

### 2.0 Introduction:

The literature review is a critical discussion and summary of literature that is of 'general' and 'specialized' relevance to the particular area and topic of the research problem.

The chief purpose of review of related literature is to thoroughly examine the corpus of theory that has accumulated with regards to an issue, problem or phenomenon. The theoretical literature review helps to find what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new body of knowledge. Often this form is used to establish that current theories are inadequate for explaining the research problems. The literature review is important because 1. It describes how the proposed research is related to prior researches conducted in the relevant field. 2. It shows the originality and relevance of your research problem. 3. It justifies proposed methodology by the researcher.

While reviewing the literature the researcher condenses, evaluates, synthesizes, and paraphrases the gist of outside sources in own words; through this process of winnowing. This enables the researcher to place the relevance of research conducted, in the larger context of what others researches have already done in the said topic in the past. The literature review helps the researcher to compare and contrast the historical context of the research as well as how the research being conducted is different or original from what others have done, shedding light on the rationale why you need to do this particular research.

A literature review can take various forms: such as argumentative review, integrative review, historical review, methodological review, systematic review, and theoretical review. An argumentative review is written to present an opposing view to a given

position. An integrative review is composed of examinations and critical analysis on a given topic to introduce a need for a new research, while a historical review will assess all the historical records of scholarship chronologically and methodological review examines the research methods alone, collection of data, their critical analysis, interpretation, and research results. Thus, to thoroughly address the topic and to understand the respective trends and gaps, methodology used for conducting the study and the commonalities and differences among the various studies, the researcher reviewed the literature.

Researcher has reviewed relevant studies conducted in the area of Quality Assurance practices in primary and Secondary schools of India and abroad. Literature for this review was collected from searches on several databases, Educational Research Abstracts (ERA), ERIC, Pro Quest, UNESCO, Maharashtra state Board of Secondary and Higher Secondary Education, Shodhganga, Springer link, Sage publication were found to be very useful websites. The review was collected from Smt. Hansa Mehta Library resources. The research abstracts in three volumes (available in the website [www.educationindia.net](http://www.educationindia.net)) prepared by the Centre for Advance Study in Education library, The M.S.University of Baroda, Vadodara and Research Abstracts (2<sup>nd</sup>,4<sup>th</sup>,5<sup>th</sup>&6<sup>th</sup>) research survey. The reviews were also collected from the libraries of National council of Educational Research and Training, New Delhi and National University of Educational Planning and Administration, New Delhi; University of Pune and Indian Institute of Education, Pune.

In the present study the researcher has categorized the reviews under following headings:

- 1 External Quality Assurance Mechanism
- 2 Internal Quality Assurance Mechanisms
- 3 Quality Assurance Mechanism- Models of different countries

A literature review in any field is essential as it offers a comprehensive overview and recapitulation on the given scholarship from past to present, it gives a sense of focus as to which direction new research is headed.

The reviewed studies are presented as follows:

### **2.1 Studies related to External Quality Assurance Mechanism**

The researcher has reviewed the studies related to external quality assurance mechanism at primary and Secondary schools in India and abroad. These reviews are chronologically presented below.

**Padhya (1956)** studied on the duties and responsibilities of the DEO in Bombay state. It was historical as well as a normative survey. The objectives of the study were, to study the brief history of inspection system from introduction to the present time, duties and responsibilities of the inspectors as stated in the government rules, to study the work of inspection and to study the responsibilities of the inspectors from the view of teachers and principals. Data was analysed qualitatively. The findings of the study were, generally education inspectors have no new ideas and planning when they go to inspect the schools, registers and records and accounts are checked by the clerk, Educational inspectors held staff meetings and discuss the question of common interest, the Educational Inspectors have no contact with the students, the Educational Inspectors should study local conditions of the areas where the schools are situated.

**Trivedi (1965)** conducted a study on the critical enquiry into the Secondary school inspection system in India. The objectives of the study were, to examine critically the evaluation of the inspection system of the Secondary schools in India, to discover strength of all the system which could either be retained in the present form or reshaped in keeping with the growing needs of the fast developing Secondary schools in India, to diagnose the short comings of the present inspection system critically, the present methods and procedures of inspection and to suggest reforms there on, to make suggestions for the needed reorganization of administrative machinery of school inspection, to indicate ways and means to remove or lessen the present inadequacy of the inspecting staff. The inspection process of 15 states was studied by the researcher. He found out that inspection being an important process has to be analyzed critically. Pedagogy should be given more importance and inspectors should be more qualified and with high competence.

**National Council of Education and Research Training (1969)** A project was undertaken by NCERT New Delhi, to study the existing position and to suggest the measures for improving supervision and inspection in the country. 12 states of the country were selected for the survey. The objectives of the study were, to study the present position and of supervision and inspection in the country and to suggest measures for improvement. To analyze the various practices leading to the involvement of educational staff in non-educational work such as enquires, distribution of teachers, salaries etc. and to study the nature and magnitude of the disputes between teachers and management and suggest measures for setting up suitable arrangements for dealing with the problem in education on the dynamic nature of which depends the very quality of education at the school level. If the qualitative improvement has got to be in terms of better instruction of which one of the most important part is inspection and supervision

so the state government should pay ever increasing attention to the important aspect of education. The group suggested that supervision and inspection should structurally strengthen through more liberal allocations; there is also a need for experimentation to improve the quality of supervision and inspection. They also suggested that there should be development in evaluative criteria and evaluation instruments for inspection and supervision. They feel that the follow up of inspection should be strengthened. Special recruitment and training program should be held for the inspectors.

**Gadgil (1976)** conducted a study on evaluation of concept and practices of inspection and supervision of Secondary schools of Maharashtra. During the period 1885-1947, encouragement to private enterprise resulted in more inspection. The major findings of the study were that the pre-service training and evaluation of teachers, inspection and guidance were strengthened from 1865 since when system of grants based on results had obtained Independence brought about a change of attitude, security and stability. It stepped up expansion but lowered the standard of inspection and supervision. The District Education Inspectors were assigned responsibilities in Zillah Parishads. Selection and appointment of District Educational Inspectors was not satisfactory. They lacked experience insight and vision and did not gain command and respect. The existing form for inspection report was introduced in 1918 and no modification has been made so far, to incorporate changes in curricular, syllabus etc.

