CHAPTER 2

REVIEW OF LITERATURE

The review of literature has been divided into the following categories to study in detail the process of quality assessment in the schools affiliated to CBSE.

1. Need for quality assessment in education sector

2. Quality assessment indicators in education

Although much secondary literature is not available in the form of research papers on the topic, there are certain reports of various countries on the need to assess and the parameters to be used for assessing the quality of education. By undergoing the available research papers and other available literature on quality assessment indicators as well as quality assessment, the following important findings were studied and used to identify the research gaps existing in this area of research.

1. Need for quality assessment in education sector

The academicians as well as the policy makers have long felt the need for assessing the efficacy of different variables in education system. This imperative need has been captured in the first part of the literature review.

Assessment and Accreditation (2015): “With the purpose of demonstrating confidence in the schools' purpose, performance, and human and financial resources. CBSE initiated an assessment of few schools in the areas of Academic Processes and Outcomes, Human Resources, Management and Administration, Leadership and Beneficiary Satisfaction, Co-Scholastic
Processes and Outcomes, Infrastructure (adequacy functionality and aesthetics). As internal school accountability is far more important and critical than external demands the assessment will indicate that the educational institution has conducted a self-evaluation of all of its programs and processes.

**Eleventh Five Year Plan (2007-14):** Focused on the mandate of improving the quality of school education. It read as: “There is no clear consensus on what quality measures in Education. Through clearly identified outcome indicators with various dimensions as teachers’ competence, classroom processes, teaching learning materials, students’ performance etc, the meaning of the quality can be defined in operational terms.”

**Sarkar (2012):** Provides an overview of assessment of education in India. The definition of ‘Assessment’ implies collecting information regarding the progress of learners’ engaged in the process of learning by using a variety of procedures, and evaluation. The paper reflects that primary enrolment rates in India are now close to universal. However, in India, the attendance and retention rates are not close to universal, secondary enrolment rates and learning achievement levels are not satisfactory. Good teaching resulting in productive learning cannot take place unless thorough quality assessment is done. Thus, assessment must be integrated with the process of teaching and learning and it should be designed in a way that it becomes a robust means of influencing the quality of what teachers teach and what learners learn. The findings of the paper reflect that scholastic aspects are given over emphasis in the Indian education system, neglecting the co-scholastic ones. The students are channelised towards cramming rather than utilizing their creative abilities and skills leading to better results, thereby neglecting the actual potential of the student. The paper traces the development of India’s assessment system in education starting from primary to university level; provides a brief statement about the
legislation and policies on education and, focuses on the new trends for education in India and on ‘SarvaSiksha Mission’ (Education for All). The paper also deals with different International Assessment systems used in Indian schools. The author suggests that the most crucial element of curriculum change is revision in the Assessment and Evaluation system and for quality assurance and maintenance of public confidence, tie ups authorities like International Assessments for Indian Schools and distinguished foreign institutions are important. The key factor for the system and the educational institutions is to establish equilibrium between measuring and assessing achievements and the practical consequences on the teaching -learning process.

**Abbi (2012):** Highlighted a synopsis of education in India. The synopsis projects the growth of school education in India using latest government records & recent published studies. The findings reveal an up thrust in primary school enrollment which is approximately the same as global and contemporary attendance ratios. It also brings forth the favorable rise in literacy rate in recent years. It also reveals an improvement in educational development index, enrolment and Student Teacher ratio. The Government has continuously shown its involvement and commitment to school education. The imposition of 2% cess for education is a perfect example to this cause. The author has found the spurt in development of private schools.

**Besley (2009):** Found that mergers in higher education sector leads to improvement in the quality of education. She studies educational institutions which underwent merger and acquisitions in countries like England, Australia and New Zealand.

**Gupta and Grover (2006) :** Found in their paper that there should be higher teacher pupil for the effective implementation of the Scheme; the teachers should also be given sufficient time to make effective lesson plans and for collection and understanding of all requisite sources available; library period can be utilized for these activities so that burden of students can be
reduced while going home and time can be saved for extra-curricular activities; Maximum sources for deducing content for projects and presentation is technology whereas the aim of CCE is to develop the habit among students to refer and value books and articles so that amalgamation of both leads to stand out in the crowd in the outside competitive world; CCE pattern emphasizes on the fact that written tests should be transformed into quizzes, oral test, presentation, etc. A balance should thus be maintained between the two rather than increasing the number of activities along with the written tests.

**Klerk et al (2003)**: In their paper reflect the objective means for assessing and comparing the quality of education which is essential in a modern system. For designing such system, certain key elements need to be focused upon, viz: as to which instruments need to be applied for identifying educational quality; which institution should be entrusted the responsibility for judging the quality of programmes and institutions (More specifically: what role does the national government play in the assessment system); should the results of assessments be released to the public for collecting their opinion as well and so on. The paper deals specifically with quality assessment of teaching. In Netherlands an international assessment committee judges the quality of the research output (amongst others by using citation index numbers) and gives an account in which the research programmes are judged on five criteria: quality, productivity, relevance, viability and management.

**Jayalekshmi & Pereira (2003)**: Conducted a survey of 500 students of higher secondary classes for identifying the learning-teaching processes, the method of assessment (both formative and summative) and the procedure for recording the assessment results in view of a specific context. The study was conducted to assess the innovative practices in assessment at the Higher Secondary Level. The study established clear relationship between learning outcomes,
assessment task and assessment criteria and the findings established that the principles of assessment developed to suit the needs of higher secondary students in Kerala context is very appropriate and the methods of assessment and its recording are effective and practicable at the higher secondary level according to critical pedagogy and constructivist approach.

