QUALITY INSTITUTIONS TRAINING FOR THE HEADS OF SECONDARY SCHOOLS

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CONTENT

INSTURUCTIONAL FACILITIES AND ENVIRONMENT

Importance of Secondary Education

The aspirations of people who send their children to schools are to complete at least secondary education. Although our country is striving to achieve UEE, the pressure will be on the secondary education system, particularly on how to ensure access, retention and achievement of students so as to prepare the youth to enter the world of employment and follow the academic stream in higher education.

Sarva Shiksha Abhiyan, the flagship programme of the Government of India has to address to twin pressures - Quantitative expansion and qualitative improvement.

The improvement in the quality of secondary education is vital in view of low student achievement and poor examination results. It is therefore essential to make schools function effectively. The global competitiveness, industry, business and service sector has led to greater demand for high quality manpower. Secondary education is the single largest supplier of work force in this country. To meet the competitiveness and to provide leadership front-line areas, India needs to strengthen her higher education. The quality of higher education depends exclusively on the quality of secondary education. Hence demand for quality secondary education comes from both employment sector as well as higher education.

Quality Concerns

Ensuring quality of secondary education implies ensuring quality of secondary schools. The issue of quality is basic to national development. Education is expected to benefit individuals as well to the general social good. School quality influences the child's eventual occupational attainment and levels of national income (Fullan, 1982). School quality is a function of inputs and the efficient management of these inputs in relation to desired goals.

4

The main indicator of quality of secondary education can be visualised in terms of input, process and output. For desired output in terms of student's achievement both in curricular and co-curricular areas, necessary inputs and processes need to be provided. It is generally believed that school quality is based on democratic atmosphere, supportive leadership, team and collaborative efforts, clear and unified purpose, a regular analysis and evaluation of student performance (Wilson & Schomoleer, 1993). School effectiveness research in primary and secondary education support the following as key indicators of effective schools;

Professional leadership which is purposeful, firm as well as participartoy

Shared vision and goals which is orderly and attractive

Concentration on teaching and learning where there is maximum utilisation of learning time academic emphasis and focus on achievement

Purposeful teaching which is structured and adaptive

Positive reinforcement which includes clear and fair discipline and feed back

Monitoring progress of pupil performance and evaluating school performance

Pupil rights and responsibilities including raising their self - esteem and giving responsibilities

Home-school partnership in children's learning

A learning organisation involving school-based staff-development schools do make difference in learning achievement of students.

There are two types of schools normally labeled as (i) Good and effective & (ii) ineffective ordinary schools. No simple combination of various indicators listed above will produce a quality school and consequently there is no universal recipe for success. Each school has its own characteristics determined by its location, pupil intake, size, resources, quality of its staff, community support, quality of leadership, etc. What combination of factors work in one school may not work in another or in the same school at different times. Hence we should

5

treat the school as a total entity whose quality should be monitored in different dimensions continuously with respect to different indicators and appropriate actions are taken to achieve its goals. This requires effective leadership by the Head teacher.

Role of Head teachers in School Effectiveness

The challenge of quality improvement along with quantitative expansion of secondary education can be met through capacity building of educational administrators. There is wide disparity in the quality of secondary education in different schools under different managements and in different locations. The contextual factors that discriminate such schools include size of the school, level of socio-economic development of the area, etc and more basically how they are managed. The global trends and new curriculum frameworks pose new challenges for effective management of these schools. It is observed that macro-level measures focussing on different inputs like textbooks, teachers, equipments etc., into the school systems do not automatically result in the improvement of learning processes and the out comes of the schools. It is observed that school processes are more important than the inputs and such processes are mainly determined by how the school is managed. The kingpin in effective school management is the head teacher. Capacity of schools to improve teaching and learning is strongly mediated by the quality of leadership provided by the head teacher. The principal who involves staff creates conditions for more stimulating professional and intellectual involvement in schooling. This leads to a transformed school as the staff learns from experience, shares failures and successes and develops the capacity to alter norms. Success depends on careful attention to goal-oriented needs and a firm belief in collaborative management. In recent years, the importance of the role of the head teacher bas increased further due to decentralisation and importance given to school autonomy. Formulation of School Development Monitoring Committees under the flagship programme of Government of India, namely, Sarva Shika Abhiyan has added new responsibilities to head

6

teacher as the member secretary of the committee. The trend of educational management becoming autonomy to head teacher, the responsibilities is gradually increasing for teacher in terms of accountability for school effectiveness.

How good are our schools?

This question refers to 'quality' of our schools. Generally it is considered that good schools are those that produce good effects in terms of desired achievement in curricular and co-curricular areas among students. Does it mean that if 'good' students are admitted and if school produces 'good' effects, can we say that the school is a 'quality/good school' an 'effective school'? The issues to be examined here are: - (i) Is 'quality' an absolute term or a 'relative' term in the context of schools? (ii) Does school effectiveness refer only to the outcome or does it also include the nature of input and processes? (iii) What are the parameters to measure school quality or school effectiveness? Let us examine each one of them.

