

# Perception of Teachers for Quality School Culture and Climate

*with special reference to Kendriya Vidyalayas  
and Navodaya Vidyalayas*

RAMAKAR RAIZADA\*

---

## Abstract

---

*School education plays a significant role in shaping the destiny of the students and the nation as a whole. School culture and climate inculcates and develops values, manners, habits, self-confidence, self-discipline, self-reliance and career mindedness in a person right from the childhood. It provides base for building future career and help to achieve the desired goals. Quality is a complex and relative term and has no physical measurable form. Different individuals perceive the concept of quality in different manners. In school education teachers are the major providers of the education services to the consumers of the system, i.e. students. So, the teachers' views for quality school atmosphere have a great significance. In present paper efforts are made to study the quality of school education in Kendriya Vidyalayas and Navodaya Vidyalayas from the eyes of their teachers. The perception of teachers on school culture and climate is visualised along with their expectations. The paper also suggests measures and prioritises concerns for improvement in quality of education at school level to make it more vibrant and effective in accomplishing the task of providing quality education to all children.*

---

School education plays a significant role in shaping the destiny of children. It inculcates self-confidence, self-reliance and career mindedness along with habits, manners and values in students to delve deep into realm of knowledge and scale new heights of success and glory. It also provides base for building future career and helps to achieve desired goals. But

in reality students are graduating from schools and colleges, unprepared to meet the demands of a society. They are not prepared to become responsible productive citizens, do not meet the needs of their next generation and become burden on the society. Educational policies strongly articulated the need for a qualitative improvement in education

---

\* Associate Professor, Regional Institute of Education, Shyamla Hills, Bhopal, Madhya Pradesh-462 013

system in India. The quality of the school education depends of school environment which consists of numerous factors, like- school building, physical infrastructure, quality of teachers, teaching-learning process, the school environment, students, parents, community, local resources, etc. These are the best available in Kendriya Vidyalayas (KVs), Navodaya Vidyalayas (NVs) and some of the public schools. Teachers can better perceive school culture and climate for quality education.

About 980 KVs and 580 NVs in the country are pace setting institutions with their own identity for qualitative educational practices. They play significant role as silent workers in the field of school education. KVs are non-residential and serve the urban areas and the NVs are residential and work for rural segment of society. KVs admit wards of Defence and other all India transferable employees and NVs admit rural talent on competition basis. Both work up to higher secondary level and are affiliated to the Central Board of Secondary Education (CBSE). Results of NVs proved better than KVs in the 2008 examinations. In a recently held grand equity survey conducted by a national daily the KVs have been rated as top most brand in the field of school education strategies leading to customer satisfaction. Teachers of these Vidyalayas work in two of the best education systems and they can judge the quality of the institution culture and climate carefully.

### **Objectives**

A study was conducted on teachers of NVs and KVs located in different parts of the country, with the following objectives:

1. To study the school climate in Kendriya Vidyalayas and Navodaya Vidyalayas.
2. To study the teachers perception of quality components in the Vidyalayas.
3. To find out the teachers' views for strong points and weaknesses in education system.
4. To suggest measures for qualitative education in residential and non-residential schools in the country.

### **Methodology**

A questionnaire with rating scales was developed to access the perception of the teachers about the school culture and climate. It contained basic information about the school and teaches in Part A and their perception about school environment and facilities in Part B. It was administered on the teachers of these Vidyalayas (60 in NVs and 13 in KVs). To seek free and frank opinion the teachers were asked not to mention their identity on the format. The responses were further analyzed and discussed to confirm their opinion and suggestions.

The institutional culture and climate was assessed on eleven aspects – infrastructural facilities, impression of school in the society, community support, school environment, students' care – at school and home, academic climate, quality teaching, service conditions, professional growth of the teachers, management patterns and quality management in the school. On every aspect different parameters were used to judge the views of the teachers.

