

A STUDY OF INPUT-OUTPUT RELATIONSHIP IN THE CONTEXT OF
SENIOR SECONDARY SCHOOLS IN DELHI

SELF ASSESSMENT INVENTORY

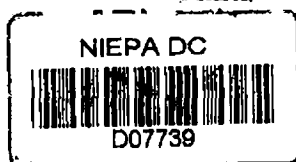


State Council of Educational Research & Training
Varun Marg, Defence Colony : New Delhi

July, 1993

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PROJECT TEAM

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Date 17/9/92

**DIRECTORATE OF EDUCATION
GOVT. OF NATIONAL CAPITAL TERRITORY OF DELHI : DELHI**

Shakti Sinha, I.A.S.
Director of Education

Dear Principal,

You will agree that every person associated with education should periodically undertake self assessment to find out whether he/she is contributing in the achievement of educational objectives and also to ascertain the weaknesses in his/her functioning which in turn should lead to development of strategies for further improvement. This holds true in the case of teachers, administrators, planners, textbook writers, curriculum developers, librarians, laboratory assistants. This also holds true in the case of institutions-schools, colleges, research organisations.

It should be kept in mind that the purpose of assessment is not to pronounce judgement on the efficiency and effectiveness of an individual or institution. On the other hand, its purpose should be to build a basis for planning for further improvement.

I am happy to learn that State Council of Educational Research and Training (SCERT) Delhi has decided to undertake a study to ascertain the relationship between inputs and outputs in respect of senior secondary schools. You are requested to extend your cooperation in the study by completing the self assessment inventory. The completed inventory may be sent to SCERT for further necessary action at their end.

With regards,

Your sincerely,

Sd/-
(SHAKTI SINHA)

Principals of all
Govt. Senior Secondary Schools

.....
.....

PREFACE

Educational institutions all over the world are now under tremendous pressure to perform better and to strive hard to achieve the institutional goals. The society expects that each and every institution should deliver the goods in proportion to the infrastructure provided to it. This implies that the outputs of an institution should at least be commensurate with the inputs made available to it.

SCERT Delhi has taken up a study to ascertain the input-output relationship in the context of secondary schools in Delhi. The ultimate objective of the study is to devise ways and means to ensure proper balance between the inputs and outputs. To collect necessary data from the schools, an inventory has been developed with the help of educational planners, administrators and Principals. The inventory is to be completed by the Principal and the teachers themselves. It is hoped that the data obtained through the survey would help in the preparation of realistic plans for the improvement of school education in Delhi.

Principals of schools are requested to provide the complete and correct information in the inventory enabling us to complete the study at the earliest.

June 3, 1993

G.L. ARORA
DIRECTOR
SCERT, Delhi.

IDENTIFICATION DATA

Name of the School :

:

Name of the Principal :

Date of joining in the School :

Classes in the School :

Number of students :

INSTRUCTIONS

1. Provide complete and correct information in respect of each item of the inventory. Please see that no item is left unanswered.
2. Before recording your response, go through the guidelines given at the end of inventory carefully.
3. Information provided by you should be based on facts and not on impressions or opinions. In some cases, you may have to compile information and work out averages or percentages.
4. You are required to provide information by putting tick mark (✓) in the appropriate columns. Scoring need not be done by you.

SELF ASSESSMENT INVENTORY

A. INPUTS

1. a) Is one class room available for each section? Yes/No
- b) If the answer is 'No', indicate the extent of short fall Yes/No
(Difference between requirement and availability)
2. Are separate rooms available for the following?
 - i) Art/Drawing/Painting Yes/No
 - ii) Music Yes/No
 - iii) Dance Yes/No
 - iv) NSS/Physical Education Yes/No
 - v) Scouting/Guiding Yes/No
 - vi) Examination Work Yes/No
 - vii) Audio-Visual materials Yes/No
 - viii) Medical facilities Yes/No
 - ix) NCC Yes/No
 - x) For storing unserviceable items Yes/No
 - xi) Separate Principal's office for double shift school Yes/No
 - xii) Separate office rooms for double shift school Yes/No
 - xiii) Geography Yes/No
3. Name the games for which play grounds are available :
 - A. Outdoor
 - a) Hockey/Football Yes/No
 - b) Volleyball Yes/No
 - c) Basketball Yes/No
 - d) Cricket Yes/No
 - e) Any other Yes/No
 - B. Indoor
 - a) Badminton Yes/No
 - b) Table Tennis Yes/No
 - c) Gymnastics Yes/No
 - d) Chess Yes/No
 - e) Any other Yes/No