If we say that our school is a 'quality' school or 'good school' or an 'effective' school we mean the same. But the term cannot be used in absolute terms unless we are able to define a set of parameters that makes an 'ideal school'. Even if we are able to do it no school can meet those criteria in absolute terms in all contexts at all times. The 'good' school today may not be 'good' tomorrow as the nature of input and the types of processes that take place within a school are varied in nature or cannot be made the same between schools at any point of time or in the same school at different points of time. Moreover, if we consider our school as a 'good' school or an 'effective' school, can we not make it a 'better' school or a 'more effective' school? Hence, the terms 'good quality' or 'effective' with respect to schools can be used as relative terms. That is they can be used in relation to other schools or in relation to what we were before.

The second issue is - does effectiveness refer to only output or does it include both input and processes. The answer is the latter. That is, when we say schools are effective, it does not refer to the outcome in terms of nature of product but also the kinds of inputs and processes put into the functioning of the school. It is to what extent the school with its deliberately planned inputs and processes has been able to bring out the desired changes in students determines the effectiveness of the school. It is the change from entry to terminal points that speaks of school's effectiveness instead of the status of students at the terminal stage which might have resulted inspite of any influence of the school itself. It also refers to the desired changes brought about and processes and inputs to bring out ultimate changes in students. The third issue relates to the parameters/criteria that define school quality or school effectiveness. Different people have suggested different indicators of quality with reference to secondary schools. An indicator is any information/statistic that throws light on the conditions and performance of schools. These indicators of quality provide wide range of information that can signal problems that need attention related to educational administration, management, teachers, curriculum, community involvement, etc. Any positive step taken by the school with respect to such problem lead to better quality of school in terms of input and processes and ultimately in terms of desired student outcome.

Indicators of school Quality

The Sarva Shiksha Abhiyan (SSA) ftamework for programme implementation of Universalisation of Elementary Education, while emphasizing monitoring quality of education has suggested various quality dimensions which are relevant to secondary education as well. The NCERT has developed monitoring formats for these quality dimensions. On these lines, quality dimensions and key indicators with these dimensions can be listed as below which are considered to be relevant for secondary education.

8

Area: Learning Environment

Learning environment includes the conditions both physical and socio-emotional available for children that enhances learning. It includes not only availability of facilities but also the extent to which they are utilised. There is no denying of the fact that physical facilities, namely, building, instructional rooms, teaching learning materials, etc are essential to create a learning environment for effective schooling.

> *School effectiveness research suggests that the physical environment of a school can also have an effect on both the attitudes and achievement of pupils. Studies have shown that keeping a school in a good state of repair and maintenance resulted in high standards of academic attainment and behaviour. The two explanations given are - attractive and stimulating working conditions tend to improve morale and neglected buildings tend to encourage vandalism.*

Social -Emotional Climate

Social-Emotional climate refers to the nature of interpersonal relationship among students, teachers and the Head Masters. Studies have shown that student's success is detonated by the extent of teacher's involvement in decision making giving them a sense of ownership. It is also fostered by strong sense of community among staff and students fostered through reciprocal relationships of support and respect. Basically, collegiality and collaboration are important conditions for unity of purpose. Research has shown that schools are more effective when staff build consensus on the aims and values of the school, and where they put into practice through consistent and collaborative ways of working and of decision making. This is partly in the hands of head teachers.

9

> *Review of literature on organisation of effective secondary schools points to the importance of a sense of community. "Such elements of community as cooperative .work, effective communication and shared goals have been identified as crucial for all types of successful organisations, not only schools".*

One of the factors that is related to the interrelationships between students and teachers is positive expectations of pupil achievement among teachers and parents. In particular, low expectations of certain kinds of student have been identified as an important factor in the underachievement of students in disadvantaged urban schools.

> *Research suggests that if high standards are set for pupils and they are let known about them, and accordingly intellectually challenging lessons are provided, then the impact on achievement is considerable.*

Reinforcement in the form of patterns of school discipline and feedback to pupils is an important element of effective schooling. Good discipline is important for orderly climate. This is derived from belonging and participating rather than 'rules and external control'. Rewards, other positive incentives and clear rules are more likely than punishment to be associated with better outcomes. Frequent use of punishment can create a negative atmosphere and can have counter productive effects on attendance and behaviour. Similarly, studies have shown that giving public recognition of academic success and other aspects of positive behaviour in school life such as attendance contributes to effectiveness.

> *Studies have shown that direct and positive feedback such as praise and appreciation has a positive association with pupil behaviour, but prizes for work had little effect on the outcome. Researchers have given three explanations for the greater effect of praise - it affects a grater number of pupils; the lack of delay allows more definite links to incentives and is more likely to increase the intrinsic rewards of that which is being reinforced.*

10

Activity: (Self Evaluation)

How good is my school?

