunities, then I can do anything that most of the successful people can but all these things are to be instilled in these children with patience”.

Another evidence to the Schools’ commitment to rigor is their focus on moving students beyond what they know when they come into the School. This determination permeates their conversations about the academic goals. When I asked a teacher about the School result in the board exams, she was able to give me scores from previous years’ Board Exam Results not only for their School but also for other chain of Schools the trust had in the city. One staff member argued that students scoring in the 90th percentile could still learn something new just like everyone else but for students who struggle with low scores the School has a structured tutoring program in which a different subject-area teacher at each class of each section stays after School on all the Saturdays to help students and they call it special tutoring. Teachers are ready to help students. The students talk about the accessibility of their teachers in this special tutoring program as a benefit they often rely on. One student describes this informal tutoring as essential to his success. The student describing the Math tutorial said, “Our Maths teacher would make us sit in groups for these classes and help us in solving the problems and also solve the problems given as homework. She will show each group the right method to do the Maths problems.” (informal discussion with students).

Thus, School policies and practices that tend to be associated with success can be summarized as follows;

- Student use of School resources (Library, Computers, Laboratories);
- Student staff ratio from 40:1
- School policy and practice (as reported by Principals) regarding teacher expectations of student performance,
- Teacher morale and commitment and School (not teacher) autonomy;
- Classroom practice (as perceived by students) involving positive teacher-student relations,
- Good disciplinary climate and, to a lesser extent, emphasis on academic performance and high demands on students (including homework).

The survey questionnaire given by the researcher to the teachers, parents and students also referred to teacher and student practices that contribute toward the perception of both a positive learning environment and improved student performance. Thus, student achievement refers to level of connection, interaction, and learning students demonstrate in classroom projects and activities. Curriculum Transaction in the classroom refers to the level to which students take responsibility for their own learning, actively asking questions and seeking answers on their own as well as becoming critical thinkers whether in classrooms or in project works, or group learning.

The researcher could observe this to be contributing toward both a culture of high expectations for teaching and learning and an environment supporting improved student outcomes, such as high passing percentage in

Board Examinations and high numbers of students successfully transitioning into higher Secondary settings and into promising career opportunities. Thus, evidence of high achievement is all around the School, from test scores to informal conversations to student work, etc.

INDICATOR-4: CURRICULUM TRANSACTION

Maintaining discipline and controlling students to focusing on teaching and learning is equally important policy of the School. Principal explained during the interview that more than anything else, this School is about high achievement. For example, all the students attend the classes for common entrance examinations here in the School. This is possible due to the teacher's commitment to maintain high achievement levels of the students year after year. She shared the unique qualities of teachers that distinguish them from other Secondary Schools of Gujarat Board. According to her all the teachers are experienced teachers and are with them for almost more than five years.

All are qualified in their subject areas, and all are teaching in their own field of subjects. She discussed with me the role of teachers in student achievement. She said that the "Teachers had increased input into students schedules, because the School administration focuses on taking care of those things that allows the teachers to do their best work", the staff thus work towards the challenging task of improving classroom instruction and raising expectations.

The academic intensity was clear. Teachers taught students for common entrance examination. Teachers discussed the challenge of maintaining and increasing achievement each year. One teacher shared about

School's work to improve student scores, "even though ninety five (95) and above percent of students were able to pass the Board Exam target, i.e. with first class and distinction. The subject teachers felt their students' would improve with more revision tests" and it has to be 100 percent of them scoring distinction marks". Another teacher shared that "One strategy used to improve student performance is the adoption of Continuous Comprehensive Evaluation. The adoption came about because of a National mandate for all Schools to implement this reform in evaluation. Parents feel this form of evaluation has increased the student's capability to perform better.

The Vice Principal explained that the school has a counsellor and the counsellors work with new students and those who achieve low scores in their tests, She further said that the counsellor also helps those who are emotionally disturbed in the class.

INDICATOR-5: TEACHERS PROFESSIONAL DEVELOPMENT

On asking about the teachers in the School, the Principal promptly replied that "This School has a team of well qualified experienced dedicated and highly motivated teachers". She went on and on discussing about the regular workshops, seminars various exchange and training programmes that are conducted for teachers to develop new skills and adopt innovative teaching methods. She was very proud to share that the School has won the British Council Award for innovative teaching in the School. She quickly made arrangements for my School observation by asking the vice Principal to accompany me is not merely to improve student performance at the Secondary level and Secondary Board Examination, but to use education as a tool for helping students to be successful in later life.

As far as the Professional Development of teachers in the School is concerned the School organises various workshops and training sessions for the teachers. On asking them about the training opportunities they get in this School, one teacher commented that “I as a science teacher had to attend karmyogitalim (teachers training programme conducted by the State Government) during the vacations last year as it was made compulsory by the Board. I regret such training programmes, where there is no innovativeness, when all the science teachers from different Schools attend this training the authorities could have planned sessions that would have allowed them to share their best practices and learn some new innovative things from each other, instead we were made to write a test and asked to prepare questionnaire of our subjects”. She further said, “We want to thank our management for the extra effort they make in organising so many Seminars and Workshops for us; we had the opportunity to attend a workshop conducted by the famous quiz master Mr. Derek ‘O’ Bran. Such programme helps us to be innovative when we are planning any such activity for our students.” This is an indicator of the in-house training that the teachers receive as a part of their professional development.

Another aspect of this School organization is the factor that motivates staff extrinsically: ‘the pressure to improve’. External bodies like the Schools Inspectors from the District Education Officer’s office who visit School once in a year and the assessments made by the accreditation agency i.e. The British Council effectively exert pressure on School to perform well. According to the Principal the inspectors create a lot of pressure for the teachers as they abruptly ask for all the records. She says “though our School is well prepared

with all the records as we have internal assessment of all the activities and committee formed to monitor it,inspite of all this sometimes the inspectors ask for things that are of not much importance for us as we have a much higher standard in our work” she further adds , “they may ask for dictation notebooks or homework notebooks which we may not be able to show as our students are always working on projects of much higher academic level than merely writing answers in their notebooks. She further went saying, “For us pressure also comes from parents who demand better results if not satisfied with the School’s outcomes”. The external inspections prove to be more useful for the underperformingSchools because the Schools depend on the District Education Officer (DEO) in terms of resources and this kind of pressure to perform brings improvement in their performance.

The extent to which School staff is motivated for quality assurance and for promoting student performance depends on the School organisation. In the literature on quality assurance the combination of two factors were considered to be effective in implementing innovations: some sort of pressure to change and improve, in combination with providing support where necessary in transforming old into new. The relevance of supporting change processes was also confirmed in the findings in two ways; the Principal encourages staff to participate in quality assurance practices to make the review activities more successful as the limited involvement of staff in quality assurance practices form barriers for successful review. The, trained staff is evident in this School, the supervisors are trained to evaluate internal School activities and the Principal made them undergo such training given by the Board.

