

4.0 INTRODUCTION

The analysis and the interpretation of the data is the heart of any research report. The methodology described in the previous chapter provided the baseline for data gathering. In this chapter, the presentation of data is systematically linked to the format of self-developed questionnaire in the appendix.

This chapter focused on the analysis and interpretation of data that was collected for the study. The purpose of interpreting the data is to reduce it to an intelligible and interpretable form so that the relations of research problems can be studied tested and conclusions drawn.

Further interpretation of data is also a very important step in the total process of research. It calls for a critical examination of the results of one's analysis in the light of all the limitations of data gathering. Interpretation is the application of deductive and inductive logic to the research process.

Analysis of the collected data is divided into three sections,

Section I. Purpose and Process of School Inspection in Nasik District

Section II. Perceptions of the functionaries and beneficiaries of MSBShSE related to
Impact of school inspection on school improvement.

Section III. Issues and challenges faced by functionaries and beneficiaries during
school inspection in Nasik District.

SECTION-I Purpose and Process of School Inspection in the Nasik District

This section focuses on the purpose and process of school inspection followed by MSBShSE in the Secondary schools of Nasik District. Content analysis was done to analyze the data. The Secondary information that the researcher gathered from the documents about school administration revealed about the purpose and process of school inspection which is discussed below.

4.1. Purpose and process of school Inspection:

Researcher had collected the relevant documents, reports, program brochures and other related information from state, district, block and schools. Researcher has personally visited offices and collected data which was in qualitative form. After a thorough review of the documents, researcher has analyzed the contents and presented below. The contents from the reports were analyzed with respect to;

- Purpose of school inspection
- Process suggested for school inspection
 - Norms and standards of school inspection
 - Function of Board related to school inspection at state, district, block and school level.

Maharashtra State Board of Secondary and Higher Secondary Education is the highest educational body formed under the Maharashtra Secondary Education Board Act 1965 to promote and achieve excellence in the Secondary education in the state. The board started to function actively only in the year 1966. In the year 1977, the Maharashtra Secondary Boards Act was amended with the objective to make the education system a better functioning body. During this amendment the name of the Maharashtra State Board of Secondary School was changed into its existing name- Maharashtra State Board of Secondary and Higher Secondary Education.

Therefore, as per the provisions enlisted in the Secondary School Code and the Maharashtra Employee of Private School (MEPS) Act, 1981 inspection and supervision is mandatory for improving the quality of education as well as for monitoring the functioning of schools and for continuing the grant-in-aid.

4.1.1 Objectives of Inspections in Maharashtra State Secondary and Higher Secondary Education Board

The specific objectives of Inspection stated by MSHSEB are as follows:

1. To provide grants to school.
2. To Evaluate the Quality of Secondary Schools in Maharashtra and suggest improvements to assure Quality in Education.
3. To provide proper infrastructure facilities to the schools of rural areas.
4. To evaluate the performance of teachers in Secondary Schools of Maharashtra.
5. To provide in-service training to Principals and teachers of Maharashtra State.

4.1.2 Modalities of Conducting Supervision

Educational policies are formulated both by central and State Government, they plan and execute it through the administrative processes. According to the constitutional framework, education being a concurrent subject, the Central Policy of Education provides course of action for the schemes and programs to be organized in the field of education. Therefore, it is essential to have specific administrative structures and mechanisms for their operations.

The Regional Deputy Director placed at regional level is mainly responsible for monitoring and supervising almost all educational programs at District levels. He/She supervises the works of District Officers and Government Institutions at the Primary, Secondary and junior college levels in his/her region. Besides, He/She acts as the administrative and controlling authority of the region, arrangement of orientation courses for the teachers, the appraisal of work of educational inspectors/ officers, sanctioning appointment and fixing the pay in respect to part time teachers, granting permission to open new classes to existing classes, monitoring the plan schemes etc.

Secondary education is mainly managed by the private bodies and monitored by the Education Officer (Secondary) at the district level. The Education Officer (Secondary) inspects the Secondary and higher Secondary schools in the districts and makes recommendations regarding grant of recognition or withdrawal of the Secondary schools, grant-in-aid to the non-government Secondary schools.

As per the provisions enlisted in the Secondary School Code and the Maharashtra employees of private school (MEPS) Act, 1981 inspection of schools is mandatory for improving the quality of education as well as for monitoring the functioning of schools and for continuing the grant-in-aid. Handbook with detailed guidelines of inspection is provided to the inspectors. Further, the DEO monitors the regularity of the school inspection at district level besides providing guidance to the school inspectors. The officer in charge of inspection is recruited through public service examinations and the extension officers and class III officers in DEO are recruited by seniority and by their qualification. The extension officers were also recruited on the basis of seniority. Many times the center heads also take care of the inspection of the Secondary schools in that particular taluka. The center heads are mainly the retired or senior principals of Secondary schools. Till 2014 there was no special training provided to the inspectors. From 2014 the pre-service training was arranged for the BEO's.

As per the code of State Government, there should be three inspection visits to each school in a year. First visit is meant for general observation or pre-inspection whereas second visit contains inspection and third follow up. As informed from the DEO office normally, inspection authority is accompanied with the District Education officer and other Educational Officers. At the district level, there are usually 3-5 Deputy Education Officers and 5-10 Extension officers. According to the norms, the

DEO and the Deputy Education Officers, Secondary Education, are expected to visit minimum 20 -40 Secondary schools per year respectively. The DEO as well as the Block Education officer is expected to visit 20 Secondary schools. It is also mandatory for DEO and Extension officer to pay a surprise visit to the schools. But due too much of administrative workload the Deputy Education officers take care of administrative work in the District Education office. Extension officers are required to visit only primary schools, because of shortage of manpower for inspection, they are also assigned the task of inspection of Secondary schools. The inspectors have to fill up the inspection report; one copy of the inspection report is needed to be sent to the school and the other to the District Education Officer for necessary action. The District Education Officer finally sends inspection reports to the Regional Deputy Director.

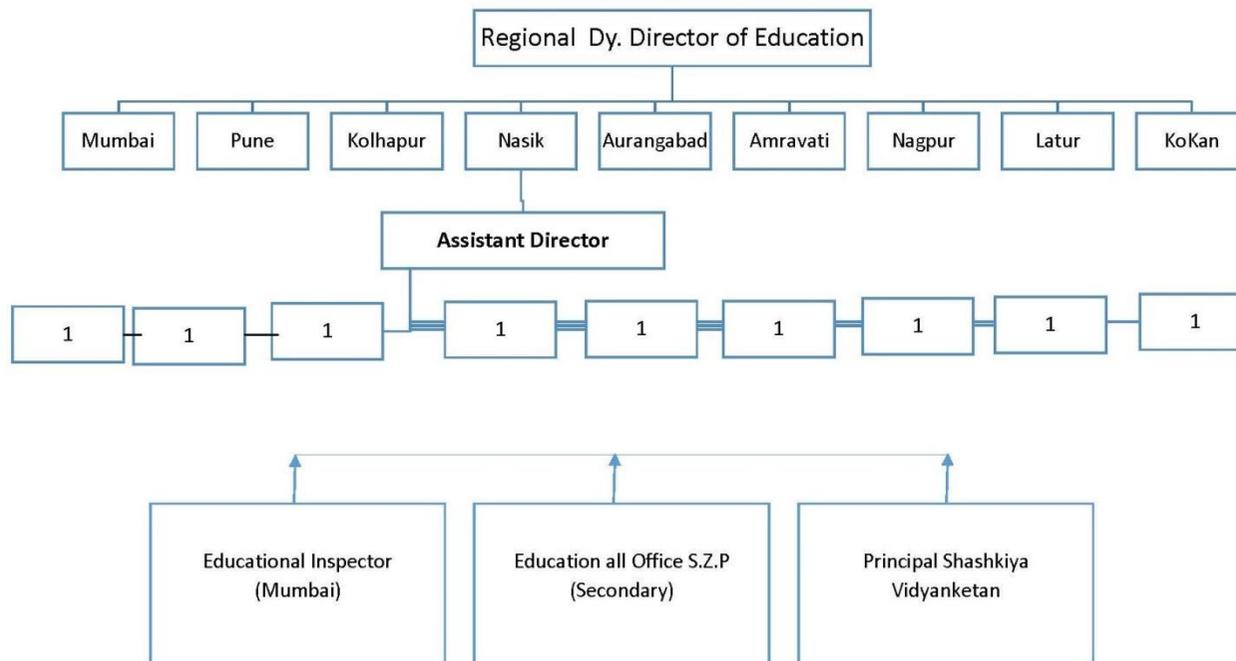
The State Board has nine divisional boards located at Pune, Mumbai, Nagpur, Amravati, Aurangabad, Nasik, Kolhapur, Latur and Kokan. The Divisional Boards are headed by Divisional Chairman and are assisted by 21 members. Members include ex-officio members like Regional Deputy Director of Education and Education Officers at Secondary level in Zilla Parishad. Non-official members nominated by the Government are from categories like Principals of junior colleges, Headmasters of Secondary Schools and teachers from Secondary and Higher Secondary Schools, Teacher Training institution and Academic Council of University.

4.1.3. Administrative structure and functions of MSBSHSE

The administrative structure provides a holistic perspective to everything that takes place in the education system. Its relationship with the micro and macro level set up in education, points out its significant functional role in the state's education. Content Analysis of the documents provided the clear account that the Administrative

Figure No.4.1

ADMINISTRATIVE STRUCTURE OF MAHARASHTRA STATE BOARD OF SECONDARY AND HIGHER SECONDARY EDUCATION



(Source: Sujatha :2006)

structure for school education in the state at present is operative at the Secretariat, Directorate, Regional, and District and Block level. The Secretariat is the apex body at the state level and involves in guiding and coordinating educational policies in all matters. At directorate level, Directors and Chairman is the executive head of the department of education, and discharge different functions related to administration, academic and evaluation through the regional and district level administration.

The educational administration structure at secretariat level includes secretary and joint secretary, school education, budget and other special duties. The main functions of Secretariat level includes:

- The Formulation of educational policy in respect of matters within the constitutional responsibility of the State Government.
- Supervision, direction and control over the executive administration of education in the state.
- Budgetary control over the activities of the subordinate authorities in the field of education.
- Dealing with other national level authorities like the Planning Commission and State Governments with regard to matters related to education.
- The disposal of appeals, representations and complains from members of the public in educational matters.

The Secretariat is followed by the directorate level, It can be noted that till the year 2000, Primary and Secondary education were under one Directorate i.e. Directorate of School Education. The Directorate of Education was reorganized and separate Directorates for Primary and Secondary education were created, and

the officers and staff were divided into two directorates; the directorate of primary education and the directorate of Secondary education. The directors, He/ She are assisted by the joint director, Deputy Director, Assistant director, officers on Special duty, inspectors and other administrative staff.

Educational Administration at the Block level is looked after by Block Development Officer. He/She is the Executive Officer and also the Secretary of the PanchayatSamiti. He/She is assisted by Block Education Officers in educational matters. Every Block is divided into beats and each beat consists of about 25 to 40 schools. When we look into the educational administrative structures at state level, it was found that there was a chain of structures available right from the Secretariat level to the micro level i.e. the school, for formulation and implementation of educational policies and programs.