**Major Findings**

On the basis of the comprehensive analytical study of the filled-up questionnaire and rating scales the followings major findings were made:

**(a) Infrastructural facilities**

In present competitive world, the increasing pressure of population and

advancing technology has created the requirements of quality education for which strong basic infrastructural facilities in the schools are necessary. There has to be adequate space for expansion and growth for future needs. These needs of the facilities are also to be assessed on regular basis. Table 1 gives the teachers' opinion on these parameters.

TABLE 1  
**Infrastructural Facilities**

(In percentage)

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	School has ample space for further growth & development	41.10	42.42	6.85	2.74	6.85
2.	Future needs of the school are worked out regularly.	9.21	57.89	22.37	7.89	2.63

TABLE 2  
**Impression of the School in Society**

(In percentage)

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	Board results show qualitative improvement in the school	30.67	50.67	16	1.33	1.33
2.	The life in school is dull and dry	1.32	9.21	11.84	51.32	26.32
3.	School discipline is going down day-by-day.	2.44	10.98	15.85	48.78	21.95
4.	Students love and like the school	30.13	50.68	13.70	5.48	00
5.	It is a pleasure and privilege for me to work in the school	52.05	36.99	6.85	4.11	00
6.	There is nothing to be proud of in the school.	2.70	8.11	2.70	48.65	37.84
7.	School has a special status in the society	34.20	50.00	7.89	6.58	1.32
8.	School has hardly any future prospects.	1.39	25.00	18.06	30.56	2.50

Table 1 shows that about 84% of the teachers feel that there is sufficient space in their schools for future growth and developments. But formal regular estimations or working on the future needs, requires attention as only about 9% teachers were found to be fully confident (strongly agree) and 58 % teachers could agree on this parameter.

**(b) Impression of school in the society**

A school should have good reputation in the society. School results in board examinations, quality of school life, students' discipline, teachers' and students' liking for the school, etc. contribute to popularity of the school and the teachers and students feel proud on their school. The school life should also not be dull and dry. These parameters in the school culture and climate of KV and NV in the views of their teachers are shown in table 2.

Teachers of these schools were found to have the feeling that board results of these schools are qualitatively improving as 81% of them agree or

strongly agree on this issue. About 78% of the teachers were found to disagree on the parameter that school life is dull and dry, more than 70% teachers were found to have the impression that school discipline is not going down, more than 80% were found to have the feeling that students love and like the school, more than 89% teachers feel pleasure on serving in these schools and more than 86% teachers were found to be proud of their school. About 85% teachers were of the opinion that KVs and NVs have special status in society, but on future prospects of the schools any clear opinion could not be seen.

**(c) Community support**

Schools have to work in coordination with the community. Community extends support to the school and full utilization of the community resources is necessary. Parent Teacher Association (PTA), Ex-students' Alumni Association have a great role in development of community support. Opinion of teachers on these parameters is given in table 3:

TABLE 3  
**Community Support to the Schools**

(In percentage)

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	Community helps in development of School.	5.26	38.16	27.63	27.63	1.32
2.	School fully utilises its' resources for development	23.68	48.68	15.79	10.53	1.32
3.	Ex-students' meetings are organised in school	16.00	52.00	18.67	12.00	1.33
4.	Parent-teacher meetings are ineffective.	5.56	31.94	13.89	36.11	12.50

Table 3 shows that about only 43% teachers feel that in KV and NV there is any type of community help but about 70% teachers were found to agree on the parameter of full utilization of community resources. So, community extends less help to the schools but whatever help is extended that is fully utilised in the schools. 68% teachers agree that ex-students meeting are organised but on the parameter of effectiveness of PTA meetings, they cannot give any clear-cut opinion.

**(d) School environment**

A peaceful encouraging academic climate with full of enthusiasm is

necessary for quality education in the school. For such atmosphere the school should have clear-cut long term goals supported by short-term targets, and tension-free life of the students and teachers with priority for quality education in a motivating atmosphere. The teachers should be well versed and should work with positive attitude. In present era of globalisation, a real competitive spirit in all spheres of education is also necessary. These parameters were tested on the sample and the results are given in table 4.

