

School Rating Model for Parents

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EXECUTIVE SUMMARY

The key issues being addressed in this paper are that of school rating. This paper intends to probe into the subject of school rating with a specific focus on parent's requirements and their expectations from school. The paper also explores the effect of social and economic status of parents on their child's education. This paper also points out the reasons for rejection of government schools. Various factors which effect the decision of parents in school choice are discussed here. It also identifies the parent's opinion about different aspects of school education. Views of school management and teachers on different issues related to present burning problems of school education and schools are briefly discussed in this paper. Basing on the requirements of parents and views of schools a set of parameters that can be used in school rating model are listed with due considerations to the other stakeholders.

The study is developed on 'evidence-based' method using primary data. For primary data interviews were conducted which involved gauging the response of parents, children, school management, teachers and other stake holders. The use of secondary data is very limited as this project is intended to design a School Rating Model basing on the requirements of parents and schools in a particular context.

Foreword

This paper is a result of research work done over a period of two month. Most of the time in research was spent interacting with parents, students, school authorities and teachers of various private schools in Hyderabad. My work is majorly concentrated in Hyderabad but this paper and the model is applicable everywhere in India. Because of time constraint I could only identify the various categories and parameters in school rating model. There is a lot of scope for further research in this area to develop different tools and methods to assess the various parameters of the school rating model.

I would like to thank my research guide Mr. Naveen Mandava for giving me direction and guidance throughout the period research. I would like to give special thanks to Shreya Agarwal, Jan Sjunnesson Rao for providing me with crucial inputs, suggestions. I would also like to thank CCS (Centre for Civil Society) and Dr. Parth J. Shah for providing me this opportunity.

All mistakes, however, will remain my responsibility.

T RAKESH REDDY,

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1. INTRODUCTION

As the numbers of private schools are increasing very rapidly, it is becoming difficult for parents to make the right choice for their children. There are no valid and reliable methods available to make them informed about the performance of schools. School rating is a good research area to find the needs of parents, children, and schools to develop methods which can help them make informed decisions about schools. There are various stakeholders associated with school education and the rating should be designed by giving due considerations to all the stakeholders. However school rating is already being done in many foreign countries and also in India for the schools with high fees. The project SCHOOL RATING MODEL is aimed at designing a rating model for affordable private schools. The affordable private schools (APS) are those where average fee per child for one month is less than or equal to Rs 600. This model enables stakeholders to understand the performance of these schools and thereby, to make appropriate choices along with improving standards and performance in the delivery of education services. As APS are constrained by low budget allocations for rating, this model should be cost effective and reliable. So, further research should be done to make it cost effective. Rating can be done either by private rating agencies, government, local bodies or the school communities themselves.

1.1. STAKE HOLDERS

The stake holders of this project are

- Parents
- Children

- School management
- School staff
- Government
- Rating agencies
- Donors
- Education experts
- Civil Society

As parents are the most important stakeholders of this project; their opinion and expectations from education and school are crucial inputs for school rating. The school choice of parents depends on various factors which are to be explored and used in designing school rating model.

2. PARENTS' OPINION ABOUT EDUCATION AND SCHOOLS

2.1. PARENTS' PROFILE

The parents of the APS students are generally from low income group and are not well educated. Some parents are illiterate. They feel that, limited access to good education and proper schools is one of the major reasons for their present bad economic and social status. They do not want their children to have the same problem. So, they are determined to provide their children with best possible education within their budget. They know that the school plays an important role in determining their children's future. And also parents feel that the school of their children is a symbol of their social and economic status.

2.2. WHY DO PARENTS REJECT GOVERNMENT SCHOOLS?

Though government is providing free education to every child, there are valid reasons for rejecting it. These reasons are very common in all the government schools. They are:

- No proper attention to their child's education.
- The teachers are not serious about their profession.
- High pupil- teacher ratio.
- No proper feedback about their child's performance.
- No proper facilities (furniture, toilets, infrastructure).
- High teacher absenteeism.
- Some parents feel that sending their children to government schools will lower their social standing.

2.3. HOW DO PARENTS CHOOSE SCHOOLS?

The choice of the school depends on many factors. The factors which play a key role in the decision making of school choice have been discussed in detail in this section.