| | | | | | |
|----|---|----------------------------------|---------------------|-------------|------------------|
| 4. | What is your assessment regarding : | | | | |
| | i) the facilities available for different work experience activities? | Poor () | Satisfactory () | Good () | Very good () |
| | ii) Staff room for the staff members of the school? | () | () | () | () |
| 5. | Your assessment regarding the maintenance of school building? | Poor () | Satisfactory () | Good () | Very good () |
| 6. | Your assessment regarding : | | | | |
| | a) School Library | () | () | () | () |
| | b) Physics Lab. | () | () | () | () |
| | c) Chemistry Lab. | () | () | () | () |
| | d) Biology Lab. | () | () | () | () |
| | e) General Science Lab. | () | () | () | () |
| | f) Home Science Lab. | () | () | () | () |
| | g) Vocational Lab/workshop for +2 stage | () | () | () | () |
| | h) Work experience room | () | () | () | () |
| | i) Computer Room/Lab. | () | () | () | () |
| 7. | Your assessment regarding the following, if available . | | | | |
| | i) Arrangement of drinking water? | Poor/Satisfactory/Good/Very Good | | | |
| | ii) Arrangement of toilet for boys? | Poor/Satisfactory/Good/Very Good | | | |
| | iii) Arrangement of toilet for girls? | Poor/Satisfactory/Good/Very Good | | | |
| | iv) Arrangement of toilet for teachers? | Poor/Satisfactory/Good/Very Good | | | |
| | v) Electric Installations | Poor/Satisfactory/Good/Very good | | | |
| 8. | Number of times PWD contacted for | | | | |
| | i) Drinking Water | | | | |
| | ii) Toilet for boys | | | | |
| | iii) Toilet for girls | | | | |
| | iv) Toilet for teachers | | | | |
| | v) Electric installations | | | | |

9. Building maintenance budget of Rs.....spent on

- i) Drinking water
- ii) Toilet for boys
- iii) Toilet for girls
- iv) Toilet for teachers
- v) Electric installations

10. A) SR. SEC. STAGE

(Students' percentage of marks at the time of admission in Sr. Secondary)

| Subject | Marks average | <33% | 33-40% | 40-50% | 50-60% | 60-75% | >75% |
|-----------------|---------------|------|--------|--------|--------|--------|------|
| Overall | | | | | | | |
| English | | () | () | () | () | () | () |
| Hindi | | () | () | () | () | () | () |
| Maths | | () | () | () | () | () | () |
| Science | | () | () | () | () | () | () |
| Social Sciences | | () | () | () | () | () | () |

B) SECONDARY STAGE

(Students' percentage of marks in the first terminal test held in class IX).

| Subject | Marks average | <33% | 33-40% | 40-50% | 50-60% | 60-75% | >75% |
|-----------------|---------------|------|--------|--------|--------|--------|------|
| Overall | | | | | | | |
| English | | () | () | () | () | () | () |
| Hindi | | () | () | () | () | () | () |
| Social Sciences | | () | () | () | () | () | () |
| Maths | | () | () | () | () | () | () |
| Science | | () | () | () | () | () | () |

C) UPPER PRIMARY STAGE

(Students' percentage of marks in the first terminal test held in class VI)

| Subject | Marks average | <33% | 33-40% | 40-50% | 50-60% | 60-75% | >75% |
|-----------------|---------------|------|--------|--------|--------|--------|------|
| Overall | | | | | | | |
| English | | () | () | () | () | () | () |
| Hindi | | () | () | () | () | () | () |
| Social Sciences | | () | () | () | () | () | () |
| Maths | | () | () | () | () | () | () |
| Science | | () | () | () | () | () | () |

11. i) Amount sanctioned for the purchase of library books during the last financial year
- ii) Amount spent
- iii) Amount spent from Pupils fund (Above the sanction)
- | | | | | |
|--|------|--------|--------|------|
| | <15% | 15-20% | 20-25% | >25% |
|--|------|--------|--------|------|
- iv) From PTA/other sources
- | | | | | |
|--|------|--------|--------|------|
| | <15% | 15-20% | 20-25% | >25% |
|--|------|--------|--------|------|
12. Is full time librarian available in the school? Yes/No
13. i) Amount sanctioned for Science Lab equipments
- ii) Amount spent
14. How much was spent on the games including Yoga etc?
- a) From pupils fund per child
- | | | | | |
|--|--------|-------|-------|-------|
| | <Rs. 3 | Rs. 3 | Rs. 4 | Rs. 5 |
| | () | () | () | () |
- b) From PTA/other sources (%age of the expenditure from pupils fund)
- | | | | |
|--|------|--------|------|
| | <10% | 10-25% | >25% |
| | () | () | () |
- c) From Sports Branch
- | | | | |
|--|-----|-----|-----|
| | () | () | () |
|--|-----|-----|-----|
- d) %age of the pupil fund