The recruitment procedures for all the officers right from directorate level to the educational inspectors have changed completely from 2013. Initially there were two cadre of the officers, viz. administrative and academic. For administrative department, it was compulsory for the candidates to pass public service exams with at least 3 years of administrative experience, and for academic section the candidate should qualify teacher's professional course (B.Ed) and also pass public service exam. But from 2013 the state government has decided only one cadre i.e. administrative, whereby the Government has deleted the criteria of B.Ed.

The following table describes the profiles of the Inspection authorities at the District level at the time of data collection.

Table No.4.1

Profiles of Officer in-charge for school Inspection in Nasik District

Officers in charge for School inspection in Nasik District	Gender	Educational Qualification	Experience	Mode of recruitment
DEO	M	Graduate+BEd	22 years	Maharashtra Public Service Commission
BEO	M	P.G + M.Ed	5years	Maharashtra Public Service Commission
Class I officers (Deputy Officers)	M	P.G+ M.Ed	5years	Maharashtra Public Service Commission
Class II officers (Deputy Officers)	M	P.G.+M.Ed	6 years	Maharashtra Public Service Commission
Extension Officers	8-10 total extension officers 30% Female officers	Graduate+ B.Ed.	8years	District recruitment Board
Centre Head	Male	Graduate +B.Ed.	Above 20 years	According to seniority(mostly senior teachers or Principals of the schools)
Subject Experts	Male	Graduate +B.Ed.	More than 10 years	According to seniority

The class I officer in the District Education Office informed that from 2014 there was a change in the hierarchical structure at state level. Till 2014 it was the Secretariat level which headed the educational administration at state level but from June 2014, a senior IAS officer has been appointed as the Educational commissioner, who mainly looks after the administrative work of the department.

4.1.3.1 Formats used for School evaluation by MSBSHSE

From the content analysis of the documents, observation schedules and interviews with the Block education officer, it was revealed that, Inspection of school was done according to an evaluation format, which mainly includes issues of infrastructure, teaching processes (periods, time table, assignments etc.) record maintenance, examination results, overall functioning, problems etc. From 2009 the evaluation of the school has been done by the prescribed format of Right to Education (2009). There are 13 areas for inspecting the schools prescribed by RTE (2009) which consist of 200 marks. The evaluation criteria are presented below:

Table No: 4.2

Evaluation criteria of the school during school inspection

Sr.no	Areas to inspect	Scores
A.	School Administration	75
1.	Physical facilities	-
2.	School Playground	-
3.	Electrification	-
4	Special labs for computers	-
5.	Special office for administrative work.	-
B.	People's participation	12
C.	Equality among the educational committees'	13
D.	Sustenance of Educational Quality	100
1.	Personality development of teachers	-
2.	Important educational and Administrative tasks	-
3	Total attendance of the students	-
4	Classroom management	-
5	Teaching learning process	-
6	Progress in basic skills	-
7	Students' evaluation	-
8	Basic life skills	-
9	Evaluation of overall tasks of the school	-
10	Co-scholastic activities	-
11	Computer education	-
12	Participation in social activities	-
13	Continuous and comprehensive evaluation	-

Source: school inspection report of the MSBSHSE (RTE-2009)

Thus, the schools are inspected on the above criteria by the inspecting officers.

From 2010 the schools also have to fill up the online information of their schools which is called as District information system of education. (U DISE). There is a time period given by the board to the schools whereby they have to fill the U DISE forms and send them to the board. The information of the registered school is flashed on District information system. During the school visit the team of inspectors carry the copy of online information they had provided and verify the information.

From 2011, the MSBSHSE has been grading the schools on certain parameter. The schools are graded according to the marks they get through these formats. The gradation is done from A-E. Those schools that do not perform well and come in D or E grade were helped by the DEO's with the help of BEO's to upgrade themselves and improve the quality of the school in the areas they were lacking.

With this the Inspectors also carry a report to be filled. Three copies of the report were made. One was sent to the District Education office other to the school itself and the third one was kept in the Block Education office. The report mainly consists of the details of the school, Total number of students in the school, description of the students. ex. Girls, boys, SC, ST and other classes, Scholarships to the students, other achievements of the school, school infrastructure, Teacher's details, Evaluation of teaching-learning process and evaluation of administrative work of the school.

Although there were specific evaluation criteria or observation schedule for inspection, inspectors may go beyond the issues mentioned in the format. Detailed information about finances however, was separately collected by audit official, who directly recommends about the non-salary grants to the District Education Officer.

4.1.3.2 Feedback given to the schools by the Educational Inspectors

During the school visit the team inspected the academic as well as the administrative work of the school, fills the report and gives the remarks to the school. There were three copies filled of the feedback form. These were distributed among the schools, block offices and the main District board office. Mostly during the next visit the team of inspectors check whether the area in which the remarks were given have been improved or not.

Mostly the team of 4-5 people visit the school for inspection. This included subject experts, administrative inspectors and also the inspector for the students of special needs. Class room observation was done by the subject experts. Generally after the inspection, the inspecting authority conducted a feedback session with the Principal and teaching staff. Later the District Education officer formally sends overall feedback normally after 2-3 months, but within the academic year. The school management was expected to act upon the inspection reports and deficiencies found out were to be complied with.

If serious lapses were found in the school during inspection, the school was asked to provide explanation on different issues within 2-3 months. If the explanation was not satisfactory, then a special notice was sent asking to take the proper steps for improvement. If the explanation given for non-performance was unconvincing then as a form of punishment the administration makes 5-10% cut in the non-salary grant. The officer in charge in the DEO office informed that, this is to make inspection system more effective and make schools more acquiescent to establish procedures. In follow up inspection, if no improvement is noticed, then a special order is given to the School Managing Committee to take necessary action on the Principals and the teachers.

If the inspection report refers to cases of schools with high irregularities in expenditure, very poor performance etc. then a panel consisting of Deputy Director Secondary Education both at the state and regional level along with the other officials inspect the schools. The last choice before the administration in cases of serious and continuous lapses was the withdrawal of recognition.

Recognising the fact that the conventional inspection system cannot provide academic guidance to schools, panel inspections were conducted so that subject experts, apart from the Education Officer can benefit the schools in their academic performance.

4.2. Functions of district school authorities related to School inspection

The District Education officer, the class I, II, III officers in the DEO's office, Block education officers, extension officers, subject experts are mainly the functionaries related to school inspection. The panel of 8-10 school inspectors per taluka worked for the Zilla Panchayat schools which consists of B.E.O; cluster or extension officers, subject experts, and IEDO (Inclusive education development officer). The recruitment of BEO is through Maharashtra Public Service Commission or other class one officers examination, where as other extension officers as well as subject experts were appointed through an exam or by promotion. Senior teachers were also appointed as subject experts. No training but only the orientation was done before the placements.

The BEO is expected to plan a minimum of 40 schools inspection in a year. However, during the observation schedule of inspection, the researcher observed that there were only three officers instead of 8-10 officers, who visited the school. All three officers were busy going through different type of files. The documents they reviewed were, teacher's muster, students attendance register, lesson plans of the teachers, leave applications, teachers record book, Principal's logbook, G.R. book, admission register, student welfare schemes, different committees at school level, use of library,

usage of sports equipment, science experiment labs, students assessment pattern, subject committees, usage of ICT labs, classroom teaching, students interaction, use of teaching aids, in most of the schools from class I to class VIII students are provided with midday meal scheme, the inspectors inspect the kitchen during the recess and observed that the students were provided with enough quantity of nutritious food.

Mainly the Educational inspectors have to perform the following duties during school inspection:

- Remedial education for the students with low grades. So appointing teachers for the same. Initially different teachers were appointed who had to work after the school hours but now the school teachers only perform this job.
- Study centers were established. Where the inspectors have to visit and provide proper guidance for improvement.
- Planning visits to the schools planned as well as surprise.
- Remedial needs of the students were fulfilled and accordingly those Primary schools that do their best were awarded by the government. The government has declared the cash prize of 5000, 3000, and 2000 Rs. respectively.
- Providing infrastructural facilities to the rural schools such as benches, laboratory resources, drinking water, and black board.
- Appointing mobile teachers and seasonal boarding schools to reduce dropout rates.
- Arranging teachers and Principals training programs.
- School visits are conducted to check administrative work as well as academic. In academic supervision, lesson plans of the teachers were checked, class observation, students profile book, evidences of the activities and projects done in the schools were observed.

- Model lessons were conducted by the officer if needed.
- Gathering information of UDISE and to find out whether all the forms were filled up or not, guiding the Principals for the same.
- Administrative work in offices and detailing about the schools.
- There were many other programs for economically backward people whereby the government wanted to bring them to the main stream. So it becomes the responsibility of the officers to find out such students with the help of Principals and make them and their parents aware of such schemes like suvarna mohotsvi yojana, Aam Aadmi yojana, Ramabai Ranade yojana and so on.
- Making teachers aware about the computer literacy.
- To adopt the schools those come under 'D' grade and help them to improve their grading.

The inspection team is also consists of (IEDO) Inclusive education development officer, appointed by the government. The function of these officers is to find out such children with the help of Principals or the teachers and to counsel them as well as their parents. If the child resides away from the school, government provides them T.A, D.A of Rs. 2500 Per annum. These officers also have to provide the special students the equipment they need viz. Ear machine, blind cane, wheel chair and so on. Special training for such students is given to the teachers. Appointment of mobile teachers is also done by these officers so as in whichever areas there are less number of special students, they reach there and teach these students. The officers also provide Vocational and prevocational training to the students as well as the parents.

Section II. Perceptions of the functionaries and beneficiaries of MSHSEB related to Impact of school inspection on school improvement.

To study the impact of Quality Assurance on School improvement, researcher has studied the perceptions of the Principals and the teachers. The analysis of the same is stated below:

4.2.1 Frequency of School Inspection conducted

The researcher studied how many times in a year inspection takes place in rural and urban schools of Nasik District. The frequency of which is stated below:

Table No. 4.3

Respondents' perceptions on the frequency with which schools were inspected

S.r No	Frequency of inspection	Rural schools	Urban schools
1	Once in a year	40%	32%
2	Once in three years	32%	28%
3	Once in five years	20%	28%
4	Never	8%	12%

Graph No. 1

Respondents' perceptions on the frequency with which schools were inspected

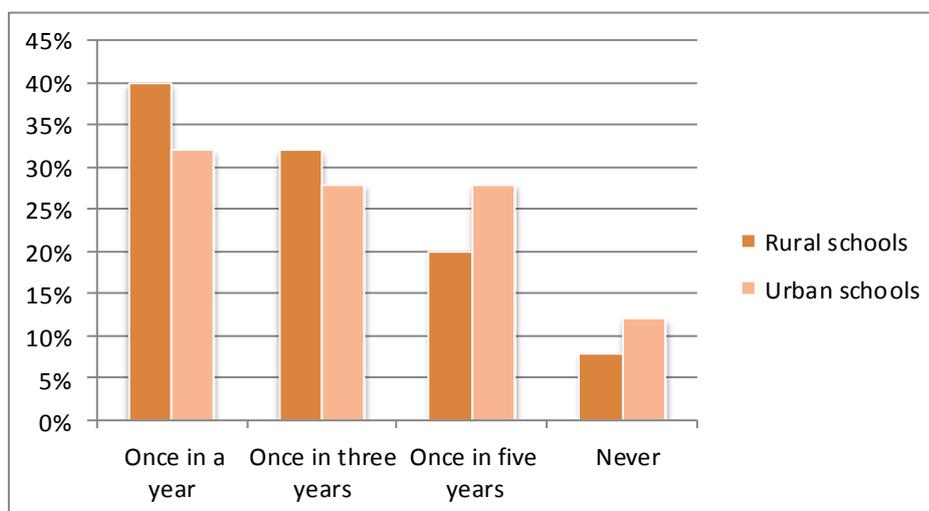


Table no. 4.1 and graph 1 indicates that 40% of the rural schools were inspected once in a year whereas urban schools show 32%. Also 32% of rural schools were inspected once in three years and the urban schools show 28%. But 28% of urban schools were

inspected once in five years whereas rural schools show 20%. There were 12% of urban schools which were never inspected i.e. not inspected in last 10years or more and the percentage for rural schools that were not inspected is 8%.