2. Quality assessment indicators in education

Hénard (2015) : *Developed a system for* the evaluation of quality in every aspect. The assessment embraced new dimensions and variables of higher education, research, transfer processes, academic relevance, social relevance, management, student welfare, human resources, technologies, information and libraries, and infrastructures, once the process of quality of teaching was accepted and understood by all members of the university community,

Sugant & Anvekar (2015) : Focus on the problem of poor infrastructure and non-availability of suitable teachers leading to defective education system. With Digital Learning Solutions becoming an important source of imparting education, the authors felt the need of assessing its quality. The research was conducted on a sample size of 109 and it validated the eleven factors that constitute outcome quality viz: Betterment of academic performance, enhancing teaching ability, Updation of knowledge area, Interactive and participative teaching, enhancement of confidence, Creation of positive impact and effective teaching – viz. learning outcome and teaching effectiveness. Variables like Improvement of interest in the subject, Enhancement of focus and Concentration, Simplicity in understanding concepts, retention and recall rate, It was also proved that the learning outcome and teaching effectiveness contribute equally to outcome quality. Further the study has endorsed the validity of the variables that constitute these factors. Among the three dimensions that are identified, this study has taken up ‘information quality’ for investigation. The study has validated the factors that constitute outcome quality – viz. learning
outcome and teaching effectiveness. Also the research has proved that learning outcome and teaching effectiveness contribute equally to outcome quality.

**Abbi (2013):** The growth scenario of school education in the schools of Mumbai was reviewed by the author. He included an explanation of private/public schools administrative system and a brief profile of educational growth spread over a span of 40 years. The secondary data collected from 431 schools with parameters like types of schools, distance of school, enrolment, dropout, student-teacher ratio provided effective substance for the critical review. The review showcased an astonishing fact that education, despite being free in Mumbai, could not be a factor of hampering the 63% proportion of private schools in Mumbai. The ratio of teachers & students of 85% & 87% respectively being highest in private schools. A well laid out organized urban planning proved to be the backbone of success of primary & secondary education.

**Aturupaneet al (2013):** Conducted a study on Grade 4 students in Sri Lanka whose purpose was to evaluate the effect of factors related to socio-economic spheres, quality of school education and health and hygiene of the child on his/her scholarly output. The findings proved that though Universal culmination of primary education could be achieved by Sri Lanka yet many students show a poor scholarly performance. The factors contributing to increased Level of learning both at the student and family tier remains scholarly parents, improved food, better attendance, enrolment in personal coaching institutes, practice books, better provision of electricity and support study material. At the same time, audibility defects have a strong detrimental effect. The factors contributing to positive impacts on student’s test scores at school level are principal’s & teacher’s span of serving time, interaction and intermingling with other schools as "school culture", PTMs etc.
**Schilling & Applegate (2012)**: the research proves that how the efficacy of instructional evaluation methods can be increased, it reflects significant disparities between attitudes, skills, and information usage behaviors. This information can be resorted to implement the most appropriate evaluation methods for measuring important variables that accurately demonstrate students' attitudes, behaviors, or skills.

**Raju & Singh (2011)**: Highlighted the academic progress in India at elementary level. They initiated their research with a presumption that impact of educational development cannot be assessed by a single indicator. The variables used in the research are the type of schools they attend, as the student’s educational outcome and academic success is immensely influenced by the type of school he/she attends. Educational development analysed individually do not provide an integrated and easily comprehensible picture of reality.

**Manandhar and Sathapit (2011)**: Used statistical data to draw the reasons for primary school dropout in Nawalparasi district of Nepal. 599 dropout children were interviewed as a sample. It was observed that the maximum dropout rates of 10.3% in class I & 21.9% in the children of age six years. The data revealed the average age of 8.51 years for the children who quit primary school education. Though the rate at which boys quit basic education was found to be a bit higher than those of girls, yet there wasn’t any noticeable difference between the dropout and gender of the child. The factors negatively linked with the dropout rate were father’s academic background, father’s line of work, Mother’s academic background and no. of kids in the family. The literacy and awareness of parents ensured through adult literacy program and their guided motivation is the best remedy to bring down dropout rate of the children seeking primary education.
**Jain and Mittal (2011):** Reviewed the implementation of SarvaShikshaAbhiyan (SSA) in Sarvodaya Schools of Delhi. They observed that the teacher to student ratio, as a specified norm under SSA, which is 1:40, is not followed in schools completely. They suggested that effective steps must be implemented to shrink the class size. It was revealed that most of the schools had a greater student to teacher ratio. The reason being the confluence of students from different branches of schools in these schools after class V besides the present ones as admission could not be denied to them. Moreover, it also led to distortion of student teacher ratio in middle classes. Thus steps are required to be adopted to cut down the no of students that have confluence from the other branches of schools, only then proper ratio can be maintained.

**Mahmood&Khatoon (2011):** Explored the impact of school types, sex & mathematics anxiety on the accomplishment level of mathematics. The statistics of population as drawn from 15 secondary schools of U.P (India) is 863 males & 789 females. The mathematics Accomplishment Assessment & Mathematics nervousness level provided raw material for assimilation of information, though step-wise statistical analysis i.e. Multiple regression, ANOVA, t-test and correlation methods. The upshot of the review tell that among the three independent variable, kind of school had a marked effect on mathematics accomplishment, mathematics nervousness holds the next level whereas sex did not exhibit any marked effect. Another striking conclusion was the similarity between mathematics achievement of Missionary and A.M.U schools students both being highest scorers where as the Govt&Govt aided schools students showed lowest achievement scores. Moreover, the school controlled by Muslim and Hindu could attain a score between maximum and minimum accomplishment. Yet another striking inference was that a better mathematics achievement was reported to have been scored by males than females where as the highest mathematics achievement was scored by the students with low mathematics
anxiety. A marked negative co-relation of (-0.48) was put forward when mathematics accomplishment & mathematics nervousness were closely reviewed.

**Pratham (2011)**: In his study found that more people are interested in the enrolment of their children in private schools as compared to other schools. They reported the enrolment of 25.6% students to the schools owned by private agencies. The survey reveals a mere enrolment of 18.7% students to private schools in 2006. On the other hand, a substantial enrolment of approximately 60% students or even more to these schools was witnessed in the state of Kerala. Among the rural areas of other states like Uttarakhand, U.P, Punjab,Haryana, Rajasthan, J&K, Maharashtra, Andhra Pradesh, Nagaland and Meghalaya the enrolment stood between 30% to 60%

Statistics on type of schools were released by GOI 2010. This study revealed that out of total school (230683): In 1950-51, 91% were primary schools, 6% upper primary & 3% secondary schools and above. The simple annual growth rate for primary schools in 2009-10, was 4.8%, While it remained 39% for upper primary & higher secondary schools.