2.3.1. AMOUNT OF FEE AND FEE STRUCTURE

This is the most important factor in parents choosing a school. As most of the parents are from low income groups they are interested in schools with low fees and flexible fee structure. The parents are very particular about flexibilities in payment of fees. Schools rigidity in deadlines for fee payment annoys them. They are also worried about sending the children back home and not allowing their children to write exams in

case the fees is not paid in time. Though parents are also aware that the school management has to pay for the maintenance and also for the salaries of staff they do not want their children to suffer because of their inability to pay. Social service by the school in providing concessions to the economic and social backward students also helps in selection of schools. This shows how the economic conditions affect a child's education.

2.3.2. EDUCATION AT THE SCHOOL

The quality of education is also an important factor in making school choice. Parents have their own expectations from a school.

- There should be well qualified teaching staff.
- Personal attention to their child's education.
- Students should be taught good communication skills, presentation skills and be able to improve IQ and computation skills.
- Teachers should regularly check their children's homework.
- Regular and proper feedback about their child's performance in studies.

2.3.3. OUTPUT OF THE SCHOOL

Most the parents have a common approach for the assessment of school output. They gauge the output as:

- Marks obtained by their own children; if they are scoring well in the exams then the school is doing well.
- Improvement in the marks obtained by the children.

- Student's involvement in studies after the school hours i.e. self initiation to do homework.
- Completing homework every day is also a good sign about the school.
- Ability to read and speak English. Generally this is done while reading some English words or sentences on T V, newspapers, during conversations with their teachers when they meet outside school.
- Discipline maintained by the children at school and also at home.
- Marks obtained by the school students in common board exams.
- Regular and proper feedback about their children performance in studies.

2.3.4. DISTANCE BETWEEN SCHOOL AND HOME

It also plays a key role in the selection of school. Especially for primary education, parents want to send their children to nearby schools. They feel that there will not be a big difference in primary education in any school. If the school is not good then the child can transfer to another school for higher primary and secondary education. Parents are not ready to send their children far away from their home. They are worried about traffic and also that the children can get tired and are therefore unable to study at home and cannot complete their homework. If the students are able to get some concession or free education in good private school which is not near their home parents are usually ready to send them if transportation charges are affordable. Some students utilize the free government service in public transportation. But these students utilize this service for secondary and higher education.

2.3.5. PARENTS ENQUIRY ABOUT THE SCHOOL

Before making a school choice parents enquire about the schools. But they largely depend upon the informal source of information. Their social life plays a significant role in providing options and also in decision making. 80% of their enquiries are made outside the school and only 20% made inside school from school authorities. Parent's decision about school is influenced by "word of mouth". This 20% includes the information about fee structure and amount of fee. Parent's enquiry about the school is done from friends, relatives, neighborhood parents whose children are already studying in the school. The parent's social life plays a significant role in the school choice. Parents feel that their own children give the proper feedback about their school. They enquire from their children whether every promised facility (like computer education, etc.) is being provided or not.

2.3.6. CLASS STRENGTH

Parents feel that it will be difficult for the teachers to give personal attention to the students if class strength is more than 35-40. At the same time very low strength in the school is also viewed as a bad sign. Low strength in the class indicates low performance. And also low strength does not guarantee the sustainability of the school. There can be a good chance that the school shuts due to limited demand.

2.3.7. MANAGEMENT AND TEACHERS' BEHAVIOUR

The behavior of the school principal plays a key role at the time of admissions. The response of the school management to parent's enquiry about children behavior, responsiveness to complaints all form an impression about the school management.

Usually the sign of good management is their control over staff. They should be strict towards teachers to make them work effectively.

Teachers are the major asset for any school. Parents are very concerned about the school teachers. Parents want teachers to be friendly and attentive. At the same time they should be strict regarding completion of homework and discipline of students. Teachers should continuously inform them about their child's behavior and performance.

2.4. PARENTS OPINION ABOUT EXTRACURRICULAR ACTIVITIES

Majority of parents want all round development for their children. Parents know that it is very difficult for any school to get free land to provide play ground facilities. Parents often compromise on this issue. They are usually more concerned about the student's academic performance than their extracurricular activities. But a small proportion of parents demand extracurricular activities. Some parents send their children to summer programs to learn extracurricular activities. There are some parents who even say that extracurricular activities are a waste of time and money as they will not bring employment, a good salary and social status.

2.5. PARENT TEACHER MEETINGS AT SCHOOL

Parents find parent teacher meetings very useful to know about their child's behavior and performance. These meetings also help put forward issues regarding school and teachers. But they want this meeting to be held at an appropriate time so that maximum parents can attend the meetings. Total Participation in these meetings is

increasing in recent years. At least one parent usually attends the meeting. This shows that parents are becoming more attentive about their child's education.