**Rajmammal(1981)** conducted a, study on Inspection and Supervision Practices at Secondary School stage in Tamil Nadu. It was the combination of historical, descriptive and experimental research. Questionnaire, interviews were the techniques used. The objectives of the study were, to analyze Tamil Nadu inspection code, the grant-in aid code and educational rules with a view of finding out the expected role of Secondary School Inspection, to study the inspection proforma used in state to evaluate Secondary

Schools and analyze a sample of inspection report of the Secondary Schools in the state for the year 1979-80, to study the expectations of inspecting officers, headmasters and teachers of Secondary School regarding the present inspection practice, to develop an instrument for the evaluation of Secondary Schools. The major findings of the study were that Specific instructions regarding the inspection of functional aspects of the school programs were not given in the code manuals. Inspection depended largely upon the subjective views and observations of the inspecting officers because the Performa was not comprehensive and objective. Inspecting officers were considerate that the procedures adopted for the supervision of audio-visual aids and school community relationship was inadequate.

**Kulkarni (1982)** conducted a study on the Inspection and Supervision of Primary Schools in Maharashtra with special reference to Marathwada region, at Pune University. He found out that there were no systematic procedures for inspecting officers. The inspection officers were overloaded with administrative work. Very few (8.5 percent) inspecting officers had post graduate qualifications. Inspecting officers, generally observed the teaching methods of teachers, teaching aid prepared by teachers, schools administration, school discipline and educational projects undertaken by the schools, if any. About 42 percent of the inspecting officers called parents' meeting and discussed the problems of academic progress of pupils, attendance of pupils, and their health, discipline and habits etc. About 78 percent of teachers reported that, inspecting officers did not provide individual guidance.

**National University of Educational Planning and Administration (1986)** conducted a project in four states of India. Objectives of the study were to find out the strengths and weaknesses of the system, practices and performa of inspection followed by the states covered by the sample study to suggest ways and means by which weaknesses

could be removed and modern concepts introduced so that the quality of education is raised. The major findings of the study were that inspection has a very strong base in its traditions; it has its own well defined purposes and methods. The structured form of the inspection report enables the inspecting officers to look into all the relevant aspects of the functioning of the schools. Inspection system is control-oriented rather than service oriented and the inspectorates were mostly out of touch with their 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. Being very much preoccupied with duties other than academics most of the time; the inspectors find it difficult to keep themselves abreast with the latest developments in the academic field. According to the survey, inspection is still an administrative ritual, inspectors should pay more emphasis on classroom observations, follow up after inspection is also an important aspect which is many times neglected by the inspectorates.

**Mohanty (1986)** conducted a study of pattern and problems of administration and supervision of primary schools in Orissa at Utkal university. The objectives of the study were to identify different kinds of problems faced by the educational officers in the field of administration. To analyse the problems with the help of data received from educational administrators and supervisors at different levels of primary education. To locate possible sources and institutions in the field of school education which can contribute to the administrative and supervisory services for a better teaching-learning process in primary education of the state and to suggest remedies taking into account the present service condition of the supervisors and their views. He found out that Supervision was to be separated from administration, particularly at the grass root level, so that such inspectors will be free to look at the academic growth of the teachers. Sub-

inspectors of the schools were to be brought back from Panchyati Raj, to the control of the District Inspectors of School and be free from any Para-and non-academic work.

**Sangtam (May, 1996)** conducted a study on inspection and supervision of elementary schools in Tuensang district of Nagaland. Objectives of the study were to find out the strengths and weaknesses of the present inspection system in Nagaland, to study the practices and performance of inspection in various districts of the state and to suggest ways by which weaknesses can be removed. Also needs of improving inspection and supervision of elementary school to raise quality and standards. Major findings of the study were that the inspecting officers themselves are to function both as academician and administrator. Therefore, they are faced with both academic as well as administrative problems; the power given to the inspectors was very much limited. The district had large number of untrained teachers. Though the government tried to encourage them by giving those incentives but very few teachers were interested to attend training arranged by the department. There is no statistical cell in the district inspectorate and in absence of such a cell at district level data for educational purposes like enrolment, number of institution cannot be available for formulation of educational plans. The inspector of schools being in charge of administration and supervision are to engage themselves in various non-academic activities than that of their academic works. The educational inspectors face the communication problems due to ill developed transport system on account of hilly terrain of the district. Though the government of Nagaland has provisions for panel inspections, except science supervisor, no other subject experts are posted in the district. So there is no panel inspection in the district.

**Govinda and Shahjahan (1999)** conducted a study as a part of project of a series on trends in school supervision, which accompanies the implementation of a project on

## REVIEW OF THE RELATED LITERATURE

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Improving teacher supervision and support service for basic education. The project was conducted in GSS schools which are called as the organization for extending support. The focus of the project was on external supervision and inspection, advisers and counselors. The objectives of the study were to study the major trends of supervision in Bangladesh, to study the extent to which the supervision and support services had a positive impact on the quality of teaching learning processes in schools and to study the major innovations mainly with respect to supervision in Bangladesh. The major findings of the study were that the teachers of GSS schools were highly motivated as they asked the help from supervisors with regard to teaching aids and educational materials. The supervisors visit each school 2-4 days per week. The teachers pointed out that the roles and functions of school supervisors were well designed and useful, as they communicated with the head office, regional training centers and at the same time they worked in the schools and helped the teachers. Consequently, the teachers did not perceive supervisors as an outside authority coming to inspect and find faults, but as someone who is directly concerned with guiding the teachers and improving their performance. This approach had helped to raise the confidence of the teachers and has also created a feeling of security that there was someone to rely upon.

**Sharma (2000)** Studied on the Management, supervision and Community Participation in Alternative Schools (AS) and its impact on Learners' Achievement. The objectives of the study were to find out the general profile of Alternative Schools, to assess the efficacy of decentralized planning and management system at local, sub-district and district level., to study the supervision and monitoring system existing in alternative schools, to find out the general profile and perception of teachers/supervisors about the quality and appropriateness of support from academic and

managerial structure(DIET, DPO, BRC and Resource Groups).To critically comment on the role of supervisory personnel involved at various levels, to find out the role of the community members with respect to effective school Management to comment on the process of decision making and management skills of community members, teachers and supervisors, to comment critically on the quality level education provided in the Alternative Schools, to identify the problems faced by project functionaries, teachers and communities in program implementation, if any and to give suggestions for further improvement. Two tribal (Shahdol and Dhar) and two non-tribal (Satna and Ratlam) districts were selected for the study.

Findings of the study were, Systematic reforms and the community based initiatives have begun to make their impact at the level of the school, classroom, village and the community. The increased provision of primary schooling in un-served habitations, appointment of local teachers, community participation in school management, and reforms geared towards improved academic environment of children in classroom have succeeded in increasing participation rates, narrowing gender and tribal gaps and arousing the interest and enthusiasm of children to learn and participate in classroom activities. Those denied the opportunity of primary schooling due to long distance, poor social and economic status combined with illiteracy of their parents are now provided with some of the best opportunities that a system can provide for quality of education. Schools even in the remotest areas were functioning, children were enrolled and attending schools, teachers were regular, well trained and motivated, structures and institutions were providing academic and resource support, teaching and learning activities were changing, children were enthusiastic and keen to learn. There was a evidence of effective change in classroom processes and practices. There was a definite

change in the authority and power structure that facilitate decentralized management. The local people had created the necessary conditions and structures for encouraging local level planning and management procedures for community participation were institutionalized. Effective supervision and support systems were clearly visible in the field. Attainment level of the children had been found encouraging pedagogical renewal processes.