INDICATOR-6: SCHOOL COMMUNITY RELATIONS i

Accessible information is an important factor for Quality Assurance. It is observed in these Schools that neither parents nor students of this School have any problems with accessing the required information and, as a result there was no variation in information accessibility. This School follows (MIS) Management Information System and maintains statistical data of all the required information and provides to the stakeholders.

The Supervisor shared that “The School arranged for community professionals to volunteer for student counselling in different subjects as well by giving suggestions on how to improve their exam results” The volunteers offered suggestions on the students’ work. This helped to ensure that students received immediate feedback while not creating extra workload for the teachers. She shared that " This year, 100 percent of the students have passed the state Board Examination”, this community experts comments to the students to improve upon has led to improvement in student achievement. In addition to remedial classes every Saturday. Two programs are run specifically to support slow learners for remedial teaching. These include;

- 1) A community-provided remedial program; that use volunteer tutors from community and it is offered free to the School and students.
- 2) A School provided program where School pays experts for their time through its parent organization.

These experts provide tutoring three days a week in any subject area students need; these experts are well known tuition teachers of the city and are experts in their subjects.

Teachers recommend students who need the most attention for remedial classes. The School also offers Saturday sessions for review of test scores and test preparation: She further shared that “We have seven members of our staff working with about students on test-taking skills” (Common Entrance Test, AIEEE etc.). All students are encouraged to attend these sessions regardless of their scores on the assessments. The motivation of School staff plays an important role in Quality Assurance.

CONCLUSION

Researcher observed that the School facilities like the classroom items, furniture, library facilities, science laboratories and language laboratories are adequate and well maintained. Attendance register and record of works were neatly kept in the School. There is constant monitoring, supervision by the section supervisors as well as the Principal. The class tests and Examination questions were of above average standard. In addition the language of construction was adequate and appropriate. There is regular yearly inspection conducted by the District Education Office.

This School has created a pervasive culture within the School community that produces important results, i.e. there is a continuous effort by School in organizing remedial teaching for slow learners, School Community Involvement Programs, Transparency Of Information Systems, Accountability Of Management and Staff, organizing various Seminars and Orientation Programs for the students and providing Professional Development to the teachers. The good thing is that organizing these Workshops and Training Programs are not very expensive for the School as it does not require outside experts or resource persons, it is done by the School leaders from different

chain of Schools and student alumni, thus, all aspects of improving Schools educational opportunities and profession are taken care of by the experts from within the group of Schools. As a part of Assuring Quality of School the Principal represents a strong supervisory role and adopts administrative strategies to ensure quality in the School.

SCHOOL - C

All the Schools want their students to succeed. But Schools can only make a lasting difference when they focus on specific goals and strategies for change. The Motto of this School is “A will will find a way”. The mission statement reads as; “To empower our students to be compassionate, responsive to our culture and heritage, academically holistic persons, with a scientific temper in an environment of sharing and caring”.

Thus, the School has a clear mission and motto leading to strong ethos of motivation harnessing these to deliver positive outcomes and achievements for students and a commitment to quality which is democratically evolved and expressed through tangible and intangible ways, even the School buses carry some social messages that shows the School management’s commitment to quality.

The School established in the year 1987 is a coeducational unaided Secondary School affiliated Gujarat Secondary and Higher Secondary Education Board, Gandhinagar. It works on the set goals with a purpose of bringing change in quality culture. It is a registered charitable trust that was formed in 1965, managed by a Board of Trustees comprising of eminent educationists, philanthropists, and administrators. The Trustees have imparted, through its Schools, quality education for last four and a half decades, predominantly to the children of the residents of Vadodara. It School has total 115 teachers and 2080 students offering Pre-Primary (3 years to 6 years), Primary (6 to 13 years), Secondary and Higher Secondary Education (14 to 17 years). The medium of instruction followed is English with adequate emphasis on the teaching of Hindi, Gujarati and Sanskrit.

The School runs double shift to accommodate all its classes, as a part of quality assurance systems the School is committed to accreditation body that evaluates School for quality procedures and practices followed to realize School goal of quality education. This School has maintained a good academic record of SSC Board Examination Results for the last five years. Table- 4.15 displays the achievement of the School in the SSC Board Examination from the year 2009 to 2013.

Table: 4.15

SSC Board Examination Result for School-C

Year	2009	2010	2011	2012	2013
Class X	100%	99.30%	100%	99.00%	100%
First Class (in4 sections)	132	76	111	146	154
Distinction (in4 sections)	79	57	126	106	150
State Ranker	-	01	-	-	01
City Ranker	01	-	02	01	01

(Source: School records)

As per the table-4.15, over the years the School had maintained a good academic board result. The School has a record of above 99% result in Board exam from 2009 to 2013, student performance has not significantly changed. It has a good number of first classes in all the sections highest being 154 in the year 2013, along with 150 students scoring distinction in the year 2013.

Apart from the good Board Results the School has other achievements also, the School has accreditation from the British Council and is awarded for International School Award in the year 2012. (This award has been introduced by British Council to recognize the best practices of the School and to provide an International perspective to Curricular Transactions).

The School has scored third highest among the top performing twenty schools in the survey as per the perceptions of teachers, parents and students. The following table 4.16, describes the scores of School-C in the survey.

Table-4.16

Responses of Teachers, Parents and Students on quality indicators present in School C

Quality Indicators ↓		Respondents →		
		TEACHERS	PARENTS	STUDENTS
School leadership	Mean	4.86	4.64	5.00
	SD	.18	.22	.00
	T-Value	43.500	25.924	22.250
	Sig	.000	.000	.000
Infrastructure	Mean	4.65	4.51	5.00
	SD	.12	.21	.00
	T-Value	85.739	25.807	34.124
	Sig	.000	.000	.000
Student achievement	Mean	.500	4.30	4.80
	SD	.00	.20	.22
	T-Value	148.500	22.898	53.759
	Sig	.000	.000	.000
Curriculum transaction	Mean	4.10	4.00	4.80
	SD	.17	.46	.11
	T-Value	32.514	24.222	29.498
	Sig	.000	.000	.000
Teachers professional development	Mean	4.10	3.25	3.65
	SD	.17	.25	.13
	T-Value	67.350	24.155	74.000
	Sig	.000	.000	.000
School community relations	Mean	4.75	3.60	4.75
	SD	.26	.45	.13
	T-Value	43.993	26.295	24.475
	Sig	.000	.000	.000
Total	Mean	4.71	4.05	4.70
	SD	.07	.20	.04
	T-Value	101.896	33.322	131.313
	Sig	.000	.000	.000

The above table 4.16 shows the mean scores of School-C. The responses of teachers, parents and students will be discussed in the in-depth case study below under the following Quality Indicators; School Leadership, Infrastructure, Student Achievement, Curriculum Transaction, Teachers' Professional Development and the School Community Relations.