2.6. TUITIONS AFTER SCHOOL

Parents feel that students' complete the homework given by teachers they like or those who are strict in checking homework. Further since most parents are not well educated and are also busy in their work they cannot pay attention to their children's homework and prefer sending them for tuition.

Parents prefer to send the children to their school teachers for tuition since the teacher already know the children and school work. This arrangement also helps parents complain about the child's performance. Since the teacher providing tuitions and school work is same, the responsibility of the child's performance rests only on their shoulder and can therefore be held accountable. Parents usually do not compel the students to engage in studies at home as they attend tuitions.

2.7. OTHER FINDINGS FROM PARENTS

- Good infrastructure is also one of the basic requirements of school.
- School diaries help parents to know about day to day performance of their children.
- The "No donation" issue attracts many parents while looking for new school.
- Some parents feel that it will be difficult for the children to adapt to new systems of schooling in case of change of school.
- Opening new branches may give a bad impression as it will decline the management concentration on the old school.

- Some prefer female teaching staff as they will take care about their children and will not be rude.
- Parents are ready to suggest the school to others if they are satisfied with the school.
- Parents are not concerned about the recognition of the school.
- Parents are sometimes concerned about age of school. Older the school more chances for sustainability of school. Well experienced management and well experienced teachers can deliver best services.
- Parents want that the school rating should be done by a recognized private agency. There can be chances for corruption if it is done by government or by local school associations.
- Parent's definitions of the adjectives they used to describe their school.

STANDARD---Well established, good infrastructure, well qualified teachers, every class is divided into more than three sections.

FAMOUS---Oldest school in their geographical area, 25 years experience, well known to everyone in their area.

GOOD---Good care about their children and better than other schools in their geographical area.

3. SCHOOL MANAGEMENT AND TEACHERS VIEWS

All the issues discussed below is the summary of the interviews conducted with the principals, correspondents and teachers from 25 schools with students from different regional,, social, religious and economic background .

3.1. PARENTS CONTRIBUTION

School management and teachers say that parents play a key role in their child's education. The success of child depends equally on both parents and school. Children learn many things from their parents and society. Parents should help the students exercise the values and the skills learnt at school. Parents should also observe the activities of their children at home. Children should be encouraged to watch TV programs which are suitable to their age and knowledge oriented.

3.2. SCHOOL TIMINGS

Some parents feel that school should take complete responsibility of their child's education as they are paying them fees. Parents are looking for the schools with long school hours which will keep their children studying even after school hours. There are two main reasons for this feeling.

1. As the parents are not well educated they cannot take care of their child's education at home.
2. And some parents do not have time to get involved in their child's education as they are busy with their jobs and will get tired when they return home after long working hours.

Some parents feel that staying long time in school is an indication of spending more time in learning. But this notion is wrong as a child may get bored and after a few days treat studies as a burden. Further, this could show bad effects on child's mental and physical fitness. Even though every school management knows this, some schools

are forced to have long school hours. This is because of competition from other schools and also by the demand of parents.

3.3. FLEXIBILITIES IN FEES PAYMENT

School management also understands the advantages of flexibility in payment of fees. But they are worried about those parents who shift their children to other schools when asked to pay their child's due fees. Every year the number of children who do not pay fee range from 10% to 40%, depending upon the school management and the locality of the school. This problem is very prominent in primary classes as the students can move freely to other schools without permission from previous school; where as in upper primary and secondary classes they have had to submit transfer certificates issued by the previous school management. Some schools allow the students to pursue education with some concessions and are flexible in fees payments. In secondary and upper primary classes in some cases students are allowed to attend schools even though they have not paid the previous two years fees. But this is based upon the relation between the parents and school management.

3.4. VALUES VS MARKET

Every school will have some values and principles which are designed for the all round development of students. But sometimes they have to compromise on some issues for the sake of the market. After some years school education is seen to become more to the wish of parents and children rather than the principles of school management. Some examples are discussed here to elaborate this issue.

- Subjects like Hindi, Telugu and Social Studies are not given importance as parents are interested only in English, Mathematics and Science.
- Long school hours are also against some school principles.
- Some schools disclose the questions to be asked in the internal exams as the parents are more concerned about marks. Sometimes more marks are awarded in exams for the same reason.
- Parents over estimate their child's learning abilities and demand schools for IIT oriented classes to their children. Many schools offer this kind of education as eyewash to satisfy parents.
- Some parents are not concerned about the extracurricular activities and also say that they are waste of time and money as they will not offer their children any job. So some schools compromise on extracurricular activities.