It was found from the study that the frequency of school inspection were more in rural areas than the urban areas. This may be due to the implementation of ‘RTE’.

It is important to note that as per the recommendations of RMSA (2010) designated school inspectors need to supervise a school at least three days in a year and submit the reports to the higher authority at the district level. It was also observed that most of the visits to the urban areas are only to the non-granted privately managed schools. While probing into the matter it was observed that these inspections are mainly “money making” activity for school inspectors.

4.2.2 Perceptions of the Principals related to Satisfaction of school inspection

The perception of the Principals was studied by the researcher to know the extent to which they are satisfied with the inspection that takes place in the school.

Table No. 4.4

Satisfaction of Principals on school inspection

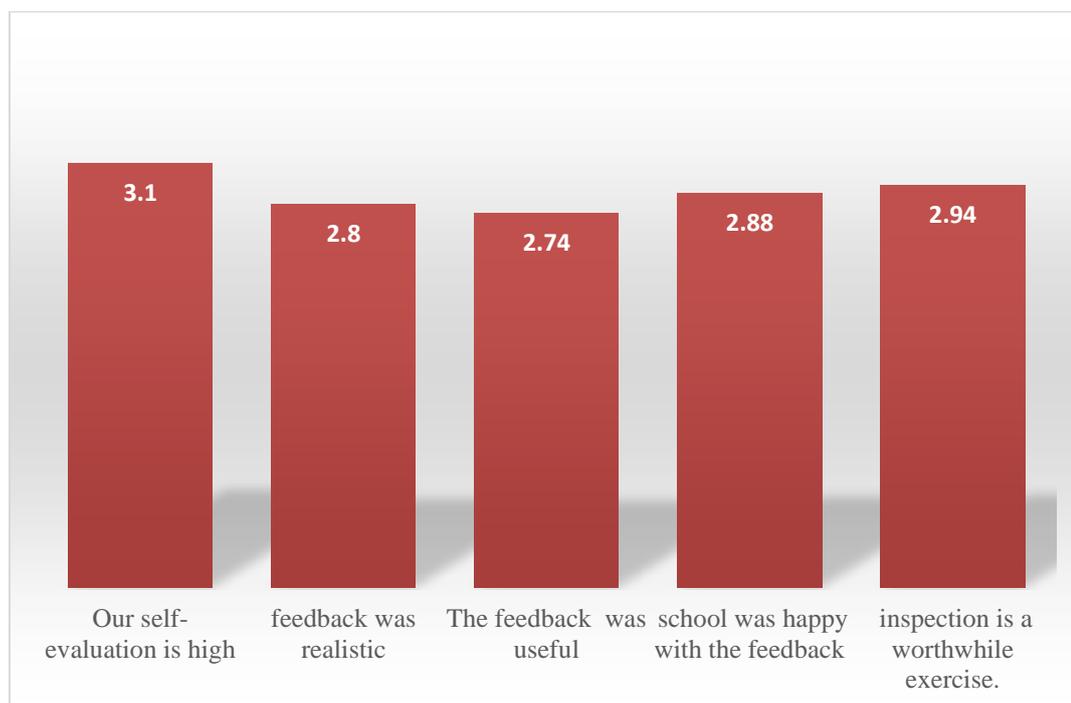
N=50

S.r No	Statements	Min	Max	Mean score	S.E	S.D	t-value	Sig.
1	Our self-evaluation process and quality assurance system is of a high quality than the external evaluation system	1	4	3.10	.91	.64	1.09	.28
2	The feedback received from the school inspectors was realistic given the resources of the school	0	4	2.80	.11	.67	2.13	.03
3	The feedback received from the school inspectors was useful	0	4	2.74	.10	.77	3.56	.00
4	Overall the school was happy with the feedback it received	0	4	2.88	.09	.79	2.02	.04
5	Overall, the inspection process is a worthwhile exercise.	0	4	2.94	.14	.68	1.99	.05

***Significant at .05 level**

Graph No.2

Satisfaction of Principals on school inspection



From the above table 4.2 and graph No.2, it was found that the respondents strongly agreed that self-evaluation and internal Quality assurance system of the school was of a high quality than external evaluation, (M= 3.10, S.D= .64) however, the respondents agreed that the inspection process was a worthwhile exercise, (M=2.94,S.D=.68) the feedback was useful(M=2.74,S.D=.77) and they were happy with the feedback they received(M=2.88,S.D=.79)

4.2.3. Perceptions of Principals related to Preparation for school Inspection

Preparation of inspection is an important aspect in the process of inspection therefore the researcher intended to study the perception of the principals related to school inspection.

Table No. 4.5

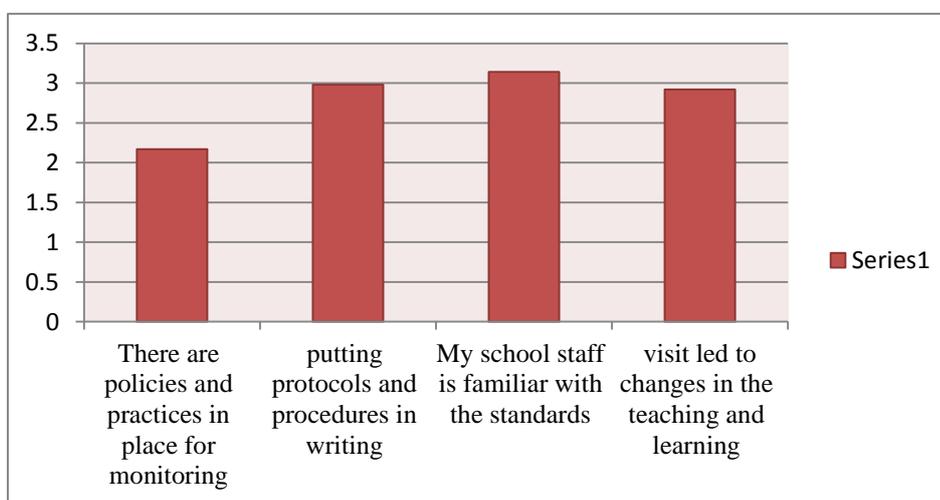
Preparation for school Inspection

N=50

Sr.No	Statements	Mini	Max	Mean score	S.E	S.D	t-value	Sig.
1.	There are policies and practices in place for monitoring and reviewing the extent to which the school meets the scoring rubric of the Inspectorate	0	4	2.17	.14	1.24	1.24	.22
2.	Preparation for school inspection is mainly about putting protocols and procedures in writing that are in place in the school and gathering documents and data.	0	4	2.98	.12	.79	1.91	.85
3.	My school staff is familiar with the standards the Inspectorate of Education uses to evaluate the school	1	4	3.14	.07	.49	1.00	.32
4.	The preparation for the inspection visit led to changes in the teaching and learning and organization in/of the school	0	4	2.92	.09	.56	.286	.77

Graph No. 3

Preparation for school Inspection



The above table 4.4 and graph 4, it was observed that the principals strongly agreed that their school staff was familiar with the standards of the Inspectorate of Education to evaluate the school (M=3.14, S.D=.49) the principals also agreed that preparation for school inspection was mainly about putting protocols and procedures in writing that were in place and gathering documents and data(M=2.98, S.D=.79) and inspection visit led to changes in the teaching and learning and organization in/of the school.(M=2.92,S.D=.56)

Researcher studied the process of inspection through different dimension as stated below:

4.2.4 Perceptions of the Principals related to Inspection of curricular and co-curricular activities in the school

For the teaching- learning process going on in the school, it is important to study the perception of Principals related to curricular and co-curricular activities in the school.

Table No.4.6

Inspection of curricular and co-curricular activities in the school N=50

Sr.No	Statements	Min.	Max.	Mean score	S.E	S.D	t-Test	Sig.
1.	Teachers are involved in making decisions about educational matters such as teaching methods, curriculum and objectives	3	4	3.34	.06	.47	5.02	.00*
2.	Teachers are discouraged to experiment with new teaching methods that do not fit the scoring rubric of the Inspectorate.	0	4	2.82	.14	1.02	7.49	.00*
3.	School inspection has resulted in narrowing curriculum and instructional strategies in my school	0	4	2.20	.11	1.03	2.47	.01*
4.	School inspections have resulted in refocusing curriculum and teaching and learning strategies in my school	0	4	1.22	.12	.79	.17	.86

*Significant at.05 level

Graph No.4

Inspection of curricular and co-curricular activities in the school

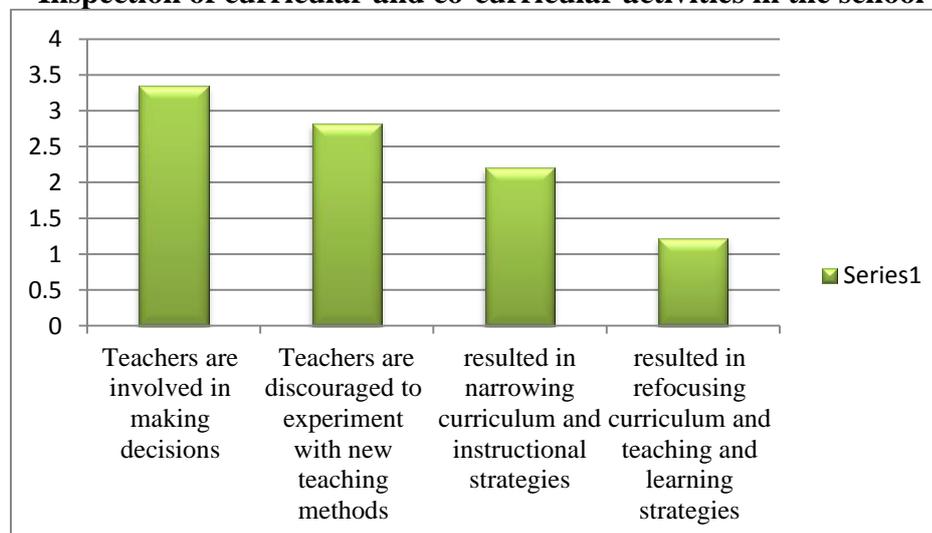


Table No. 4.5 and graph No.5, it was revealed that the respondents strongly agreed that the school involved teachers in making decisions about educational matters such as teaching methods, curriculum and objectives (M=3.34, S.D=.47) However, it was also found that the respondents disagreed that inspections have resulted in refocusing curriculum as well as teaching and learning strategies in the school. (M=1.22, S.D=.79)

4.2.5 Perceptions of the Principals related to Proficiency of the School Inspectors

The researcher studied the perception of principals related to proficiency of school inspectors, which is stated in the table below:

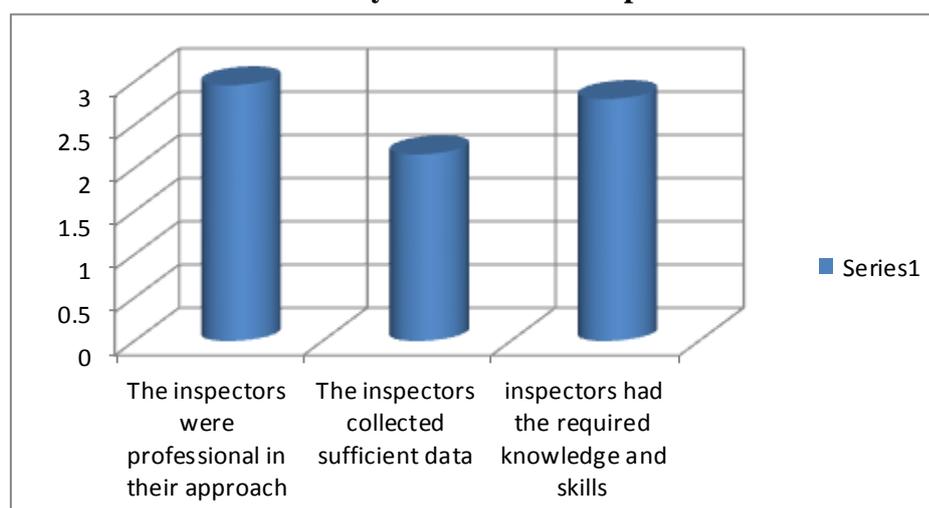
Table No. 4.7

Proficiency of the School Inspectors **N=50**

Sr.No	Statements	Min.	Max.	Mean score	S.E	S.D	t-value	Sig.
1.	The inspectors were professional in their approach to the school inspection process	0	4	2.96	.15	.98	2.02	.04*
2.	The inspectors collected sufficient data to properly assess the school	0	4	2.16	.09	1.09	2.13	.03*
3.	Overall, the inspectors had the required knowledge and skills to adequately assess the school	0	4	2.80	.14	.70	3.56	.00*

*Significant at .05 level

Graph No. 5
Proficiency of the School Inspectors



From the above table no.4.6 and graph no. 6 it was found that the respondents agreed that the school inspectors were professional in their approach to the school inspection(M=2.96, S.D=.98) and had the required knowledge and skills to adequately assess the school(M=2.80,S.D=.70)

4.2.6 Perceptions of the Principals related to Feedback provided to the school by the inspecting team

The below table explains the scores of respondents related to the feedback provided to the school by the inspecting team.

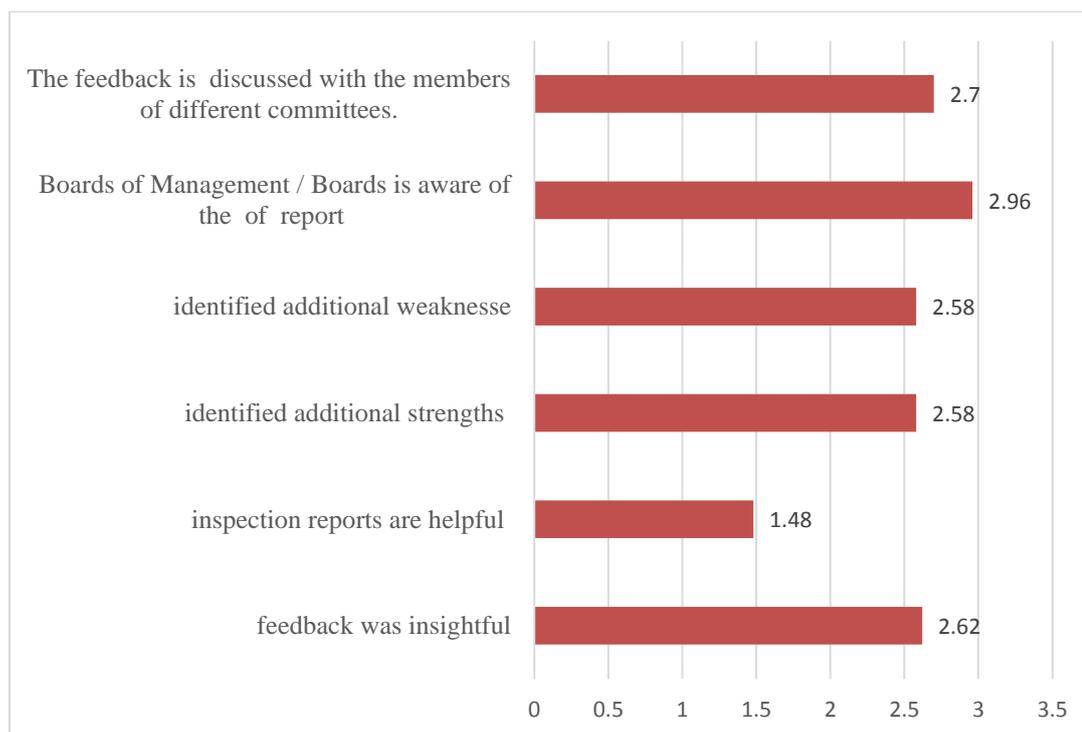
Table No.4.8

Feedback provided to the school by the inspecting team (N=50)

Sr.No	Statements	Min.	Max.	Mean score	S.E.	S.D	t-test	Sig.
1	The feedback provided to the school during the last inspection visit was insightful	0	4	2.62	.12	.86	5.13	.00*
2	Written inspection reports are helpful in identifying areas for improvement in the school	0	4	1.48	.11	.95	1.99	.05*
3	The Inspectorate identified additional strengths that the school had not identified	1	4	2.58	.12	.87	4.77	.00*
4	The Inspectorate identified additional weaknesses that the school had not identified	1	4	2.58	.12	.84	5.09	.00*
5	The school's Boards of Management / Boards of Governors is very aware of the contents of the school inspection report	1	4	2.96	.08	.60	1.00	.13
6	The feedback received is also discussed with the parents and all other members of the different committees.	0	4	2.70	.12	.86	.468	.64

***Significant at 0.05 level**

Graph No.6

Feedback provided to the school by the inspecting team

From the above analysis, the researcher has sought to explore that the respondents agreed that the school's Boards of Management / Board of committee is aware of the contents of the school inspection report. (M=2.96, S.D=.13) However, it was found that the respondents stated that the written reports were not helpful in identifying areas for improvement in the school. (M=1.48, S.D=.95)

4.2.7 Perceptions of the Principals related to Impact of Inspection on School Development

The researcher studied the impact of inspection on School Development related to principal's perception which is stated in the table below.

Table No. 4.9

Impact of Inspection on School Development

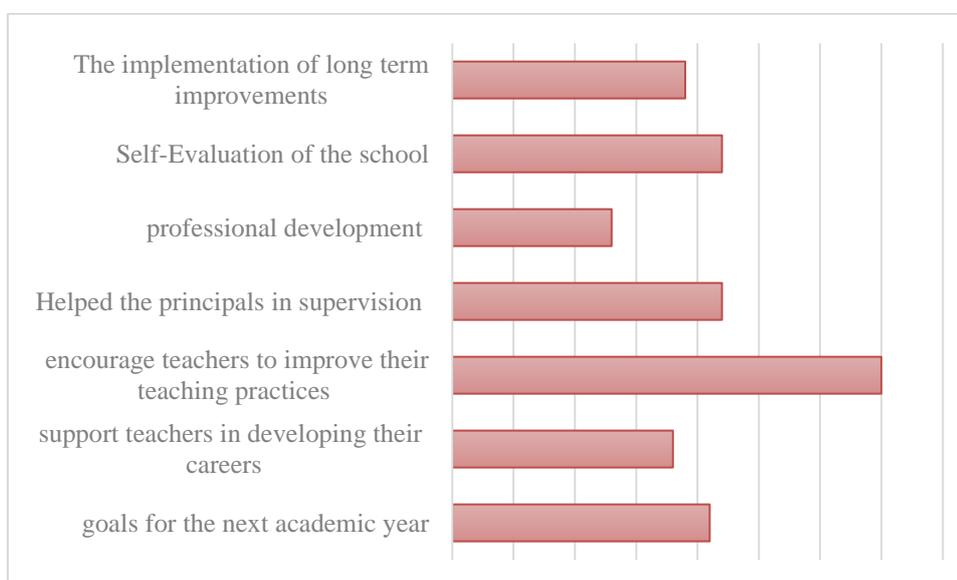
N=50

Sr. No	Statements	Min.	Max.	Mean score	S.E	S.D	t-value	Sig
1	The development of the school plan in which goals for the next academic year are outlined	1	4	3.22	.08	.58	2.67	.01*
2	Support teachers in developing their careers	0	4	3.16	.09	.68	1.66	.10
3	encourage teachers to improve their teaching practices	3	4	3.50	.07	.50	7.00	.00*
4	Helped the principals in evaluation and supervision of teachers	0	4	3.24	.10	.77	2.20	.03*
5	The areas of professional development of teachers	0	4	3.06	.10	.71	.596	.55
6	Self-Evaluation of the school	0	4	3.24	.09	.65	2.58	.01*
7	The implementation of long term improvements	0	4	3.18	.09	.66	1.92	.06

***Significant at .05 level**

Graph No. 7

Impact of Inspection on School Development



From the above table No.4.8 and Graph No. 8, it was observed that the respondents strongly agreed that the school and the inspectors visiting the school encouraged teachers to improve their teaching practices (M=3.50, S.D=.50) it helped the principals in evaluation and supervision of teachers (M=3.24,S.D=.77) and also for development of the school plans in which goals for the next academic year were outlined.(M=3.22,S.D=.58)

4.2.8 Perceptions of the Principals related to Issues and Challenges in School Inspection

The researcher had studied the issues and challenges in school inspection through the perception of Principals.