INDICATOR-1: SCHOOL LEADERSHIP

During the School visit, the researcher met the Principal of the School who devoted enough time to interact and be interviewed. He willingly presented all the required documents and while discussing the School leadership he shared that the regular interaction between the management and School authorities ensures involvement in decisions regarding the School improvement, change in management, collaborative leadership and excellence as an integral part of the School governance. The leadership positions in the School are as follows; Principal-01 (Male), Vice Principal-01 (Male), Section Supervisors- 04 (02 Females, 02 Male), Discipline In charge-01 (Female) and Student Counsellor-01 (Female)

According to the Principal School is focused on developing a quality culture that values and consistently promotes high expectations for learning and behaviour across the School. He shared that as a part of quality assurance strategies, the philosophy of education has to be recognised in all aspects of School activities, thus, administrative policies and programmes of this School are designed with in-built quality system. He also discussed about the School achievements and said that the School has a clear vision and mission statement which has democratically evolved and expressed through tangible and intangible ways.

When researcher asked about the Quality Assurance Mechanisms followed in the School he maintained that the School has implemented various innovative practices in School Administration, Academic Curriculum Design, Classroom Transactions, Technology-Embedded Assessment, and Evaluation

and Feedback Mechanism. Such statements were also later supported by the responses through questionnaires given to the parent's teachers and the students as well as from the interactions and observation by the researcher. It was learnt that there is a clear evidence of quality assurance mechanisms in the day to day functioning of the School and in an effort "to maintain the quality culture in School, it was found that there were three levels of staff decision making;

- Participatory – Staff Meetings
- Representative – Supervisors' Meetings
- Administrative – Leadership Team

Researcher observed that all the groups within the School community had a right to be involved in the decision making process. Involvement varied according to the issue under consideration. Principal was of the opinion that the staff meetings were a forum for staff participation in decision-making. Standing committees are established at the beginning of each School year (or as required), e.g. committees on; discipline on grounds and proper use of School facilities, selection of Student Council, Curricular Activities, Curricular Activities, Canteen, Health and Safety, Sports events etc". This was found to be in accordance with the Documents analysed.

Thus, it was found that the School philosophy is well captured in its vision statement 'creating a pathway for a positive future' and signals the School's commitment to providing a caring work environment for students. The School is sustaining pervasive high standards and high expectations focused on intellectual work in the culture and community of the School, it is

being led by teachers and leaders who serve as intellectual agents and believe they have the moral responsibility to help children become intellectual thinkers who can contribute to the larger society outside

Quality assurance includes defined standards of achievement, documented procedures for all identified processes, established ways of responding to issues and clear accountability for outcomes. The School works in two shifts seamlessly and logistics of space and time are fine-tuned. Resources are efficiently and optimally utilized. Responses from various respondents and interactions showed that there is an understanding of quality assurance systems among the staff, they appreciated that the quality systems in this School are in place. One thing that was missing was (computer-assisted information systems). This system is essential for providing some sort of support in working with the accreditation body in case of keeping records and making it available in an easy manner.

According to the Principal the quality assurance is used as a mechanism to assess the teacher competence and appropriateness of teaching and learning in classes. It also is a means of communicating the information regarding the quality of education. This School has a well - instituted planning mechanism, both short-term and long-term. Regular meetings between the management and staff provide an opportunity for democratic practices in policy making and goal setting.

The School works in two shifts seamlessly and logistics of space and time are fine-tuned. Resources are efficiently and optimally utilized. Responses from various respondents and interactions showed that there is an

understanding of quality assurance systems among the staff, they appreciated that the quality systems in this School are in place. One thing that was missing was (computer-assisted information systems). This system is essential for providing some sort of support in working with the accreditation body in case of keeping records and making it available in an easy manner.

Quality improvement measure in education include:

- Establishment high standards academic excellence which will go long way to enhance the School's reputation and image,
- Improved communication across the School system,
- Improvement of outcome so that the policies and procedures are constantly revisited through analysis and the delivery of teaching and learning,
- Identification of systems strengths and weaknesses, determination of the program effectiveness and tracking of its integrity and;
- Increase in capacity to secure funding and refinement service delivery.

INDICATOR-2: INFRASTRUCTURE

As far as School infrastructure is concerned there is a well maintained source of drinking water; School had separate toilet facility for girls and boys on each floor on the rear ends. It has a playground on the back side of the building as the School has no space in the front area. While observing this School researcher saw that the School infrastructure e.g. all the classrooms were in good condition and every classroom was equipped with a smart board. The laboratories and library along with the subject rooms were in good condition. The library was well stocked; laboratories were available to support learning activities. The computer lab was well equipped with latest hardware

and software, computer and Internet facility. School has pioneered the computerization of CCE (continuous comprehensive evaluation) report card system. There is use of free Internet tools like Google Apps in education for a paperless and user-friendly collaborative system as well as social networking system. As far as promoting sports at the School, there are ample opportunities for the students for sports activities. Students take part in several national and state level sports activities. School has employed coaches for different sports who gives personal coaching to students who are interested to pursue it.

INDICATOR-3: STUDENT ACHIEVEMENT

The School is committed to ensure that all students reach their full potential; to achieve this they claim that they have committed teaching team. School policies and procedures encourage students to become actively involved in the activities of the School. There were ample evidence of high expectations and high standards and the use of multiple assessments in assessing progress in learning. Teachers and Principal were actively engaged in creating a School culture that helps students acquire more and more responsibility for their own learning.

At a meeting with the Student Council the members were particularly appreciative of the support offered to them by management and staff. Whether the activities are remedial teaching, or computer-based project work, the School provides practice-intensive learning activities.

Examples include:

- Assembly groups, remedial, and inter School competition practice classes to provide additional practice focused on each child's specific learning deficiencies.

- Students are assigned to practice groups that provide practice designed to correct specific types of errors that students are making on their subjects.
- Principals require teachers to provide learning activities that target each student's skill deficits.
- Teachers give extra worksheets to the students for practice in practical subjects like Math, accountancy and statistics.
- Teachers conduct timely remedial tests, students are provided additional practice with the help of workbook for different subjects.

Researcher during the informal interaction with the students found that students of this School demonstrate progress in their intellectual development and academic achievement. School promotes and supports intellectual development in cost efficient ways as this School is a moderate fee charging School. All the students have access to a wide variety of learning experiences throughout the School, including remediation and enrichment. The Principal makes use of frequent student progress reports to evaluate on goings School performance and to make operational changes in instruction when needed. These practices are entirely consistent with research findings. Survey found that Principals personally monitor student progress as a routine part of their instructional leadership. This work is highly valued by the students, parents and the School management.

Teachers and staff believed a number of programs were integral to student achievement and necessary for the success of the School. One of the most frequently mentioned programs was after School tutoring. The very extensive range of co-curricular and extracurricular activities is considered a

vital part of the holistic education programme offered in the School. The efforts, commitment and innovation displayed by staff in providing such a wide range of activities are highly commended. This work is highly valued during the interaction by the students, parents and the School management.

Evidence of a high level of concern for student progress was observed throughout the School. Various written reports with student achievement data were visible in administrative offices and in classrooms. Teachers keep reminding students what specific standards and skills they are concentrating on for the day and many of their discussions with students about grades include specific information on the skills students need to work on to improve. Evidence of concern for individual students is also visible. Teachers were seen helping students in their project work and model preparation. School had various systems in place and teachers were accountable for their work and student achievement, this was measured by indicators such as teacher attendance, actual time spent teaching and preparing lessons during the School day, Pedagogical Techniques, Homework Assignment and Review, Continuous Assessment of Student Workhand, Ultimately, Student Learning. The above conditions result in students' engagement, all-round development, and improved cognitive outcomes.