Table 4 shows that about 88% teachers agree or strongly agree for quality life in KVs and NVs, having

TABLE 4  
**School Environment**

(In percentage)

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	Quality of life in school is poor.	1.28	12.82	5.13	57.69	23.08
2.	School does not have clear-cut goals.	1.33	4.00	6.67	50.67	37.33
3.	Quality education is the priority of the school	29.33	58.67	5.33	4.00	2.67
4.	Positive attitude achieving excellence is missing in school	4.05	20.27	9.46	43.24	22.97
5.	Achievement targets are not fixed.	2.63	13.15	11.84	44.74	27.63
6.	There is motivating atmosphere in school	19.74	53.95	18.42	6.58	1.32
7.	Little is known to teachers of what is going on in school.	1.33	24.32	35.14	25.68	13.51
8.	Teachers have hardly any time to work on innovative practices.	15.58	37.67	15.58	22.08	9.09
9.	Activities are organised in school for activity sake only	4.00	46.67	16.00	24.00	9.33
10.	Co-curricular activities are organised on special occasions only.	9.33	12.00	9.33	49.33	20.00
11.	School participates in inter-school competitions/activities.	28.00	58.67	12.00	00	1.33

clear-cut goals/achievement targets and priority for quality education (parameter 1, 2 and 3). On the issue of motivating atmosphere about 55% teachers agreed but were not confident as the score for strongly agree was low. Similarly, well informed teachers with positive attitude, availability of time for working on innovative practices, effective organisation of activities and schools' participation in competitive activities, were also lacking in the school.

**(e) Students' care**

School plays significant role in development of good habits and shaping

the career of the students. The principal, teachers and all supporting staff should care for students with impartiality. Special attention is needed for the students who are either talented or weak in studies to get flying colours in examinations. They are to be given practice of speed-cum-accuracy tests to secure higher marks in examinations and School should have a plan of action for its students for creation of career-mindedness in them. KV and NV teachers' views on these parameters are given in table 5.

Table 5 shows, about 85% teachers feel that the schools take care for the future of their students. 80% and more

TABLE 5  
**Students' care**

(In percentage)

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	No one is worried about future of students.	1.30	6.49	7.79	49.35	35.06
2.	Attention is paid to students who are good in studies	17.81	63.01	5.48	6.85	6.85
3.	Good attention is paid to handicapped students	13.51	72.97	1.35	8.11	4.05
4.	Students are given practice of speed cum accuracy tests.	9.33	70.67	10.67	6.67	2.67
5.	School has a plan of action for creating career minded ness among students	15.73	55.26	19.74	6.58	2.63
6.	Talented students do not get proper attention	1.35	20.27	8.11	48.65	21.62
7.	Students who are weak in studies do not get special attention.	00	13.33	10.67	48.00	28.00
8.	Regularity and punctuality is missing in the school.	00	5.40	2.70	48.65	43.24
9.	Students hardly get educational support from their parents.	13.70	36.62	21.92	15.07	13.69

teachers expressed that speed-cum-accuracy tests are given to the students for better performance. The students who are good in studies are well nurtured and attention is also paid to handicapped students. About 90% teachers agreed that there is regularity and punctuality in the schools and 70% and 75% teachers were found to be of the opinion that talented and weak are taken care of. But on the issue of plan for creation of career mindedness in students their agreement was found to have the strength of 70% only. In KVs students get educational support from their parents which is lacking in NVs.

the students. Teachers should be cautious for future needs and accordingly should demand audio-video and printed material for libraries. Educational tours and trips, quiz competitions, etc. should be organised for real exposure and development of competitiveness and grasping power. The students should attend to classes and co-curricular activities and be serious about their studies. Academic environment of the schools should go on improving day-by-day without any compromise with the standards of education. Teachers' opinion on these parameters is given in table 6.