To review the effective implementation of SSA, its progress in terms of its stated objectives & related targets, PEO, 2010, The Programme Evaluation Organization: Planning commission made a detailed evaluation study. The study probed in to approach and strategies adopted under SSA and analyzed their effectiveness. It also identified gridlocks in the implementation of the scheme and presented suggestions to design future programmes & policies.

The study was spread over 11 states for both rural and urban samples. Urban schools in slum areas of 13 towns were picked for assessment of SSA interventions. The study has attained certain achievements related to access to education.
The data revealed an access of more than 98% sampled rural habitations to elementary schools within 3kms.

At the same time, an access of 93% of sampled slum children to neighborhood schools within 1Km, was revealed strikingly, the number of unserved habitations in the sampled villages have shown a decline across all states. A significant rise of gross enrolment ratio in the sampled districts was evident, from 89% in 2003 to 93% in 2007. At the same time, school enrolment rose by 18% in sampled slum areas school.

**Dahar (2009)**: Extended their study to analyze the wallop of student – teacher proportion, class size and expenses involved on each student on the upshot of scholarly accomplishment of students.

This was done for junior-grade students in Punjab (Pakistan). Factors like proportion of student teacher, size of class and expenses made on each student have a remarkable influence on academic achievement of school. As a sample, 288 schools, and a haphazard selection of 20 students and 10 teachers was made for study.

According to findings a statistically significant relationship and differential impact was revealed for science students. Although these findings have no impact for arts students.

The findings displayed a positive co-relationship which indicates that a higher level of academic achievement is possible by maintaining a higher student – teacher ratio. This was further proved by the study which indicated that the urban schools with higher student –teacher ratio attain higher level of scholarly performance. Likewise, the country bred schools with depressed student-teacher ratio showed a depressed tier of scholarly accomplishment. Moreover, the average proportion of student –teacher in the sampled 288 schools was found to be 28 at junior-
grade level, while was 18 in the countryside and 37 in the developed areas. A great source of disparity was the misallocation of student – teacher ratio between the rural & the urban areas.

Furthermore, another study was made by Dahar(2009), to evaluate the wallop of student – teacher proportion, class size and expenses made on each student on the scholarly achievement of students at secondary level, in Punjab (Pakistan).

Class Size and academic achievement were found to be positively interlinked with each other. This direct proportion was true even for smaller class size which produced lower level of academic achievement. Moreover the study showcased 35 to be the mean class size in countryside, where as it was 61 in the developed (urban) areas. Smaller class size with depressed tier of scholarly achievement was witnessed in the rural areas. The opposite was true for urban areas where larger class size accounted for higher level of academic achievement. This is a thought provoking situation & a serious problem. Besides it was revealed that a greater level of scholarly accomplishment was possible in a larger class size where effective teachers and head teachers put in directional efforts & struggle hard. On the contrary, in the absence of meticulous guide and senior teachers, shrunken class size may yield depressed tier of scholarly accomplishment.

Johnson and Turner (2009) : Studied Staff without students : Resource allocation in higher education

They have laid out grounds on the degree of the deflection in staff resource allocation by field and the major alteration over the last several decennaries. They briefed the ongoing fluctuation in student-faculty ratios across fields of studies, which are suggestive of the fact that a considerable
part of the explanation probably depend on the political ground rather than economical grounds of conclusion forming in institutions of higher education.

**According to OECD (2009)**: The class size is vehemently discussed issue and an essential element of academics in several OECD countries. Shrunken class size enable teachers to pay more attention on the needs of the students. Parents are also attracted by smaller class sizes when it comes to choose schools for the children. Thus, excellence of school system is indicated by the class size. The effect was found mixed upon the performance of the student of differences in class size.

In 2007, the mean class size in OECD countries was a bit more than 21 students for each class but this number differs between countries.

**In four states of India, the study ‘Participating approach to recognize reasons for exclusion among the children not enrolled in schools’ was carried out. Plan India, 2009, has presented the summary of the same.**

The report procures the acumen in to the reasons of communities for not sending their children to school, where the plan operates, especially in the age group of 6 to 14 years. The key factors responsible for keeping children out of school were corporal punishment, use of offensive language, schools being remote, grievance of work i.e. domestic responsibilities for girls and cultivation and cattle grazing for boys, scarcity of sports material, recreational facilities, etc.

Research has been done on private schools using secondary data by Desai, Dubey, Vanneman and Banerji. The author came to the conclusion that there are a large number of studies on public versus private schools in other countries but research on public and private schools in India is still in pupilage. In the past decade, the schools in India have proliferated. The need of the hour
is to know whether private schools can be used effectively to provide a viable alternative to public education.

**In their report based on CREATE country Analytical Review (CAR), Bandhopadhyay and Govinda (2008):** Attempted to review the access to Elementary Education in India. Several scholars exclusively analyzed various subthemes related to the elementary education in India.

They came to the conclusion that Indian Framework is much complicated and varied to be effectively captured by the means of cumulative national data in connection with the feasibility of schooling facilities spread over the country and their optimum use for educating all children. They indicate that on the one hand, there is Kerala where literacy rate is very high and almost every school has at least five teachers as well as five classrooms. On the contrary, is Bihar, where few children go to school and most of them fail to complete an elementary cycle. Teachers are given little academic support and are often untrained. Many schools are understaffed also.

**A sequential Hotelling – type model has been developed by Brunello and Rocco (2008):** Private schools engage students with somewhat high effort but provides a poor educational standard at higher prices. The analysis shows that the result was only because of the costly effort. One of the facts remain that private schools are approachable to market networks, thus providing access to improved jobs more comfortably because of the network they follow or the consumption of snob goods due to their reputation, even if the quality was not up to mark as compared to the public schools. The intuition remains the same in both the cases. Private schools charge higher prices and make profits. As a result of the majority voting regarding the educational quality, the public school was chosen. It showed that the option between a framework with high quality private schools and a framework with high quality public schools relies on the educational quality in connection with the cost of setting up the quality.
The authors have standardized the model by employing evidences related to micro-economics from the US and Italy and discovered that on the basis of rectified rubrics, that high standard private schools and low standard public schools in the U.S. were produced by majority voting. This system was also preferred by a social planner who, by employing pragmatic beneficial function, maximized household welfare. Another majority voting symmetry is prevalent in Italy which indicates higher educational standards being set up by the public schools rather than private schools. Thus the US and Italy can be witnessed as two varying symmetries of a representation of educational quality. The representation talked over in their article offers two significant policy suggestions. One is reforms in high school that ensures educational quality and initiating external exams based on curriculum in order to substantially improve the quality of educational in U.S. In case of a fair improvement, their representation suggested a drift in the system from the symmetry with depressed standard public schools. Second to implement strategies like school vouchers, private schools were required to be better from an educational perspective.