INDICATOR-4: CURRICULUM TRANSACTION

School develops an action plan and implements different national and international activities throughout the year to create learning experience for students through use of technology and innovative pedagogical practices. Intellectual work of the students was exhibited in many ways. For example,

students explicitly discussed and clearly demonstrated their intellectual work. This process of intellectual work was also seen among the students in a Social Studies class, who were learning about anarchy. The teacher asked the students to use a dictionary to find the definition of “anarchy.” the students independently wrote a definition compiled from the sources and read it aloud to the class. Then, in small groups organized by the teacher, students developed a written description of a model anarchist society. The small groups shared their descriptions with the class and defended or revised their construction based on peer questions and comments.

There were many examples of intellectually engaging teacher instruction as well where teachers were involving their students in “good information processing”, including our observations of thought-provoking students project work in which students were asked to synthesize ideas from various sources, evaluate theories of experts in a field and write thorough, supported analytical essays surrounding current issues and literature, as well as critique their own and their group’ writing. It was observed that several stimulating activities in different subjects that demonstrated not only students engaging in intellectual work, but also teachers providing insightful instruction to guide the process, solidify content knowledge, and push students to engage with the material in new ways that used higher order thinking skills. This was seen in the facilitation of whole class discussions, individual presentation and the coordination of group work in projects given in different subjects as a part of formative assessments.

INDICATOR-5: TEACHERS' PROFESSIONAL DEVELOPMENT

Quality Assurance is used as a mechanism to assess the teacher competence and appropriateness of teaching and learning in classes. It also is a means of communicating the information regarding the quality of education. This School has a well - instituted Planning Mechanism, both short-term and long-term. Regular meetings between the management and staff provide an opportunity for democratic practices in policy making and goal setting. The School believes in keeping the staff highly motivated to work. The School provides incentives to the teachers both monetary and non-monetary. The following table-4.17, displays the same.

Table: 4.17

Types of Teacher Incentives in School-C

<i>Monetary</i>	Salary-Beginning salary, Salary scale, Regularity of Allowance, Cost of living.
<i>In-Kind Incentives</i>	Certificate for minimum leaves taken by teachers, Certificate on completing long years of service, certificate for other achievements,
<i>Benefits</i>	Paid leave, Sick leave, Maternity leave, reduced fees for teacher's children, free lunch, free snacks and tea, free transportation for teachers.
<i>Bonuses</i>	Bonus for regular attendance, Grants for classroom projects.
<i>Instructional Support</i>	Classroom material like science equipment, books, color pencils, white boards, and safe storage for materials. Observations and feedback given on time, Opportunities for Senior teacher becoming supervisor/ Principal.

(Source: School Records)

Teachers shared that the School has special provisions (displayed in table-4.17), for the reduced fees for their children, as well as School does not charge teachers for food and snacks. The teachers appreciated the management for giving them a free hand in case of buying material for teaching aids and letting teachers have professional autonomy as with such provisions boosts intellectual and learning atmosphere. This sense of active involvement builds an atmosphere of moral obligation and collective accountability in which Principals' support and expects all teaching staff to be in a constant state of rejuvenation.

Teachers appreciated the administration for acknowledging them. One of the teachers said that "the Principal is making sure that we are making an effort, through observations, conversations, evaluations, and goals for improvement (both formally and informally)". This collaborative effort to improve practice and continue learning for students and staff also led to an environment of intrinsic peer accountability where all want to be in competition and do not want to be a slow worker. Therefore, staff shares their learning and mentor one another and provide support and high standards for new teachers. Students call many teachers as "engaging" and "interesting" because they integrated their personal experience throughout lessons of their respective subjects in the form of visual images, personal anecdotes, and a deeper understanding of the subject, thus fulfilling an active teaching role, guiding students through intellectual inquiry with human (not solely computer or textbook) interaction. One of the teacher shared that "We aim high for everyone. We have a general expectation for everyone to achieve at high levels". Other teachers noted that staff take responsibility and care for all students, whether in classrooms, in the corridors, on the playground, or after School till they reach back home.

While discussing the importance of Professional Development of teachers, Principal shared that in this School the Principal and senior teachers are encouraged by the School management to attend national and international conferences and courses in order to enhance their leadership skills. International experts are also invited to build skills of contemporary leadership among School teachers and Principal. Apart from this School also conducts various in-house teacher professional development activities like workshops, seminars and sessions with various experts. Thus, there were evidence of shared academic leadership and presence of quality assurance practices in the School.

The workshops and various National and International Training has helped the School develop and implement various innovative practices in School Administration, Academic Curriculum Design, Classroom Transactions, Technology-Embedded Assessment, Evaluation and Feedback Mechanism. On meeting the Vice Principal he also shed light on many facets of the institution. The Vice-Principal discussed that the exposure given to the teachers and Principal by the management was appreciable. He maintained that [the School Principal and senior teachers are encouraged to attend national and international conferences and workshops in order to enhance their skills

The Principal and the Supervisor frequently visit the classrooms. They had a fixed number of classes to visit each semester and keep the records of classroom observations. In order to observe the normal, most of the time they randomly entered a classroom without prior notice, and sometimes they informed the teacher ten minutes before the class that they would be visiting.

On the basis of classroom observations, they gave suggestions to the teachers. The general procedures for the School's decision making were that the School administration (primarily the Principal) made the decision, and teacher's supports him. For example, extra fee charged for extra coaching for students in sports. The teachers in this School were evaluated mainly by their students 'test scores, especially those scores from Board Examinations and teachers classroom observation. The new reform in case of evaluation system e.g. the Continuous Comprehensive Evaluation System and the semester system in Secondary Section had not changed the approach to teacher evaluation.

The table 4.18, contains all the description and evidence of good practices followed in the School both by the teachers and the administrators. This very well describes the steps taken by the School for effective teaching learning and providing a positive School climate.