**More (2001)** studied educational supervision in primary schools of Vadodara Municipal Corporation (VMC). The objectives of the study were to study the management structure and functions of Education Board of VMC. To study the existing practices of educational supervision in VMC, to find out opinions of the principals on VMC supervision and to suggest ways and means in which effective supervision can be done in the primary schools of VMC. Vadodara school administration is distributed in three zones. 5 schools from each zone were selected as the sample for the study. i.e. 15 schools and 15 principals of each school from Vadodara city were decided as the sample for the study. Content analysis of the documents and questionnaires for the principals and supervisors were used as tools for data collection. Data was analyzed qualitatively. The major findings of the study were that supervisor had a very less power as compared to the administrator, supervisors were burdened with extra administrative work, most of the supervisors were not able to visit all the classes of the school during their visit due to lack of time. Supervisors' qualification and experiences had no significant impact on their supervision; the academic guidance provided by supervisors was not so beneficial to the teachers, students and parents. The supervisors' relationship with school members was found to be good. Principals of VMC schools opine that

certain skills and managerial competencies were required for VMC supervisors to make their visit effective.

**Kalpande (2003)** conducted the research on Administration in Maharashtra State with special reference to the role of the extension officers in the administration of elementary education. He investigated the problems faced by the extension officers in the administration of elementary education at the Block level in Maharashtra. The main objectives of the study was to diagnose the original structure of the education department at the block level in Maharashtra State with special reference to the role of the extension officers to examine the various factors which motivate, inspire, and influence the education extension officers, to find out the organizational climate of the education department at the Block level in Maharashtra as viewed by the education extension officers, to recommend some suggestions and means by which weakness in Block level education administration in respect of role specifications, work motivation and organizational climate of education officers, can be removed. He adopted the Getzel's Model of social systems to investigate the problem of 'transforming mechanism.' The three major aspects were selected for the purpose of study namely institutional, individual and informal elements. For the purpose of the study six districts were selected from the seven educational administrative divisions of Maharashtra. 209 education extension officers of the six districts were studied. In order to collect information senior officers were interviewed in different departments of education. Interviews of the primary teachers were also taken to collect the data. The data was collected by conducting interviews, questionnaire and examination of the official records.

Major findings of the study were that the education extension officers worked in a professionally impoverished climate. As their roles were not adequately defined and

explored, their roles and kind of work often resulted in conflict. It was observed that the education extension officers were interested to work as ‘inspectors’ not as ‘Extension worker’ and their work was not ‘control-oriented but development oriented.” The Block development officers virtually exercised their control on education extension officers.

**Sheeran (2003)** conducted a case study on School inspection and school improvement. Objective of the study was exploring the inspection process in Northern Ireland and describing its perceived contribution to school improvement. The study was conducted using a qualitative approach methodology, based on semi-structured interviews which focused on issues which were identified by staff and which arose as the study evolved. There was also document analysis of governmental and school publications which provided contextual information and aided understanding of the topics under discussion and their development. The results of the study include recommendations and conclusions relating to both Knocknagoney Primary School and the inspection system in general. In particular, within the confines of current inspectorial practice, the research will draw upon the experiences gained during the Focused Inspection of Knocknagoney Primary school to consider the potential benefits of employing an alternative mode of inspection, namely the Quality Assurance Inspection. In simplistic terms, this method of inspection enables schools to work with the Inspectorate to agree upon those areas of school life to be inspected and also on the timing of the inspection.

**Khedkar (2008)** The present study is conducted in the Secondary schools of Vadodara city, Gujarat to study the effectiveness of inspection and also to study whether it helps in improving the quality of education in Secondary schools. Objectives of the study were, to analyze various aspects and areas covered in inspection, to check authenticity of different teaching methods. To check the effectiveness of inspection procedures, to

study the opinion of the functionaries concerned with present study, to study the present problems or constraints faced by inspection authorities. Survey was conducted by the researcher. Questionnaires were given to the inspectors, Principals and the teachers of the schools. Majority of the inspectors were of the opinion that the work load given to them for school inspection was very high and therefore they were not able to give proper justice to their work. Some inspectors opine that the area which they had to cover was very large for their work. Most of the principals were of the opinion that the inspection should be more than once in a year so that, it can serve the purpose. Most of the principals opined that instead of administrative aspect, academic aspects should be given more importance. Most of the teachers were nervous that the inspectors were not providing proper feedback to them and had a very less scope for direct interaction. Lastly some teachers clearly expressed that the authoritarian behavior of the educational inspectors should not be there.

**Thapa (2010)** studied inspection practices in the Secondary Schools of Vadodara city. The objectives were to study the academic and administrative practices of inspection in secondary schools, to identify the barriers in the inspection system and suggest measures for the improvement of secondary school inspection system. The sample of the study was 22 English and Gujarati grant-in-aid Secondary schools. The tools and techniques were questionnaire, semi-structured interviews. The findings of the study were that the inspection today is not the fault-finders. They behave politely and are less authoritarian with the passage of time there isn't any change found in the area of administrative inspection of the schools, the workload of inspectors have increased in the recent years to a large extend, It was suggested that there should be use of modern equipment like computers, internet even during the inspection.

**Mangena (1985)** had studied on the pedagogical significance of supervision and inspection in black Secondary schools with special reference to KaNgwane. The purpose of this research was to determine the pedagogical significance of supervision and inspection as professional services offered to Black Secondary schools with special reference to KaNgwane. This research revealed that there was inadequate consideration of objectives and procedures in the administration of supervision and inspection in KaNgwane. This implies that there was a great need for improvement of the current supervisory and inspection procedures. Application of the scientific management procedures, such as 'Supervision and Inspection by Objectives (SIBO), had better chances of improving the quality of education than a haphazard approach devoid of clear objectives.

**Wilcox (March 2000)** had a survey for "Making School inspection visits effective The English experience", had a Project on improving teacher supervision and support services for basic education. The project, which began in 1996, is one the main research components of the institute's medium term plan 1996-2001. This study was to provide a critical examination of the nature of inspection and to identify a rigorous inspection approach which can have beneficial impacts on the school. The recruitment and selection procedure for an inspector therefore becomes a crucial issue. Major findings of the study were, in most of the countries inspectors were recruited on the basis of seniority that had very low formal academic qualifications. So these inspectorates must be well qualified, so they must be given suitable in-service training with special emphasis on educational evaluation and assessment. Some 'Code of Conduct' is essential for inspectorate. The skills of inspection once acquired should be periodically assessed, resulting where necessary in further training. Good inspector should have appropriate qualifications. Recruitment process for inspectors become crucial and

needs careful consideration and these inspectorates should be given suitable in-service training with special emphasis on educational evaluation and assessment.