The analytical review of access to elementary education in India have been given by Bandhopadhyay and Govinda(2008): The research was commissioned by the consortium for Research on Educational Access, Transitions and Equity (CREATE) for the benefit of developing countries. In India, the CREATE country Analytical Review (CAR) comprised of a major assignment of various sub-themes related to primary education. Many fertile areas have been identified for research within CREATE but many of it cannot be dealt in depth. These are - need to comprehend the dynamics of providing approach at system level, at the individual level and household level that are responsible for local decision on sustained participation, develop more cumulative review of the various reasons of exclusion that embrace poverty, sex, social
alienation and location, identify that silent segregation is real for those who are enrolled but learning little and for those who are not included in the normal educational systems of administration, for example migrants, significance of health related to early childhood, nutrition and its repercussion on ensuring successful completion of primary education, re-visit the issues that engulf public school financing in pro-poor methods and the bright chances, limitations and dangers linked with new forms of public-private mutual working with both for profit and not for those who provide profit, to develop methods to analyze information and existing deadlines for universalizing approach.

An analytical report of NUEPA for the year 2006-07 on Elementary education in India ‘Progress towards universalization of Elementary Education (UEE)’ was presented by Mehta(2008): Both primary and upper primary schools and sections of all the districts of India is covered by the District Information System for education (DISE). It was found that smaller states were doing much better than a number of bigger states. To identify states that need improvement and to analyze each indicator separately was also required. At primary level, the dropout rate was high which is required to be checked because it is not possible to achieve the goal of primary education without it.

Yanhong’s study on the world education indicators was steered in the year 2008. The motive of this study was to amass a cross national data from eleven countries to accentuate the affairs of functioning of schools and the volume and level of school resources. A study of the potential indicators related to the quality of education provided in schools and issues related to equality was also conducted by Yanhong. The study exposed discontent of the teachers in terms of their salaries. It was concluded by this study that is was of the utmost importance for all the four key factors to work hand in hand to accomplish better and affirmative results in terms of education.
**Pandey’s (2008):** Study was conducted to find out the connection between the academic performance of the students and the education of their parents. The data for the same was collected from 92 students of higher secondary belonging to the Mizo tribe. An information form was prepared to ascertain the educational background of the parents. The half yearly examination scores of the students were used to know their academic performance. The study brought into light an insignificant ‘t’ value of 0.87 which clearly mirrored that there was no link between the scholarly achievement of the students and the educational background of their parents.

Pandey’s (2008) study also brought into light the fact that the students whose only one parent was working performed better in terms of academics as compared to the students who had both the parents working. 30 students with both parents working and 37 students with one parent working were chosen as sample to conduct the survey. Self-prepared form was used to ascertain the paternal and maternal background of these students and the marks scored by them in their half yearly exams. These details served as the base to analyze the academic accomplishment of the students.

**Kingdon conducted a surveying the year 2007:** The objective of this survey was to know the quality of education provided in Indian schools. The study disclosed that India had performed better in terms of educational achievements when compared to its neighboring countries like Pakistan and Bangladesh but had lagged behind when compared with BRIC economies (Brazil, Russia, India and especially China). In addition to this survey, the assessment of admittance to school, enrolment of students, attendance rate in schools, quality of schooling, levels of achievements in terms of school resources and teacher inputs was also done. Kingdon’s study also assessed the role played by private schools in India and its unit cost efficacy with reference to public schools. The study revealed drastically low rate of achievements in terms of learning in
both primary and secondary schooling which exposed the poor quality of schooling provided in our country. It was concluded that the quality of education and the relative cost effectiveness must be evaluated in order to make evidence based policies.

**Kingdom and Verma(2007)**: In their study conducted in 2007, signaled at the supremacy of private schools in terms of their learning achievements. The author was exposed to the fact that the officially published statistics presented a considerably underestimated size of the private sector schooling with special reference to primary level schooling. The reason for the same was the exclusion of unrecognized schools as more than half of the private primary schools were unrecognized. *The author is of the perspective that the growth rate of private sector schools is quite rapid in urban areas as compared to rural areas even when only the recognized schools are looked upon and the unrecognized ones are ignored.* It was also found that private schools impart more effective learning as compared to cost of running government schools. The major reason behind the massive cost efficiency of private schools in comparison to public schools was that the private schools were in a position to pay the wages as per the market trends whereas the teachers of the government schools were entitled to the salaries set by the government and to secure even these salaries, the teachers’ union had to fight hard. The high fee structure of the private schools even exposes the inequality in terms of opportunity in education. The inequality in terms of opportunity at the primary level as the representation of the poor children is the best at this level was mirrored as it was revealed that the growth of private schooling in urban areas is the fastest at the primary level and slower at the middle and secondary levels.

**Muralidharan and Kremer(2007)**:Muralidharan and Kremer, paper grants results of authors nationally-modeled survey of rural private basic schools in India, conducted, in 2003. They have associated the primary education in public and private schools in under developed India. They
revealed that private non-funded schools that charge fees are abundant in rural India, mostly in regions where the public system is mal-functional. The figure of such schools give the impression to be rising rapidly with both demand-side fluctuating factors (urge for English-medium education, well defined teaching areas, smaller classes, more responsible teaching staff) and supply-side fluctuating factors (access to lettered unemployed youth) playing a significant part in this quick up thrust. These schools pay salaries only about one-fifth of those paid by public schools, but these schools have less number of pupils than teachers, and the private-school teachers are more earnest in teaching than public school teachers. They have recommended cultivating the quality of education in India in the private as well as public schools. The result showed that private schools have lesser absence of teachers and raised levels of teaching process than public schools. In the private schools the attendance of students was higher relative to the public schools.