**(f) Academic climate in the school**

School culture and climate play a dominant role in shaping the career of

Table 6 shows that about 90% teachers were found to be of the view that quiz competitions are regularly arranged. Organisation of educational

TABLE 6  
Academic climate in the schools

(In percentage)

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	School environment needs to be improved.	14.86	44.59	24.32	6.76	9.46
2.	Educational Trips are organised in the school	10.26	46.15	12.82	23.08	7.69
3.	Quiz competitions are arranged in school	25.33	66.67	6.67	00	1.33
4.	Teachers needs and requirements are assessed regularly	8.11	48.65	17.57	20.27	5.41
5.	No compromise is done with the standard of education.	38.16	42.11	14.47	00	5.26
6.	Students are hardly serious about their studies in the school	15.17	30.14	24.67	15.07	15.06
7.	Students leave classes during school hours.	1.32	17.11	5.26	44.74	31.58

trips was supported by only 55% teachers. Schools do not want to make any compromise with the standards of education (as more than 80% teachers agreed or strongly agreed) but regular assessment of teachers needs and requirements was agreed on by only 56% teachers. Students were found to be attending their classes regularly (as more than 85% teachers disagree on students leaving classes during school hours) but they are not found to be serious for their studies (as only 45% teachers agree on parameter 6) and henceforth about 60% teachers also feel for improvements in the school environment.

**(g) Quality teaching in the school**

Teaching is a major activity of the schools as it involves all students at most of the time and gives better board results to create name and fame of the school in community. Effective teaching needs

teacher's command on the subject area and delivery of content using variety of methods suitable to the content and class. The teachers should not be deployed elsewhere on jobs other than teaching. They should be available for teaching work all the times. All subject teachers should meet periodically for improvement of teaching and making it student centred. The school administration should facilitate teaching and teaching should not be suspended for one or the other petty reason. The student should also listen, understand and take notes of classroom teaching carefully and should not bunk classes. The teachers' opinion on these parameters is given in Table 7.

Table 7 clarifies that about 65% teachers agree on the issue of running classes without suspending them for co-curricular activities (CCA) etc. and teachers have command over their

TABLE 7  
**Teaching in the school**

(In percentage)

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	Mostly lecture method is followed in teaching.	2.63	21.05	35.53	23.64	17.11
2.	Only few teachers have command over their subject.	3.95	13.16	17.10	46.05	19.74
3.	Teachers are often given work which has no relevance to their job.	16.22	17.57	29.73	32.43	4.05
4.	Subject teachers often meet and decide actions to improve teaching.	26.67	60.00	8.00	4.00	1.33
5.	Often teaching is suspended to arrange co-curricular activities.	2.63	10.53	23.68	40.79	22.37
6.	Students leave classes during school hours.	1.32	17.11	5.26	44.74	31.58



subject in the opinion of about 80% teachers. Teachers meet and decide action for improving teaching in the opinion of about 85% teachers and students also attend classes in the opinion of about 75% teachers. But on the parameter of not engaging teachers in non-teaching works, only 35% teachers could agree and similarly 58% agreed on following lecture method in teaching. Here, there is scope for improvement.

**(h) Service conditions of the teachers in the schools**

Teachers are human resource in education system and have to be suitably motivated and rewarded for extraction of good work. They should be selected on

merit, should have attractive service conditions with job security and the management should organise teacher welfare activities. The problems and suggestions of teachers should be well attended to by the school administration. Teachers should get opportunities to improve performance in teaching; their good work should be recognised and should be assessed through self-appraisal to make them more responsible. The teachers of KV and NV gave their opinion on these issues as mentioned in Table 8.

