

TABLE OF CONTENTS

Contents		
DECLARATION		I
CERTIFICATE		II
ACKNOWLEDGEMENT		III
CONTENTS		IV
LIST OF TABLES		V
LIST OF GRAPHS		VI
LIST OF FIGURES		VII
LIST OF APPENDICES		VIII
S.R No.	CHAPTER-1 INTRODUCTION	01-53
1.0	Introduction	01
1.1	Meaning and Definition of Quality	04
1.2	Need for Quality education	06
1.3	Importance of Quality in Education	07
1.4	Quality Assurance in Education	10
1.5	School Inspection	14
1.5.1	Aims of Inspection	16
1.5.2	Areas of School Inspection	17
1.5.3	Objectives of Inspection	18
1.5.4	Types of Inspection	19
1.5.5	The Modern concept of Educational Inspection	20
1.5.6	Inspection and School Grading	21

1.6	Recommendations of National Policies and Programs for Quality Secondary Education	22
1.7	Status of Secondary Education in India	27
1.8	Administration of the State department of education in India	30
1.9	Present Scenario of Secondary Education in Maharashtra	30
1.10	Maharashtra State Board of Secondary and Higher Secondary Education	31
1.10.1	Functions of Maharashtra State Board of Secondary and Higher Secondary Education	32
1.10.2	Organizational set up of the Board	35
1.10.3	Structure of the Board	35
1.11	Current Practices of Quality Assurance in Secondary Schools of Maharashtra	36
1.12	Nashik District at a Glance	39
1.13	Status of Nasik Divisional Board	41
1.14	Other agencies functioning for Quality Assurance of the school	44
1.14.1	ISO 9000-9001	44
1.14.2	Accreditation for the Schools affiliated to Central Board of Secondary Education	45
1.14.2.1	The School Assessment And Accreditation [SQAA] Process	48

1.15	Rationale of the study	49
1.16	Research Questions	51
1.17	Statement of the Problem	52
1.18	Objectives of the Study	52
1.19	Operational definitions of the terms used	52
1.20	Delimitation of the study	53
1.21	Conclusion	53
CHAPTER-2 REVIEW OF THE RELATED LITERATURE		54- 94
2.0	Introduction	54
2.1	Studies related to External Quality Assurance Mechanism	56
2.2	Studies related to Internal Quality Assurance Mechanism	75
2.3	Reviews of Country Specific Models on Quality Assurance Practices	81
2.4	Implications Of The Review Of Related Studies For The Present Study	90
2.5	Conclusion	94
CHAPTER-3 METHODOLOGY		95-109
3.0	Introduction	95
3.1	Research questions	95
3.2	Statement of the Problem	96
3.3	Objectives of the Study	96
3.4	Operational definitions of the term used	96
3.5	Description about the Population for the study	97

3.6	Sample of the Study	97
3.7	Research Tools and Techniques for data collection	98
3.7.1	Content analysis of the relevant reports on quality assurance published by MSBSHSE	99
3.7.2	Questionnaire for Principals	99
3.7.3	Questionnaire for teachers	101
3.7.4	Interview Schedule	103
3.7.5	Participant Observation	103
3.7.6	Focused group discussion	103
3.8	Construction of the Tool	104
3.9	Norms of interpretation of response	105
3.10	Validation of Research tools	105
3.11	Data collection	105
3.12.	Procedure of Data Analysis and Interpretation	107
3.12.1	Interpretation of Qualitative analysis	109
3.13	Conclusion	110
CHAPTER-4 ANALYSIS AND INTERPRETATION		111-161
4.0	Introduction	111
4.1	Purpose and process of school Inspection	112
4.1.1	Objectives of Inspections in Maharashtra State Secondary and Higher Secondary Education Board	113
4.1.2	Modalities of Conducting Supervision	113
4.1.3	Administrative structure and functions of MSBSHSE	115
4.1.3.1	Formats used for School evaluation by MSBSHSE	120