Table: 4.18

Some Quality Practices followed by School-C

Quality Indicator	Description	Evidence
<p>Instruction is Direct and Explicit</p>	<p>Instruction includes research-based strategies to engage students; e.g., high rates of opportunities to respond, choral reading, direct instruction, computer-aided instruction, class-wide peer tutoring, and guided notes.</p> <ul style="list-style-type: none"> - The teacher employs a variety of grouping options including whole group, small and cooperative learning groups, and individual instruction. - The teacher uses strategies to ensure high frequency learning trials and response opportunities; e.g., choral responding, individual response card, and peer tutoring. - Instructional materials are used that students find educationally relevant. - The teacher gives both written and oral feedback that is specific, provides information about accuracy, and feedback is timely. - The teacher uses variations in voice, movement and pacing to reinforce attention <p>The teacher explicitly points out the connection between effort and outcome</p>	<p>Lesson plans, observation</p>

<p>Instruction is Interactive and Engaging</p>	<ul style="list-style-type: none"> - Instruction includes research-based strategies to engage students; e.g., high rates of opportunities to respond, choral reading, direct instruction, computer-aided instruction, class-wide peer tutoring, and guided notes. - The teacher employs a variety of grouping options including whole group, small and cooperative learning groups, and individual instruction. - The teacher uses strategies to ensure high frequency learning trials and response opportunities; e.g., choral responding, individual response card, and peer tutoring. - Instructional materials are used that students find educationally relevant. - The teacher gives both written and oral feedback that is specific, provides information about accuracy, and feedback is timely. - The teacher uses variations in voice, movement and pacing to reinforce attention 	<p>Lesson plans, observation</p>
<p>Discipline</p>	<ul style="list-style-type: none"> - At least 80% of staff support and participate in process and see it as directly relevant to their work. - School improvement plan lists improving behaviour support systems as a priority. - School wide behaviour policy statement has been developed with and endorsed by building administrator and shared with staff. - Behaviour support efforts are coordinated with other School wide efforts 	<p>Staff survey, School improvement plan, School code of conduct, Team membership, Staffing/time allocations</p>

(Source: School Records)

INDICATOR-6: SCHOOL COMMUNITY RELATIONS

It was learnt from the focused group discussion with the parents that the School regularly shared with students and parents the performance data. For example, School held Open House Meetings with parents where the parents actively participated in discussions about summative and formative assessments as well as standardized test results with the teachers. The entire administration team remains active and accessible. Even with the extra workload, the Principal was still available to talk to the staff member about student related data. Thus it is the collective investment of all members of the School Community in the improvement in student learning.

Principal shared that in School everyone is deeply involved with parents. Certain aspects of Home-School Relationships are similar to other Schools of the same Board. The Schools have an open School policy where parents are welcomed and encouraged to come into the School whenever they want to. Principal also have formal meetings with parents to exchange information about the School and discuss assessments. Regular newsletters to parents sent.

Questionnaires and focused group discussion with the PTA (parent teacher association) members revealed an involvement of parents in the School and a sense of satisfaction with the School functioning. Programs like cleanliness drives, School safety as well as social theme-based annual events are the programmes that are organised by the parents. Parent involvement was also evident in volunteerism at the School. Researcher witnessed volunteers at work in a large percentage of classrooms at every primary class. Volunteers were utilized for academic support, working with students on project work and extracurricular activities. Parent support was present for events after hours, such as hobby classes for activities like dance and drama.

Another big event was cultural day celebration, an event where all the parents participated and arranged food for staff and students with games and activities available for students to participate in.

Likewise, events like the Teacher's Day Celebration and the annual day function funds were raised by the PTA and the teachers were felicitated with gifts on the teacher's day celebration. The decoration and other arrangements of food and game stalls are done for the annual day celebrations, one of the most popular events at the School each year. Most of the teachers emphasized that parents were welcome at their School. They described the teachers working to create an environment where parents felt welcomed, wanted, and needed. The large number of volunteers and high attendance at after School events supported that belief.

Teachers believed that effective communication was a major contributor to parent involvement and support. Parents were always made aware of what the students were doing and needed to do, most notably through weekly student diary. Majority of teachers in the survey admired the value of the student diary communication in keeping parents informed. They all said that parent issues relating to lack of communication were rare. Parents who participated in the focus group commented on the communication with teachers generally in the open house in the School. Parents via such an exercise feel that parents get a chance to meet the teachers and get the knowledge of their wards progress in the class. The fact that the School could not meet the School teachers and the Principal without appointment was identified by the parent focus group as a possible contributing factor – parents had to ring and provide a reason for seeking an appointment with the Principal or a staff member. Participants in the parent focus group also noted that sharing attendance data regularly and promptly was important as it would

allow parents to respond proactively and support initiatives under consideration by the School. All stakeholders are involved in effective coordination within and outside the School.

CONCLUSION

The case of this School revealed a range of interesting findings and observations. The institution can be differentiated from most of the other institutions in terms of quality policies and systems, School Management, student data records, communication systems, collaborative leadership etc. as special facets and features. The visit to this School and collection of minute details about the same revealed that the institution can be termed as a top performing School, where the teachers were accountable to management for the daily duties and Curricular/Extracurricular Activities. Teachers keep observation schedules to enable the regular recording of the students' level of attainment with respect to targeted learning outcomes and maintains and updates the students' portfolios. The willingness, generosity and commitment of staff was evident from the professional manner in which they have engaged in the School planning process. Students of this School learn through various modes and were found to be actively engaged in various projects and activities. Thus, the data collected from the Survey Questionnaire and Interviews support evidence of collaborative academic leadership.

SCHOOL - D

The following is the Vision and Mission Statement; “Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment”

Embedded in the values and vision of the founders are a mission to empower children with contemporary education. The vision sets high expectations for students and their families alike urging them to achieve their full potential. Strong parent and family engagement is integral to achieving this vision and consequently, the School has a range of activities throughout the School levels to strengthen relationships between the School-students-family-community.

This School is a coeducational Secondary School affiliated to the Gujarat Secondary & Higher Secondary Education Board, (GSHEB), Gandhinagar, offering Pre-Primary, Primary, Secondary and Higher Secondary Education. It is located in the outskirts of the city of Vadodara and is surrounded by several industries.

The genesis of this School can be traced to the year 1952 in a small Balwadi (Nursery) School in a small residential area. In 1964, a Charitable Trust was formed with an objective to enhance management of this School. In the years 1967 the School achieved recognition from Gujarat Government for classes up to std. VIII. The first batch of students appeared for SSC Board Examination (Gujarati Medium) in 1971

The School runs in two shifts, in the morning Gujarati medium works and in the afternoon English medium. It imparts quality education predominantly to the children of the residents of Vadodara. The languages taught are Hindi, Gujarati, Sanskrit and Arabic languages. There are 2022 pupils on roll. Most pupils come from the surrounding area, with about 30% opting to attend the School from outside the normal catchment area. The total no. of teacher's in the School are 120.

The next table- 4.19 presents the data of the SSC Board results for the five years form 2009-2013 and the numbers of First Classes and Distinctions scored by the students of this School.

Table: 4.19

SSC Board Examination Result for School-D

Year 	2009	2010	2011	2012	2013
Result  In %					
Class X	100%	99.30%	100%	98.59%	100%
Distinction (in 2 sections)	14	21	18	15	25
First Class (in2 sections)	42	38	60	59	62
State Rankers	02	02	-	-	-
City Rankers	01	01	02	03	02

(Source: School Records)

The table-4.19, above displays the SSC Board results of this School from the year 2009 to 2013, School was successful to maintain the results to above 98 %. This School is scoring least in case of the scores of all the four School selected for the case study.

The School has several achievements to its credit. It has been identified as an award winning Schools for the year 2007-2008 by Gujarat Secondary & Higher Secondary Education Board, Gandhinagar in collaboration with the Office of the District Education Officer, Vadodara. This was under the process initiated for identification of quality Schools in Gujar State (vide circular third party evaluation/c-4/ (3)/07-08/ ZillaShikshanadhikarinikacheri / Vadodara /3/9/2007).