15. a) Total number of books
 b) Number of text books including book bank
 c) Number of books for teachers
- | | | | | |
|--|-----------|------------|------------|-----------|
| d) Number of Newspapers subscribed to | <2 | 2 | 3-4 | >4 |
| e) Number of magazines/ journals subscribed, | <5 () | 5-6 () | 7-9 () | >9 () |

16. Number of Teacher months for which teachers were not available during the year

| | No. of posts | Loss of Man months | % age Loss of Man months |
|--|--------------|--------------------|--------------------------|
|--|--------------|--------------------|--------------------------|

- i) Principal
- ii) Vice-Principal
- iii) PGTs
- iv) TGTs
- v) Other Teachers
- vi) Ancillary Staff
- vii) Ministerial Staff
- viii) Group D Staff

- | | | | | | |
|--|--------|--------|--------|--------|------|
| 17. What percentage of students has been provided with proper furniture? | 50-60% | 60-70% | 70-80% | >80 | |
| 18. What is the approximate percentage of first generation learners | >75% | 60-75% | 45-60% | 30-45% | <30% |
| 19. Number of shifts in a school | One | Two | Three | | |

B. PROCESS AND OUTCOMES

- | | |
|--|--------|
| 20. Whether annual calendar was prepared | Yes/No |
| 21. Whether Supervision Diary was regularly maintained during the year | Yes/No |
| 22. Whether medical check up of the students was conducted | Yes/No |

23. Which of the following days were celebrated and how many students participated?

| | <5% | 5-10% | 10-15% | >15% |
|---------------------|-----|-------|--------|------|
| a) Independence Day | () | () | () | () |
| b) Children Day | () | () | () | () |
| c) Republic Day | () | () | () | () |
| d) Sports Day | () | () | () | () |
| | <10 | 10-20 | 20-40 | >40 |
| e) Gandhi Jayati | () | () | () | () |
| f) Human Rights Day | () | () | () | () |
| g) UNO Day | () | () | () | () |
| h) Minority Day | () | () | () | () |
| i) World Food Day | () | () | () | () |
| j) | () | () | () | () |
| k) | () | () | () | () |

24. Which of the following Day programmes were organised and how many students participated?

| | <5% | 5-10% | 10-15% | >15% |
|----------------------------------|-----|-------|--------|------|
| a) Debate | () | () | () | () |
| b) Elocution | () | () | () | () |
| c) Community songs | () | () | () | () |
| d) Skits/Plays | () | () | () | () |
| e) Discussion on current affairs | () | () | () | () |
| f) General Knowledge | () | () | () | () |
| g) Quiz Competition | () | () | () | () |
| h) | () | () | () | () |
| i) | () | () | () | () |
| j) | () | () | () | () |

a) Number of meetings of the Executive Committee of PTA held during the year

.....

b) Percentage of the members who attended the General Body meeting

.....

- c) Number of meetings between teachers
and parents to monitor the progress
of students

26. Academic Achievements

a) Senior Secondary School Examination :

| Subject | Pass % age | Board's Average | Difference | Score |
|------------------|------------|-----------------|------------|-------|
| Overall | | | | |
| English | | | | |
| Hindi (Core) | | | | |
| Physics | | | | |
| Chemistry | | | | |
| Mathematics | | | | |
| Biology | | | | |
| History | | | | |
| Pol. Sc. | | | | |
| Geography | | | | |
| Economics | | | | |
| Sanskrit | | | | |
| Commerce | | | | |
| Accountancy | | | | |
| Hindi (Elective) | | | | |
| Home Science | | | | |

b) Secondary Examination

| Subject | Pass %age | Board's Average | Difference | Score |
|----------------|-----------|-----------------|------------|-------|
| Overall | | | | |
| English | | | | |
| Hindi | | | | |

Social Science
Maths
Science
Sanskrit

c. Sr. Sec. Examination

| Subject | Last year (Difference between School & Boards' result) | Current Year | Difference | Score |
|---------|---|--------------|-------------|-------|
| | $D_1 - D_2$ | $D_1 - D_2$ | $D_2 - D_1$ | |