Keeping the various points in view discussed above regarding learning environment - both physical and socio-emotional, let us reflect on how good is our school.

Each school HM will work on this activity

Self - Evaluation Proforma

A. Fill in the following details about your school.

Against each item, if it is available mark 'A'; if is not available mark 'NA'; if available but not in good condition, mark 'NG'; if available but not in adequate quantity, mark 'NN'

1.1 • **Location**

1.2 • **Transport & communication links**

1.3 • **Physical condition of the school Ownership**

  • Buildings condition

  • space & its utilization

  • playground facility Or outdoor facilities for play

1.4 • **Physical conditions of classroom**

  • Classroom/space for learning

  • Space for activities (individual and group)

  • Safe drinking water facilities including storage

  • teaching -learning materials

  • Laboratory

  • Library

  • Education Technology Facility

- Sports & play materials
- health check-up
- guidance service
- Toilet

2.1 Physical environment

- Cleanliness of school surroundings
- Cleanliness of classrooms
- Cleanliness of toilets
- Cleanliness of storage & utilisation of drinking water facility
- Lighting & ventilation of classrooms - Arrangement of seating for children

2.2 Social emotional climate in the school

- Teacher-child relationship
- Participation of children in school activities
- Freedom for children for different activities according to their interests
- Freedom for expression of one's own ideas
- Provision for variety of activities
- Teacher-Teacher relationship
- Teacher-HM relationship
- Teacher-Community relationship

2.3 Socio-emotional climate in the classroom

- Teachers showing interest/concern for children
- Friendly with children
- Enthusiastic in teaching-learning activities
- Competent to respond to individual students needs

CURRICULUM AND TEACHING LEARNING MATERIAL

If my perception is correlated with your experience you will accept that the most educational institutions have been overwhelmed by the demand of better facilities and while coping with the demand, they may miss out on quality. Traditional approaches to teaching had been replaced by modern day branches of teaching where the teachers were groomed to present their acquired skill and grades in the best possible light. But the mad rush and cutthroat competition for higher grades had resulted in the loss of human qualities among educators.

Hence, it is imperative that the wisdom of sages of yore was brought back into educational institutions. It was also necessary that quality process and practices were adopted to help learners leave the institutions as good citizens. Values and qualities had to go hand in hand and it was not possible to have one without the other. Hence, the induction of values as part of the curriculum should be the prime concern of our nation.

The focus of today's education was information assimilation and not developing skills and values. Competitions seemed to be endangering the real goal of education. The challenges of information technology, globalization, and consumerism and materialism had created such an impact that it had brought about a tremendous lack of quality. It is essential that the educational institutions and the head of the institutions redefine and re-establish quality.

In this context only this module is presented for your consideration and consolidation of the thrust on exercise the quality in education under your leadership / management. This module provides guidelines to the Quality Manager i.e., you (the headmaster of Secondary School) in the field of Curriculum and Teaching Learning Materials (TLM)/Instructional Materials. The ideas presented here will help you in forming a 'Conceptual Map' repertoire of strategies on which you may draw when seeking a solution to a particular problem while
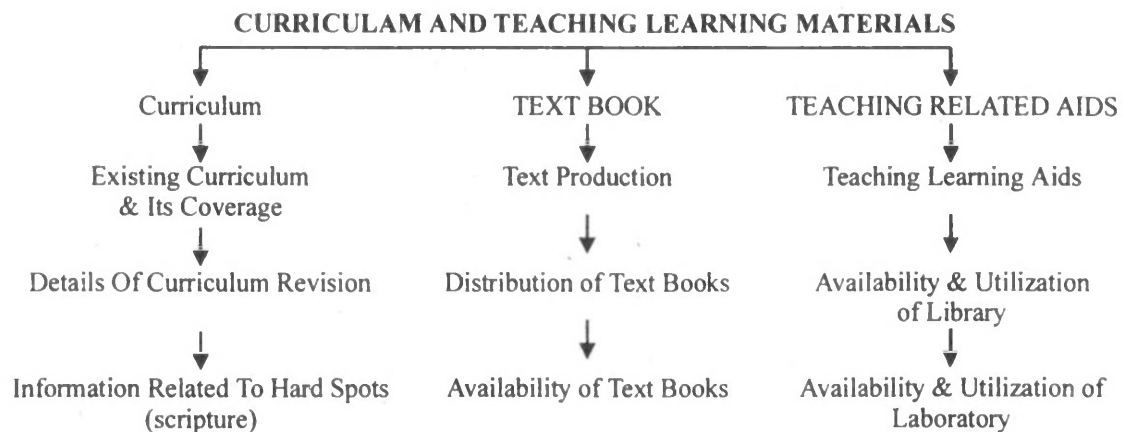
giving quality education. The desire of the module is to provide some practical assistance to you in secondary schools.

OBJECTIVES

After studying this module you will be able to

- Plan for establishing the linkage between the curriculum constructers and the teachers for curriculum revision
- Enrich yourself to give valid information regarding textbook to the teachers and learners
- Facilitate your institution in the availability and utilization of teaching aids, library and laboratory.