**Mehta (2007):** The secondary data of different states and union territories of India was investigated by Mehta, he has figured survival rate, retention rate, grade and promotion rate. Through his investigation he decided that an indicator should be established to measure dropout rate based on secondary data. True-clinical study design in which each registered child is covered should be undertaken and can be used for analyzing the drop-out rate along with the rate of completion. To assess the retaining capacity of an education system, retention rate, should only be utilized, by using enrolment and repeaters data over a period of five years. To identify the core reason of high frequency of drop-out, grade-to-grade flow rates, such as promotion, drop-out and repetition rates should be calculated. This will assist a block/district/state in recognizing a grade(s) where there is maximum frequency of the rate of quitting and repeating.
education. Grade-to-grade transition rates and developed rubrics of internal efficacy of an education system are demonstrated by him in this theory.

**Pratham (2006)**: Produced results related to learning level of Indian children, enrolment, dropout trends in school, gender differences & school functioning. They revealed an eye opening & thought provoking situation. While enrolment of children was seen to be in constant rise, it was found that the attendance was declining, private tuitions were greatly relied upon, reading and mathematical ability of children between six & fourteen also saw a declining trend. Besides there has been a sheer increase in enrolment of students in private schools.

**Chand, Vijiya, Sherry and Amin - Choudhury, Geeta (2006)**: A study on 'ShikshaSangam : Novelty employed under the SarvaShikshaAbhiyan (SSA)' at IIM, Ahmadabad was conducted by Chand, Vijiya, Sherry and Amin - Choudhury, Geeta in 2006. Government of India has launched the SSA in 2001-2002 in partnership with the state and local- self – governments, to universalize and improve quality of elementary education in the country. They have used the secondary data of 13 states of India. Conclusion made by authors is that SSA played an important role in cutting down the number of children not enrolled in school education.

**Parker, Hannah and Topping (2006)**: In their study authors have learned the collaborative teacher effectiveness, student accomplishment and social as well as economic stature in basic school. The relationships between Collaborative Teacher Effectiveness (CTE), social and economic stature (SES) and student accomplishment standard in reading, writing and mathematics, is explored in their study. Substantial positive relationships were found between SES and accomplishment in reading and mathematics and accomplishment in reading and writing. CTE give the impression to have a sounder unconstrained effect than SES in writing.
The most persuasive factors in raising accomplishment were supposed to be school environment or ethics, supreme standard of in-service instruction as well as emphasis on tutelage.

Tuncay & Salih (2006): Found in their study that majority of the science teachers are not in a position to justify the core teaching concerns like framing questions according to the cognitive development levels or active learning and teaching strategies in their courses as they themselves have not taken courses related to teaching profession during their academic career. Hence, the authors have suggested that this problem can be resolved by administering a course including measurement and assessment and framing high-level question techniques should be given to science teachers and also training programs pertaining to teaching and learning science.

Levacic et al (2005): The link between school facilities and student accomplishment at key stage using the secondary data has been estimated by Levacic et al in 2005. The analysis resolved that reduction in the student-teacher ratio had an analytically noteworthy affirmative impact on math attainment. However, there was no impact of student-teacher ratio on science attainment and English attainment.

Lindhal (2005): Lindhal has found that smaller class sizes have substantial effects of on student attainment. The review observed the impact of class size in real disparity by using longitudinal method. It employed a specimen of a total of 556 students in 16 schools in Stockholm. The students were surveyed by a standardized assessment in mathematics on three instances. The percentile rank of average student ranged between 0.37 and 0.98 units (depending on model specification) with a reduction in class size by one student, more additions for migrant pupils than original Swedes from the shrunken class sizes were also disclosed in the study.
OECD 2005, the Organization for Economic Co-operation and Development (OECD):

School aspects linked with the standard and Impartial results from International Student Assessment based Programme on the data of PISA 2000, are considered in this study. The study has observed the secondary data of 42 countries (27-OECD countries and 14-partner countries) of the framework of schooling - including the assemblage of pupils, isolation of schools, management and funding, school assets, and the teaching atmosphere - influenced the standard and impartiality of educational upshots. Affirmation from PISA 2000 in which school factors were related with improved standard and more even-handed student achievement is considered in this study. The finding showed that the school achievement varies, but to a greater extent in some countries than in others PISA 2000. Student performance was strongly linked with the social and economic composition of schools. Various school components collaborate with the social and economic structure of schools, promoting significant queries about fairness in educational opportunities. Early selection was also closely allied with school variation and social discrepancies. School self-governance has been realized to be a noteworthy hope related to onus for student strategies, financial resources, curriculum and teaching. Onuses within self-governing schools chiefly depend upon the affiliation of board and school principal. School autonomy was allied with better student performance. Autonomous private schools have better self-sufficiency and an upper hand in student inflow and this also remains the same for government-relied private schools in 15 countries. Public schools had relatively lower standard of school circumstances when measured by school culture and material assets, but not by teacher caliber. Autonomous private schools and government-relied private schools outstripped public schools in innumerable countries, but this give the impression to be mostly because of fortunate student inflow.
Pamela E Davis-Kean(2005) : The procedure of how socioeconomic stature, specifically parents' education and earnings, is incidentally linked with children's scholarly accomplishment through parents' values and demeanor, was surveyed by Pamela E Davis-Kean in 2005. Inputs from a national, transversal study of children was employed, for this review. The subjects were 868, 8-12-year-olds, spread approximately equally across sex (436 females, 433 males). This specimen was 49% whites not of Hispanic or Latino origin, and 47% Afro-Americans. The author used LISREL and latent growth modeling techniques (in short SEM or structural Equation Modeling) and found that the social and economic factors were associated incidentally with children's scholarly attainment through parents' values and behaviors but the procedure of these connections was dissimilar by ethnic set. The key socio-economic factor to take into account both strategy and research when looking at school-age children was parents' years of schooling.

Kothari(2004) : The challenges of elementary education in India are conferred by Kothari. A study was conducted by NIEPA to explain that India was categorized in the medium human development category and the elementary education scenario in India with respect to gender, age, rural-urban divide, expenditure groups, village amenities, and health, the overall development status of children was assessed using secondary data sources such as Census, the NSS, NCERT and NFHS.