Over all

English
Hindi (Core)
Physics
Chemistry
Maths
Biology
History
Pol Science
Geography
Economics
Sanskrit
Commerce
Accountancy
Hindi (Elective)
Home Science

27 Number of students who got 'A' grade in Board's examination

a) Sr. Secondary

| Subject | Number | %age | Nil | 1-2% | 2-5% | 75% |
|------------------|--------|------|-----|------|------|-----|
| Over all | | | () | () | () | () |
| English | | | () | () | () | () |
| Hindi | | | () | () | () | () |
| Physics | | | () | () | () | () |
| Chemistry | | | () | () | () | () |
| Maths | | | () | () | () | () |
| Biology | | | () | () | () | () |
| History | | | () | () | () | () |
| Pol. Sc | | | () | () | () | () |
| Geography | | | () | () | () | () |
| Economics | | | () | () | () | () |
| Sanskrit | | | () | () | () | () |
| Commerce | | | () | () | () | () |
| Accountancy | | | () | () | () | () |
| Hindi (Elective) | | | () | () | () | () |
| Home Science | | | () | () | () | () |

b) Secondary

| Subject | Number | %age | Nil | 1%-2% | 2%-5% | Above 5% |
|-----------------|--------|------|-----|-------|-------|----------|
| Over all | | | () | () | () | () |
| English | | | () | () | () | () |
| Hindi | | | () | () | () | () |
| Social Sciences | | | () | () | () | () |
| Mathematics | | | () | () | () | () |
| Science | | | () | () | () | () |

28. Inter-house Activities

| Activity | Whether organised |
|-----------------------|-------------------|
| Wall Magazine | Yes/No |
| Written Magazine | Yes/No |
| Quiz Competitions | Yes/No |
| Debate | Yes/No |
| Painting | Yes/No |
| Singing | Yes/No |
| Calligraphy | Yes/No |
| Poetical Recitation | Yes/No |
| Essay Writing | Yes/No |
| Fancy Dress | Yes/No |
| Hand Written Magazine | Yes/No |
| Any other | |

29. Games & Sports

| Events | Whether organised | Number of participants |
|--------------------|-------------------|------------------------|
| a) Sports | | |
| 100 mt. race | Yes/No | |
| 200 mt. race | Yes/No | |
| 400 mt. race | Yes/No | |
| Long jump | Yes/No | |
| High jump | Yes/No | |
| Shotput | Yes/No | |
| Discuss throw | Yes/No | |
| Javelien throw | Yes/No | |
| Cross Country Race | Yes/No | |
| b) Games | | |
| Hockey | Yes/No | |
| Cricket | Yes/No | |
| Football | Yes/No | |
| Kabbadi | Yes/No | |

| | |
|--------------|--------|
| Kho-Kho | Yes/No |
| Table Tennis | Yes/No |
| Badminton | Yes/No |
| Volleyball | Yes/No |

30. Participation in Inter-school competitions

| Activity | No. of students sent during the session | >10 | 6-10 | 2-5 | <2 |
|---------------------|---|-----|------|-----|-----|
| a) Sports | | | | | |
| Debate | | () | () | () | () |
| Elocution Contest | | () | () | () | () |
| Poetic Recitation | | () | () | () | () |
| Skits/One act plays | | () | () | () | () |
| Music & Dance | | () | () | () | () |
| 100 mt. race | | () | () | () | () |
| 200 mt. race | | () | () | () | () |
| 400 mt. race | | () | () | () | () |
| Long jump | | () | () | () | () |
| High jump | | () | () | () | () |
| Shotput | | () | () | () | () |
| Discuss throw | | () | () | () | () |
| Javelin throw | | () | () | () | () |
| Cross Country Race | | () | () | () | () |
| b) Games | | | | | |
| Hockey | | () | () | () | () |
| Cricket | | () | () | () | () |
| Football | | () | () | () | () |
| Kabbadi | | () | () | () | () |
| Kho-Kho | | () | () | () | () |
| Table Tennis | | () | () | () | () |
| Badminton | | () | () | () | () |
| Volleyball | | () | () | () | () |

31. Attendance of students

| Month | Total | %age | Attendance | <60% | 60-70% | 70-80% | 80-90% | >90% |
|-----------|-------|------|------------|------|--------|--------|--------|------|
| August | | | | () | () | () | () | () |
| September | | | | () | () | () | () | () |
| October | | | | () | () | () | () | () |
| November | | | | () | () | () | () | () |
| December | | | | () | () | () | () | () |
| January | | | | () | () | () | () | () |