**Moutákis (2004)** conducted a case study to inquire into the problem of quality assurance strategies in schools. The objectives of the study was to understand the meaning of quality assurance with the help of equity, excellence, inclusion, in the context of value for money, and quality teaching and learning by qualified and caring staff. The researcher has introduced how school system works in Sweden at different levels, and then use English schools to contrast and compare. A juxtaposition of literature from the two countries, and from the USA, throws an additional light on similarities and differences in their approach to quality assurance.

The researcher has interviewed seven persons in Sweden and in England: three head teachers, three deputy head teachers and one senior manager. The major findings were Quality review covers the goals we have, how we intend to reach them and how we did or did not reach those goals. An annual report is written and sent to the local politicians. The researcher reflected that related to Swedish school teachers they only responded that Quality Assurance practices were good and helpful in daily practices but the Head teachers of the English school answered differently as OFSTED has published documents on every aspect of school effectiveness. But the National Agency for Education, and the Swedish National Agency for School Improvement formed in 2003; gave Swedish head teachers little support in their work to raise standards. Two of the English but none of the Swedish interviewees described in detail how they use QA systems. The Swedish National Audit Office, SNAO, has just published its inspection report on how the State and the authorities have fulfilled their obligations, since the goal-related grading system was introduced in 1994. SNAO states, that grades were not equivalent all over the country, and that this fact has negative consequences. The

National Agency for Education and the Swedish National Agency for School Improvement are responsible. Teachers and head teachers did not get enough support and training, and the authorities did not follow-up and control adequately. It is difficult for the State to use the grades as instruments to follow-up and govern the decentralized school.

**Wanzare (2006)** had done a case study on Kenya School inspection, Rethinking School Inspection in the third world. The study mainly examined some of the problems that frustrate inspection of school in Kenya and provided alternative strategies for improving the practice of school inspection. The major findings of the study were that there were numerous deficiencies in the practice of school inspection in Kenya. Particularly the important fact is that the school inspectors themselves are poorly supported and trained and that teachers have virtually no input into the inspection process though the government has tried to initiate change in the system of inspection by introducing a hand book. So the nature of inspection in Kenya must undergo substantial change consistently with those in other areas of educational policy development and implementation.

**Idumu (2007)** studied on the Attitudes of Secondary School Teachers towards the roles of Quality Assurance and Standards Officers in Turkana District of Kenya. The main purpose of this study was to establish the attitude of Secondary school teachers towards the role of Quality Assurance & Standards Officers in Turkana District with a view of suggesting ways of making inspection more efficient. The research found out that unlike in the past, majority of Secondary school teachers had an improved attitude towards assessment, supervision and QASOs. It was also established that teachers had moved away from fear of supervision and assessment to embracing these activities as complementary means of ensuring quality and efficiency in

instructional process. The study recommended that other than involving teachers and QASOs, the government should devise a way of involving parents and students in school assessment process as well.

**Watsulu and Simatwa (2011)** conducted a study on Quality education in Secondary schools in Kenya. The purpose of this study was to investigate the opportunities and challenges for the Directorate of Quality Assurance and Standards in its endeavour to ensure quality education in Secondary school education in Kakamega central district. This study was based on a conceptual framework showing opportunities and challenges for the Directorate of Quality Assurance and Standards in the enhancement of quality education in Secondary education. This study used descriptive survey design. The Directorate of Quality Assurance and Standards had many opportunities such as financial records and observation of teachers in class to enhance quality education. The challenges faced in enhancing quality education included lack of co-operation from some teachers and incidents of unavailability of finance records. The study concluded that schools were not assessed as many times as required although the Directorate of Quality Assurance and Standards had many opportunities. Many challenges were faced in the process of assessing schools and the coping strategies included adherence to professional ethics. The study recommended that schools should be assessed at least once in every three years. Teachers and head teachers should be in serviced to change their attitudes towards the Directorate of Quality Assurance and Standards and see them as custodians of quality education with whom they have to team up to improve results in the district. Head teachers should ensure that teachers implement the curriculum as per the government expectations and prepare and use lesson plans, set targets and keep records of work. The government should ensure that all the schools in the district are accessible and provide the Directorate of Quality Assurance and Standards with

sufficient means of transport to enable them access the schools. Quality assurance and standards officers should be more effective in carrying out their duties in schools by giving feedback on time and using a collegial approach in their sharing with the teachers.

**Okumbe and Joshua (2012)** studied the effectiveness of supervision and inspection in selected Secondary schools in Kiambu district of Kenya. The purpose of this study was to determine the Effectiveness of Supervision in selected Secondary Schools in Kiambu District, Central Province, Kenya. The research findings showed that 90.5 per cent of the teachers who took part in this study were professionally trained graduates. A majority of the teachers (83.3 percent) looked at the supervisor/inspector as an autocratic person who determined what teachers should teach, made sure that the teachers actually taught what they were supposed to teach and rewarded or penalized the teachers in accordance with their performance. All the responding teachers indicated that the inspectorate did not seem to play its supervisory roles effectively. 40 percent of the teachers indicated that they had neither benefited from supervision by the inspectors or the head teachers. The research findings showed that 2 schools out of the 8 schools in this study had not been inspected at all since they were founded. It was also found that some of the schools were last inspected as many as 17 years ago. The research findings further showed that the inspectors neither held demonstration classes nor informed the teachers about these visits. It was also evident that the inspectors performed other activities, which were neither instructional nor curricular in nature during their visits to schools, the head teachers tended to perform administrative supervisory activities more frequently than, say, the curricular supervisory duties. The Kenya Education Staff Institute (K.E.S.I.) and the Kenya Secondary School Heads Association were

the only two bodies that seemed to organize some form of in-service courses and conduct seminars for the Secondary school head teachers. It was recommended that the supervisors/inspectors should be well trained in the techniques of supervision and, if possible, be encouraged to work for higher specialized courses or degrees in supervision. It was also recommended that inspectorial and supervisory duties be conceptually separated to afford the inspectors and supervisors enough time and insight into effective performance of these duties. The two duties, however, need not be performed by different individuals. It was further recommended that the head teachers undergo thorough training in educational administration and be constantly in-serviced to keep them abreast of the emerging supervisory techniques. It was recommended as well, that the relevant educational bodies, among which are the Kenya Education Staff Institute (K.E.S.I.), the Universities, the Kenya National Union of Teachers (K.N.U.T.) work jointly to provide both the personnel and funds required for launching effective supervisory programs.