Khuluse(2004) : The author found gender gap that there were more males at the School Management Structure than females, imbalance of the racial composition in some schools, inadequate involvement of staff in defining school goals, some members of management do not refer staff on curriculum needs or changes, to work collaboratively with staff to mend the quality of teaching in the classroom, most schools do not work according to a properly structured evaluation or supervision programme, most schools need to improve their strategic planning. As
School Management Teams do not have the expertise to lead and manage schools, the findings showed that some School Management Teams are futile in promoting standard education in their schools.

**Adeyemi (2004):** He made a systematic assessment of the effective management of primary schools in Ekiti state, Nigeria. 394 primary schools, management, in Ekiti state has been inspected by Adeyemi. The conclusion displays that level of management of primary schools was very low and vain as compared to others. In effective management of primary schools, the variables such as school size, school location, teacher’s experience were found to be critical.

**Graddy and Stevens (2003):** A study of private schools in United Kingdom to know the impact of school contributions on student performance has been carried out by Graddy and Stevens in 2003. The conclusions recommended that student-teacher ratio was the vital element for achieving better results after regulatory for other school and student characteristics. This study found that the lower student-teacher ratio and smaller class size have influence on student achievement.

**Bonesronning (2003):** The impact of class size on pupil attainment in Norway has been investigated by Bonesronning, 2003. It was contrary to Fuller & Clarke verdicts in 1994, that class size has no effect in the upper grades of many countries, including Botswana, Philippines, and Thailand. Though, there was an affirmative impact of class size on attainment, in Tanzania. The author found that effect contrasts among student sub-groups. In schools with a maximum portion of pupils from intact families, this effect was larger, but, it was temporary on student effort.
**Kruger (2003)**: Has examined the extraordinary effects of class volume on student accomplishment by utilizing derivative figures of a large number of countries. Firstly, equal influence is accorded by studies and it was discovered that conclusion of quantitative summaries of the literature is based decisively on it. When identical importance is given to studies, resources are methodically related to student’s achievement. It concluded that when numbers of estimates are proportionate to their weight, resources and attainments they never relate methodically. Secondly, a cost-profit review of class volume reduction is administered and the outcome of the study of suggested that the internal rate of return is approximately 6% by shrinking class size from 22 to 15 students.

**Banerjee, Cole, Duflo and Linden, (2003)** : Has revealed the outcome of a randomized assessment of a large scale corrective education program which was organized in Bangalore and Hyderabad for the period of two years. The Remedial education program taught basics of literacy and math’s to children by hiring young women from the society. An NGO implemented a very cost effective program in collaboration with the government that only costs nearly 4-5 dollars per child per year. This program proved to be effortlessly replicable. However, it is now successfully introduced in many Indian cities, and has reached on an average of ten thousand children. It is reviewed by the authors that the program was incredibly influential. On an average, it improvised learning by standard deviation of 0.15 in the first year, 0.39 in the second year. At the bottom of the distribution it showed that the gains were the major for the children. Children in the bottom third gained standard divergence 0.18 in the first year and 0.59 in the second year. In both the cities, the outcomes were very similar in the two standards. At the boundary, spreading this program proved to be 5 to 6 times more beneficial in place of contracting new teachers. The initial outcome of the computer based learning program, which was designed to be extensively
implemented in India, were less inspiring. On the whole, the program has improved test scores by irrelevant standard deviations 0.10. The consequences were superior and important in those schools where both education program were implemented.

**Devi and Mayuri(2003)**: Evaluated the school and family factors that influenced the scholastic accomplishment of boarding school children studying in classes IX and X. About 100 children of Bengaluru city were included in the sample. To study the family factors, the investigator developed an interview schedule. An important input of Family factors like parental aspiration and socio economic stature was studied towards scholarly attainment.

**Thangaraj(2002)**: Considered the impact on enrolment and retention in Tamil Nadu by mid day meal scheme. The scheme improvised the strength and enrolment in school and eradicates malnutrition of children. The assessment of the scheme visibly showed an increasing trend in education status of children. The mid day meal scheme had reduced the dropout rates in Tamil Nadu.

**Chapman and Adams(2002)**: Has presented the increased concern for quality education which is based on a variety of factors including: (i) incapability to sufficient workforce and finance hastily escalating education system; (ii) new requirements of highly developed language, mathematics and progressive IT skills, stemming from industrialization; (iii) research based facts of low level learning in fundamental skills; (iv) adverse effect of financial crisis on education budgets reducing internal efficiencies and eliminating plans for qualitative improvement.

**Grover and Singh(2002)**: Has evaluated the significance of primary education in two districts of Maharashtra, India. They performed quality evaluation, which was based upon school annotations, interviews and research held in both the districts of Maharashtra. The prominent
findings showed that key structures were in absolute position for imparting quality primary education. However, the quality of education was restricted by a number of weaknesses in the system of educational administration and management. An escalation of vital fundamentals of the education system is required in order to achieve the two significant goals of building (i) evaluating the quality of the system on regular basis (ii) strong accountability in the system. Evaluation of student learning results in the improvisation of overall efficiency of the system. They have recommended in their article that there was an extraordinary expansion of primary education in India over the last decade. But on the other hand, this expansion of the Indian education system also led to corrosion in the value of education. Some of the suggestions given by them were to: i) improve the effectiveness of the teacher training programme; ii) explore inventive options for financing the reforms; iii) re-structure the system of state level education administration and school management; iv) introduce a system of monitoring and evaluation of student learning.

**Indian Institute of Education (2002)**: Offered the information on ‘Status and Evaluation Study of the Upper Primary Section of the Elementary Education System’ in India. A variety of aspects were focused in the report which are elementary education, infrastructure, number of teachers, training of teachers and its impact, teaching learning equipment. It was originated that the lacunae were at the execution level rather than strategy level. Efficient execution of present schemes like free mid-day meals, free provision of text book and attendance allowance were to be ensured to diminish drop-out and hoist retention and attendance.

**Khan and Jembaru (2002)**: Measured the influence of society and family of educational and occupational ambition on high and low-attaining youth. The specimen comprised of 60 students selected from 4 status—middle status/lower status/high attaining status/ high achieving and lower
status. Occupational and educational ambitions levels were considered for information assemblage. The outcome showed that the influence of socio-economic stature on educational ambitions was negligible rather it was superior on occupational aspirations.

**Alderman, Orazen&Paterno (2001)**, have conducted the study on the school cost, school quality, and the public/private school choices of lower middle class people in Nepal. The study showed that higher student–teacher ratio had a constant adverse effect on student accomplishment, primarily on language skills.