3.5. REASONS FOR STUDENTS CHANGING SCHOOL

In recent years the frequency of students changing schools increased drastically. At present only 10-20% of the children continue in the same school from L.K.G. to X class. There are various reasons for shifting of schools. They are

- Attracted to corporate brand
- IIT oriented coaching
- Fewer marks scored by the children in examinations and expecting improvements in other schools
- Not satisfied with the infrastructure of school
- Cannot afford fees. Attracted to concessions and fees flexibilities in other schools.

- Friendship of the children with the other shifting children.
- Increase in income of parents so shift to schools with more fees.
- Follows word of mouth.

3.6. OPINION ABOUT CORPORATE SCHOOLS

APS schools are worried about business oriented corporate schools. Corporate schools market themselves on the marks scored by students. Parents are attracted to these marks and ranks and feel that these schools are more reliable. They feel that their child will get good education as the fees in these schools are high. Sometimes children return back from corporate schools to their previous schools for reasons like unavailability of all-round development, discipline, individual care and mental pressure on children. The corporate schools sometimes are seen to be involved in illegal activities like procuring fake transfer certificates.

CASE: A girl was studying in an APS called Indo English High School, Santhoshnagar, Hyderabad from L.K.G. till 9th class. She was a topper in the school. The school was expecting a state rank for her in the X class common board examinations. But after enquiring about toppers in the school, a corporate school offered Rs.50000 to this girl if she joins their school. Further they said that they will offer Rs 2000 per student if she could get further admissions from her previous school. Finally the girl's parents are said to have earned Rs 100000.

3.7. OTHER FINDINGS FROM SCHOOL AUTHORITIES

- Some parents who are well educated enquire about the way students are made to learn and are interested in ensuring conceptual learning.
- Some parents enquire about the primary care of their lower primary children during lunch hours and what happens after school if the parents do not pickup them immediately after the school hours.

- Parents enquire about the availability of computer education in school and the availability of IIT oriented education.
- 20% admissions depend upon the publicity. But parents also enquire about the school after publicity.

4. PARENTS REQUIREMENTS-CHALLENGES IN RATING

Some of the parent's requirements can be measured by tangible parameters such as:

- Affordable fees and flexible fee structure.
- Students should score good marks in examinations especially in common board examinations.
- There should be well qualified teaching staff.
- Proper student-teacher ratio.
- Students should be taught with good communication skills, presentation skills, to improve IQ and also computation skills.
- Teachers should regularly check their children homework.
- Regular and proper feedback about their child's performance in studies.
- Good infrastructure and facilities.
- Participation and achievements in extracurricular activities.
- School should be near to their home.

All the above mentioned things can be gauged and rated as they are tangible parameters.

There are also some requirements however which require intangible parameters, such as:

- Management “looseness” in deadlines for fee payment.
- Students should be well disciplined and values must be inculcated in them.
- Self initiation to do homework and learning.
- Teachers should be friendly in dealing with students and parents.
- Management should be able to make the staff work effectively.
- Management’s concern for parent’s economic backwardness.
- Personal attention to their child’s activities and performance.

There are no valid method and tools to assess a school in the above categories. But parents are very concerned about these requirements. Sometimes parents make a wrong school choice due to lack of information. Due to which they shift their children to other schools and end up paying high donations for new admissions. Further it can be difficult for the students to adapt to new systems and school environment.

By the inputs of parents and teachers, school rating should therefore be done by assessing a school on a comprehensive list of categories. These categories along with various particulars and parameters that are evaluated in each category are clearly highlighted in the following school rating model.

SCHOOL RATING MODEL

Basing on the inputs from parents, children, school management and teachers SCHOOL RATING MODEL is designed giving due considerations to all stakeholders. Every school is assessed in different categories by evaluating different particulars in each category.

CATEGORIES

1. Academic achievement
2. Fees structure and flexibilities
3. Teachers
4. Management
5. Learning environment
6. Facilities
7. Discipline and values
8. Extracurricular activities
9. Feedback and evaluation
10. Parent's opinion

There are two types of parameters to assess the above categories. They are

1. Tangible (T) -----These parameters can be assessed by already developed tools and by their numerical figures.
2. Intangible (I) -----These parameters are to be assessed by personnel observations.

