Preface

Secondary education is the stage when students develop their skills and competencies needed for the world of work. It is also the gateway for higher education. Even then, it has not been the part of the universal declaration of human rights. Though, in India, various commissions have been set up for the special attention of secondary education, still improvements have taken place only in number, not in its qualitative expansion. However, in the context of global competitiveness, the urgency of the hour is to provide all citizens access to quality education. Without assuring minimum acceptable quality of education, mere 'expansion of educational provision will be of little use and consequence. In this circumstance, the institutional assessment of quality education is utmost important.

The present study is an attempt to explore the feasibility of quality assessment in selected educational institutions in New Delhi and Silchar. It is an effort to develop and identify the most suitable methodology and instrument for quality assessment at the institutional level. The idea of institutional assessment is not to label the institution as 'bad' or 'good', but to create a baseline information about institutions' strengths and weaknesses. The information will help the institution for continuous quality improvement within the available resources. Further, the responses of different categories of people will show different pictures of the same institution. It has to be understood that different people of the institution perceive the same institution differently. The use of quality assessment can identify this perceptual gap and help to make the institution qualitatively different from others.

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