
**ASSESSMENT AND ACCREDITATION OF INDIAN SCHOOLS: AN ANALYSIS OF
AWARENESS OF POST GRADUATE TEACHERS IN CENTRAL INDIA**

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Abstract

Accreditation and assessment are two very important processes that are carried out in order to maintain the quality of engineering education. Literature searches on accreditation and quality assurance of engineering education show that there is no uniform system of the assessment of engineering programmes worldwide. Although several accrediting bodies have been formed and are functioning across the world in order to accredit and recognize engineering courses, there is no common agreement or criteria that can be utilized in the accreditation and assessment of school education. The rapid growth of education globally require the proper maintenance of academic quality in educational institutions in order to withstand competition in the global market. Quality is a complex issue in education and should be seen in a holistic manner. Despite rapid development of educational evaluation and increased emphasis on quality issues in almost every strand of life, there is no simple view of a high quality education system. Good education is closely interconnected with cultural, political, social and economical contexts. Each education system that wishes to establish a quality assurance system within its structures, has to start this work by analysing various aspects of excellence in education and defining its own idea of quality. In the Present study investigator attempt to find out the significance difference of various groups of sex, student residents, type and nature of School in awareness on School Accreditation and Assessment in Central India among Principals Secondary students in Central India . The investigator himself developed a questionnaire on identifying awareness on School Accreditation and Assessment . The sample consists of 200 Post Graduate teachers of School from Govt., aided and Self-finance Schools in Central India. The Stratified Random sampling technique is used for collecting data. In this study the Researcher adopted the Normative Survey Method. The data were analyzed using “t” test. The major finding of study reveals that the school Principals in Central have average level of awareness on School Accreditation and Assessment .

Key Words:School ,Accreditation , Assessment , Post graduate Teachers and Quality Education

INTRODUCTION :

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Education plays an important role in the progress of an individual's mind and country. People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated. Education tames the astray mind, nurturing its capabilities the same way, training builds a clever dog. Webster defines education as the process of educating or teaching (now that's really useful, isn't it?) 'Educate' is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

Education being one of the most important factors responsible to shape the personality of an individual has manifold functions. It is the potent source of material and human development. Quality is the most cherished goal in human endeavour and especially in the field of education. The right to education has been well recognised by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR) as:

I. Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages

....

II. Education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedoms.

III. Parents have a right to choose the kind of education that shall be given to their children
Education has now become a global concern. The world conference on 'Education For All' held in March, 1990 in Jomtien, Thailand adopted a declaration calling upon all member states and international agencies to take effective steps for achieving Elementary Education for All by the 2000. India was one of the participants to the declaration. The ultimate goal affirmed by the world declaration on 'Education For All' it to meet the basic needs of all children, youth, and adults.

The aims of education reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. Locating the term quality in educational discourse is now a universal concern today. "Quality is somewhat problematic: like beauty, it lies in the eyes – or rather the mind of the beholder" (Cliff. et al. (1987). Quality has been extensively defined by Dewney et al. (1994) as, "meeting, exceeding and delighting customer's needs and expectations with the recognition that these needs and desires will change over time."

The belief that quality goes with privilege is clearly irreconcilable with vision of participatory democracy that India upholds and practises in the political sphere. Its practice in the sphere of education demands that the education available to all children in different regions and sections of society has a comparable quality. J.P. Naik describes equality, quality and quantity as the elusive triangle' of Indian education. Dealing with this metaphorical triangle requires deeper theoretical understanding of quality in education than has been what available in schools today. United Nations educational, Scientific and Cultural Organization's (UNESCO) recently published global monitoring report which discusses systematic standards as the appropriate context of the quality debate (see Global Monitoring Report 2006 – Literacy for Life, UNESCO, 2006). From this point of view, the child's performance needs to be treated as an indicator of systematic quality.

The quality dimension also needs to be examined from the point of view of the experiences designed for the child in terms of knowledge and skills. Assumption about the nature of knowledge and the child's own nature shapes the school ethos and the approaches used by those who prepare the syllabi and textbooks and by teachers as well. The representation of knowledge in text books and other materials need to be viewed from the larger perspective of the challenges facing humanity and the nation today. No subject in the school curriculum can stay aloof from these larger concerns, and therefore the selection of knowledge proposed to be included in each subject area requires careful examination in terms of socio-economic and cultural conditions and goals. Quality in education includes a concern for quality of life in all its dimensions.

For the parents and students, quality education means, “improving the quality of education invariably means raising the levels of academic performance usually measured in the test scores in the various subjects which form part of school curriculum. With reference to education quality is a relative term and hard to define and even more difficult to measure. That is why educationists, scholars, educational policy makers and administrators do not come to same conclusion while discussing what makes good quality education or a qualitative education. However, parental aspirations for education are belied by endemic poverty and unequal social relations, and by lack of adequate provision of schooling of equitable quality.