**Olufunke and Joseph (2012)** conducted a study on Quality Assurance And Effectiveness Of Lagos State Junior Secondary Schools. The study examined the effect of Quality Assurance on the Effectiveness of Lagos State Junior Secondary Schools. The factors of effectiveness that were considered included teachers' input, school leadership and learning environment. A stratified sample of 30 schools was selected from a population of 313 from the six Education Districts of the state on an equal basis of five schools from each district. From each of the sample schools were also selected 30 teachers, again on stratification based on gender, qualification and experience. A questionnaire was designed for the study to collect pertinent data 900 copies of which were administered but 868 or 96.4% of which were returned. The questionnaire was subjected to a test of face validity and test-retest reliability. The reliability coefficient

was found to be 0.76. The collected data were then subjected to chi -square analysis and in accordance with the hypotheses generated to guide the study. Results of the analyses indicated that quality assurance had a significant effect on each of teachers' input and school leadership but not on learning environment. Based on the findings, recommendations were made to the effect that quality assurance should be intensified and possibly private participation in the practice should be encouraged.

**Adewale and Adeleke( June, 2014)**conducted a study on School Inspection and Supervision Effects in Public Secondary Schools in Ogun State, Nigeria. The authors investigated the supervisory practices, interpersonal relationship between supervising officers and teachers, availability and functionality of inspectors, monitors, secretaries and supervisors from ministry of education, teaching service commission. The objectives of the study were to measure effectiveness of instructional supervision by educational inspectors and zonal secretaries, to find out if good interpersonal relations exist between teachers and education inspectors, zonal secretaries in the state public Secondary schools ,to find out the frequency level of education inspectors zonal secretaries' visit to school for instructional supervision to ascertain if education inspectors have portfolio documents for professional growth of teachers. The major findings of the study were that most rural areas were less visited, this might be as a result of transportation difficulties encountered .Spending a quite periods of time in a classroom observing teachers revealed areas of weakness and steady usage of instructional materials and develop good teaching skills because any time, the external supervisors were around.

### **2.2 Studies related to Internal Quality Assurance Mechanism**

The researcher studied the internal Quality Assurance mechanism in the primary and Secondary school of India and abroad. Internal Quality Assurance mechanism is related

to students' performance, teachers' performance, and teacher's professional development, Role of supervisors in the school and Role of Principal as a leader for assuring quality in education.

The reviews are presented below:

**Kutsyuruba (2003)** conducted a study on instructional supervision: Perceptions of Canadian and Ukrainian Beginning high-school teachers. The purpose of the study was to examine teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in Canadian and Ukrainian high schools. The study was based on the belief that the supervisory process should be a collaborative effort reflecting the professional concerns of the individual teacher. The qualitative data was obtained through the use of semi-structured interviews that incorporated open-ended questions. Interviews were conducted with four of the survey respondents in each country. Participants' responses were analyzed according to the research questions and recurring themes. The findings revealed that in both countries in the beginning teachers desired more frequent use of supervision that meets their individual professional needs. A choice in supervisory approaches, better planning, and active involvement in decision making process regarding the supervisory practices were viewed as being beneficial for them. Beginning teachers advocated a need for supervision that promotes trust and collaboration, and that provides them with support, advice, and help. Respondents advocated supervision that is closely connected to professional development. They expressed the desire to grow professionally and improve their instruction in order to provide quality education for students.

**Elkow (2005)** conducted on Supervision Practices Promoting Continuous, Self-directed Professional Growth and Quality Performance among Educational Personnel

in the School Context. The major objective of the study was to provide grounding in current educational thought in the area of educational supervision, and explore the beliefs, attitudes, and actions of school-based educational personnel toward supervision, professional growth, and quality performance. The findings identified a number of factors that have substantial influence on the commitment and success of school-based educational personnel in continuous, self-directed professional growth and quality performance. These factors can be categorized under three major headings: perceptions of supervision (i.e., continuing controversy about the definition of supervision and its primary purpose in the educational context, and continuing links between supervision and evaluation that fuel generally negative perceptions about supervision; organization culture (i.e., provincial, district, and school site policies and practices); and teacher and principal beliefs, attitudes, and behaviors as professionals and about supervision.

**Akhtar (2006)** conducted a study on the quality assurance in Secondary education program of Bangladesh Open University. The objectives of study were to assess the quality programs to identify the challenges of quality assurance in Secondary schools and to explore the area of improvement to meet the challenges of quality. The major findings of the study were as the open school of Bangladesh open university was presently imparting two educational programs namely SSC and HSC. These programs were basically providing an excellent opportunity of continuation providing an excellent to those who were either dropped out from basic education program both in formal and informal sectors. Thus, the opportunity should be given to the students complete their education with competence. However, technology should be used at distance mode in such a way as to promote them as potential workforce in the society. Opportunities should be encouraged to determine quality assurance in distance

education and evaluate faculty teaching at distant level. Pedagogical process should be transformed so that all students may receive quality education. Finally, administration of distance education has a wider scope flexibility to innovate an exceptional something. Their potentiality, promptness in decision making and pragmatic actions could ensure the quality programs.

**Ekundayo and Tilehi (2006)** studied on Administering Secondary Schools in Nigeria for quality output in 21st century considering it as the Principals' challenge. This study examined the outputs from the Secondary school system in Nigeria and concluded that they were of poor quality. The poor quality, however, had been linked with the numerous problems be devilling the system, such as inadequate funding, inadequate facilities, low morale of staff, poor supervision of schools and frequent changes in policies. The study further examined the roles of the principal who serves as the fulcrum of education reform process, keeping a delicate balance between the often-conflicting pressures coming from teachers, community, the education administrators and the government. Based on the findings of this study, the following recommendations were made: the modern-day school principals should be knowledgeable, professionally and administratively competent, as well as resourceful so as to complement the efforts of the government towards achieving the goals of the schools. Government should make provision for sponsoring principals to organize conferences for them, to serve as a means for professional growth as well as incentives to the principals. Again, government should refrain from frequent changes in educational policies as policies which are ambiguous with marked difference from the existing ones may leave school principals confused.

**Pour and Yeshodhara (2009)** conducted a study on Total Quality Management (Tqm) In Education, the perception of Secondary School Teachers in Mysore city. It is an attempt to understand how these perceptions vary by demographic variable such as, gender & subject specialization (Arts and Sciences). The objectives of the study were to study the level of perception of Secondary school teachers in Mysore city regarding TQM in education., to study the difference between Male and Female Secondary school teachers in the level of perception regarding TQM in education, to study the difference between Arts and Science Secondary school teachers in the level of perception regarding TQM in education. Significant difference was found between male and female teachers in the perception of total quality management. Female teachers had higher mean score than male teachers. There is no significant difference between Arts and Sciences Secondary school teachers in the perception of TQM in education.