Table 8 shows that about 65% teachers were found to have the opinion that teachers in KV and NV are selected on merit, have job security, get opportunities to improve their

**TABLE 8**  
**Service conditions of the teachers**

*(In percentage)*

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	Teachers have job security in the school.	18.18	44.16	16.88	20.78	00
2.	Service conditions for teachers are attractive.	6.58	39.47	31.58	17.11	5.26
3.	School management provides welfare activities.	5.41	39.19	24.32	29.73	1.35
4.	Teachers' problems are well attended in school.	2.67	42.67	26.67	18.67	9.33
5.	Teachers' work is assessed through their self-appraisal.	4.17	43.06	25.00	25.00	2.78
6.	Good work is recognised by the school management.	9.33	54.67	28.00	6.67	1.33
7.	Teachers get opportunities to improve their performance.	16.88	49.35	14.29	15.58	3.90
8.	Teachers are selected on merit.	22.67	42.67	12.00	18.67	4.00

performance and their good work is recognised. Teachers feel that their service conditions are attractive in KVs (due to urban base) and not much attractive in NVs (due to rural base). But there found to be less concentration of opinion on solution of problems of teachers by management, assessments through self-appraisal and welfare activities for the teachers.

**(i) Professional growth of teachers in the school**

Professional growth is necessary for career development of the teachers. School administration should be positive to the changing needs of future and should take care of growth and development of teachers. For this refresher courses should be organised, new ideas of teachers for betterment in teaching learning activities should be encouraged. The opinion given by the KV and NV teachers on these parameters are given in Table 9.

Table 9 shows, about 75% KV and NV teachers feel that their school administration is worried for progress of the teachers and takes care of the teachers' future needs. According to 88% teachers of the sample the refresher courses are organised and new ideas are encouraged and incentives are given for outstanding performance according to about 70% teachers.

**(ii) Management patterns in the school**

School management should be based on pre-decided policies, procedures and rules. Administration should support the school activities, teachers' views on various problems should be taken in staff meetings and there should be no place for groupism in management of school. Table 10 shows views of the teachers on these parameters.

Table 10 shows that about 80% teachers were found to be having the view that there are set procedures for

TABLE 9  
**Professional growth of teachers in the school**

(In percentage)

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	No one is worried about the progress of the teachers.	4.00	6.67	10.67	49.33	29.33
2.	Administration does not encourage new ideas.	1.30	15.58	15.58	49.35	18.18
3.	Incentives are given to teachers who achieve outstanding performance.	26.67	42.67	17.33	13.33	00
4.	Refresher courses are arranged for the teachers	22.39	65.79	10.53	00	1.32
5.	Management is positive to changing needs of the teachers.	18.06	55.56	16.66	5.56	4.17

TABLE 10  
**School Management Pattern**

(In percentage)

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	Teachers are consulted in decision making.	5.19	61.04	19.48	11.69	2.60
2.	There are set procedures for smooth functioning in the school.	6.76	72.97	9.46	9.47	1.35
3.	Groupism exists in the school.	1.33	33.33	20.00	29.33	16.00
4.	School gets enough support from the management.	14.47	55.26	22.37	7.89	00
5.	Staff meetings are just formalities.	5.19	20.78	18.18	40.26	15.58
6.	School is the victim of mismanagement.	00	18.67	21.33	34.67	25.33

smooth functioning of the schools. About 70% teachers felt that schools have enough support from the school administration, 65% respondents feel that teachers are consulted in decision making. But the staff meetings are just formalities and management takes its own decision. Groupism exists in the schools as the teachers could not express firm opinion on these parameters but about 60% respondents feel that the school is not a victim of mismanagement.

### **(k) Quality management in the school**

In twenty-first century quality is a must in each and everything for survival. It is equally applicable in education sector too. Change is a requirement for quality shift in education sector and more specifically in a developing country, like India. New techniques of management are to be applied in education sector in which the Principal should assume a leadership role (not as an authoritative

administrator). Regular supervision through inspections is required for monitoring the improvements in the performance level and all should cooperate in the quality management of school. Teachers have to play a specific role and assume responsibility for quality of education in a school. Opinion of the teachers on these parameters is given in Table 11.

Table 11 shows that about 92% teachers agree on the parameter of application of new techniques of management for quality improvement in education in school. Majority of them (about 77%) had the opinion that the principal's administrative role is also regularly assessed for improvements and school has made progress in his/her leadership in the opinion of about 76% teachers. About 87% teachers agree that inspections are conducted regularly for improvement. But, some of them (about 42%) opined that teachers flatter the management and the principal.