DISCRIPTION OF INDICATORS

CURRICULAM AND TEACHING LEARNING MATERIALS

Curriculum	TEXT BOOK	TEACHING RELATED AIDS
Existing Curriculum & Its Coverage	Text Production	Teaching Learning Aids
Details Of Curriculum Revision	Distribution of Text Books	Availability & Utilization of Library
Information Related To Hard Spots (scripture)	Availability of Text Books	Availability & Utilization of Laboratory

Here one of the quality indicators "Curriculum and Teaching Learning Material / Instructional Materials" is taken for discussion in this module. This quality indicator has three major components. They are Curriculum, Textbook and Teaching Related Aids.

The first component "Curriculum" consists of existing curriculum and its coverage, details of curriculum revision exercise and information related to hard spots (subject wise).

Even though the curriculum was constructed by educational experts, the curriculum constructers, there is a need gap. Being a headmaster you are the person who must facilitate teachers to realise the set objectives and provide appropriate feedback.

The second component "Text Book" consists of text book production, distribution of textbooks and availability of textbooks to learners.

At the time of textbook production the compiled suggestions and feedback are playing a vital role. You, as headmaster, are expected to collect the data from your teachers and should reach in time to textbook committee for its production.

The distribution and availability of textbooks are the responsibilities of the textbook publication division of the government / publishers. But the information regarding the distribution and availability of the textbook will be made available to the learners from the headmaster in time.

The third component **"Teaching Related Aids"** consists of teaching-learning aids, library and laboratory.

The teaching related aids are the availability and utilization of teaching-learning aids; the availability and utilization of library and the availability and utilization of laboratory.

ROLE OF HEADMASTERS

You are strong and competent in leadership. That is central to the creation and maintenance of quality programmes and practices in successful secondary schools. Strong, effective leadership in schools is vital to success. Effective headmasters like you will provide or cause others to provide strong leadership. You are the key actor, developing and supporting the teachers and orchestrating their efforts into a harmonious whole that moves the school closer to its goal in quality education. Your effective leadership is in creating and maintaining quality programmes and practices is of central importance. Much of the success is associated with the quality leadership.

On the basis of the logic, this module suggests you in your leadership can adapt the following roles in order to fullfill the requirements for quality in education.

Guided instruction

The careful curriculum management and regular curriculum review were essential to school success. The importance of curriculum alignment and the need to bring some order to the curriculum in secondary education.

- Resources can be reviewed for content and appropriateness.
- Training activities can be reviewed for content and appropriateness
- It can be modified according to the experience to improve the effectiveness in helping teaching process.
- It can be modified according to the experience to improve the effectiveness in helping learning process.
- Collect the content review and constructive criticism ITom the teachers to revamp the curriculum.

Orientation to objectives

Objectives of the curriculum must be realised by the teachers that helps them in keep a sense of direction.

> * *check to see the objectives are understood by the teachers while they execute the curriculum.*
> * *guide them while they feel the difficulties in reaching the goal.*

Clear and focused instruction

A common characteristic of secondary teaching is that individual teachers have considerable flexibility in choosing how they interpret and implement curricular guidelines and instructional strategies within their classroom.

Teachers are sensitive to the learning styles of differences among students and when feasible they try to identify and use teaching-learning strategies and materials, which are appropriate to different styles. The headmaster may facilitate the requirements of the needed materials to teachers.

Discretionary staff effort i.e., the amount of work performed beyond what can be required by direct supervision. This includes work done at home, such as lesson planning and materials development, as well as tutoring and personal assistance provided to students.

> *ACTIVITY*
> * *Identify the individual differences among teachers in choosing how they interpret and implement curricular guidelines and instructional strategies within their classroom.*
> * *Identify the learning styles among students and or the use of teaching-learning strategies and materials.*
> * *Account the amount of work performed by the discretionary staff beyond what can be required by direct supervision.*

Personal relation with teachers and students

Students can be allowed and encouraged to develop a sense of responsibility and self-reliance. Older student, in particular, can be given opportunities to take responsibility for school related matters and to participate in making decisions about important school issues.

Through the use of cooperative working culture / collective responsibility the headmaster foster positive headmaster-teacher and headmaster-student relationships.

Teachers feel that they must rely isolating and alienating form of individual autonomy is a sense of collective responsibility and accomplishment. A collegial culture directed by common goals can create a strong sense of personal efficacy.

The important factor that is often neglected is recognition of good teaching and high levels of efforts by staff Motivation erodes and effort declines when individuals are recognised and rewarded for their performance.

Every one's activities must be recognised and rewarded. Teachers are constantly receiving short notes from the headmaster (usually handwritten) thanking them for something special they may have done, no matter how small it may have seemed to them. Teachers must be recognised during faculty meeting when 'promising practices' are shared.