**Farooq and Chaudhry (2011)** conducted a study on Factors affecting students' quality of academic performance: a case of Secondary school level. This study was conducted to examine different factors influencing the academic performance of Secondary school students in a metropolitan city of Pakistan. Standard t-test and ANOVA were applied to investigate the effect of different factors on students' achievement. The results of the study revealed that socio-economic status (SES) and parents' education had a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level. It was very interesting that parents' education means more than their occupation in relation to their children's academic performance at school. It was found that girls perform better than the male students.

**Tyagi (2011)** studied academic supervision in Secondary Schools, School-based approach for quality management. The study was based on a comparative study of selected government, private and private-aided senior Secondary schools in Delhi, Chhattisgarh and Uttarakhand. The study considered how academic supervision and support by educational authorities helped improve in teaching- learning process and the professional development of teachers. The main objective of the study was how heads of government and private-aided institutions feel it necessary to place emphasis on providing instructional supervision. The major findings of the study were the effective instructional leadership by heads of institutions encouraged teachers to collaborate and be involved in school-based professional development activities; it also suggested various measures for strengthening the efforts of the head of government and private-aided institutions in the light of the lack of academic support from educational authorities.

**Mobegi and Ondigi (2011)** studied on coping with quality assurance challenges faced by Secondary schools head teachers in Gucha district, Kenya. The purpose of the study was to examine ways on how head teachers can cope with these challenges in order to provide quality education. The study also investigated possible opportunities at the disposal of head-teachers which could be utilized for the improvement of quality education. The findings of the study showed that head teachers employed untrained teachers to cover up for teachers' shortages, devised school income generating projects to improve on financial problems and improvised science facilities. The researchers concluded that ways of coping with the challenges faced by head-teachers were inadequate and insufficient for provision of quality education. The researchers recommended that school head-teachers should step-up/ improve fee collection so that they do not involve themselves in borrowing of finance and purchasing items on credit.

They should also provide adequate and comprehensive information to financial sources, for example constituency development fund (CDF) and government bursaries so that the needy cases are adequately covered. Given the expansive and productive land in most schools, the study recommends that head-teachers should embark on horticultural farming where fast maturing farm products are produced to generate cumulatively more money and ensure self-sustenance of the schools in farm produce needs. Head-teachers needed support in form of finance, equipment, and facilities from the government and other stakeholders in order to improve the quality of education in their schools.

**Aveni and Adelabu (2012)** studied on Improving learning infrastructure and environment for sustainable quality assurance practice in secondary schools in Ondo state, Nigeria. The current study examined the state of learning environment and infrastructure, together with their effects on teaching and learning activities and the extent to which they are being maintained. The study revealed that teachers' perception of the quality of learning infrastructure and environment ranges from 41 to 60.5%, while the schools with inadequate quality range from 19 to 59%. This implies that the quality assurance practice is at the average level in Secondary schools. The study concluded that the school and other stakeholders in education should effectively collaborate and contribute significantly towards the development of learning infrastructure and environment, so as to create a more conducive working environment for a sustainable high-quality education assurance practices in Secondary schools.

**Jidamva (2012)** conducted a study on the understanding and Improving the Quality of Secondary School Education Conceptions among Teachers in Tanzania. This study dealt with secondary school teachers' conceptions on understanding and improving the quality of secondary school education in Tanzania. The main objective of the study was to

identify variations in conceptions about quality among teachers. Based on two research questions, an analysis of interviews yields the teachers' conceptions about understanding and improving the quality of secondary school education. The results showed that, teachers understand quality of education in their schools as meeting the aims of schools and society, as individuals' achievements and capabilities, as possessing competencies and as meeting the challenges of education. The conceptions identified were based on teachers' personal knowledge, the context of their work or the different circumstances found in their schools. Conceptions about the improvement of quality of Secondary schools comprised development of teacher motivation, school contexts, classroom practices, teacher knowledge and skills and instructional materials. The ambition of this study was to provide a platform for strategies on improving quality in Secondary school education. The result aims at offering deep insights into a selected group of teachers working under the same conditions as secondary school teachers in Tanzania.

### **2.3 Reviews of Country Specific Models on Quality Assurance Practice**

The researcher has studied the models of school inspection of some of the countries, those are described below.

#### **English Inspections: Ofsted**

England's inspectorate is the Office for Standards in Education, Children's Services, and Skills (Ofsted). It is created by Parliament in 1992 to replace a system in which inspectors were employed by local districts which is Led by Her Majesty's Chief Inspector .The inspectorates reports directly to Parliament rather than to the Department for Education.

School inspection reports are not submitted to Department for Education prior to publication. It provides Independence to inspect schools "without fear or favour"

#### **Process of Inspection**

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Most schools receive 1-2 days' notice prior to the inspection. Before the visit, the leader inspector examines available evidences; discusses emerging "inspection trails" with principal; develops working plan for team's visit. Inspections usually last 2 days

During visit, inspectors

- Observe classroom lessons
- Analyze student work
- Speak with students and staff members

They consider results of student and parent surveys, Classroom observations are "the most important source of evidence" Team decides best strategy for observations, but generally try to observe as many lessons as possible in 25- to 30-min observations to maximize number. The Whole-lesson is observed to investigate issue/subject. The Shadowing for group of students from lesson to lesson is done by the inspectors. According to the norms the inspectors must provide teacher with feedback if observe 20 minutes or longer. Inspectors grade various dimensions and "overall effectiveness" of a school on 4-point scale –Outstanding, Good, Satisfactory, Inadequate Notice to Improve and Special Measures. The inspectors will now grade only four dimensions in addition to overall effectiveness, Achievement of pupils, Quality of teaching, behavior and safety of pupils, Quality of school leadership and management. OFSTED publishes detailed framework describes types of evidence inspectors should consider, it also includes a separate rubric for each graded dimension .So 2009-11 framework included 27 rubrics! It has also published formal guidance for inspectors which publishes clear expectations and procedures providing transparency. So inspections are not perceived as unfair exercise. The detailed report should be given by the inspectors, but it should be written in the language that even audience can understand.

- **Each report includes**

1. Inspectors' grades for each dimension and for the school's overall effectiveness
2. Frank narratives discussing observed strengths and weaknesses in key areas
3. Parent questionnaire results
4. A letter to students from the lead inspector summarizing the inspection judgments and discussing next steps.
5. Specific priorities for improvement in key areas such as achievement, teaching, and leadership

If any school is graded as inadequate the inspectors have to visit the school many times in a year. The report after discussing with the principals, District Education Officers and Senior Officers is published on the website. The published data give you a steer on the inspection but don't drive the final judgments." The overall judgment is determined by the full range and weight of evidence about the quality of learning, past progress, and current progress. The main purpose of OFSTED is to improve the quality of schools by helping in increasing the accountability of schools.