TABLE 11  
**Quality Management in the School**  
*(In percentage)*

S. No.	Parameters	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1.	Administration applies new techniques of management for qualitative improvement.	12.00	60.00	20.00	6.67	1.33
2.	Principal's leadership role is also assessed.	10.39	67.53	14.29	5.19	2.60
3.	School has made progress in the present leadership.	34.21	42.11	13.16	6.58	3.95
4.	School inspection is done by the management.	32.05	55.13	7.69	3.85	1.28
5.	Some of the teachers can be seen flattering the management/principal.	5.80	36.23	21.74	20.29	15.94

### Observations

KVs are CBSE affiliated English and Hindi medium co-educational institutions located generally in urban areas and provide education upto Class XII. Normally, they run in one shift, in own buildings and teachers teach about 6-8 periods per day at primary level which reduces later. Principals are also required to teach 6 periods per day. KVs have adequate school buildings, classrooms, playgrounds, staffroom, games room, computer facilities, school hall and separate craft room, fine art room and music room. There are adequate science practical facilities for high school students and for higher secondary students' facilities exist for separate physics, chemistry and biology practical. The libraries are equipped with textbooks, reference books, proper furniture for seating arrangements, etc. and at few places photocopying facilities are also available. There are adequate

toilets separate for boys and girls but at drinking water points normally rush is being seen as the students come at the time of intervals, only. There is neat and clean academic environment with writing of great saints and sages and duly maintained display boards. Kendriya Vidyalayas have very good results, use play-way methods of teaching and child-centred approaches of education. There are some healthy practices also, like class teachers take lunch in the classrooms with their class (more specifically in primary classes), dustbins are kept and widely used, latest books are available in the library and latest version of computers are available. But sometimes the school seems to be small for accommodating all children. Vidyalayas feel need for a trained counsellor. Parent-teacher meetings and staff development programmes are organised regularly. At some places the cleanliness, display boards, seating arrangement and photocopying facilities

lack in library, but there is always shortage of school transport as schools do not have their own buses. There are good relations between teachers and students, teachers and principal and among teachers and students themselves. Sometimes the teachers feel more interference of parents in the day-to-day working and some teachers also feel need of vocational education in the school. Chairmen visit the school at several occasions and motivate the staff and students. Students mostly get selected in competitive exams like PET, PMT, IIT, NDA, etc. and there are the facilities of NCC, Scout and Guide for the students.

Navodaya Vidyalayas are co-educational residential schools fully financed and administered by the Government of India through an autonomous organisation Navodaya Vidyalaya Samiti established in rural areas working for Classes VI to XII in single shift. They are affiliated to CBSE and provide good quality modern education on the lines of KVs to the talented children predominantly from the rural areas, without any regard to the socio-economic conditions of the family. Admissions are made at Class VI level and medium of instruction is mother tongue/regional language up to Class VIII. They serve each district of the country in 27 States and 7 Union Territories and work for attaining reasonable level of competence in the rural children. These Vidyalayas run in own specious pucca buildings with sufficient infrastructural facilities like classrooms, staffrooms, hostels, rooms for games, work experience, computers, fully equipped labs, libraries, etc. These

schools also have their own transport facility. About two lakh students are on roll of the Navodaya Vidyalayas. Students for these Vidyalayas are selected through admission test. Supervised studies, remedial teaching and special coaching are the main features of the Vidyalayas, which result to better performance in examinations. These institutions follow many innovative practices in nurturing rural talent without any type of discrimination. In these Vidyalayas teacher/student ratio is maintained as 1:30 to 1:40. These institutions develop moral, ethical, social and national character through their day-to-day working and migration policy. Students and teachers live together and work for quality education in a team spirit.