Table No. 4.10

Issues and Challenges in School Inspection

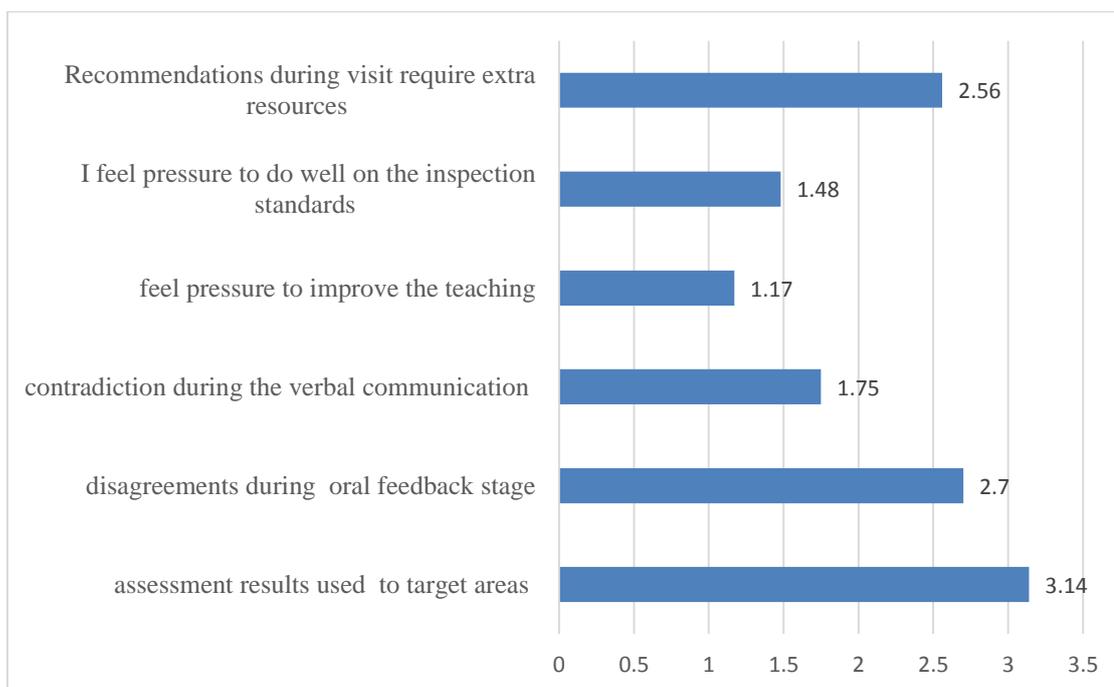
N=50

Sr.No	Statements	Min.	Max.	Mean score	S.E	S.D	t-value	Sig.
1	The assessment results are used to target areas for school improvement (e.g. improvement of specific subjects, grades, teachers)	1	4	3.14	.08	.57	1.73	.09
2	There were disagreements between the school and the school inspector/inspection team at the oral feedback stage	0	4	2.70	.13	.99	1.06	.29
3	There was some contradiction between the verbal communication of the inspectors and the final report	1	3	1.75	.12	.88	10.26	.00*
4	I feel pressure to improve the teaching in my school as a result of the last inspection visit	0	3	1.17	.12	.85	1.15	.25
5	I feel pressure to do well on the inspection standards	0	3	1.48	.12	.96	3.71	.00*
6	Recommendations made during the last inspection visit require extra resources that we do not have at the moment	1	4	2.56	.11	.82	5.09	.00*

*Significance at .05 level

Graph No. 8

Issues and Challenges in School Inspection



From the table No.4.9 and graph No.9, it was found that the respondents strongly agreed that the inspectors mainly used the assessment results to target areas for school improvement. ($M=3.14$, $S.D=.57$) However, it was also found that the respondents did not feel any pressure to improve the teaching in their school as a result of the last inspection visit. ($M=1.17$, $S.D=.85$).

The researcher studied perception of teachers related to school inspection with reference to different dimensions as stated below:

4.3.1 Perceptions of the teachers related to satisfaction of school inspection

The researcher studied perception of the teachers related to their satisfaction with the school inspection.

The average perceived frequency is denoted in the following table.

Table No. 4.11

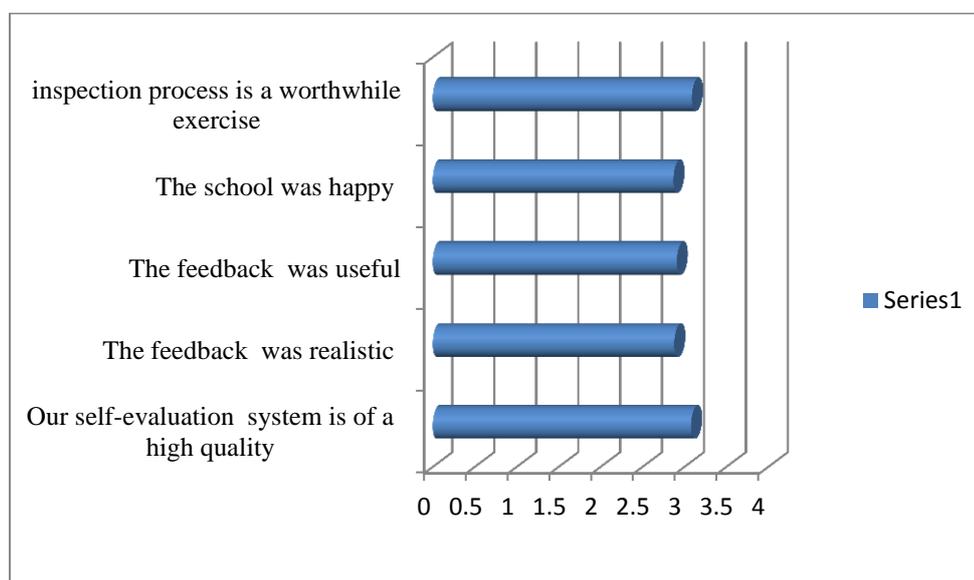
Satisfaction of teachers on school inspection N=253

S.r No	Statements	Min.	Max	Mean Score	S.E	S.D.	t-value	Significance
1	Our self-evaluation process and quality assurance system is of a high quality than the external evaluation system	0	4	3.08	.04	.75	6.64	.00*
2	The feedback received from the school inspectors was realistic	0	4	2.88	.04	.63	8.23	.00*
3	The feedback received from the school inspectors was useful	0	4	2.91	.03	.61	4.94	.00*
4	Overall the school was happy with the feedback it received	0	4	2.87	.04	.68	2.56	.01*
5	Overall, the inspection process is a worthwhile exercise	0	4	3.09	.04	.75	1.13	.25

*Significance at .05 level

Graph No. 9

Satisfaction of teachers on school inspection



It was observed from table No. 4.3 and graph No. 3, that the respondents strongly agreed that Inspection process was a worthwhile exercise (M=3.09,S.D=.75) and they also strongly agreed that self-evaluation process and quality assurance system in their school was of a high quality than the external evaluation system (M=3.08, S.D=.75) The respondents agreed that the feedback received from the school inspectors was

useful and realistic (M=2.91, S.D.=.61) and they were happy with the feedback they received (M=2.87, S.D=.68).

4.3.2 Perceptions of the teachers related to Preparation of school inspection

Analysis of the data presented below represents teacher's perception related to preparation of inspection.

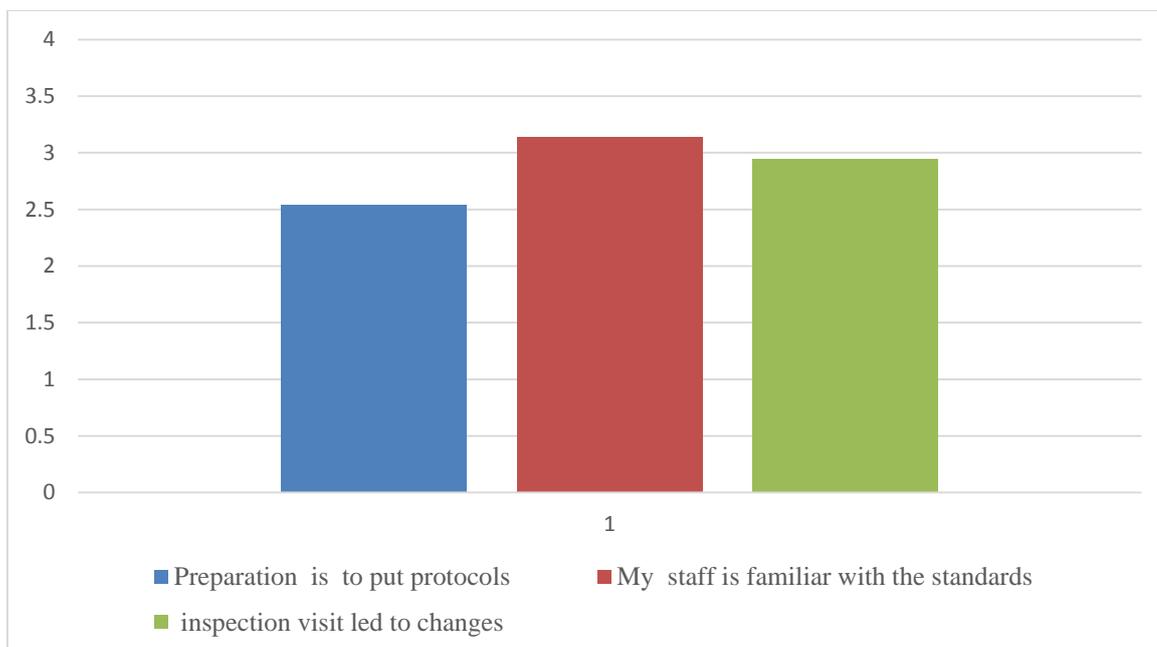
Table No.4.12

Preparation of school inspection

N=255

Sr.No	Statements	Min.	Max.	Mean score	S.E	S.D.	t-value	Sig.
1.	Preparation for school inspection is mainly about putting protocols and procedures in writing that are in place in the school and gathering documents and data.	0	4	2.54	.05	.89	2.56	.01*
2.	My school staff is familiar with the standards the Inspectorate of Education uses to evaluate the school	0	4	3.14	.05	.49	8.23	.00*
3.	The preparation for the inspection visit led to changes in the teaching and learning and organization in/of the school	0	4	2.95	.04	.66	2.73	.00*

Graph No-10
Preparation of school inspection



From the above table no. 4.10 and Graph No. 10, it was revealed that the respondents strongly agreed that the school staff was familiar with the standards the Inspectorate of Education use to evaluate the school ($M=3.14$, $S.D.=.49$) and inspection visit led to changes in the teaching and learning and organization in/of the school ($M=2.95$, $S.D=.66$).

4.3.3 Perceptions of the teachers related to Inspection of curricular and co-curricular activities in the school

Analysis of the data represented below indicates the perception of teachers related to inspection of curricular and co-curricular activities in the school with respect to process of inspection

Table No. 4.13

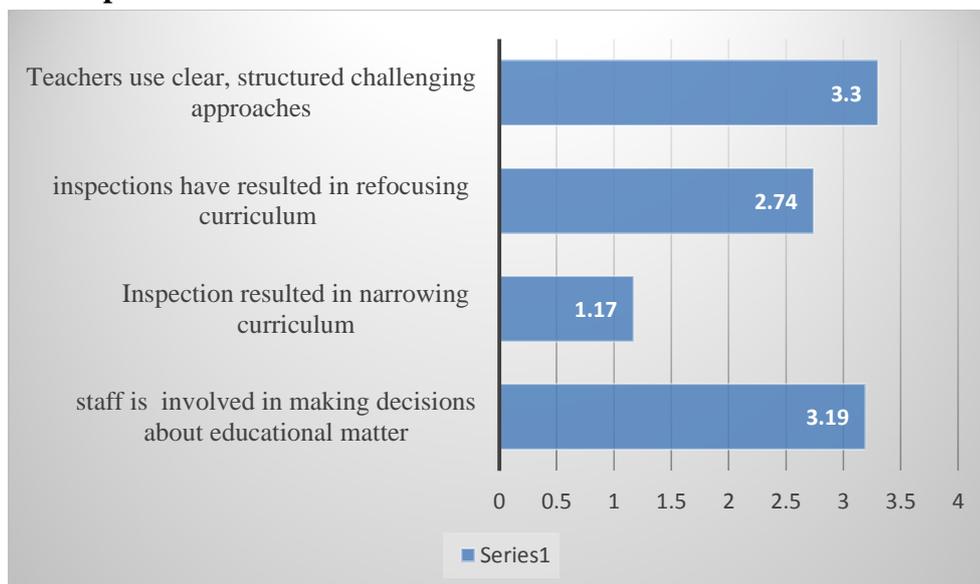
Inspection of curricular and co-curricular activities in the school N=255

Sr.No	Statements	Min.	Max	Mean score	S.E	S.D.	t-value	Sig.
1.	Teachers are involved in making decisions about educational matters such as teaching methods, curriculum and objectives	0	4	3.19	.04	.62	12.10	.00*
2.	School inspections have resulted in narrowing curriculum and instructional strategies in my school	0	4	1.17	.05	.85	1.42	.15
3.	School inspections have resulted in refocusing curriculum and teaching and learning strategies in my school	0	4	2.74	.05	.80	3.14	.00*
4.	Teachers use clear, structured and challenging teaching approaches	0	4	3.30	.03	.58	7.00	.00*

*Significant at .05 level

Graph No.-11

Inspection of curricular and co-curricular activities in the school



The above table no.4.11 and Graph 11, it was found that the respondents strongly agreed that the staff was involved in making decisions about educational matter such as teaching methods, curriculum and objective(M=3.19,S.D=.62). However, the teachers did not agree that School inspections have resulted in narrowing curriculum and instructional strategies in the school (M=1.17, S.D=.85)

4.3.4 Perceptions of the teachers related to Proficiency of the School Inspectors

The below table indicates the scores of perception of teachers related to proficiency of the school inspectors.