- *Allow and encourage the students to develop a sense of responsibility and self-reliance.*
- *Give opportunities to the older student to take responsibility for school related matters and to participate in making decisions about important school issues.*
- *Use the cooperative working culture / collective responsibility and foster positive headmaster-teacher and teacher-student relationships.*
- *Recognise the good teaching and high levels of efforts by staff.*

> *Everyone's activities must be recognised and rewarded.*
>
> *Send short notes to the teachers frequently (usually handwritten) thanking them for something special they may have done.*
>
> *Recognise the teachers during faculty meeting when 'promising practices' are shared.*

Emphasizing the importance of quality in teaching-learning process

You must continuously express expectations for improvement of the teaching-learning process.

ACTIVITY

- *Express your expectations from the teachers for improvement of the teaching process.*
- *Express your expectations from the students for improvement of the learning process.*

Strive to improve instructional effectiveness

No one is co placement about student achievement. There is an expectation that educational programme will be changed so that they work better.

Recognize and reward the students' achievement.

Changing expectancy towards the teachers will promote the better performance of the teaching.

You are requested to introspect and interact with peer group on the following questions and express your constructive ideas.

1.	Express your opinion on the quality of the education in the present education system.

2.	What are the measures you can take to enrich the quality in education?

3.	Review the present curriculum of your subject and suggest the ways to incorporate the quality and values in it.

CLASSROOM PRACTICES AND PROCESSES

INTRODUCTION

Public concern over the quality of education and the strong press to improve overall student achievement make scholarly work on teacher commitment, school practices and process which in turn directly related to the headmasters' overall commitment in guiding the different subject teachers, in the proper management of opportunity time and effective monitoring, evaluation and supervisory procedures. Recent reviews and syntheses of research on teaching indicate quality improvement of education requires among other things an understanding of the nature of classroom practices at the high school level. Similarly the literature on effective schools indicates that schools, which have specific environment and dynamic leader, perform better than those schools without such characteristics. However, what is substantially not clear is how teachers and headmasters came to accept the school practices and processes. There headmaster-teachers linkage is a critical issue for quality improvement in the management of quality institutes.

The key players namely the headmaster and the subject teachers of schools should able to understand various aspects / factors affecting classroom practices and processes and how they can be improved upon. For that a new name should be given that is "Educational Leadership". For effective educational leadership authentic headmasters are required. Authentic headmasters view the role as one of visionary culture building through frequent discussions and mutually reinforcing dreams. So authenticity requires truth- not dodging hot questions but keeping the schools' practices and processes on its vision leading the school to move towards an existing future. We believe as professors of educational leadership, it is our responsibility to join in helping you become authentic headmasters who will lead our schools in the 21st century.

The main aim of this module is to help and facilitate high school headmasters in planning and implementation of quality education at the high school stage.

OBJECTIVES

- This module will enable the user to
- Understand the meaning, importance and the dynamics of classroom
- practices and processes in achieving quality education at the high school level
- Identify the critical problems and issues related to the classroom practices and processes
- Suggest the ways and means to headmasters for the implementation to improve existing classroom practices and processes
- Enable headmasters in the management of opportunity time
- Assist headmaster in the effective evaluation and supervisory practices at high school level

THE CONCEPT

'Classroom practices and processes' denotes' what is going on and what is happening' in and around the classroom in the school environment. In order to have a better understanding of the term, it is important to look at some significant features. The first one is related to two main components of the school systems- the headmaster and different subject teachers. Both are interacting not only with each other but also with the other component, children, with the help of subject matter. Hence, both are interactive and dynamic in nature, in accordance with the changing school environment. That includes the needs of the child and the curriculum. Secondly classroom practices and processes gone something beyond the mere teaching-learning of subjects; but at the same time we cannot omit that component. Every activity of the headmaster should orient towards that only. Thirdly the process outcomes are not immediately visible but it can be observed and recorded over a period of time. That has its influence in

branding the quality institutes and the quality headmasters of those schools. For that the knowledge, experience, skills, emotions, attitudes, believes and expertise of the teachers and headmaster should coincide at one point and supply the quality to the learners. This likely to change in accordance with environment. In order to effect such a change the headmasters are considered as the 'torch bearers'.

MAJOR DIMENSIONS

    i)   Classroom practices and processes

    ii)   Opportunity time and

    iii)   Learners' evaluation, monitoring and supervision

Each of these three dimensions are having their own key indicators. That has been discussed then and there in the following paragraphs.

CLASSROOM PRACTICES AND PROCESSES

This is mainly concerned with the classroom environment in particular and prevailing school environment in general. Generally school environment can be looked into two aspects- the physical environment and the learning environment provided in the school keeping in view the needs and the expectations of the society from the schools. In providing and maintaining both, the headmasters are the key players in the school system.

The physical environment includes a neat, clean, properly ventilated, well lit and systematically maintained classroom. Teachers and students feel secure, safe and comfort in that classroom. It should have display materials, equipments, aids, etc., which teacher can use for teaching and students for learning. This component includes the following key indicators.