4.1.3.2	Feedback given to the schools by the Educational Inspectors	122
4.2	Functions of district school authorities related to School inspection	123
4.2.1	Frequency of School Inspection conducted	126
4.2.2	Perceptions of Principals on the satisfaction of school inspection	127
4.2.3	Perceptions of Principals related to Preparation for school Inspection	128
4.2.4	Perceptions of the Principals related to Inspection of curricular and co-curricular activities in the school	130
4.2.5	Perceptions of the Principals related to Proficiency of the School Inspectors	131
4.2.6	Perceptions of the Principals related to Feedback provided to the school by the inspecting team	132
4.2.7	Perceptions of the Principals related to Impact of Inspection on School Development	133
4.2.8	Perceptions of Principals related to Issues and Challenges in School Inspection	135
4.3.1	Perceptions of the teachers related to satisfaction of school inspection	136
4.3.2	Perceptions of the teachers related to Preparation of school inspection	138
4.3.3	Perceptions of the teachers related to curricular and co-curricular activities in the school	139

4.3.4	Perceptions of the teachers related to Proficiency of the School Inspectors	141
4.3.5	Perceptions of the teachers related to Feedback provided to the school by the inspecting team	142
4.3.6	Perceptions of the teachers related to Impact of Inspection on School Development	143
4.3.7	Perceptions of the teachers related to Issues and Challenges in School Inspection	145
4.4.1	Perceptions of the Principals and Teachers on the Inspection outcomes as catalyst for change.	146
4.5.	Perceptions of Teachers and Principals on Overall School Inspection	148
4.6	Analysis and Interpretation of Qualitative Data	149
4.6.1	Satisfaction with school inspection	149
4.6.2	Preparation of school inspection	150
4.6.3	Inspection of curricular and co-curricular activities in the school	150
4.6.4	Proficiency of the School Inspectors	151
4.6.5	Feedback provided to the school by the inspecting team	152
4.6.6	Impact of Inspection on School Development	153
4.7	Issues and challenges faced by the Beneficiaries	155
4.7.1	Issues and challenges faced by the school Principals of MSBSHSE related to school inspection.	155
4.7.2	Issues and challenges faced by the school teachers of MSBSHSE related to school inspection	157

4.8.	Issues and challenges faced by the school Inspectorates	159
CHAPTER-5 FINDINGS AND DISCUSSION		162-181
5.0	Introduction	162
5.1	Major findings of the study	162
5.2	Principal's perception related to Quality Assurance for school improvement	166
5.3	Teacher's perception related to Quality Assurance for school improvement	167
5.4	Issues and challenges faced by functionaries and beneficiaries during school inspection in Nasik District	169
5.5	Recommendations of the Principals and the teachers on School Inspection for school improvement	171
5.6	Recommendations of functionaries related to School Inspection for school improvement	174
5.7	Discussion	175
5.8	Conclusion	180
CHAPTER-6 SUMMARY AND CONCLUSION		182-229
6.0	Introduction	182
6.1	Purpose of the Study	184
6.2	Quality in Education	185
6.3	Quality Assurance in Education	187
6.4	School Inspection	190
6.4.1	Aims of Inspection	190

6.4.2	Areas of School Inspection	191
6.4.3	Modern concept of Educational Inspection	192
6.5	Reviews of related literature	193
6.6	Rationale of the study	198
6.7	Research Questions	200
6.8	Statement of the Problem	200
6.9	Objectives of the Study	201
6.10	Operational definitions of the term used	201
6.11	Delimitation of the study	201
6.12	Methodology	202
6.13.1	Population of the study	202
6.13.2	Sample of the Study	202
6.13.3	Research Tools and Techniques for data collection	203
6.13.3.1	Content analysis of the relevant reports on quality assurance published by MSBSHSE	203
6.13.3.2	Questionnaire for Principals	204
6.13.3.3	Questionnaire for teachers	204
6.13.3.4	Interview Schedule	205
6.13.3.5	Participant Observation	205
6.13.3.6	Focused group discussion	206
6.13.3.7	Procedure for data collection	206
6.13.3.8	Procedure for data Analysis	207
6.14	Major Findings of the study	209
6.14.1	Perceptions of the Principals related to Quality Assurance for school	213

	improvement	
6.14.2	Perceptions of the teachers related to Quality Assurance for school improvement	214
6.15.	Issues and challenges faced by functionaries and beneficiaries during school inspection in Nasik District.	216
6.15.1	Recommendations of the Principals and the teachers on School Inspection for school improvement	218
6.15.2	Recommendations of functionaries related to School Inspection for school improvement	221
6.16	Discussion	222
6.17	Implications of the study	226
6.18	Suggestions for the further study	228
6.19	Concluding thought	229
BIBLIOGRAPHY		
APPENDICES		