Table No.4.14

Proficiency of the School Inspectors N=255

Sr.No	Statements	Min	Max	Mean score	S.E	S.D	t-value	Sig.
1.	The inspectors were professional in their approach to the school inspection process	0	4	2.66	.05	.92	1.99	.04*
2.	The inspectors collected sufficient data to properly assess the school	0	4	2.87	.04	.76	5.85	.00*
3.	Overall, the inspectors had the required knowledge and skills to adequately assess the school	0	4	2.87	.05	.83	2.64	.00*

*Significant at .05 level

Graph No. 12

Proficiency of the School Inspectors

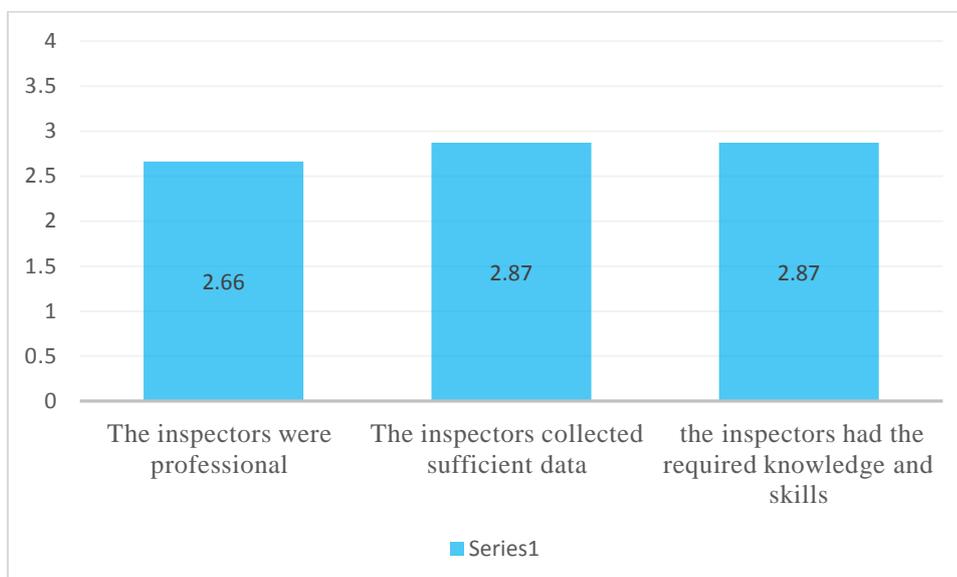


Table No. 4.12 and Graph No. 12, it was observed that the teachers agreed that the inspectors collected sufficient data to properly assess the school (M=2.87, S.D=.76) and the inspectors had the required knowledge and skills to adequately assess the school (M=2.87, S.D=.83).

4.3.5 Perceptions of the teachers related to Feedback provided to the school by the inspecting team

Analysis of the scores related to teachers perception on feedback provided to the school b the inspecting team is shown in the table below.

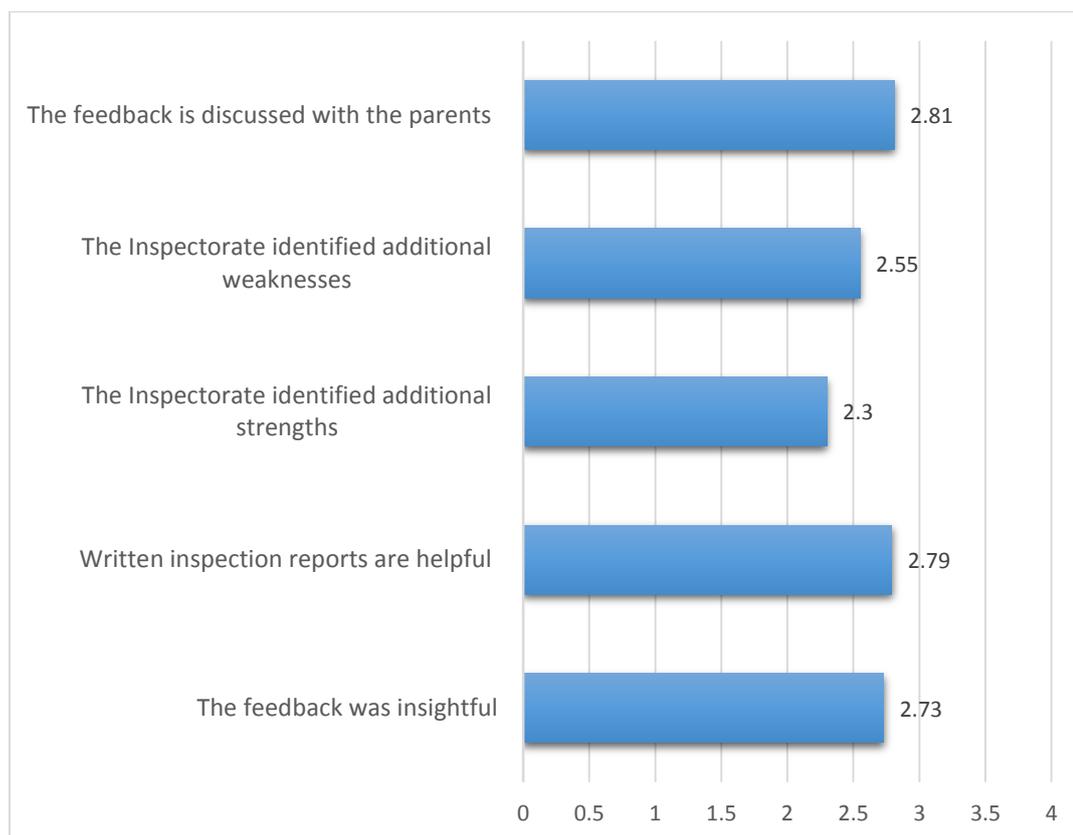
Table No. 4.15

Feedback provided to the school by the inspecting team N=255

Sr.No	Statements	Min.	Max.	Mean score	S.E.	S.D.	t-value	Sig.
1	The feedback provided to the school during the last inspection visit was insightful	0	4	2.73	.04	.78	8.03	.00*
2	Written inspection reports are helpful in identifying areas for improvement in the school	0	4	2.79	.05	.87	5.16	.00*
3	The Inspectorate identified additional strengths that the school had not identified	0	4	2.30	.06	1.02	12.74	.00*
4	The Inspectorate identified additional weaknesses that the school had not identified	0	4	2.55	.05	.86	2.54	.01*
5	The feedback received by the inspectors is discussed with the parents or the equivalent committee members	0	4	2.81	.05	.79	3.89	.00*

*Significant at .05 level

Graph No. 13

Feedback provided to the school by the inspecting team

From the above table 4.13 and graph 13, it was observed that the respondents agreed that the report was discussed with the parents or the equivalent committee members ($M=2.81$, $S.D=.79$) and the written inspection reports were helpful to the school. ($M=2.79$, $S.D=.87$)

4.3.6 Perceptions of the teachers related to Impact of Inspection on School Development

Analysis of the scores given in the table below indicates the impact of inspection on School Development.

Table No. 4.16

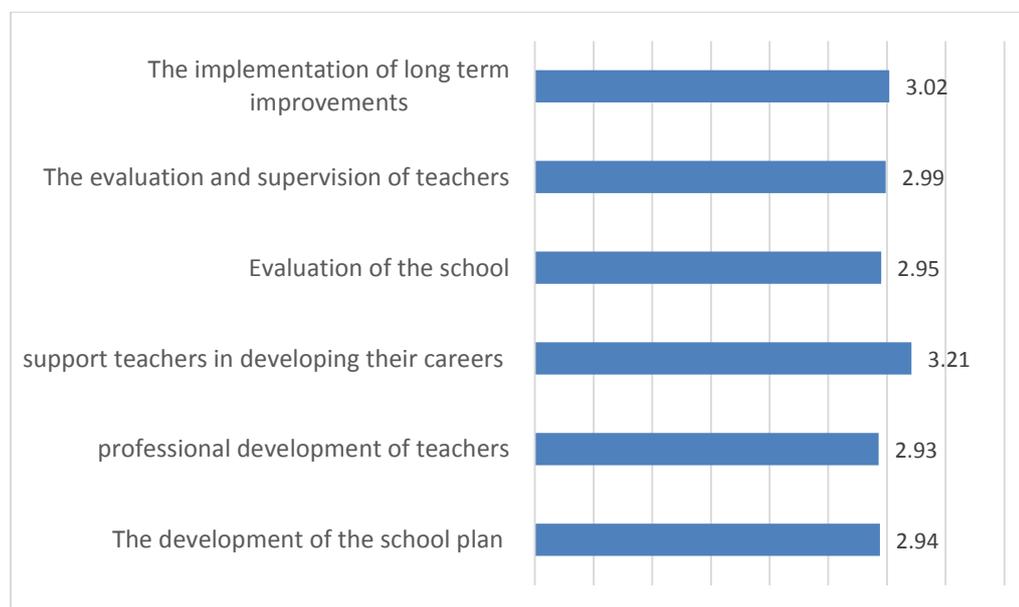
Impact of Inspection on School Development N=255

Sr.No	Statements	Min.	Max.	Mean score	S.E	S.D	T Test	Sig.
1	The development of the school plan in which goals for the next academic year are outlined	0	4	2.94	.05	.58	8.23	.00*
2	The areas of professional development of teachers	0	4	2.93	.04	.75	4.94	.00*
3	Principal supports teachers in developing their careers	0	4	3.21	.04	.69	2.22	.02*
4	Evaluation of the school	0	4	2.95	.05	.66	.492	.62
5	The evaluation and supervision of teachers	0	4	2.99	.04	.74	1.23	.21
6	The implementation of long term improvements	0	4	3.02	.04	.63	.252	.80

*Significant at .05 level

Graph No. 14

Impact of Inspection on School Development



From the above table no.4.14 and graph14, it was observed that the teachers strongly agreed that the principals’ supports teachers in developing their careers (M=3.21, S.D=.69) and inspection helped in the implementation of long term improvements of the school (M=3.02, S.D=.63).