### **Secondary School Evaluation in Bangladesh**

In Bangladesh the Directorate of Secondary and Higher Education (DSHE), in the Ministry of Education (MOE), is responsible for Secondary and tertiary education. The Madrasah Education Board also based in the MOE administers a parallel system or religious schools. All of these different entities are involved in some way with school evaluation in terms of their overall responsibilities for administering their sector of education system. In the Secondary system, District Education Officers are responsible for inspection and supervision of Secondary schools and dakhil madrass. However, the number of schools per supervisor is so high that a school is possibly visited only once in three years. For example, the 64 DEO's are responsible for academic supervision of

Secondary schools. There are suppose 20,158 schools in their jurisdiction, which means that, on average, each DEO is responsible for 314 schools. Nor are the visits specifically designed for evaluating the performance of schools, BISE, with three inspectors and DIA, with 32 officers are also engaged in inspection, but for different purposes, and again not necessarily linked to school performance evaluation. BISE inspectors undertake school inspections to determine eligibility for grants, while DIA officers' conduct financial auditing. In December 2001, MOE adopted a set of five criteria, to evaluate Secondary schools. These are infrastructure, management, academic matters, results of learner assessment and co-curricular activities. Schools are to be evaluated on these criteria by Zonal Deputy Directors working with Inspectors of School, DEO's and Upazila Project Officers, in order to identify standard and sub-standard schools.

### **School evaluation in Nepal**

In Nepal external evaluation of schools is geared towards improving management of human and financial resources with the objective of achieving quality education. At this stage inspection of external school audits are focused largely on teacher performance, rather than on school performance as such. To the end, a variety of supervisory levels and agencies provide professional support services to school teachers and evaluate them through a set of criteria. Some of these are outlined below with the proviso their role is largely advisory and supportive rather than evaluative. The possible conflict between these two functions-evaluation and support is visible at every level, but in particular for the resource centers. They may serve an indirect evaluation function through school visits, classroom observation, sharing experiences and bringing uniformity across the schools. However, resource centers are involved in supervision and professional support by providing such services as holding Friday head teacher meetings, dissemination of curriculum policy and program, preparation of annual work plan and

conducting cluster examination and training in the use of instructional materials, teaching methodologies and examination results. School supervision co-ordinate the resource centers of their area and monitor their activities. In this capacity, supervisors visit the lower Secondary and Secondary schools, meet the teachers and the members of schools, management committees, village education committees, and discuss teaching and learning activities and the school's overall progress. Such supervision involves some evaluation of school performance, but again indirectly, and there is no formal feedback mechanism or ranking of schools.

### **School evaluation in Malaysia**

Malaysia provides eleven years of free schooling, and officially Malaysian children begin primary school education at the age seven with over 95% of them being enrolled in public funded schools. Malaysia has a student enrolment rate in Secondary schools more than 85% and literacy rate of 93%. The inspectorate of Schools conducts inspections, external reviews or audits in order to ensure schools as institutions of quality learning and teaching. The inspection is conducted by three types, 1. Normal inspection ; which is a mandatory routine inspection carried out three times in a year to check that administration and management , this is carried out in accordance with Ministry of Education 's rules and regulations.2. Full inspections; which is conducted by a panel or a team of inspectors at a particular school for a week covering administration, management, curriculum, school climate and leadership. 3. Follow-up inspection was to check whether recommendations arising from other inspections are being implemented. Special inspection is also carried out on request from the Minister or Director-General of Education to address some issue or in response to complaints from parents or the public. While the inspections are expected to play a dual accountability and support or advisory function, they appear to be used more for

accountability. They have adopted a multi-tiered system of standards that would underpin school inspection and school evaluation more broadly. This standards comprise eight imperatives covering areas such as mission and vision, organizational system, organizational climate, strategic planning, implementation, evaluation and improvement, information and school products. These are broken down into sixteen elements or school performance indicators covering such aspects as educational structure and functions, management, resources, rewards system, short and long term planning, analysis of educational programme, lesson plans, homework. The potentials are determined on the basis of pupils' performance. The inspection is carried out at three levels. The various inspections result is diagnostic and perspective confidential reports that provide information on the school's performance and include recommendations for quality improvement. Inspections are also the basis for the National Aspiring School Award and the Minister's Quality Award for school that exhibit quality management.

### **Australian School Evaluation system**

Australia has a Commonwealth Government that oversees six State and two Territory Governments. Education in Australia is a complex interplay between these different levels of government, and between government and non-government schools. Approximately two-thirds of schools in Australia are government schools and one-third non-government or independent schools and in the provision of means-tested living allowances for students aged 16 and over. The responsibility for the provision of government schooling constitutionally rests with the State and Territory governments, but increasingly there has been Commonwealth Government influence especially in terms of grants to both government and non-government schools. The most decentralized and mature example of school supervision in Australia is that of the State

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of Victoria. In Victoria a differentiated school self-review and external verification process is used to supervise and improve school performance. As part of a suite of school improvement reforms called the Blueprint, schools are required to have a School Strategic Plan (a four-year planning document in which schools describe their own educational plans and priorities within government guidelines) and to report on school progress annually in the Annual Implementation Plan and the Annual Report to the Community. In the annual reports, schools are required to collect, analyze and report three types of data: data that determines the current standard of student achievement (both teacher assessed and externally assessed); data on factors that impact directly on student achievement (e.g. student attendance, staff opinion, time allocation to curriculum areas); and, data that measures aspects that may be considered preconditions to student learning (e.g. staff absences, enrolment, parent opinion). Data analysis is conducted across three areas: student learning; student pathways and transition; and, student engagement and wellbeing. Every four years schools are required to prepare a school self-evaluation that is a summary of the school performance over the past three years and reflection upon future directions, Depending on school performance (as assessed through annual reports and the school self-evaluation), one of three options is imposed by the central office. This differential review process includes: Negotiated Review, Continuous Improvement Review and diagnostic reviews. The Australian Quality Council is active in several states helping governments to implement quality programs in schools. Victoria has a program that has been running for several years, whilst South Australia began a program in 2001 and the ACT used the quality framework as a central feature of its previous school accountability framework. These programs have a dual focus of implementing quality review programs at both the school administration and classroom levels. In addition to school monitoring all states have

systems to monitor the performance of teachers and principals and to monitor the performance of the government school system. In Victoria, for example, teacher and principal performance is monitored through annual reviews conducted at the school level for teachers and at a regional level for principals. Monitoring of the school system is conducted through system wide testing of student learning in literacy and numeracy, public reporting of individual school performance (in a quasi-league table format), financial audits of all schools and of the government department responsible for education, independent reports on government department performance through the Auditor-General's Office, publication of department sponsor through the Auditor-General's Office, publication of department sponsored research, publication of an annual report and the maintenance of a comprehensive web-site red research, publication of an annual report and the maintenance of a comprehensive web-site.