Further research is to be done to develop tools which can be used to evaluate the intangible parameters. Already these tools are being used in foreign countries which we can consider to develop tools suitable for affordable private schools.

Grades are allotted to each particular depending upon the score gained on a scale of 10. A+>9; A->8; B+>7;.....; E+>1;E->0. The grade scale is defined as follows:

Grade	Qualification
A+	Excellent
A-	very good
B+	Good
B-	more than sufficient
C+	Sufficient
C-	nearly sufficient
D+	Insufficient
D-	strongly insufficient
E+	Poor
E-	very poor

EVALUATING PARAMETERS WITH SUITABLE WEIGHTAGE

Suppose there are three categories A, B and C in a category with given weights and scores:

A particular with weight a and score x; B particular with weight b and score y; C particular with weight c and score z , then net score of that category is calculated by the formula

$$\text{Category score} = \frac{ax+by+cz}{a+b+c}$$

Same formula is used to calculate the score of a particular if it has different parameters to evaluate. Further research has to be done to develop tools which can award scores to particulars on a scale of 10 and the weights to be allotted to each particular and category.

ACADEMIC ACHIEVEMENTS

The parameters include ASER Tests, NCERT Tests and the common board examination results. ASER (Annual Status on Education Report), NCERT (National Council of Education Research and Training) Tests should be conducted to each class and their average results are to be published. And to check the progress, the results of previous two years should also be published.

TABLE 1. Academic Achievements of school

<i>ACADEMIC ACHIEVEMENTS</i>	This year for each class			Last Year for each class			Before Last Year for each class			REMARKS/ GRADE
	L.K.G.		X	L.K.G.		X	L.K.G.		X	
<i>ASER Test (Min-Max/Avg)</i>										
<i>NCERT Test (Min-Max/Avg)</i>										
<i>COMMON BOARD EXAMINATIONS (Min-Max/Avg)</i>										
<i>SPOKEN ENGLISH TEST</i>										

Depending upon the marks scored in the Tests and the results of the common board examinations; school will be rewarded with Standardized credits.

FEE STRUCTURE AND FLEXIBILITIES

The tangible parameters are amount of fees, fees structure, fees concessions and also the growth rate of fees per class and per year. The reasons for increase in the fees should also be mentioned.

Other intangible parameters are management strictness in receipt of fees before deadlines. However the percentage of students with overdue will help to measure this but the reasons for management looseness cannot be standardized.

Table 2. Fee structure of the school

FEE PARTICULARS	TUTION FEE	UNIFORM	LIBRARY	A	B	C	TOTAL			REMARKS/ GRADE
							2008	2009	2010	
NURSERY										
L.K.G.										
U.K.G.										
X CLASS										
TOTAL										

Table 3. CLASS WISE FEES OVERDUE TABLE

CLASS	PERCENTAGE OF CHILDREN WITH OVERDUES			REMARKS
	NOW	LAST TERM	TARGET	
TOTAL				GRADE

Table 4. CLASS WISE FEES CONCESSIONS TABLE

CLASS	NUMBER OF STUDENTS	AMOUNT	REASONS	REMARKS
TOTAL				GRADE

TEACHERS

A teacher development tool called 'Formative Assessment of Classroom Teaching' developed by The Teacher Foundation, Bangalore is used to assess various aspects of teaching quality in the school including teacher-student interaction, assessment of students by the teacher, teaching methodology and classroom environment. The tool was used to assess the following aspects of teaching quality in the school:

Teacher-student interaction – whether the teacher pays individual attention to students, treats them with patience and empathy and encourages them to speak and question.

Assessment of students by the teacher – use and style of questioning, recapitulation of lessons, and classroom activities used for assessing student learning.

Teaching-learning methodology – subject matter knowledge of the teacher, whether appropriate materials are used, whether teacher makes reference to the children's surroundings for better learning and accommodates individual learning needs.

Classroom learning environment -primarily physical aspects of the classroom i.e. whether the classroom is clean, airy, well lit, has a blackboard and adequate space to accommodate all children.

Table 5. Teachers

TEACHERS	NUMBER/SEX /QUALIFICATI ONS	EXPERIENC E MIN- MAX/AVG	ATTENDANCE MIN-MAX/AVG	FACTTOOL MIN- MAX/AVG	SALARIES MIN- MAX/AVG	REMAR KS/ GRADE
POST GRADUATES						
GRADUATES						
UNDER GRADUATES						
TOTAL						

Remarks include the growth rate, reasons, target for next year and the score given after evaluation.