32. Utilisation of school library by students

| Class | Average no. of books issued | Above 10 | 5-10 | <5 |
|-------|-----------------------------|----------|------|-----|
| VI | | () | () | () |
| VII | | () | () | () |
| VIII | | () | () | () |
| IX | | () | () | () |
| X | | () | () | () |
| XI | | () | () | () |
| XII | | () | () | () |

33. Professional Development Programmes

| Activities | 1 | 2 | 3 |
|--|---|---|---|
| Number of extension lectures organised | 1 | 2 | 3 |
| Number of workshops / meetings organised | 1 | 2 | 3 |

GUIDELINES FOR THE COMPLETION OF THE SELF ASSESSMENT INVENTORY

The tool is divided into two parts i.e. a) Inputs & b) Processes and Outcomes. Thus two separate scores will be worked out-one for inputs and second for processes and outcomes. The first score will provide an indication about the quality of inputs available in a particular school and the second score will indicate the quality of processes organised by the school within the framework of available inputs and outcomes achieved. The schools having better inputs are expected to attain better outcomes.

Question Numbers 1 to 3 seek to elicit information regarding the availability or non-availability of a facility. Thus, there are only two alternatives. The score of one is to be awarded if the facility is available and the score will be zero if the facility is not available. However, question 1(b) will elicit the information regarding shortfall in accommodation. If the shortfall is more than 20%, a score of -2 may be given while a score of -1 may be given for a shortfall of less than 20%.

Question Numbers 4 to 7 seek the opinion of Principals regarding the quality of different facilities on four point rating scale ranging from 'poor' to 'very good' with scores between 0 and 3

Question Number 8 & 9 simply seek some information about the efforts made and the money spent on facilities like drinking water, toilets, sewerage etc. No weightage has been proposed for these two items.

Question No. 10 makes an attempt to ascertain information about the level of students' attainments before joining classes VI, IX & XI. To provide this information Principals will have to see that average marks obtained by all the students in the preceding classes or in the first terminal test in different subjects is worked out. With regard to the students admitted to class XI, the marks obtained by them in class X will be taken into consideration. An average of less than 33% will fetch no score while an average between 33-40 will earn a score of one, average score higher than 40 and upto 50% will mean a score of two and so on. This question has been included on the assumption that if a teacher knows the entry level of students' attainments he will be in a better position to prepare a plan for remediation as well as further improvement.

Question Number 11 to 14 will yield information about the money spent on the purchase of library books, Science laboratory equipments and on games materials. Every school receives sanctions from government for purchase of library books and

science laboratory equipments. The schools are under obligation to spend the amount received for the enrichment of the library and laboratory. In addition, the schools also manage to purchase books and equipments through other sources such as pupils fund, PTA fund etc. and the schools utilising these sources must get credit for their resourcefulness. The schools spending more than 25% from pupils fund or PTA fund will earn the maximum score of three. If a school receives sanction of Rs. 10,000 and if it spends more than Rs. 2,500 from pupils fund, it will earn the maximum score. Games materials are purchased from pupils fund. It has been estimated that if a school spends more than Rs. 5 per child on the purchase of games materials it should get the maximum score of three. While a school spending less than Rs. 3 per child should get no score on this account. The schools spending more than 25% of the total amount spent from pupils fund through other sources will get a score of two. Likewise the schools arranging funds from the Sports Branch will also get a score of two, one or zero depending upon the amount they manage to get in proportion to amount spent by them from pupils fund.

Question No. 15 (a), (b) and (c) makes an attempt to get some factual information for which no weightage has been proposed. With regard to (d) & (e) of question No. 15, scores from zero to three have been assigned depending on the number of newspapers/magazines subscribed.

Question No. 16 will provide information about the loss of teacher months during the year. Suppose there are 10 posts of PGTs out of which 2 remained vacant for 4 months and one remained vacant for 6 months. Thus, the total loss will be 14 months out of a total 120 (12×10) teacher months. The absence of teachers from school, even in connection with deputation to other offices, should be treated as loss in teacher months. This information is to be provided for PGTs, TGTs, Assistant teachers and Supporting staff separately. The rating can be on a 3 point scale ranging from -1 to -3. The loss upto 10% may be assigned a score of -1, the loss between 10 to 20% may get a score of -2 and score of -3 be assigned for a loss of above 20%.

Question No. 17 is about the percentage of students for whom proper furniture is available. A school having proper furniture for more than 80% students will get the maximum score of three.