This School was at the fourth rank in the survey scores. The teachers,parents and the students have perceived this School as good in quality indicators. The following table 4.20 discusses the same.

Table-4.20*Responses of Teachers, Parents and Students on quality indicators present in**School-D*

Quality Indicators		Respondents 		
		TEACHERS	PARENTS	STUDENTS
School leadership	Mean	4.58	4.64	4.85
	SD	.22	.16	.22
	T-Value	65.803	62.005	48.500
	Sig	.000	.000	.000
Infrastructure	Mean	4.52	4.14	4.80
	SD	.18	.10	.20
	T-Value	77.571	90.300	51.314
	Sig	.000	.000	.000
Student achievement	Mean	4.60	4.45	4.55
	SD	.17	.41	.22
	T-Value	83.217	24.223	31.213
	Sig	.000	.000	.000
Curriculum transaction	Mean	4.25	3.55	4.55
	SD	.39	.75	.32
	T-Value	34.384	10.468	31.213
	Sig	.000	.000	.000
Teachers professional development	Mean	4.00	3.40	3.88
	SD	.16	.22	.20
	T-Value	75.895	34.000	40.624
	Sig	.000	.000	.000
School community relations	Mean	4.67	3.25	4.60
	SD	.12	.91	.51
	T-Value	122.420	7.912	19.841
	Sig	.000	.000	.000
TOTAL	Mean	4.40	3.90	4.52
	SD	.08	.33	.26
	T-Value	164.457	26.451	38.162
	Sig	.000	.000	.000

This case study summarizes the information gathered from the interviews and survey questionnaire and focused group discussion under the following five sections; School Leadership, Infrastructure, Student achievement, Curriculum, Transaction, Teachers Professional Development and School Community Relations.

INDICATOR-1: SCHOOL LEADERSHIP

Meeting the Principal during the interview was a good experience for the researcher, as there was a thorough interaction with her pertaining to the School policies, procedures and good practices followed in the School. She shared that the School used a range of strategies that were focused on creating a positive learning environment for students. The predominant view was that creating a safe and engaging learning environment that was responsive to diverse needs of students and would motivate students to attend the School. To achieve this, the School had implemented a range of strategies that were designed to create a positive School-wide culture of learning and engagement including:

- Creating a vibrant and competitive ‘house’ system which fostered a sense of belonging and identity for members
- Facilitating participation in sports through access to quality facilities, free transport to games and competitions.
- Celebrating academic, cultural and sporting achievement on the Sports Day and Annual Function Day.
- Developed sick room on-site – this is a physical structure where students accessed health care.
- Other initiatives such as the projects and Field visits (programme designed to enable Secondary & Higher Secondary Students to undertake structured workplace learning across a range of industries and businesses while continuing to study at School) and a peer mediation system (capacity building for senior students in conflict resolution and mediation to help resolve difficult situations at the peer group level).

- There was a strong focus on parental engagement at the School and this was encouraged through a policy of compulsory attendance in open house meetings. (inviting parents to come to the School every month to meet with any teacher or staff member); newsletters; parent meetings; texting parents when the child was absent
- Using attendance data During Parent-Teacher Meetings and linking attendance patterns to achievement.

The curriculum is well structured designed with a blend of Kindergarten & Montessori for Pre-Nursery to UKG classes and for Class I to XII; it is designed as per the Proposed Gujarat Secondary & Higher Secondary Education Board (GSHEB) Program. The School has to its credit well developed Computer, Science, Mathematics and Language labs. Knowledge-based learning is combined with a wide exposure to nature and social reality that surround the School. The leadership positions in the School consists of one Principal (female), one Vice Principal (female), four Section Supervisors (02 Females, 02 Male), one discipline in charge (female) and a student Counselor (Female). The School's intake is from a varied social background and represents the full range of ability.

The focus of School is on bringing about a transformation in the quality of learning in the classroom and thereby in the School and community so that the change is sustainable and it will benefit all stakeholders be it the children, the teachers or the immediate society. The Principal well explained the question by reflecting on the best practices followed as well as student related activities or exposures given to students in order to create learning experiences and improving achievement levels. Her answer was clearly reflecting on the School philosophy.

The majority of the teachers in the School are female teachers and they are all from the nearby area except a few. In the informal interaction the teachers expressed their safety in the School, and said they feel empowered, as the School leadership is democratic.

INDICATOR-2: INFRASTRUCTURE

Under the basic facility category i.e. the Classroom, Black Board, Drinking Water & Toilet facilities and availability of a very big playground along with the separate parking space for School buses and students and staff vehicles have been observed during the field visit. The maintenance of basic infrastructure was found to be good. In case of the Physical Environment the items like School boundary, School surroundings and appearance of the School from inside were observed the field study, it was found that the physical environment of the School with a huge building large corridors big halls, spacious classrooms in all the four floors was very impressive. Researcher found the School to be well-planned with large airy, modern and well equipped spacious classrooms. The teacher student ratio of 1: 50. There are a variety of other means for learning that includes outdoor spaces and field visits to different parts of city as well. A library, with a wide range of books for all ages, enhances and enriches the progress of the children. It is continuously updated keeping the benefit of the students in mind. There a hall for a number of varied activities, such as Morning Assembly, P.T. Classes, Parent-Teacher Meetings, School Program such as Independence/Republic Day/Teachers' Day etc.

It was evident and also observed by the researcher that the elements of relational trust; respect, competence, personal regard for others and integrity, social exchange in the School community relations was present in the School. This is because the School Principal is responsive to what others say and incorporate their views into the School working; the teachers have the ability to carry out the formal responsibilities in a competent manner and in congruence with Schools core values. The staff works with integrity and is aware of their strengths and weaknesses, they are able to take reasonable risks to grow and learn.

INDICATOR-3: STUDENT ACHIEVEMENT

On asking the Principal; what best practice approaches are followed at the School for improving the student achievement? Why are such approaches selected? etc. The Principal argued that the students demonstrate leadership qualities in many ways; it may be while facing issues or solving problems on many levels. The best practices followed in the School bring high levels of student achievement, the students are given exposure to different cultures, interaction with volunteers, educational trips, student's forums and workshops by resource persons from many different fields have created an enormous desire in students to know and learn more. The researcher noted that having a strong sense of belonging was critical to student engagement and activities that fostered this connectedness with School. The students in the survey questionnaire rated the School very high on many aspects. From students' perspective, uniforms, house activities, inter-School competitions and other School-focused events strengthened the sense of belonging and pride in the School. This School supports activities that promote secular culture among the students and School and gives importance to the activities conducted in the morning assembly, as the School's main goal is promotion of all the cultures.

Researcher attended the morning assembly in the School and found the morning assembly to be well-organized programme with some very interesting activities for different days of the week. The School is found to be well disciplined and the students to be very punctual. This may be because of the transportation services given to the students and teachers. The School provides transport facilities but when the vehicles are full to capacity or do not play in the area of the residence; it is the responsibility of the parents / guardians to drop / collect the child from the specified vehicle stop.