- Seating arrangements
- Classroom setting

22

- Display materials
- Grouping of children
- Pupil -teacher ratio (PTR)

In our schools grouping of children is done according to their age and class. TLM and other materials remain same. Every classroom is average in nature. That is most of the pupils are at the average level, few brilliant and few below average pupils. PTR is as per government norms.

ACTIVITY

- *Analyse the seating arrangement, classroom setting, display materials in the classes of your school.*
- *Cull out those which you need improvement- your experience will be very much useful here.*
- *Check the PTR in each class of your school as per existing norms of your state. A thorough knowledge of your state rules and regulations will be of immense help.*

The learning environment includes the following key indicators:
- Methods of introducing a lesson
- Teaching-learning strategies followed subject wise
- Use of teaching-learning aids in transactional process
- Involvement of students in teaching-learning process
- Assessment procedure followed
- Frequency / Periodicity of assessment

As far as introducing the lesson, whether the teacher follows the approved motivational techniques or not should be observed by the headmaster. Then depends upon the innovativeness, different subject teachers may follow different techniques like linking previous

knowledge, day to day happening, asking simple questions, using relevant aids so on and so forth. This is purely the will and pleasure of the individual teacher but it is a must.

ACTIVITY

- *Enumerate the strategies followed by your teachers in introducing the lesson.*
- *Prepare a priority list depends upon your ability.*

This module and the training which you received may be applied in this process.

Suggestions

Components to be observed during subject teachers teaching in the classroom

Languages:

- Oral expression and pronunciation
- Skill to apply grammar in sentences children use for original instruction
- Written expression, creativity / originality in expression spellings and handwriting . Reading and listening comprehension
- Class work copies / term-tests correction and follow up

Mathematics

- Proficiency in oral mathematics
- Skill of transferring mathematics knowledge to solve day to day problems
- Ability to solve sums accurately and quickly
- Test and remedial work
- Skill to draw geometrical figures

Social Studies

- Level of content knowledge

- Map reading and globe reading skills
- Knowledge of topography
- Ability to recall incidents and time sales in history
- Moral values deduced from history
- Citizenship education and inculcation of finer values in life
- Civic responsibility and civic sense

General Science

- Knowledge about science and technology
- Proficiency in practical work
- Ability to apply science in day to day life
- Skill of doing many science projects individually and in groups
- Knowledge about biographies of scientists and their discovery
- Scientific temper and attitude
- Correction of sessional work, records, unit tests, experiments and the follow up work
- Up to date knowledge in science

Teacher should encourage pupil participation in preparing teaching aids, science experiments and organisation of mini group projects. The assessment should be regular, successive and periodical at levels for all subjects. The heads must ensure such activities by asking the teachers to maintain 1. Notes of Lesson, 2. Practical Activity Record, 3. Group Activity Record and 4. Periodical Assessment Record.

To a larger extent the behaviour of the teachers and headmaster contribute much for learning environment. Because the other components like curriculum, TLM, Teaching Aids and Physical facilities are common and fixed to all. Simple actions of teachers and headmasters like smiling, wishing, calling each child by name, praising, rewarding etc., and headmasters

behaviour like maintaining good relationship with all teachers, students and community contribute much for quality education.

ACTIVITY

- *Write down the do's and don'ts of your schoolteachers individually for each subject teaching.*
- *Having studied this component of this present module the task prescribed in this activity will be easy for you to assess each subject teacher. In order to improve the quality of teaching in your school follow it essentially.*

Opportunity Time

In the teaching-learning process the time is the important factor. It manifests itself in many ways in actual classroom practices and processes. Opportunity of time not merely counting the number of working days but it assess how effectively time is utilised by the teachers. Opportunity Time includes the following:

- Number of days school open in a year
- Actual number days teaching and learning occur in a year
- Number of teachers in school
- Number of sections of each class in school
- Number of classes each teacher handles (monograde / multigrade)
- Teacher attendance-month wise
- Number of days teacher involved in non-teaching assignments in a year

The National Curriculum Framework for School Education (NCFSE) 2000 emphasis a maximum of 180 working days per year. However every state prescribes different instructional days, which is common to all schools at present in Tamilnadu. The major question here is that out of these 180 days how many days are effectively utilised for teaching and learning is, one

area of concern. The other question is whether all the teachers are effectively involved in the teaching process. These two clarifications require more attention from the headmasters' observation. The multigrade teachers, teachers on long leave and teachers on other assignments are causing major concern to the headmaster in maintaining the quality education in the quality institutes.

ACTIVITY

Prepare a detailed check list for the management of the opportunity time for your school teachers.

The key indicators discussed in the above component of module will properly guide you.