Accreditation and assessment are two very important processes that are carried out in order to maintain the quality of engineering education. Literature searches on accreditation and quality assurance of engineering education show that there is no uniform system of the assessment of engineering programmes worldwide. Although several accrediting bodies have been formed and are functioning across the world in order to accredit and recognise engineering courses, there is no common agreement or criteria that can be utilized in the accreditation and assessment of school education. The rapid growth of education globally require the proper maintenance of academic quality in educational institutions in order to withstand competition in the global market.

Quality is a complex issue in education and should be seen in a holistic manner. Despite rapid development of educational evaluation and increased emphasis on quality issues in almost every strand of life, there is no simple view of a high quality education system. Good education is closely interconnected with cultural, political, social and economical contexts. Each education system that wishes to establish a quality assurance system within its structures, has to start this work by analysing various aspects of excellence in education and defining its own idea of quality.

The concept of quality assurance is very common in industrial production, where the quality of output products is tested or measured. The concept of quality measurement was introduced in education in the late 1980s when the phenomenal growth of education began and the structure of the education sector became more complex. Due to the internationalization process of higher education and the introduction of free trade economy, the quality of higher education has become mandatory for education providers in order to withstand the competitiveness of the world market.

When so much experimentation is going on at the school level and the recommendations of all the past commissions are being reviewed to substantiate this step, when the Human Resource Ministry National Council of Educational Research and Training, Central Board of Secondary Education and so on are working on this concept rigorously, trying to make it better and better, it seemed proper to the investigators of this study to take up this topic to find out the

perception of the Senior Secondary School Principals towards this Assessment and Accreditation of schools .The present study is aim to study the awareness of Senior Secondary School Principals their awareness with respect to Age ,Gender , Type of School , Administrative Experience their. It also occurred to the investigators to compare the awareness of Senior Secondary School Principals which is very important for the success of continuous and comprehensive evaluation in future.

Accreditation and assessment is very important in order to maintain the quality of education in any nation, which, in turn, can directly affect the status and quality of students and hence the technical workforce. The benefits of the educational assessment and accreditation process for Senior Secondary School can be divided into two parts; namely academic (student) and administrative (institutional).

The need for quality assurance arises from the following:

- a) Assessment and Accreditation provide an incentive for self-study and self improvement.
- b) It reassures external stakeholders such as employers, professional bodies and the general public, about the legitimate quality of the assessed and accredited CBSE schools as well as the relative quality status of the institution as compared to other similar institutions.
- c) Third party assessment and accreditation and the resultant certification, vouch for the competence of the institution assessed, to provide education of a high standard.
- d) Assessment and accreditation would enhance the responsiveness of communities of learners.
- e) Accreditation would ensure that institutions prepare the students for citizenship responsibilities, successful careers, acquisition of life skills and life- long learning.
- f) On the whole, it would help institutions in capacity building.

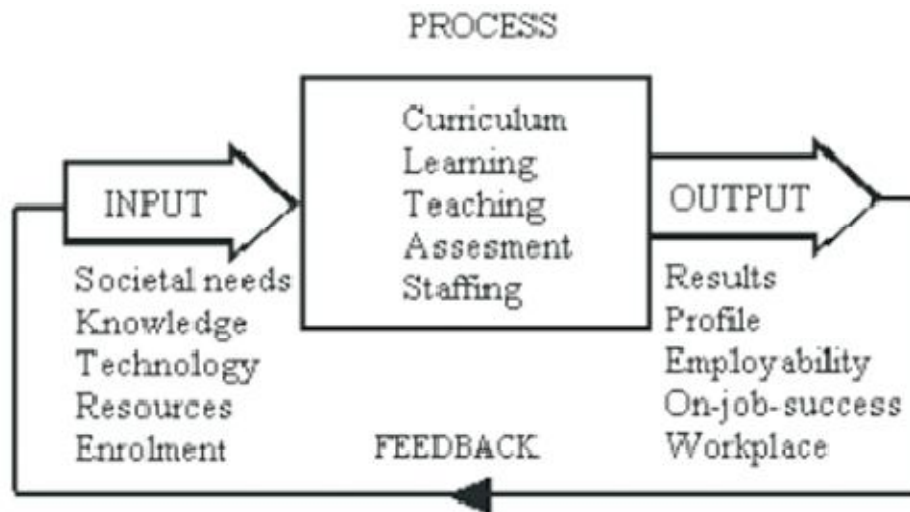


Figure 1: The block diagram of an educational cycle

The academic benefits for students may be listed as follows:

- 1.Design and implement advanced curricula, courses and laboratory works;
- 2.Measure learning outcomes of students and identify strengths and weaknesses;
- 3.Foster industrial interactions and the placement of students;
- 4.Identify and develop the professional developments of students;
- 5.Design quality educational programmes, etc.