### **2.4 Implications of the Review of Related Studies for the Present Study**

The studies reviewed have been conducted in the area of internal supervision and external inspection. It was the researcher's conviction that this study could help in rectifying some of the deficiencies and trigger recommendations for necessary improvements towards more effective Inspection. The researcher has identified a number of approaches to research, including surveys, case studies, documentary research and the phenomenographical research.

From many years External Quality assurance mechanism is going through a phase of suspicion about its functioning and the concerns in educational administration related to Quality Mangena (1985).The Inspection system in India and abroad is going through the prejudices. This review will help the researcher to understand the drawbacks in the systems, the beliefs of the people related to Inspection and the difference between internal and external supervision.

But most of the studies were qualitative in nature. The tools used were questionnaire, interviews, focused group discussions, questionnaire, observations and so on. The researches gave an insight that mainly in all the countries like Ireland, Kenya, Sweden, UK, Bangladesh, Australia, Nepal and India the Government acts as an important arm for the inspection of schools. The District Education officers, Block Education Officers and the Extension officers as the main were responsible for the Inspection of the school. In some countries the private agencies also worked for assuring the Quality of the Schools.

The studies divided in different sections gave a detail insight to think about the nature, process, policies and functions of the stake holders related to internal and external supervision.

Section I of the reviews focuses on the External quality mechanism in India and abroad. All the studies reviewed in this section were qualitative in nature. The studies stressed on the traditional way of Inspection, stresses on the need of strengthening and reshaping the inspection system, and need of competent and qualified inspectors.(Trivedi,1965; N.C.E.R.T. Report of the study group of supervision and inspection ,1969; Rajmammal,1981;Kulkarni N. B.1982). Some of the researchers felt that Inspection was still an administrative ritual, inspectors should pay more emphasis on classroom observations, follow up after inspection is also an important aspect which is many times neglected by the inspectorates (N.U.E.P.A, 1986; Tyagi, 2011) It also suggested various measures for strengthening the efforts of the head of government and private-aided institutions in the light of the lack of academic support from educational authorities. Some of the researchers recommended that academic and administrative inspection should be separated particularly at grass root level, the inspectors should get sufficient powers, and also the role of extension officer should be defined properly and that some'

Code of Conduct' was essential for inspectorate(Mohanty,1988; Sangtam,1996; Wilcox,2000;More,2001; Khedkar,2008; Thapa,2010) The skills of inspection once acquired should be periodically assessed, resulting where necessary in further training. The researchers also found numerous deficiencies in the practice of school inspection. Some of the studies also resulted that as the visits of the inspecting officers increase, the positive impact is seen on the schools. The Principals and the teachers felt that the authority coming from outside was not to inspect and find faults but to guide the teachers and improve their performance. This helped in increasing the accountability of the teachers, schools of remotest areas in Bhopal were functioning, children were enrolled and attending schools and the attainment level of the children had been found encouraging pedagogical renewal processes. (Govinda & Shahjahan1999; Sharma 2000). Therefore, External Quality assurance mechanism becomes an important aspect of Quality assurance.

The researches in Section II focused on the Internal Quality Assurance mechanism in the Secondary schools. The stakeholders in education should effectively collaborate and contribute significantly towards the development of learning infrastructure and environment, so as to create a more conducive working environment for a sustainable high-quality education assurance practices in Secondary schools. (Aveni & Adelabu,2012) Internal supervision is closely connected with professional development, Principals should be knowledgeable enough and government should arrange special training for the professional development of the Principals. As Principals at some places needed support in the form of finance, equipment, facilities from the government and other stake holders in order to improve the quality of

education in their schools.(Elkow,2005;Ekundayo and Tilehi,2006;Mobegi and Oidigi, 2011)

Therefore it has been revealed from the studies that if the internal supervision is conducted effectively, the quality of the schools can be improved in the areas like, performance of the teachers, students' achievement, infrastructure and a conducive atmosphere can be created in the institution. It is also clear from the researches that the Quality Assurance of any institution is completely the responsibility of the stake holders of the school viz. management, Principals, supervisors and the teachers.

Section III deals with Quality Assurance practices adopted by different countries. OFSTED is the largest organization for school inspection in The United Kingdom. They carry out hundreds of inspections throughout the country, and publish them online. Thereby, many of the countries in Europe have begun school inspection through OFSTED. The researcher has deliberately reviewed the inspection processes of other countries so as to know what exactly is the process of school inspection in the Asian countries like Nepal, Malaysia and Bangladesh?. Where as to know the standard procedure adopted by Britain and Australia.

Through the different research studies in this area, it was seen that even in the foreign countries, the inspection process needs to be analyzed and find out the impact of that on the quality of education, also to know whether the process of inspection is a monotonous one or keeps a force on the administration of educational institution. The survey studies regarding effectiveness of the programs and schemes in primary and secondary sections or rate of enrolment wastage and failure of students are taken up regularly, but the same is not the situation with this area of research. Quality assurance

in education is the most important task for any educational institution. This is the challenge for the world to develop a quality based educational pattern.

After reviewing related researches, researcher observed that there are very less researches conducted in 10 years in educational administration. The researcher was not able to find any study related to school inspection in last five years in India. Not only that studies are few in number but it was surprising to note that other areas of educational management, organizational climate, motivation, innovation and management of change etc. were covered but the researcher was unable to find studies on Secondary school inspection. In the above there are total 34 reviews reviewed by the researcher. In which 24 reviews are on External quality assurance mechanism whereas 10 are on internal quality assurance mechanism. The researcher has reviewed the Quality Assurance mechanism model of five countries. In the reviews studied of External Quality Assurance, only two are the case studies whereas all other researchers have adopted qualitative method for analysis. In the reviews studied of Internal Quality Assurance, three are quantitative, and one is a mixed method study, whereas all others are qualitative studies.

Thus, the studies have helped the researcher to identify the methods, tools and techniques and skim of analysis for the study. The researcher studied different country models to understand the Quality Assurance mechanisms of other countries and accordingly if it can help in improving the external quality mechanism of India.

### **2.5 Conclusion**

At present, the focal concern of policy makers, academicians and evaluation experts is to make the content and the process of evaluation as an instrument for quality

improvement. We also need to understand that accountability tends to be the purpose for assessment of student achievements and school performance. Most of the countries now stress on the relationship between external inspection and self-evaluation. And even all the inspection models of different countries stress on the improvement of quality through inspection. So, external inspection has become one of the most important aspects of quality assurance