The loss of opportunity time may occur due to the following causes:

i) Multigrade teacher i.e., teacher being in charge of more than one class to be taught at one time- the unsupervised class children spent their time without any concrete learning.

ii) Teachers assists headmasters and office staff for preparing reports, maintaining registers, visits to DEO's office etc., - their classes the opportunity time loss is heavy.

iii) More often teachers are involved in census survey, election work assigned by the government.

iv) Long term leave by the teachers without any alternate arrangement for teaching.

v) Teachers deputed to the orientation / training programme or OD.

vi) School working is affected by natural calamity like floods, rain, cyclone and tsunami.

vii) School is occupied by the sufferers of above.

ACTIVITY

List down the activities you could take to avoid the loss of opportunity time in your school.

SUGGESTIONS

Headmasters should ensure the following:

i)   No compromise on the number of working days

ii)   Implement monograde teacher scheme at any cost

iii)   Assign administrative work only after teaching hour

iv)   Ensure effective teaching in all working hours

v)   For leave and other works alternative arrangements should be made for teaching

vi)   Loss of time should be compensated by extending working hours or days even

In order to compensate the loss of opportunity time the headmasters should extent the learning time through the use of staff tutoring and personal assistance. This may be done before and after the working hours. Secondly teachers may be relieved from non instructional duties. High participation of extra-curricular activities are to be provided to teachers and learners as an extension of classroom learning.

ACTIVITY

Check the extent to which your activities prepared in this previous activity column coincides with the suggestions given in the module component.

Pin point any special suggestions given by you.

Leaners' Evaluation, Monitoring and Supervision

Here, monitoring is a process of watching regularly the progress of a programme in order to identify the smoothness and / or problems that are encountered in implementing the major aspects of the programme.

The process of supervision ensures that everything is going on smoothly in the system. Apart from implementation of activities supervision take care about realisation of desired

goals. It is a connecting link between monitoring and goal realisation. This supervision has to be done by the headmaster regularly, sequentially at all levels and grades of high school system.

Evaluation in the context of quality education refers to systematic collection, analysis, and interpretation of evidence relating to inputs, processes and outputs.

Evaluation is a comprehensive process covering a wide spectrum. It analyses the status of the classroom processes on one hand and looks upon the quality improvement of the school system on the other hand. So, operationally evaluation is meant for assessing the overall effectiveness of the programme or the system. In the school system the evaluation includes monitoring and supervision tool. The key indicators are as follows:

- Policy adopted in the states for
  - non-detention
  - grade / marks
  - internal and external examinations
  - periodicity of evaluation
    (Quarterly, Half yearly, and Annual)
  - reward / punishment
- Recording procedures in the schools
- Feedback mechanism by the teacher
- Involvement of parents in VEC/PTA
- Procedure adopted for diagnostic assessment
- Procedure for remedial treatment
- Procedure to give feedback to the parents
- Outcomes realised

Regarding the non-detention, grades and marks and internal and external examination, nowadays uniform policies are adopted by the concern government. You as a headmaster is expected to follow it strictly. Regarding periodicity of evaluation as a headmaster you should insists the following:

- evaluation as a part of class work
- routine marking of class work and home work
- periodic tests and the assessment task
- standardized test
- few monthly and mid term tests

Regarding rewards and punishments you should insist your teacher to use rewards more often than punishment. Punishment is the last resort. Because reward will serve as the motivational strategy, induce more learning which in turn contributes quality education.

ACTIVITY

List down the monitoring, supervisory, and evaluation activities of your practice in your school.

You are to free to borrow ideas from this module components and even use your experience and expertise;

Prepare a list of outcomes realised by your activities undertaken so far.

Techniques

As an efficient headmaster, along with your routine work you are expected to follow certain things. For effective evaluation of the quality education at the quality institutions, a variety of tools are required. The tools may be in a position of tapping required correct information so that necessary steps may be taken for correcting, improving the effective functioning. Those tools may be information schedules, rating scales, check list, observation schedule, interview proforma, questionnaire, opinionative.

The main purpose of using such tools is to identify the weaknesses and drawbacks in the system. Providing necessary feedback may rectify the identified weaknesses. So that system may function as desired. If needed the remedial measures should also be given. For that the headmasters may include even PTA and parents, just for getting suggestions not for teaching-learning activities. With all these monitoring, supervision and evaluation practices the outcomes may be realised. Thus the quality institutes may be identified with quality heads which in tern contribute to the quality education.

Programme for Classroom Practies and Processes

After studying the above module, having convinced your self about the need and importance of classroom practices and processes in achieving quality education, it is hoped you are now ready to act in this regard. You are free to use the following guidelines stepwise.

Step 1. Convene your faculty meeting to analyse the present position of your schools' physical environment- encourage teachers to express their opinions freely.

Step 2. Discuss with your teachers and ask them to prepare self appraisal, notes of lesson, methodology adopted in teaching different subjects. - Irrespective of your subject specialisation treat all subject teachers objectively.

Step 3. Train your teachers in effective time management. - make them to realise teaching is very essential in quality education.

Step 4. Ensure your teachers that monitoring and supervision are meant for achieving excellence and not for threatening.

Step 5. Insist evaluation for quality improvement and not for purpose sake.