**Michaelowa (2001)**: Has evaluated the determinants of efficiency consideration and learning achievement in primary schools in francophone sub-Saharan Africa to find education quality. Michaelowa has established a converse correlation between learning outcomes and class size. It resulted in the decrease pupil learning with the increase class size; however, effective learning stopped once the class size surpassed a certain digit.

Academic Achievement using secondary data was studied by **Rivkin, Hanushek & Kain** in 2000, and the studied has deduced that the impact of varied class size were not very significant. The study also deduced that the it was doubtful that if the increase in funds apparently increase the achievement. The studies concluded that it was not possible with the existing organizational structure of institutions.

The educational level has been analyzed by **Rajaram, (2000)** on the educational level, school attendance and school perpetuation in India using the data from the **NFHS**. The findings suggested that the basic education should be provided to all sections to ensure educational continuity specially of the weaker section of the society.
Penda and Jena in 2000 administered a study on “Effects of parental Characteristics” 200 samples were selected from the students of class 8\textsuperscript{th} from different six secondary schools situated in jaipur and kalahandi district. The achievement motivation test developed by Rao was taken up to assess the accomplishment catalyst. Students belonged from the high educational profile found to have better accomplishment results as compared to others.

**Angrist and Lavy(1999):** Used a measure of the relation between the mean values of the one variable to the correspondent variables. In Israel, the class sizes were measured by the Maimonides’ rule. According to it the class room should have maximum 40 students. Other sections will be increased if the number of the students increases. The study concluded that the size of the class plays an important and significant role on the student’s achievements especially in mathematics and reading skills.

Teaching on quality learning in University has been discussed by **Biggs and Jin and Krueger in 1999.** According to the study, class size in the Asian countries is quite species and it has been reported that the students studying in these countries have regularly shown excellent achievements in the Maths tests. In Singapore and China, the study revealed that the students from the rich class shown higher and better results than the average family backgrounds.

**Mosteller and Krueger in 1995 &1999 :** Respectively concluded through their study that the effect of class size was significantly better in the Student Teacher Achievement Ratio (STAR) than the smaller ones. The studies concluded that the smaller class size has shown positive out comings in the performances shown by the students. With the passage of the time, the effect has increased. It has also been reported beneficial for the free lunch programmes for under privileged.
The book on *Indian Education: Developments* has been edited by Mukhopadhyay and Parhar in 1999:

It has been summed up in the report that majority of the schools were of poor quality as compared to International standards. There were many questionable marks on the quality and excellence. The scenario was affecting largely the poor quality and it has been a matter of concern to improve the quality.

A comparative study designed by Budhdev in 1999 about the scholarly achievement among children of employed and unemployed mothers in the secondary school of Saurashtra region. The study has been conducted by figuring the graph of 307 boys and 343 girls of working and non working mothers’. The study concluded that the scholarly attainment of working mother children was better than the non working mother children.

On Tennessee’s Project Challenge and Wisconsin’s SAGE programme, the research was conducted by Maier, Molnar, Percy, Smith & Zahorik in 1997 & 1998 respectively. The studies summed up that the low achievement level was due to the poverty and deprived of basic needs. Although the SAGE programme has registered more students and promoted the deprived ones with the sponsored lunch and they have shown better results as compare to the other.

In more than 1,100 elementary schools situated in urban locations, Cooper has conducted the study in US.

The strategies of the studies included surveys, data collection, group interviews, one-to one interviews, focus groups and school mates’ observations. The objectives behind the study was to identify the factors
That contribute and attribute success for all and graphical growth on the path of progress. It analyzed the quality of implementation in the different three categories such as High quality Medium Quality and low Quality.

The quantitative analyze concluded six within school factors and three socio-cultural factors that apparently influenced the quality of implementation of the programme. Some of the implementations suggested were the creation of a supportive culture, for institutional change, to overcome the resistance on the part of minority of teachers, a promise to implement the structure of the program. An effective and strong school-site facilitator and comparative less the increased workload amongst the teachers. The lower student mobility, higher school attendance rate and a better percentage of the student body be transparent were the three socio-cultural factors.

Qualitative analyses based on studies of different 25 schools elaborated the influence of the racial composition of the students and importance of full site facilitator in every school.

Scholarly accomplishment among the students related to different socio-economic groups in rural Punjab was conducted by Gill and Siddhu in 1998.

Figlio and Stone (1997): Developed a selection model called the multinomial logic selection model to measure the differences in the math’s students of public and private schools. For this purpose the data from the National Educational Longitudinal Survey (NLES) provided by the U.S department of education in National centre for Education Statistics (NCFS) was used. The selection model highlighted the large number of advantages of the private schools over public schools. For the purpose of study, detailed local instruments were employed uniquely and model selection were employed jointly into religious and non-religious private high schools, relative to public high schools. This model resulted in about three times improvement in the prediction of
private sector attendance. The study revealed that the students of religious schools showed an inferior performance in Math’s and Science while non-religious schools had a substantial superiority in these subjects. It was highlighted that the students belonging to minority classes living in urban areas were majorly benefitted from the religious schools. The aspects like better retention rates, increased security and discipline, great exposure to a lot of special school day and extracurricular activities in the religious and non-religious private schools were the major attractions for the students.

Kingdon (1996) : Made an effort to assess the standard and effectiveness of private and public education in urban parts of India using the secondary data. Evidences on the comparative quality and proficiency of private and government aided schools in U.P have been given by the author. Their evidences showed that the raw average achievement advantage of private school students as compared to public school students is greatly reduced by standardization of home background and controlling for sample selection, but is not completely wiped out. It was revealed that the private schools were more efficient than the public schools because of their standardised achievement advantage that is their better quality in terms of education provided by them which is even accompanied by lower unit costs. The results support much of the existing international evidence on the relative efficiency of the private and public schools. The case study of Uttar Pradesh concluded that though the private schools charge a good amount of fee, even then these schools have an edge over the public schools and have gained much popularity because of their superiority in terms of quality of education provided by them. A similarity in the cost efficiency of government and private aided schools was observed when a comparison between the two was made, but similar kind of comparison with private unaided schools proved to be unfavourable. This implies that there is a great need to improve the cost efficiency and quality of the
government funded schools. It was pointed that the private unaided schools being technically more efficient and cost effective should be given encouragement as it would lead to gain in terms of efficiency. It was further suggested that the fee charging schools support the re distributive role of publicly funded provision and thus allow the educational subsidies to be targeted at the poor in a much better way and therefore it would be equity promoting if more such schools are permitted in secondary education.

