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Need Of Reformative Audit For Better Implementation Of Semi English Medium Schools (SEMS)

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Abstract:

As we know that India is multilingual country and there is impact of regional languages on society. It is also important to get knowledge of English because English language occupied every sector of life including education. Parent's attraction about English medium schools and negative perspective about Zilla Parishad schools; the policy of Semi English medium has come in to force.

For better implementation of Semi English Medium Schools (SEMS) it needs to provide qualitative human and physical resources. To provide qualitative learning opportunities to learners and to get the proper outcome behind success or failure of this newly launched policy; the academic and administrative audit is necessary. This type of audit has been conducted by internal and external auditor. But the audit norms are same for non SEMS and SEMS .If our objects are to know the usefulness and status of implementation of SEMS ; the norms for the audit should be different from the norms of non SEMS. The paper highlights the need of reformation of academic and administrative audit of physical and human resources for better implementation of SEMS.

Keywords- SEMS, Zilla Parishad, reformative, audit.

Introduction:

1. Importance of implementation of SEMS.

The role of English language in our education system is been changing over the years. English language has occupied every field of science, technology, economics, banking, space study, medicine, engineering, computes and so on. Technology and much more trades, discipline needs the conceptual commanders. The global need of learning Math and Science subjects in English language, high dropout rate from Zilla Parishad schools, parent's attraction about English Medium schools and negative perspective about Zilla Parishad Schools the policy of Semi English Medium School (SEMS) has come into force. SEMS is new trend in Zilla Prishad Schools from 2009 over Maharashtra. SEMS means teaching of Science and Math subjects in English language. NCF 2005 has accepted English as a subject and medium of learning. These types of schools may prove the golden mean between English medium and non-English medium Schools. Behind launching this policy, the government has intention to improve students in English language. State government has also understood the need and usefulness of English language for further studies.

Any policy or program has its particular vision .The vision has its own objectives .And the objectives fulfills by the specific academic and administrative preparations.

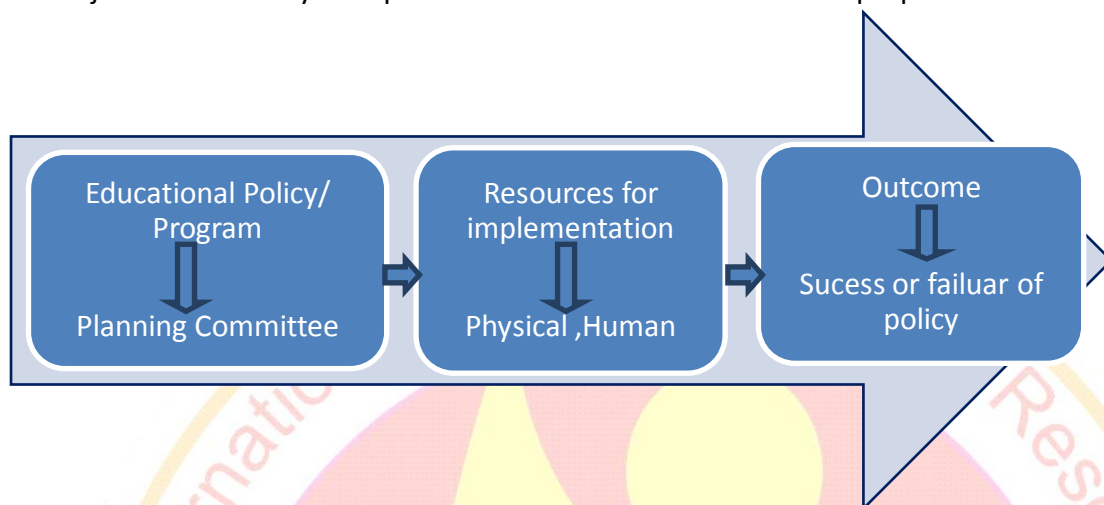


Fig .No.1 Implementation process of educational Policy

Above diagram shows the process of how any policy or program implements. Planning committee's audit is one of the internal audit parts. Here we are focusing on the need of reformation of SEMS's audit at institute or school level. The SEMS are audited by the SEMS's norms; but we need to focus on some components with standard tools such as the role of human recourses, their methods of teaching learning or conducting activities and their attitude about conducting Semi English policy. The present paper highlights the need of reformative audit for better implementation of SEMS.