The administrative benefits for institutions can include the following:

- 1.Improve classroom and laboratory facilities;
- 2.Develop and implement faculty resources;
- 3.Identify reliable communication tools and facilities;
- 4.Identify and attract funding resources and agencies;
- 5.Strengthen national and international networking, etc

OBJECTIVES OF ACCREDITATION

- 1.To assess and endorse that an institution/school meets established standards
- 2.To assess the effectiveness of an institution in creating the most innovative, relevant, socially conscious eco-oriented learning environment for all its staff and students.
- 3.To involve the faculty comprehensively in institutional evaluation and planning for enhancing effectiveness of a school.
- 4.To establish criteria for professional certification and upgrading of standards.
- 5.To encourage continuous self assessment, accountability and autonomy in innovation in school education.
- 6.To encourage continuous professional development and capacity building of teachers.

ADVANTAGE OF ACCREDITATION

- 1.He school is able to maintain a level of quality and help to identify its area of improvement .
- 2.The students are able to assess themselves against acceptable set of norms .
- 3.The parents are assured of set of standards of teaching and learning .
- 4.The process benefits all stockholders within the schools system- the Management body principals , teachers, students parents and community .
- 5.It facilitates institutions recognizing their strength and weakness and gives detailed guidelines and recommendations for capacity building.
- 6.It empowers Schools policy makers to refine their formulations and allocations of resources .

The Central Board of Secondary Education (CBSE) has introduced assessment of schools through standardized instruments and process of internal (self evaluation) and external assessment (peer review) which will encourage sustained qualitative enhancement. This assessment will be used to accredit schools to provide quality benchmarks in the concept, establishment and running of effective systems within an institution in accordance with changing

socio-economic and cultural contexts and new research. It has also been made mandatory that the schools get accredited once in every three years. When so much experimentation is going on at the school level and the recommendations of all the past commissions are being reviewed to substantiate this step, when the Human Resource Ministry, National Council of Educational Research and Training, Central Board of Secondary Education and so on are working on this concept rigorously, trying to make it better and better, it seemed proper to the investigators of this study to take up this topic to find out the awareness of the students studying in secondary classes of CBSE towards this Continuous and Comprehensive Evaluation System, to study the difference in their perception with respect to their achievement and also with respect to their gender. It also occurred to the investigators to compare the perception of students and teachers which is very important for the success of continuous and comprehensive evaluation in future.

OBJECTIVES OF THE STUDY

The following objectives are preferred to conduct this study

1. To find out the level of awareness on Assessment and accreditation of schools among Post Graduate Teachers working in schools of Central India
2. To find out the significant difference if any between the different groups of demographic variables such as – sex, Teacher’s residence, location of school, types and nature of school in awareness on Assessment and accreditation of schools.
3. To give suggestions to improve the level of awareness on Assessment and accreditation of schools among Post Graduate teachers .



Fig2 : Domains of accreditation o and assessment of School

Hypotheses

1. The level of awareness on Assessment and accreditation of schools among Post Graduate teachers is very low.
2. There is a significant difference between the different groups of sex, student residence, and location of school, types and nature of school in awareness on Assessment and accreditation of schools among Post Graduate teachers of Central India.
3. Post Graduate teachers who are residing in rural area have more awareness on Assessment and accreditation of Schools.
4. Female teachers have more awareness on Assessment and accreditation of schools.

METHODOLOGY

Research design: The investigator preferred normative survey method to collect data from the Post Graduate teachers. The investigator employed simple random sampling technique in order to collect data from the students studying at higher secondary level.

Population: The population of the present study comprised of all the Post Graduate Teachers working in Central India affiliated to CBSE.

Sample: From the total population of Post Graduate Teachers in different schools of Central India. Sample of 200 teachers has been taken.

Tool: A self prepared questionnaire which contains 60 questions dealing with understanding, application and knowledge about Assessment and accreditation of schools. Out of 60 questions, 12 questions are based on the rating scale, 20 right wrong types and rest is of multiple choices.

Statistical techniques: Mean Standard Deviation and t-Test.