#### **Changed role of the Principal**

Principal is an academic leader and manager of the educational institution. Her/his management should be based on reliable data of students' performance, cost and financial analysis and bench marking. She/he should measure his success by the success of individuals within the organisation and should have a vision for the future and get the teachers and staff to accept ownership of the vision as their own. Then the teachers and staff will be committed to achieve the goal. They must create strategies, systems and methods for achieving academic excellence. Encouragement for participation and creativity in all students and staff is a must for quality education. Involvement of all in activities, like planning, review of education quality performance standards, recognising staff for quality achievements, re-enforcing values and

encouraging leadership at all levels. The principal should:

- Enhance the value of school to the students through development of new need-based educational services.
- Reduce inconsistency, which places the credibility of educational process in question.
- Improve responsiveness to students' requirements.
- Improve productivity and effectiveness in use of resources.

Reward and recognition system should be re-enforced. Factors with bearing upon the safety, health, well-being and morale of teacher, staff and students must be a part of continuous improvement. Students must get education and training in quality skills related to performing their jobs and understanding problem-solving tools and techniques. Assessment is necessary to ensure correctness of activities. It may involve stakeholders and has to take place before, during and after completion of the jobs. The quality definition of assessment is:

- Ensuring that what is supposed to happen actually happened.
- Ensure that everything we do has added value in the school
- Ensure that the schools do provide value to the customers.
- Ensure that we work efficiently.
- Ensure that we constantly strive to improve output.
- Ensure that we are never resistant to change.

Fulfilment of students, community and staff needs has to be assessed record keeping; target setting at all levels and

for all activities must be an on-going process, feedback processes and activity analysis and corrective action has to be taken in time. It establishes a culture to focus on meeting the needs of the students, staff, better learning and working environment, improved efficiency and productivity, effective team work, improved outcome, recognition by staff, students and community. Now-a-days, education system is under immense pressure to change. Re-structuring programmes are being implemented to improve performance and school tone.

### **Suggestions**

In India, teaching is not a well paid career. For some it is the last career option because other doors had shut in their face. Teachers may be demoralised by financial difficulties and a perceived lack of prospects. Too often they feel as if they can do little to shape their students' future. Therefore, this is the collective responsibility of society to infuse self confidence in teachers and ensure that they realize the mighty mission they have undertaken. For this purpose society demands improvement in quality of education but it fails to support education's efforts to improve due to lack of resources.

1. Regular researches should be conducted for development and improvement in quality of education system in the schools. For this purpose separate wing or department may be created at regional level.
2. Parent-teacher meetings should be regularly organised and better

- support from the community has to be taken.
3. The future requirements for expansion of the KVs and NVs should be worked out regularly and provisions should be made accordingly.
  4. Use of Educational Technology (ET) and other modern facilities should be extended to the classroom in these Vidyalayas. One ET Lab may be established in each and every school.
  5. The community should have proper representation in the management committee meetings of the schools. Parent-Teacher Association (PTA) meetings should be conducted periodically for linkages and proposals of these meetings should be implemented judiciously.
  6. The Vidyalayas should have tension-free motivating atmosphere for quality education.
  7. Teachers should be well-versed and feel belongingness with the school. For this purpose regular dialogue and conduct of staff meetings in democratic manner is necessary.
  8. Sufficient number of teachers in all subject areas should be on the posted strength in the school so that there may not be any pressure for completion of courses by lecture method and to get time for innovative practices in teaching-learning process. Good innovative practices should be praised and suitably rewarded.
  9. Students of KV and NV go to private coaching centers as there is no facility/plan for their career development. Schools should sketch plans to develop career mindedness in the students and accordingly facilities should be provided. Then the students will be more serious for their studies in school.
  10. Classroom teaching should be the first priority of the teachers and they should not be engaged in other work at the time of teaching.
  11. Personal problems of the teachers should be taken care of in consideration of transfers, etc. to motivate them for working whole heartedly and their outstanding work should be suitably awarded.
  12. Generally, the principals manage the school taking few or some of the teachers in confidence. This may lead to groupism in the school depending on the nature of the teachers in his confidence. He/she should take the vice-principal in confidence and all important decisions should come-up in the staff meetings for which proper minutes, etc. should be recorded.
  13. Recruitment of the teachers has to be made on merit. Teachers should be well cared for by the administration to be dedicated employees. This will also control flattering by teachers of their principal or administration

### **Policy Implications**

Quality is on-going process, needs good leadership, massive training and involvement of everyone. It establishes a flexible infrastructure, which can quickly respond to society's changing demand. Creation of quality has four essential components—

- (i) Commitment to change which may evoke fear in the minds of people as

the change may also be from public to private institutions.