4.3.7 Perceptions of the teachers related to Issues and Challenges in School Inspection

The researcher has analyzed the scores of teachers perception related to process of inspection with respect to issues and challenges in school inspection which is stated in the table below.

Table No. 4.17

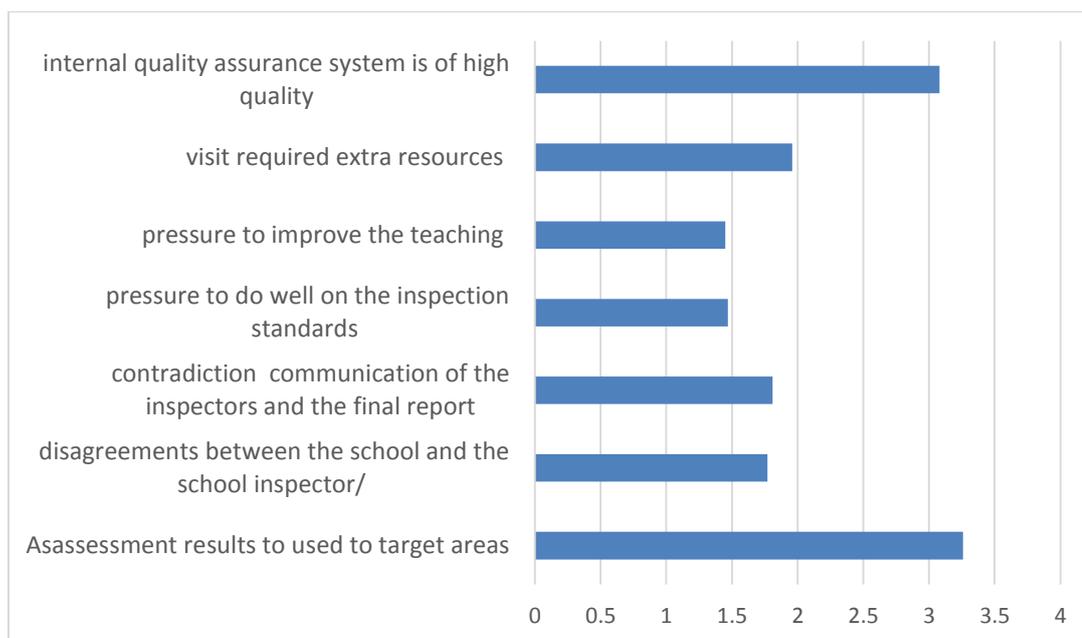
Issues and Challenges in School Inspection N=255

Sr.No	Statements	Min	Max	Mean score	S.E	S.D	T Test	Sig.
1	As a teacher we use assessment results to target areas for school improvement (e.g. improvement of specific subjects, grades,)	0	4	3.26	.04	.60	8.47	.00*
2	There were disagreements between the school and the school inspector/inspection team at the oral feedback stage	0	4	1.77	.07	1.1	2.54	.01*
3	There was some contradiction between the verbal communication of the inspectors and the final report	0	4	1.81	.06	1.01	5.43	.00*
4	I feel pressure to do well on the inspection standards	0	4	1.47	.06	.99	7.36	.00*
5	I feel pressure to improve the teaching in my school as a result of the last inspection visit	0	4	1.45	.06	.98	3.89	.00*
6	Recommendations made during the last inspection visit require extra resources that we do not have at the moment	0	4	1.96	.06	1.07	7.61	.00*
7	Our self-evaluation process and quality assurance system is of a high quality than the external evaluation system	0	4	3.08	.07	.75	6.64	.00*

***Significant at .05 level**

Graph No. 15

Issues and Challenges in School Inspection



From the above table no. 4.15 and graph no. 15, it was found that the respondents strongly agreed that assessment results of the students were used to target areas ($M=3.26$, $S.D=.60$) however, it was also found that the teachers strongly disagreed that they did not have any pressure to improve teaching and to do well to meet the inspection standards. ($M=1.45$, $S.D=.98$)

4.4.1 Perceptions of the Principals and Teachers on the Inspection outcomes as catalyst for change.

The researcher has considered the following components on the inspection that work as a catalyst for change.

Table No. 4.18
Perceptions of the Principals and the Teachers on the Inspection outcomes as catalyst for change.

Sr. No	Inspection Outcomes	Agreeing Respondents (Principals) Percentage (N=50)	Agreeing Respondents (Teachers) Percentage (N=255)
1	It focuses attention on areas that need improvement	44.3%	39.8%
2	It is useful to have an outside perspective	50.2%	55%
3	It provides an objective review	32%	28.5%
4	It ensures quality and standards	50.3%	47.2%
5	It forces providers to concentrate on basic standards	71%	73.4%
6	Inspections are not so formal	53.3%	50%
7	Inspectors do not have a realistic view of what goes on	83%	81.4%
8	It doesn't provide any new information	64%	70%
9	It has a negative impact on staff morale	55%	62%
10	It increases stress in the workplace	89.5%	90.3%

The above table 4.4.1 shows the perceptions of the Principals and teachers on the inspection outcomes as catalyst for change. It was revealed that majority of the Principals and the teachers felt that inspection has increased stress in the work place and the inspectors did not have realistic view of what goes on. It was found that most of the Principals and the teachers opined that the school inspection forced providers to concentrate on basic standards and did not provide any new information. The study also revealed that school inspections were not so formal and sometimes ensured quality and standards, however, it was useful to have an outside perspective. Very few

of the respondents opined that the school inspection had focuses attention on areas that need improvement.

4.5 Perceptions of Teachers and Principals on Overall School Inspection

The null hypothesis which was stated as ‘ there was no significant difference between the perception of school Principals and the perception of teachers on the overall School inspection’ was tested. The results are summerized in the following table.

Table No-19

**Chi-squared test for Perceptions of the Teachers and Principals on school
Inspection**

No.	Dimensions	Variables	Mean	χ^2 value	Sig.
1	Satisfaction of Inspection	Teachers	2.9	85.5	0.08
		Principals	2.6		
2	Preparation of Inspection	Teachers	2.7	49.81	0.4
		Principals	2.9		
3	Curricular N Co-curricular	Teachers	2.1	36.35	0.07
		Principals	2.5		
4	Proficiency of Inspectors	Teachers	2.8	46.06	0.3
		Principals	2.3		
5	Feedback Provided	Teachers	2.3	105	0.3
		Principals	2.7		
6	Impact of inspection	Teachers	2.9	80.51	0.3
		Principals	3.2		
7	Issues and Challenges	Teachers	26	85.05	0.4
		Principals	2.1		

Table No. 18 revealed that there was no significant difference in the Chi-square values at 0.05 level of confidence in the perception of the Principals and teachers related to school inspection. Therefore, the Principals and the teacher did not differ in their perceptions with respect to satisfaction of school inspection, preparation for

school inspection, curricular & co-curricular activities in the school, proficiency of school inspectors, feedback provided by school inspectors, impact of inspection on school development and issues and challenges.

Thus, the hypothesis that there is no significant difference in the perception of the Principals and the teachers related to school inspection was accepted at 0.05 level of confidence. Principals and teachers have perceived similar in all the components of the school inspection.

4.6 Analysis and Interpretation of Qualitative Data

Researcher had collected the qualitative data from the teachers and Principals of the sample schools and from inspecting officers through interviews, participant observation and focused group discussion on certain key aspects of school inspection that were emerged in the analysis of the qualitative data. The qualitative data thus collected was triangulated, interpreted and presented below.

4.6.1 Satisfaction with school inspection

During the interviews, focused group discussion with the teachers and the Principals, it was found that majority of the school principals and teachers were not satisfied with the process of school inspection. They have expressed clearly the ‘rushing process’ of school inspection and questioned how a school can be inspected within 4-5 hours in a day and credibility of such inspection reports. They were of the opinion that school inspectors have more focus on administrative dimension rather than academic dimension. During the school visits, inspectors check and verify school records and identify errors/lacunas in the administration of the school, however very less time is spent on inspecting teaching-learning process, teacher competencies and identifying the professional development needs of the teachers.

While discussing the points with the school inspectors, BEO at the district and taluka levels, it was revealed that there were inadequate numbers of school inspectors for the inspection when compared to the total number of schools in a given taluka. It was expressed that the school inspectors were doing their best within the limited resources and time. However, they were of the opinion that school inspection should be done at least twice in a year for the duration of two or three days in each school, if it has to make a qualitative improvement in the schools.

4.6.2 Preparation of school Inspection

During the interviews, focused group discussion and participant observation with the teachers and the Principals, it was revealed that the preparation for school inspection in schools was a tedious job on the part of the Principals and the teachers, most of the times they were engaged in updating the school records and making arrangements for coordinating with teachers and students. It was also observed that school inspection was not a joyful experience for schools rather, it was a burden.

While discussing with the functionaries it was expressed that schools were well informed with all the necessary information required for school inspection as per the norms of the state Government and ensured that schools submit all records without fail during the school visits. However, majority of the schools fail to provide the updated records for its inspection.

4.6.3 Inspection of curricular and co-curricular activities in the school

During the interviews and the focused group discussion with the teachers and the Principals related to curricular and co-curricular activities in the school, most of the Principals informed that the school inspectors go through the lesson plans of the teachers, details about CCE, science practical books of the students, their notebook

and essay notebook. The inspectors also check the different type of projects made by the students. Most of the teachers shared that as inspection is planned so is the model lesson of the teachers. They expressed that the senior teachers of the school are usually asked to prepare lessons and the inspectors are made to visit the same class, as well the notebooks of the good students were shown to the inspectors. Therefore, the teachers shared that the school could not get actual feedback from the inspectors related to curricular and co-curricular activities. The Principals also shared that sometimes the inspectors were not so efficient to guide the teachers for the different teaching skills, methods and activities.

However, most of the Principals shared that the inspectors have very less time to spend in the school. Therefore, they could not go through all the details about the curricular activities and just give a glance to the related documents.

While discussing on this matter with the school inspectors, they have revealed the difficulty in observing all the classroom teaching of teachers and therefore, the L.P's of the teachers are checked through which they can easily get the idea of the curricular and co-curricular activities in the schools.

4.6.4 Proficiency of the School Inspectors

The teachers and the Principals informed that the team of inspectors that visit the school includes of the B.E.O, extension officers, centre head and the subject experts. They expressed that most of the times the inspecting officers were busy going through the documents of the schools in the administrative office, so they could spend very less time for the pedagogical process going on in the school.

However, the teachers also informed that most of the times the school inspectors were not so efficient to provide them guidance related to teaching-learning process, C.C.E,

curricular and co-curricular activities and other professional guidance to the teachers and the Principals. But some of the Principals expressed that some of the team members were academic experts and they guided the teachers for the pedagogical process.

When discussed this matter with the inspectors they informed that their team consists of the BEO, center head, extension officers and the subject experts. The BEO's are recruited through Maharashtra Public Service commission and the extension officers are recruited through the district recruitment exams or by seniority in the teaching profession. The extension officers informed that, Inspections were planned well in advance. The BEO had to visit at least 40 schools a year, therefore he plans accordingly at the beginning of the year. They also shared that most of the times the inspectors had to go through many documents and files in the administrative office so could spend less time for classroom observation in the schools.