Question No. 18 is about the percentage of first generation learners. A school having more than 75% first generation learners will get the score of zero and the school with less than 30% of such learners will get a score of 4.

Question No. 19 is about the shifts i.e. single shift or double shift in a school. It is assumed that a school having single shift is in a position to organise educational programmes in a more befitting manner. A school with one shift will

get a score of two, a school with double shift will get score of one while a school with three shifts will get a score of zero.

Processes and Outcomes

Items No. 23 & 24 relate to celebration of days and organisation of important cultural activities. A school is expected to provide opportunities to a large number of students to participate in these activities. A four point scale ranging from zero to three is proposed in respect of these two items. A school will get the maximum rating of three if the number of students participating in an activity exceeds 15% in the case of item No. 23 (a to d) and item No. 24. The students taking part in parade, group songs, community singing etc. should be counted as participants in these programmes. In the remaining activities the total number of participants should be above 40 to earn the highest score of 3.

Item No. 4

Participation of community in the affairs of the Institution is considered to be in the interest of the Institution as well as in the interest of the students. It has been observed that a school organises formal meetings between teachers and parents to monitor the progress of the students. It is felt that a school is seeking maximum cooperation from the parents if it is in a position to arrange three meetings in a year. Therefore a school arranging three meetings in a year should get the maximum score of three on a four point scale ranging from zero to three.

Item No. 26 (a&b)

The quality of education imparted in a school is reflected in the results shown by the schools in external examinations. It is felt that difference between school pass percentage and Boards' average should give an indication of the performance of a school. The difference can be on the positive as well as on the negative side. In case the difference is on the negative side the school deserves negative rating and if the difference is on the positive side the rating must be positive.

A nine point rating scale ranging from -4 to +4 is proposed in respect of these items. A difference of +10, +20, +30, and +40 will yield a score of 1,2,3 and 4 respectively while a difference of -10, -20, -30 and -40 will yield a score of -1, -2, -3 and -4 respectively.

Item No. 26 (c)

The performance of a school should also be compared with its own past performance. This can be worked out by calculating the difference between the pass percentage of the current year and the preceding year. The difference has to be worked out between school pass percentage and the Boards' average in the case of the preceding

year as well as current year. The difference between col. 1 & 2 will be shown in col. 3. The rating in this item also, like a' and b, will be from -4 to +4 depending upon the difference between col. 1 & 2.

Item No. 27

The Board awards A grade to a few students on the basis of their outstanding performance in the examination. It is felt that the students winning meritorious positions bring honour to the school. A four point rating scale ranging from zero to three has been proposed for this item. If more than 5% students get 'A' grade on the basis of secondary level or senior secondary level examination should get the maximum score of three.

Item No. 28 & 29

These items relate to Inter-house activities and certain atheletic events and games on a two point scale. the score of one should be allowed if a particular activity is organised in the Institution. No score will be awarded if the activity is not organised.

Item No. 30

A school should make an attempt to provide opportunities to maximum number of students to participate in various Inter-school competitions. No score should be awarded if less than two students are sent for participation in Inter-school competitions in a particular activity in one academic year. On the other hand if more than 10 students are sent, the maximum score of three should be awarded.

Item No. 31

The quality of school programmes can be judged from the average attendance of students in different classes during the session. The better organised school will ensure better attendance. It is felt that average attendance exceeding 90% is most creditable and average attendance less than 60% is something to be worried about. Every school displays every day the number of students present and the number of students enrolled. Average and percent attendance should be worked out separately for each month.

Item No. 32

It has been established by numerous research studies that students who study books in addition to the prescribed textbooks are not only better in general knowledge and awareness but also perform better in the examinations. If the students are in the habit of getting books from the library, this will also mean that the school library is being properly utilised. It is felt that if the average number of books issued to the students of a class exceeds 10 in an academic year, the utilisation

of school library is fairly good and if the average is less than 5 then the utilisation of the library is certainly very poor. A three point rating scale ranging from zero to two has been proposed for this item depending upon the average number of books issued.

Item No. 33

The teachers who continue making efforts for their professional development are likely to prove more successful as teachers. A good school makes suitable arrangements for the professional growth of teachers. Many schools organise extension lectures for the benefit of their teachers. Some other schools organise workshops/meetings etc. which provide a forum to the teachers to share their views and experiences with others. A three point scale is proposed for this item and a school will get a score of one or two depending upon the number of lectures/meetings organised. It is felt that a school organising three lectures or meetings in a year should get the maximum score of three.

Signature :
Name :
Designation :
School :

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