2. Reformative academic and administrative audit of SEMS

The academic and administrative audit evaluates the quality of performance of institute. It also helps for giving suggestions for improvement of teaching –learning process, human and physical recourses. Audit of school is conducted through: Internal audit - External audit- Examination and test.

1. Need of SEMS's audit-

Semi English Medium School (SEMS) is a newly launched policy in Zilla Parishad Schools. So it is necessary to improve the audit process. We may say that it should be specific. It has the additional scientific bases to check out the process and outcome of the policy. The similar norms for SEMS and non SEMS will not prove fruitful. Audit is conducted by internal and external auditors in primary sector of zilla Parishad school. Students, teachers, co-teachers, and headmaster are the internal auditor and we can mention them as stakeholders also. In this type of audit self-evaluation is also included like Mazi Samruddha Shala, Shaikshnik Gunvatta Vikas Karyakram. This internal audit proves helpful for external audit like SAAC (State Assessment and Accreditation Council), Shala Siddhi, Pragat Shaikshnik Maharashtra. In SEMS, the teaching learning process is most important .Because in these types of schools the regional language and mother tongue of students are different than the medium of instruction. The main difference in teaching and learning is that the only Science and Math subjects are taught

in English and remains are in regional language. The success of this process is depends upon the qualitative availability of human and physical resources.

2. Resource of SEMS's for audit - We can differentiate resources in two parts

Resources	
Human Resources	Physical Resources
Students Teachers Headmasters Clusterhead Extension Officer Block Education Officer Education Officer	Enrollment of Students Divisions Grand / Donation Ground Lights Building Furniture Library Math and Science Lab Toilets Curriculum Co-curricular activities Exams and Evaluation Timetable Teaching Aids Training programs

I. Need of reformative audit of Human resource: For better implementation of SEMS the human resources have to fulfill the particular competencies and that should be evaluated. Students, teachers, headmaster are the three important human resources in school. The evaluation parameters should be as follows..