As far as the School rules are concerned, the School believes that fundamentally all parents value education and need to be reminded occasionally about the impact of irregular attendance on learning. This reflects the strength-based approach of the School managing attendance (as opposed to blaming parents for non-attendance), leading to the School working collaboratively with parents to find solutions. While the School Principal, Staff and Management provided a perspective of the School and its overall approach to non-attendance management, the researcher attempted to triangulate the information by interacting informally with the students. Students were asked to describe their School and one of the students of class IX said, “School provided us opportunities for demonstrating leadership and acquiring a range of social and team work skills”. Thus the students appreciated these opportunities and felt that this made School an interesting place to be with. Extracurricular involvement and sports plays an important role in personal development and sportsmanship and the School encourages such activities. School has various sports to encourage students.

Researcher in the survey questionnaire and informal interaction with the students asked students to identify factors that motivated them to attend School regularly; the following emerged as being important.

- Students felt that teacher attitudes to their job and teaching had a huge impact on their teaching style and reflected a willingness on their part to engage with students.
- Such teachers attracted students to their class and students felt a lot more engaged and connected with the School.
- Teachers who understood Secondary students and recognised their learning style, such teachers tended to take a student-centred learning approach and embraced all learning styles. Not only did students paid attention but they were also engaged in learning and this helped them achieve their educational goals.

The Principal uses student progress data to make arrangements for student's academic achievement with different teachers. Teachers make decisions about what skill to teach and what procedures to use on the basis of student progress data. In this School all the teachers meet on last working day of the month to review weekly assessments and plan changes.. Children having difficulty meeting Gujarat Board standards are identified and recommended for remedial teaching during or after School. Teachers review student progress daily. Learning activities are systematically altered for those making in sufficient progress. Interventions are based on the types of mistakes that a child is making. Intervention typically consists of practice focused on each child's specific skill deficiencies. Customized prescriptions for

intervention are provided and discussed with teachers. The data-based instructional decision-making is found in this School. It is entirely consistent with the practices of high-performing Schools where teachers use assessment data to identify where students should improve and adjust their teaching strategies accordingly". The strongest theme in all discussions around the quality culture of the Schools was that relating to the quality of relationships between teachers and students.

INDICATOR-4: CURRICULUM TRANSACTION

It is a regular practice of the School administrators to meet with teachers at particular section to pinpoint any student learning deficiencies that are discovered in the student evaluation, thus School looks into the needs of both the low and high-achieving students, the typical problem areas include lesson design, teaching strategies, and classroom management. Principal expects teachers to use research-based classroom strategies and resources, and her current staff development goal is ensure that every teacher knows how to use student progress data to make teaching decisions. The Principal ensures if the teacher provides practice and tests at least once per week for the skill that is being taught? Is the teacher asking higher-order questions? Is he or she using effective classroom management techniques? Thus, provides teachers with immediate feedback and written recommendations on how to improve activities, continue to differentiate instruction based on student performance data through lesson plan and classroom observation Monitor lesson plan weekly, evaluate remediation Develop immediate classroom remediation efforts and analyze data to improve instruction strategies

It was observed by the researcher that the School has all sorts of teaching-aids like OHP, computer, smart boards etc. while the students learn their lessons through smart boards and there is lot of interaction among the students and teachers while the lessons are being taught.

Under classroom dynamics, the subjects like teaching strategy, student feedback system, student performance, and teacher's attitude have been discussed with the Principal and teachers. It was found that the classroom dynamic in all the School is above average level. In addition to the assessment data of student progress (for monthly formative assessments as well as summative assessments) reviewed by the Principals, the teachers prepare weekly and monthly measures of student progress in their subjects. Again, this information helps them to identify student learning problems and take corrective action before students fall behind. It also allows them to identify when students are ready for the exams. Teachers test students every month, the results are used to monitor student performance on learning objectives and overall progress relative to Schools standards. The School uses standards to assess student progress with offering regular mechanisms for teachers to analyze student work against Gujarat Board standards. The students are assessed on the project work given to them in each subject.

INDICATOR-5: TEACHERS PROFESSIONAL DEVELOPMENT

For a School to be high achieving it is important that professional development activities in the School provide these working teachers with an additional knowledge and skills they can use to improve teaching and student outcomes. There are arrangements in this School for in-service training at the Secondary level, and special workshops organized to enhance teachers'

pedagogical content knowledge i.e. knowledge about the teaching and learning processes specific to a particular discipline, which is central to a teacher's effectiveness in adapting content to diverse interest and levels. Though there was little information available to the researcher on the content of in-service training given in this School during the School visit.

As far as teacher's assessment is concerned, in this School the teachers whose students are not progressing satisfactorily are observed and mentored by the Principal and/or effective peers. They receive feedback and advice regarding their teaching and classroom behavior management practices. As a part of teacher assessment the Principal and supervisor of the sections observe teacher performance, make recommendations, and help with the creation of personal improvement plans. The teachers are also asked to evaluate their own performance and submit this report to the Principal. Then the Principal conducts one to one meeting with each teacher and suggests them the ways to improve teaching or classroom management. Along with this the management of School also provides teachers incentives.

On asking the Principal in the interview about the quality mechanisms followed by teachers in the School for student achievement, she described; "On the fourth Saturday of each month the subject teachers reflect and monitor each individual pupil's performance against, and the progress towards, their target grade. Teachers are required to assess each pupil's 'attainment', which is linked to summative assessment; and 'effort' which is linked directly to classroom codes of conduct. Pupils who are working below their target grade in specific subjects are given targets for improvement and these are recorded in their diaries. Pupils then evaluate their own learning and performance

across the curriculum and mention in their diaries their strengths and areas for improvement. The integration of achievement, effort and behaviour records results in a more focused understanding of the reasons behind underachievement, allowing the School to adopt a comprehensive and forensic approach to tackling it”. From this description of Principal it is clear that such a system supports and challenge pupils of all abilities in addition it generates the data for focused discussion with parents in Open House Meetings

Table: 4.21

Types of Teacher Incentives in School-D

Monetary	Salary-Beginning salary, Salary scale, Regularity of Allowance, Cost of living.
In-Kind Incentives	Certificate for no leaves, Certificate on completing 10 years of service, certificate for other achievements.
Benefits	Paid leave, Sick leave, Maternity leave, Pension, reduced fees for teacher’s children, free lunch, free snacks and tea, free transportation for teachers.
Bonuses	Bonus for regular attendance, Bonus for student achievement, Grants for classroom projects.
Instructional Support	Classroom charts like science equipment, books, color pencils, white boards, and safe storage for materials. Observations on time, Feedback and remedial coaching given. All the tests conducted on time. Opportunities for Senior teacher becoming supervisor/ Principal.

(Source: School records)

The teachers in this School receive many incentives as mentioned in the table-4.21, above; both in cash and kind for being a part of this School, thus teachers are expected to perform to achieve the School goals and mission. This brings an improvement in the School quality as displayed in the table-4.22 below.