The Decentralization of Educational Planning in India was analyzed by Varghese in the year 1996 with reference to ‘The case of the District Primary Education Programme’. He has concluded that the students do not learn what they are supposed to learn even when they were retained in schools. It was almost a universal phenomenon in India to have low levels of learning at the primary stage.

Pal & Pradhan (1996) : Studied the social and psychological reasons which promote the mathematics ability of students among the students of developed and undeveloped areas, were studied. 194 urban and 132 tribal students were taken as the sample to conduct for the same. These students were administered the Mathematics achievement test developed by the NCERT. The test brought forth a positive and significant relation between the mathematics ability of students belonging to developed regions and their father’s education. A superior performance in mathematics was shown by urban schoolchildren whose fathers had higher educational status.

Pal and Pradhan (1996) : Reviewed the social and psychological reasons which promote students’ mathematics ability among urban and tribal students. The data consisted of 194 urban and 132 tribal students. The mathematics accomplishment test made by National Council of Educational Research and Training (NCERT) was conducted.
Hanushek (1995): In developing countries Hanushek 1995 has used the secondary data of study by World Bank on schooling. The result of these discussions show that the class size was large in the developing countries and the Asian countries. But the drawback was non-availability of quantity and standard of learning resources to pupils in large classrooms. So the main stress should be on quantity and quality of learning which we are giving to the students so that the children should get maximum knowledge.

Blatchford & Mortimore (1994): The issue of class size in schools was discussed and according to researches students in large classes wished to pay less time on school work as compared to students in smaller classes. As in smaller classes teachers and students both are in personal touch, every student in the class is attentive and listening carefully to the teacher.

Govinda and Vergees (1993): The standard of basic schooling in India is discussed. A study of Madhya Pradesh shows that a trained teacher has good teaching style and classroom management. The learning level of children can be improved by ample instructional time and its effective use by a teacher. As a trained teacher knows how to teach and make the student understand in different situations. A teacher teaches in a more creative and practical way.

Ahmeduzzaman (1992): They made a research on socio anthropological factors, functioning styles, Social support and father’s engagement with preschoolers. So father’s involvement with children depends on family income. Father’s involvement with children at home is very much necessary as a teacher in school. He guides the child and shows him the right path.

Bhatnagar & Sharma’s (1992): It studies the link between parental education and scholarly accomplishment of pupils. Assessment of socio economic stature was employed to assess parental education. So the results shows that child of educated parents shows good academic results. Educated parents guide and teach their children in a much better way. They encourage
their children for better development and make them understand where they are lacking and how to improve it.

**Wango et al. (1991):** It makes a study of 180 female students from ten government and ten private schools, within the age group of 13 who were chosen from SriNagar.

Kapoor’s SES scale and the average of two yearly assessment outcomes. The result was that there is impact of SES on academic achievement of students.

A composite indicator is given by Narainet al. (1991), which the socio-economic progress of states in India was employed in this study and A comparative analysis of various States and UT’s was made in relation to systematic quality in the sphere of basic education. Using the strong upper basic level of education, Kerala pushed Tamil Nadu to the background thus establishing its supremacy in elementary education. The states of Bihar, Jharkhand and Nagaland could not make their way to elementary education. The areas of their lack were recognized so that the administrators could make more directional and one-pointed efforts in those areas of lacuna.

A deeper review of govt.& private schools with the help of factors like educational access, enrolment, dropout, attendance, progression, social and gender equity in education level of achievement, quality of education, teachers & teacher’s education, local governance and community participation using secondary data on the basis of population norms, changing traditional distance and initiating schools in small dwelling places has yielded positive results. There was a startling revelation of the fact that government schools are more expensive than private schools with lower teacher accountability in private schools in India.
Though, ironically, private education has become necessary in India due to the inferior quality and dearth of public education in India.

**Cherians (1990)**: It makes study on family size and academic achievement of children. Academic achievement is totally dependent on size as if there are fewer members there will be less expense and if number of members are more than there will be more expense. More attention is paid on children in small families. In small families children gets the personal attention.

**Mcloyd (1990)**: It makes analysis on the effect of economic crisis on black families and children. A considerable arbitrator of the association between economic crisis and parental relationship behavior was psychological agony from contradictory life events, unwanted lasting conclusions.

**Mitchell et al., (1989)**: Mitchell developed six models and six theories to express how the class size throws its impact on student`s achievements. Three were of the notion that the size of a class is inversely proportional to its result. On putting these theories to operation, the result concludes that addition of more student impact teacher`s effectiveness i.e. it decreases.

The other three theories are suggestion of the fact that more number of students in a class is indirectly correlated to changed classroom achievement. These theories were heterogeneity, instructional pacing, and student assemblage or attainment modeling. The number of students is not the only factor for effects rather it is also linked with the students allotted to large and small class sizes.

**Gerwal (1985)**: The effect of socio-economic stature on scholarly achievement of students was carried out by Gerwal in 1985. They made a sample consisting of 550 students (350 boys, 200
girls) with modal age of 16 from higher secondary schools of Bhopal who were enrolled in class XI. They analyzed the socio-economic stature of parents by employing Kuppuswamy’s socio-economic status scale. The result brought into light the impact of social and economic status of the subject on the academic performance of the students.

**Research Gaps**

Following research gaps were observed on the basis of extensive literature review in the two categories

1. **Need for quality assessment in education sector**

   It is through the literature review it was evident that there is a high need of review of the status of the schools after affiliations as the observations reveal that the schools tend to deviate from educational goals with the time due to lack of vision, self assessment and willingness to improve.

2. **Quality assessment indicators in education**

   Although various reports include a number of findings and suggestions to improve the quality of education in schools but as a research gap it was observed that there is a need of a complete single quality assessment tool for the schools which not only find the lacking in the system but also help the schools to develop in their respective weak areas to improve for the purpose of holistic education in real sense and as per the contemporary need of society and global scenario.