- (ii) Clear understanding of where we are and how the system of education is working.
- (iii) Clear vision of future in every one to remain focused and committed to quality transformation.
- (iv) Clear plan for implementing quality in team with a set of guidelines.

Some policy implications of the research are as under:

1. A research and development wing or section should be established to plan for future in headquarter and regional offices of the KVs and NVs.
2. One ET lab should be established in all Vidyalayas to ensure effective use of computers and IT in the schools by the students and teachers.
3. Good linkages are to be established with the community.
4. Sufficient number of subject teachers should be posted in the schools to teach the students without any pressure of time and also to think of innovative practices in teaching learning process, which should be suitably recognised through research and development wing or section of the organisation.
5. The problems of teachers should be taken care of by the administration to improve loyalty and belongingness. Transfers, promotions, rewards and appraisal system should be suitably developed for this purpose.
6. There should be a post of counsellor in all Vidyalayas to guide and counsel the students for their career.
7. Satisfactory and satisfied workforce of teachers should be developed in the schools.

### **Conclusion**

Quality education requires future orientation and commitment to staff, students and citizen. Strategies plans and resource allocation must reflect these commitments and address training, staff and students' development, technological evolutions and other factors that have bearings on quality. Education must undergo a paradigm shift, old norms and beliefs must be challenged. For this, teachers must learn to help students develop the skills they need to compete in a global economy. No plan for quality education may be constant as it has to reflect changes. All internal and external environmental factors that have an impact on education should change. It takes time in changing attitude of all and wide investment in training is also required. Quality in education will improve when educational administrators, teachers, supportive staff, students, parents, etc. all develop new attitudes that focuses on leadership, teamwork, cooperation, accountability and re-organize everything. The leaders in educational scenario in the form of principals and administrators must be committed to quality. Sometimes, they may not agree with the suggestions and recommendations of the staff but should always listen to them. They should encourage the staff to find new ways to improve efficiency, productivity and service quality.

The quality vision in education focuses on meeting the needs of the



customers (students, parents, employees, etc.) providing total community involvement, developing system to measure the added value in education support system that the staff and students need to manage change and continuous improvement, always striving to make the product of education better. So, the quality schools should have:

- Long-range vision and mission for improvement
- Pre-decided goals and objectives
- Beliefs of values for all
- Management by objectives
- Customer focus
- Total involvement of all with commitments
- Continuous improvement and fast responses

- Critical success factor and measurement of improvements.

Adequate attention on all factors is necessary for success in quality improvement of the school. The education system must develop students as valued citizens, who meet the future challenges and changes of a global society. The quality schools create an environment that enables everyone to bring measurable quality improvement in their work process. There has to be a partnership with students, staff, teachers and other educational organisations for quality improvement. Within the school system, there has to be evolution and development of regular communication, approaches to evaluate progress and methods to accommodate the changing conditions.

### REFERENCES

- CHOPRA, R.K. 2003. "Primary School Teachers in Haryana: Explorations in their Working Conditions", *Indian Educational Review*, Vol. 39, No.1, January, 2003
- KALAM ABDUL APJ. 2006. "Mission for MANUU", *News Magazine*, issue no. 10, January, 2006, Maulana Azad National Urdu University, Hyderabad
- NCERT. 2000. *National Curriculum Framework for School Education*, New Delhi
- \_\_\_\_\_. 2005. *National Curriculum Framework*. New Delhi.
- \_\_\_\_\_. 2005. *Development of Quality in School Education*, Report of PAC Programme No. 16.05/ 2004-05
- \_\_\_\_\_. 2006. *Tools for Monitoring; Monitoring Formats for Quality Dimensions under SSA*