Table: 4.22

Some Quality Practices followed in School –D

Quality Indicator	Description	Evidence
Instruction is Direct and Explicit	<ul style="list-style-type: none"> - The teacher provides instruction in cognitive strategies; e.g., taking notes or asking questions, as well as meta-cognitive strategies; e.g., planning, monitoring, and evaluation. - The teacher provides direct instruction in strategies to assist students to acquire new information and learn skills; e.g., activating prior knowledge or think-a louds. - The teacher provides direct instruction in strategies to store and retrieve information by pairing new information to existing knowledge using a visual device; e.g., mnemonics or concept maps. - The teacher provides direct instruction in test-taking strategies which focuses attention on critical aspects of test items, question answering, etc 	Lesson plans, observation
Instruction is Interactive and Engaging	<ul style="list-style-type: none"> - Instruction includes research-based strategies to engage students; e.g., high rates of opportunities to respond, group reading, direct instruction, computer-aided instruction, class-wide peer tutoring, and guided notes. 	Lesson plans, observation

	<ul style="list-style-type: none"> - The teacher employs a variety of grouping options including whole group, small and cooperative learning groups, and individual instruction. - The teacher uses strategies to ensure high frequency learning trials and response opportunities; e.g., group responding, individual response card, and peer tutoring. - Instructional materials are used that students find educationally relevant. - The teacher gives both written and oral feedback that is specific, provides information about accuracy, and feedback is timely. - The teacher uses variations in voice, movement and pacing to reinforce attention. - The teacher explicitly points out the connection between effort and outcome 	
Discipline	<ul style="list-style-type: none"> - At least 80% of staff support and participate in process and see it as directly relevant to their work. - School improvement plan lists improving behavior support systems as a priority. - School wide behavior policy statement has been developed with and endorsed by building administrator and shared with staff. - Behavior support efforts are coordinated with other School wide efforts. 	<p>staff survey, School improvement plan, School code of conduct, team membership, staffing/time allocations</p>

(Source: School Records)

INDICATOR-6: SCHOOL COMMUNITY RELATIONS

This School has very productive communication with parents and keeps up their level of involvement through classroom newsletter and weekly communication diaries of students, the parents have voluntary involvement in the School activities as members of the PTA. During the focused group discussion with the Parent-Teacher Association members the member parents appreciated the School's quality culture and the role of the leadership of the Principal as 'pivotal' in the success of the School, though there were few members who opposed the policy of stopping the students to give exams in case of fees default. They also observed leadership as genuinely distributed through a number of roles from Vice Principal to section supervisors. In the focus group interviews, while parents were discussing the attributes of Principal within the School they included teachers, suggesting that there was a synergy of shared values between the Principal, vice Principal, section supervisors and the teachers. The provision of remedial teaching was highly appreciated by parents and they support the teachers by sending their wards regularly for the remedial classes.

The School's capacity to provide parents with avenues of communication was a strong feature; this was particularly true in direct communication in relation to their child's academic progress during the regular open house meetings. The School makes every effort to involve parents in the education process through the PTA membership. Parents recognized that teachers had, in many cases had quite extraordinarily authentic relationships with their children. Teachers knew them as individuals, with the

relationship being characterized by mutual respect and trust and as a consequence, student learning was enhanced.

When Principal was asked about the role of parent's in decision-making at School, she replied that "During meetings we invite questions and provoke parents to ask questions to management and teachers. Their concerns are later on discussed among teachers and management and whenever found relevant then is incorporated, our teachers are always present at the open house meetings and are answerable to all the parents. Thus our structure is completely transparent and very objective. To strengthen the School community relations we are engaged in the activities like home visits for both the preprimary students and XII Board class students".

The members of the School PTA are very active and dedicated for the development of the School. Another feature of the School is that the Principal regularly send congratulatory mails to parents, whenever the student wins any awards for the School or performs well in the Exams, there is a regular update through the School Website. Thus, this School fosters and promotes quality culture such as academic excellence, opportunities for involvement and accomplishment, care, community, and connectedness.

The system is designed by the School to ensure that more able and talented pupils are not allowed to perform below their ability.

As a part of the quality mechanism the School conducts monthly meetings with the PTA members regarding conducting the School activities and the Vice Principal maintained that all the records of the PTA meet. Researcher has identified the main components of School quality assurance process as follows:

- Systematic monitoring and observation of the core activities of a School especially teaching and learning;
- Collection and storage of data from monitoring activities;
- Collection and evaluation of data collected to make decisions about maintaining, modifying, accepting or rejecting programs particularly on curriculum issues, teachers' instructional styles, students' abilities, needs and behaviours as well as textbooks, organizational structure or personnel;
- Implementation of necessary remedial action to improve teachers' pedagogical practices and students' learning outcomes; and

Feed-back to all stakeholders affected by the School activities in order to ensure quality with accountability and consistent review of performance and evaluation procedures, to bring about continuous improvement in teaching and learning processes in Schools.

Quality Assurance based School and community partnership in this School generates information on students' performance that facilitates greater synergy among stakeholders in education to find solutions to problems of quality in Secondary education so that academic norms are not undermined at the expense of social norms, but both would complement each other. This also highlights the weaknesses inherent in the leadership behaviour of Principals if there is any and stimulates government and other stakeholders to see the need for capacity building of Secondary School Principals in order to improve institutional management and instructional supervision in Secondary Schools.

CONCLUSION

The researcher found that this School was characterized by dedicated, hard-working teachers working within School cultures, a robust pupil data system was integral to raise standards. Embedded throughout all School systems, it helps teachers to set challenging targets for all pupils. Teachers and pupils work together to assess performance, with individuals identifying their strengths and areas for improvement and teachers employed multiple assessment strategies and used the data so collected to make instructional decisions to implement differentiated teaching strategies in order to meet the learning needs of their students. As a result, under achievement is effectively tackled and teachers confidently use data to track pupils.

The students are engaged in the Project Based Learning that subsequently leads to improved student performance and the students are judged on their projects, creating transparency in learning expectations and again fostering a sense of mutual responsibility in the the students teaching learning process. The use of technology in the classroom is another reason for student high achievement. It was observed that the staff interaction with students demonstrated kindness and concern for student learning and wellbeing and the clean and tidy grounds and facilities reflected care for the human lives and conscious of a rich Human Resource Development.

Researcher found that this School has created a pervasive culture within the School community that produces important results, that is, students and staff is deeply steeped in intellectual work and development. There are concrete practices and strategies to implement and evaluate immediately. But it is hard work, and it is steady work. Thinking deeply and innovatively

requires time, practice and support, but researcher during the observation found these qualities missing in a few teachers of the School. Intellectual work requires challenging some fundamental aspects of beliefs and practices. Thus, in spite of a few discrepancies found in the staff work, it is the educational practices that were uniquely responsible for the greater effectiveness of this School and proved to be important factors in the success of School and its educational accountability. In short to conclude a pride and a commitment to excellence were evident during this visit.