Table-1 Showing the awareness of Assessment and Accreditation of India Schools among PGTs (N=200)

Scores	Frequency	Percentage	Category
30-40	60	30	Low Awareness
40-50	40	20	Poor
50-60	20	10	Below average
60-70	30	15	Average
70-80	10	05	Above average
80-90	60	30	Good
90-100	00	00	High awareness
Total	200	100	-

Table-2 Difference in the Level of Assessment and Accreditation among PGTs

Variables		N	Mean	SD	“t” value	Level of significance
Age	Below 35	99	65	7.98	3.55	Significant
	Above 35	101	62	8.40		
Educational Qualification	M.Sc.	100	63.62	5.69	1.93	Not Significant
	M.A.	100	64.44	7.87		
Professional Qualification	B.Ed	147	66	6.55	1.35	Not Significant
	M.Ed	53	63	7.95		
Gender	Male	100	65	6.46	0.89	Not Significant
	Female	100	64	7.58		
Marriage Status	Unmarried	43	67.16	7.83	1.78	Not Significant
	Married	157	66.02	7.52		
Area of Residence	Rural	100	65	7.60	0.03	Not Significant
	Urban	100	66	7.66		
Type of School	Government	99	69.43	8.60	0.05	Not Significant
	Private	101	68.45	8.60		
Type of Family	Nuclear	189	67.29	7.77	3.53	Significant
	Joint	11	66.89	8.95		
Reading habits (New papers/Circulars)	Regularly	56	68.61	8.98	4.45	Significant
	Rarely	144	66.26	8.52		

Table-3 Analysis of choice of training by PGTs on Assessment and Accreditation

Type of training	First Choice		Second Choice		Third Choice	
	No	%	No	%	No	%
Workshop	108	54	56	28	52	26
Literature	60	30	104	54	40	20
One to One	20	10	28	14	32	16
Peer to Group	10	06	04	04	68	34

RESULT AND DISCUSSIONS

Table -1 show that 30% of schools teacher belong to “Low Awareness” Category which indicate that 30% school teachers do not have any awareness of the Assessment and accreditation of schools . Further 20% teachers belong to category of the “poor awareness” which means they have a little bit knowledge about the Assessment and accreditation of schools. 10% of the teachers come in the category of the “Below Average” which means , they have some awareness about Assessment and accreditation of schools .Next is “average “ category which contains 15% teachers , it indicates that these 05% teachers are “Above average” .Only 30% students has a “Good knowledge of the Assessment and accreditation of schools but none of them has “high

awareness “ level. From analysis, out of these 100 scores, the mean score comes out 68.38 in case of school teachers which are very close to the average scores

Table -2 shows that there exists no significant difference in the awareness level educational qualification, professional qualification, male and female , unmarried and married , rural an urban ,Government and private English and Hindi , Nuclear and joint family at both 0.01 and 0.05 level of significant difference. There is significant difference between the awareness level among the teacher who have age below 35 and above 35 .The awareness of young teacher is more than older teachers .The is significant difference the teachers having regular reading habit and rarely reading habit. Teachers having regular reading habit high awareness toward right o education act. It is inferred from Table-3 that most of teachers first choice was workshop followed by per discussion and provide them literature

CONCLUSION

- The study reveals that there is a low level of awareness about Assessment and accreditation of schools among Post Graduate Teachers in Central India.
- The awareness level among male and female teachers is quite equal.
- There is no significant difference between married and unmarried teachers regarding Post Graduate Teachers .
- The Post Graduate Teachers awareness level in science and art post graduate teachers is quite equal .
- The Assessment and accreditation of schools awareness level in B.Ed and M.Ed teachers is quite equal .
- Urban and rural Post Graduate Teachers have same level of awareness towards right to education.
- Teachers teaching in Hindi and English medium school have quite equal awareness. Teachers having joint family having higher awareness level than nuclear family towards right to education act.
- Teachers having regular reading habit having higher awareness level towards Assessment and accreditation of schools .

LIMITATIONS OF THE STUDY:

After retrospective view of the whole study, the investigators find that there were a few limitations that constricted the area of generalization of this study. The limitations were as given below:

1. Due to paucity of time and resources a sample of only 200 Post Graduate Teachers was taken which restricted the scope of generalization.
2. There are many variables which may affect the awareness of teachers towards Assessment and accreditation of schools like some socioeconomic variables, intellectual level, and maturity level and so on. Though these variables were included in the study, they were not used in analysis in any way.
3. Since the awareness was measured on the basis of fixed responses, the students might have given responses.

4. Only a very few schools affiliated to CBSE board were selected in this study.
5. Some respondents put tick mark against more than one alternative and sometimes they left some of the items unanswered which presented difficulty in accurate analysis of data.
6. The biggest limitation was that some teachers consulted with each other while making their choice. So the result might have got affected due to this.
7. Present study was conducted only in one state therefore more empirical evidences will be required from more states before ample generalization may be made .In light of this , it is suggested that a similar but more elaborate study may be conducted using a larger sample and covering more states in India.

RECOMMENDATIONS

- (1) A Workshop and seminars should be conducted at school level to improve the awareness.
- (2) Literature should be provided preferable in the mother tongue so that they may read and understand the Assessment and accreditation of schools creaky.

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