4.6.5 Feedback provided to the school by the inspecting team

During the interviews, focused group discussion and observation schedule the teachers and the Principals informed that the feedback procedure began during the inspection. The teachers informed that the school inspectors most of the times gave the feedback to the teachers while going through the lesson plans of the teachers and during the classroom observation. The Principals also informed that the school inspectors bring the DISE report with them and check the authentication of the report. The principals further informed that the school inspectors had to fill up the inspection report. The feedback was written in the inspection report; the details of the school were filled up in the report by the school itself. The feedback report consisted of the details about the infrastructure of the schools, details of the students' enrolment and

retention, details of students' scholarships, recruitment of teachers and other details of the teacher's performance. During the next visit the inspectors check the previous report and see whether the improvement has been done. The Principals informed that the school inspectors also conducted a meeting with the Principal and the staff members after the Inspection. However, the Principals expressed that the feedback was discussed with the management of the school but not with the parents and community members.

When discussed with the school inspectors, they informed that they thoroughly checked all the documents related to academic and administrative tasks in the school. They also shared that they observed the classes, all the administrative documents and submit the report. They made three copies of the report, one is given to the school, other is kept in the BEO office and the third is submitted to the district education office. The Inspecting officers also informed that during the feedback meeting they could easily share the feedback with the Principals and the teachers of the school.

4.6.6 Impact of school Inspection on School Development

During the interviews, focused group discussion and observation with the teachers and Principal, they shared that External school inspection hardly showed any impact on school development. Some of the respondents informed that external inspection helped the Principal and the members of management in internal evaluation also. They get to know the proper method to supervise the school, understand different documents and the method to maintain them. It also helped the Principals during recruitment of teachers and for planning for next academic year.

Most of the Principals expressed that school inspection should actually help in the professional development of the teachers, to improve the accountability of the

teachers and the Principals, guidance related to pedagogical process, evaluation and supervision of the school. However, it was found that the teachers and the Principals felt that their internal evaluation system was much better than the external evaluation. Most of the Principals replied that their school management was very strong and it took care of internal quality assurance of the school. A team was recruited for ensuring the quality of the school. Mostly, minimum 3-4 schools were under one institution, and there were even some institutions that had maximum number of schools in the whole district which was as nearby 45-50 in number. Therefore, instead of depending on the Board for inspection, they themselves inspect the schools. Therefore, the Principals also said that they were sometimes more stressed when the inspection was from the institution rather than from the Board.

While discussing this matter with the school inspectors, it was revealed that, the school inspectors expressed that they did their job regularly. The motive of the school inspection was to bring a qualitative change in the pedagogical process, administrative aspects, students achievements, accountability of the staff, improvement in Principals leadership styles, Infrastructure of the school, development in the goals and objectives of the school and for the implementation of long term plans, therefore, they expressed that the feedback they gave was to improve the quality of the school and the school inspection surely showed impact on school development.

Section III. Issues and challenges faced by functionaries and beneficiaries during

School inspection in Nasik District.

This section focuses on the issues and challenges faced by the functionaries' viz. the DEO, the BEO's, the extension officers, the subject experts and the centre head whereas the Beneficiaries are the school principals and the teachers.

4.7. Issues and challenges faced by the Beneficiaries

The beneficiaries of the school inspection process are the Principals and the teachers.

Issues and challenges of the Principals and the teachers are discussed below:

4.7.1 Issues and challenges faced by the school Principals of MSBSHSE related to school inspection.

The Principals opined that the entire process of school inspection was stressful for them. The process of inspection began from the time they received the information from the Board about the inspection. The Principals informed that they had to be very careful while preparing the documents and that was a tedious job. But those who update them in time can easily do this work. The respondents shared that though the inspecting officers were familiar to them, but sometimes they have the attitude of the watch dog instead of being a guide. The Principals also shared that they did not receive proper communication from the Divisional Board related to changed norms, programs and policies in the school. Therefore, during inspection, the school had to face certain problems. It was expected from the inspectorates that when they visited the school they need to discuss the problems of the Principals related to infrastructure of the school, equipment needed for the school, teacher's recruitments and instructor for IT labs and so on, and report about those to the District education Office. In most of the schools it was seen that the IT labs were provided by the government but there was no instructor in these labs. The labs were opened rarely so students did not get chance for practical work. Therefore, the Principals suggested that a knowledgeable person should be appointed as expert for IT Labs who can even train the teachers. Thus, during inspection the school inspectors should list down such schools and inform it to the Board further. Most of the Principals expressed that schools were

mainly funded by the Government but managed by the private trust, therefore many times the internal inspection conducted by the management trustees or managing director was more effective than the school inspection conducted by District Education Office. The internal inspection or school evaluation was a continuous process throughout the year and it included surprise visits. Thus, the Principals were more alert and punctual in updating the documents for internal Inspection rather than for the inspection conducted by the District Education office.

The Principals even expressed that they did not have rights for taking some decisions such as to increase the salary of the staff, if performance of any of the staff member was not good, to take strict decisions against them. The Principals also expressed that they were given too much pressure by the Divisional Board related to mid-day meal, Human Development Program, DISE report and implementation of CCE. Therefore, they suggested that the evaluative criteria and evaluation instruments of inspection should be reframed. The respondents also informed that they also had to face the stress given by the management and the Parent Teacher Association.

Some of the Principals expressed that they conducted many innovative and creative practices in their routine pedagogical process but the Divisional Board doesn't pay heed to those practices and there was no appreciation by the Divisional Board. Therefore, they expressed that though the definition of inspection has change, yet many times the school inspectors show the autocratic behavior during the school inspection.

The Principals felt that it was very much important to discuss the feedback given by the educational inspectors, to the parents. So that the committees such as parents teachers association, should be included and the feedback should be discussed with

them. The community feedback can be gained and would help in quality improvement of the school.

The Principals further suggested that the inspection should be structurally strengthened through more liberal allocations; there was also a need for experimentation to improve the quality of inspection. The Principals suggested that inspection needs to be contextualized and standards need to be different for the rural and urban schools.

4.7.2 Issues and challenges faced by the school teachers of MSBSHSE related to school inspection

Most of the teachers opined that the School Inspection was stressful task for them. Their stress began from the day they get the intimation about the school inspection from the Board. Preparation of inspection was a complex job. They had to spend most of the time for preparation of the documents and that affected the pedagogical process in the school. The teachers expressed that the inspection procedure was a monotonous job, but it had chances of improving the quality of education than a haphazard approach devoid of clear objectives. However, they suggested that the inspection should be conducted in two steps,

- Teaching learning process of the school.
- Inspection of infrastructure and other documents. Principal should pin the rules and regulations about the inspection on the main notice board of the staff, so teachers should be aware about it.

The officers should discuss with the teachers and Principals the aims and objectives of education and about Quality Education. If the inspection is held for Quality Assurance

of the school then minimum three days should be spent by the inspectors in a school, then only the assessment would be done properly and the teachers would come to know about their mistakes exactly. If not possible the inspection needs to be held twice a year. While inspecting the schools, the inspecting officers should also take care of the school environment, students' socio-economic status, the standard of parents, rural areas and urban areas. To improve the Quality of the school, school inspection process should be strictly followed. In which there should be steps followed in the process, which begins from planning, guiding, and training. Surprise visits should be conducted so that the teachers won't be alert only for a day and will continuously try to improve the quality of the school.

The respondents reacted that when the inspectors visit the school; they go through the lesson plans of the teachers. If they find any mistake in the lesson plan, the teachers were individually called in the office. Not only this but whenever the officers visit classrooms they asked the teachers questions related to their subject in presence of the students, many times the inspectors specify it in the feedback meeting too which affects the self-esteem of the teachers. The teachers reacted that Inspection system is control-oriented rather than service oriented and the inspectorates were mostly out of touch with his own subjects and were unable to provide any leadership to the teachers in improving the teaching-learning even in those subjects which they had studied. The teachers shared that their internal evaluation system was very strong; therefore they were more careful during the internal evaluation of the school.

Due to implementation of CCE the teachers felt that their clerical work had increased, and most of the time in the school was spent in completing the CCE formats, therefore many times they did not get sufficient time for preparation of the lessons. As well

they informed that they neither got proper appreciation from the school nor from the Divisional Board for their achievements, thus they reacted that that they had no external motivation from the school management or the Divisional Board in addition to this they were very low paid and most of the teachers were recruited on adoc basis which affected the quality of teaching of the teachers.

The teachers shared that the Government should decrease the extra work load of the teachers like sensex, election duty and many other such duties from the Government .So that they can spend more time on planning and implementing new techniques for teaching.

The teachers suggested that proper training should be given to the teachers related to new curriculum. The training for the changed syllabus should be held in vacations and the trainers should be experts in their subjects and experienced people. The inspectors need to identify the professional needs of the teachers and the principals and train them accordingly.

4.8. Issues and challenges faced by the school Inspectorates

The researcher personally visited the D.E.O.'s office, interviewed the official in charge, the B.E.O and the extension officers. The officers informed that the officer in charge were stressed and overburdened with academic and administrative work at the district level as well as the taluka level. The school respondents informed that the number of schools they need to inspect in a year was more. In one of the talukas there were 433 schools under Zilla Panchayat whereas number of days in a year are 365 and the total working days of school are 216-220 so it becomes difficult for the officers to reach each school in a year. As the numbers of schools

are more the officers have to use telecommunication as well as e-mail services to get the information about the schools.

However, it was also informed that a proper job chart was provided by the state government, if everybody followed the job chart they would not have to do any type of excess work. During inspection the inspectors being more occupied with the administrative work, gave very less time for academic work, mostly class observation. The most important thing revealed through the interviews was that the officers appointed were not from the academic department, they did not know how to supervise the documents, and in addition to that they had to do the administrative tasks assign by the board as well, so it becomes unmanageable for them. Thus, they lack in instructional supervision. Therefore, it was suggested that recruitment process for inspectors had become crucial and it needed careful consideration and these inspectorates should be given suitable in-service training with special emphasis on educational evaluation and assessment.

The school inspectorates also shared that the major problem for B.E.O and the extension officers was of the transportation facility. No T.A, D.A was provided by the government. They had to go for school visits by their own vehicles and also the Government did not recruit peons or any other helping hands to the B.E.O's and extension officers in the offices they all have to work on their own.

The school inspectorates informed that they had too much political pressure, many times during the school visits if the Principal or a management member is a politically strong person, the officers were suppressed and so they could not give proper feedback. They also shared that many times the reforms, the circulars were sent by the

Government and they have to send it forward to the schools, therefore this immediate work hindered their planning.

The school inspectors also felt that the academic and administrative inspection should be separated so that they could give proper feedback related to teaching-learning process, curricular and co-curricular activities, CCE, students' achievement and professional development of the teachers and the Principals. They shared that most of the times the schools were co-operative and preparation for the inspection was done according to the norms stated by the Board.

The officer expressed that there were many reforms coming up in educational system that, they were bugged up with new schemes, programs and policies. They had to plan and implement it in the taluka. So it becomes difficult for implementation. Therefore, he commented that for next two years there should not be any reforms, so that implementation and effectiveness of the earlier schemes and policies could be seen. Therefore, the District education officer opined that the monitoring and implementation of different programs and policies and the academic inspection should be separated. The inspectors shared that to improve the proficiency and efficiency of the school inspectors the Government has begun with pre-service training for the B.E.O's and extension officers from 2014, However, the Board should also begin with the in-service training for those who were already recruited. Professionalism and accountability on the part of school inspectors was an important issue. The Government should think and act accordingly.