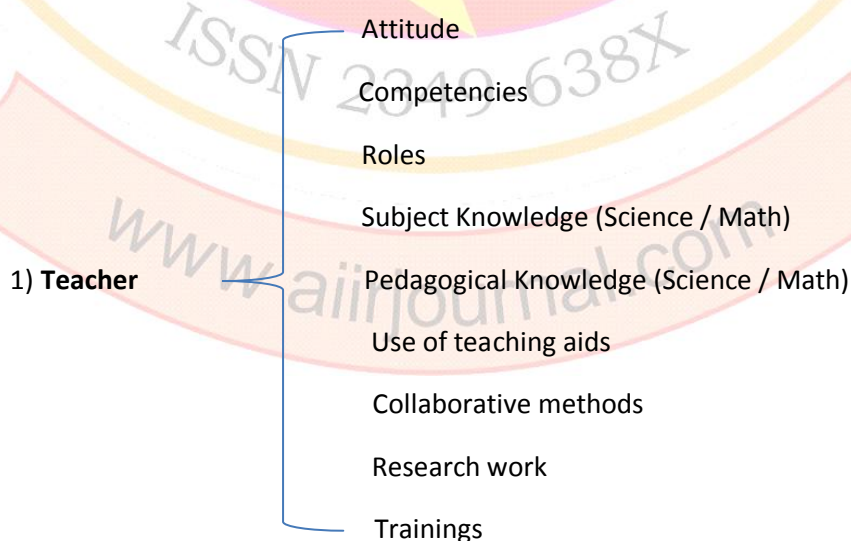


Fig.2.Teacher's evaluation parameters

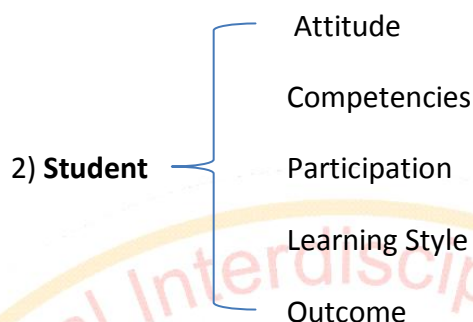


Fig.3. Student's evaluation parameters

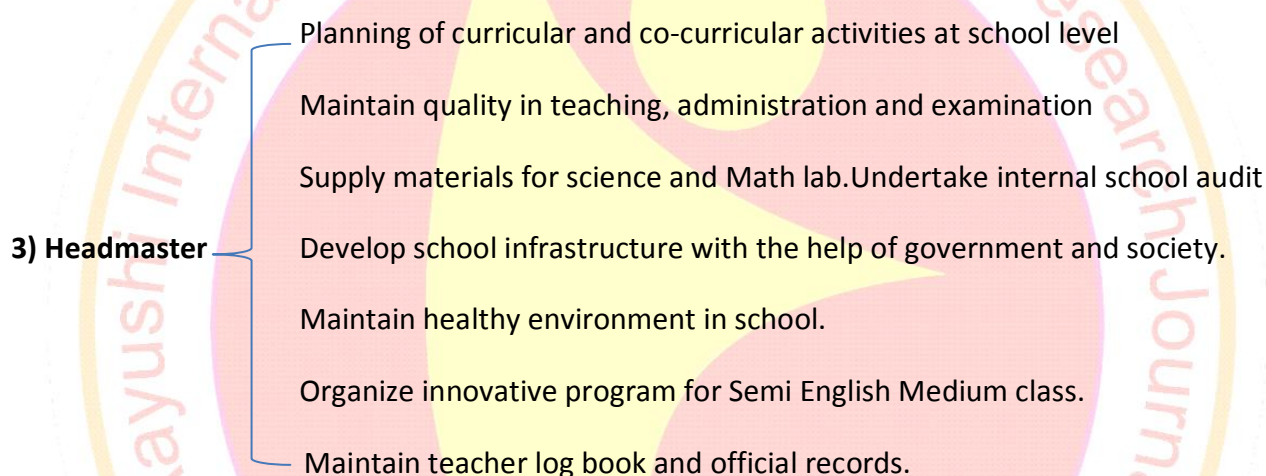


Fig.4. Headmaster's evaluation parameters

To audit above human resources standardized test like attitude test, checklist and scheduled can be used.

II. Need of reformative audit of Physical resource:

Without physical resources the human resources cannot fulfill the objectives of any institute. Both are equally important for all levels of educational institutions. The above physical resources are used by human resources for better implementation of SEMS.

Enrollment of Students, Divisions, Grand / Donation, Ground, Lights, Building, Furniture, Library, Math and Science Lab, Toilet, Curriculum, Co-curricular activities, Exams and Evaluation, Timetable, Teaching Aids, Training programs are supportive physical resources for SEMS. Audit of above physical resources should be done in taking consideration of Semi English pattern. Audit should be helpful to improve academic aspiration.

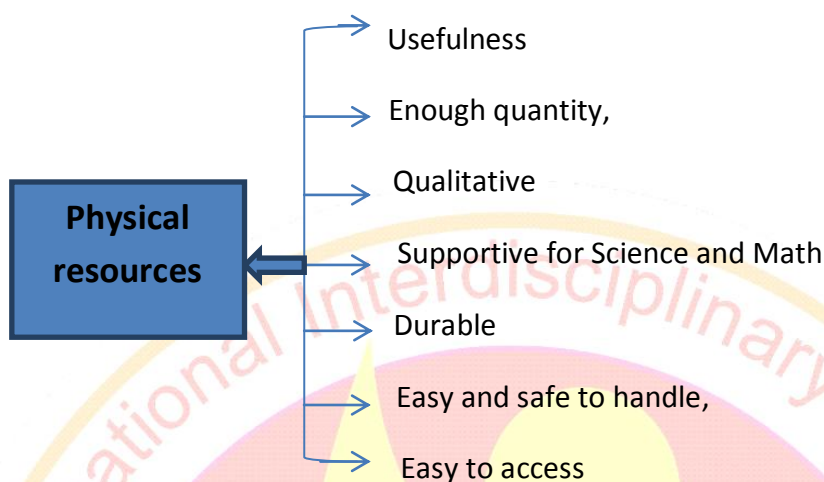


Fig.5. Physical resources parameters

Audit of physical resources could be proving helpful for better implementation of SEMS. For the audit of physical resources; standardized test like checklist can be used.

Conclusion-

Academic and administrative audit focuses on assessment of quality enhancement of institution. Audit of non SEMS and SEMS should be different by norms. That will be helpful to achieve academic achievement. Reformation of academic and administrative audit is helpful to improve the quality of resources of SEMS. The norms related to the Science and Math should be focused more. The system based parameters could be useful for qualitative implementation of SEMS. Accountability of human resources and usefulness of physical resources are some of the essential features should be evaluated through audit. The suggestion from audit should evaluate the quality of process of implementation of SEMS.

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