HEAD OF THE INSTITUTE AND MANAGEMENT

Table 6. Head of the institute and management

<i>PARTICULARS</i>	<i>REMARKS AND GRADE</i>
Qualification	
Experience	
Achievements	
Vision for school and education	
Approach in dealing with parents	
Approach in dealing with teachers	
Approach in dealing with students	
Approach in dealing with remaining	

stakeholders	
Parent's opinion	
Teacher's opinion	
Student's opinion	

LEARNING ENVIRONMENT

Table 7. Learning Environment in school

<i>PARTICULARS</i>	<i>REMARKS AND GRADE</i>
Infrastructure	
Cleanliness	
School strength	
Strength of the class/section	
Total no. of teachers	
Student-teacher ratio	
School timings	
Average attendance	
School area	
Classroom area per child	
Computer aided learning	
Innovative learning	
Air pollution	
Sound pollution	

Encouragement to read other reading materials and books	
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Remarks include the growth rate, reasons, target for next year and score given after evaluation.

FACILITIES

Table 8. Facilities provided in the school

<i>PARTICULARS</i>	<i>REMARKS AND GRADE</i>
Transportation	
Library	
Labs(computer, science)	
Teaching Aid	
Toilets (students/staff)	
Drinking water facilities	
Non teaching staff	
Extra care after school hours	
Play ground facilities Construction type	
First aid kit	
Fire extinguishers	
Emergency transportation	

Fans/lights/Ventilation	
-------------------------	--

Remarks include growth rate, reasons, target for next year and score awarded after evaluation of particulars.

DISCIPLINE AND VALUES

Table 9. Discipline and values in school

<i>PARTICULARS</i>	<i>REMARKS AND GRADE</i>
Observation	
Parents opinion	
No. of complaints per month for each class	
Average no. of hours spent by a child per month in Yoga meditation	
Average no. of children per class in NCC	
Social service activities	
No. of guest lectures per month	
Average no. of classes on values for each class per month	
No. of Awards and rewards To encourage students	

EXTRACURRICULAR ACTIVITIES

Table 10. Extracurricular Activities in school

Areas	Students Participation	Time spent	Staff	Facilities	Events	Students' achievement	Remarks AND Grade
<i>Sports</i>							
<i>Drama</i>							
<i>Dance</i>							
<i>Music</i>							
<i>Elocution</i>							
<i>Oratory</i>							
<i>Personality development</i>							
<i>Art and painting</i>							
<i>Leadership and management</i>							
<i>Other activities</i>							
<i>Total</i>							

EVALUATION AND FEEDBACK

Table 11.Evaluation and feedback

<i>PARTICULARS</i>	<i>REMARKS AND GRADE</i>
Homework Checking	
Diary	
Transparency in Examinations	
Evaluation of Answer sheets	
Content in Progress reports	
Parents-Teacher Meetings	
Counseling to parents and students	

PARENTS OPINION*Table 12. Parents opinion about school*

CATEGORIES	REMARKS AND GRADE
ACADEMIC ACHIEVEMENTS	
FEE STRUCTURE	
TEACHERS	
MANAGEMENT	
LEARNING ENVIRONMENT	
FACILITIES	
DISCIPLINE AND VALUES	
EXTRACURRICULAR ACTIVITIES	
EVALUATION AND FEEDBACK	

5. CONCLUSIONS AND RECOMENDATIONS

-
- Parents are in a great need of a school rating model to make informed decisions about school choice.
 - School rating model should cover each and every aspect of education in the interests of parents, children, school and other stakeholders.
 - School is usually an indicator of economic and social status of parents.
 - There are valid reasons for rejecting government schools.
 - Parents want to provide best education to their children within their budget.

- Fees structure, education, distance from school, teachers, management, parents social life all play a key role in selection of schools.
- Parents are very concerned about the marks scored by their children.
- Necessity to educate parents about the importance of extracurricular activities.
- Parents need regular and proper feedback about their child's progress. They are also concerned about the discipline of the child.
- There is need for tuitions.
- Parents have their own methods of assessing a school but validity and reliability of these methods is very low.
- Word of mouth publicity is the best method of publicity for any school.
- Long schools timings are seen to have a negative effect on the mental and physical fitness of children.
- Schools are often seen compromising on some values and principles for the sake of market.
- Affordable private schools are worried about business tactics of corporate schools.
- Parents and school authorities want that the school rating should be done by a recognized private agency. There can be chances of corruption if it is done by government or by local school associations.