Step 6. Appreciate the innovative and the novel ideas given by your teachers in respect of any of the components of classroom processes.

Remember you are the torchbearers for maintaining quality institutes in quality education. Your educational leadership will contribute much more for 21st century learners.

31

ENHANCING SCHOOL QUALITY THROUGH COMMUNITY INVOLVEMENT AND TEACHER PREPARATION

INTRODUCTION

Having studied the first three modules dealing with all but two of the input variables and all the process variables affecting the quality of the school, it is time we move on to deal with two very important input variables, namely, Community involvement and teacher. This module is designed to provoke YOU to think, reflect and act based on YOUR OWN judgements. Instead of sermonizing and theorizing about the two variables under consideration it guide you to chalk out a strategy to modify them in order to improve the quality of the School. Hope you will have an intellectually stimulating exercise.

OBJECTIVES

After studying this module you will be able to

* describe the desirability and feasibility of establishing a healthy school-community linkage

* plan for establishing a healthy school-community linkage

* establish and nurture a healthy school-community linkage

* describe the importance of teacher preparation

* design programmes for preparing teachers in order to improve the quality of your school.

Desirability and Feasability of Establishing a healthy School - Community Linkage

Will establishing a school community linkage help to improve the quality of your school? You are aware of the factors that influence the quality of a school. Read the following passage in order to consolidate your knowledge of this aspect.

Quality of a School is a dynamic variable. It depends on innumerable tangible and non-tangible variables, all of which can be considered as factors that influence the dynamic variable, i.e., quality of a school. Though listing all of them is likely to be a Herculean Task, they can, broadly be classified into three categories. They are: Input related, Process related and Policy related. Of course, some even mention 'Product' as a fourth category, which according to them influences quality of education by providing feedback needed to improve other factors.

Physical infrastructure such as building, playground, water & power supply etc; Material infrastructure such as furniture, play materials, library books etc; Support services such as health-care, guidance & counselling, boarding & lodging, transportation etc; Teachers in terms of their capabilities, training etc; Support Staff such as clerks, attendants etc; Governmental support in terms providing needed administrative, and technical guidance as well as financial help; Curriculum; Community Involvement - all these can be thought of as Input variables that have a bearing upon the quality.

Curriculum transaction and evaluation strategies adopted by the school, its administrative practices are the process variables that have an impact on the quality of a school. The extent to which the members of Staff are involved in designing as well as how they are designed is also likely to have an indirect impact.

Apart from instructional and administrative policies of the school, the very process of policy making and implementation can be considered as policy related factors that influence the quality.

33

To what extent a community can help a school to improve quality of the factors listed above in favour of the school? The obvious answer is that a community can, if it minds, contribute a lot to enhance the quality of the school which has been established to serve it. Of course, the quantum and the quality of help may vary depending upon the factor and status of the community. Read the following passage which may stimulate you to think about what the community can do for your school?

A community can help, for example, in mobilising physical and material resources as well as needed finances to a limited extent. However, it can help to a greater extent in maintaining the existing resources in good condition. It can also help in supervision and monitoring of Infrastructure development projects that are being implemented by external agencies, Le. Governmental or non-governmental.

A community can help to a very great extent in school processes by offering voluntary services when needed, by offering voluntary assistance in maintaining the support services; by persuading parents to cooperate with the faculty in carrying out their instructional strategies; by helping school authorities in enrolment drives, in reducing the drop-out rate as well as absenteeism, in addressing equity issues, in organising co-curricular activities as well as extension activities when needed.

A community can act as a pressure group for securing financial or other resources from the funding agencies. It can act as a liaison agency between these agencies and the school authorities. It can make an attempt to influence policy makers by making known its wishes as well as by providing feedback on what it thinks about the system in vogue. It can try to mobilise the political opinion in favour of the school.

Activity 2

Classify the prioritised items of each one of the three lists prepared in Activity 1 into two groups, namely, those for which you think that the community can help and those for which the community can not do much. This task should not be too difficult if you know your community well.

Given the fractured nature of our communities, many of which have a low development index, will we succeed in realising what has been envisaged in the previous section? Will it not be too much of an expectation from the present day Indian communities? In case it is given certain responsibilities, is it in a position to shoulder them in a responsible manner? Will not various 'vested interests' create problems to the school authorities? Should the school faculty be governed by whims and fancies of a people who do not know much about what constitutes 'a quality school'? In such a situation, is the community capable of taking mature informed decisions?

Until now, communities have been forced to be the 'recipients' of what is doled out to them as 'quality education'. However, people are becoming more and more aware of their rights, including the right to get quality education. They have started questioning the efficacy of the existing educational system designed by the aforementioned 'intellectuals'. Consumer awareness with respect to education is on the rise. Apart from this, consider the following: (a) Governments are finding it more and more difficult to sustain even the existing educational system, however inadequate it may be. (b) Move towards globalisation and open market

economy has eroded the Governmental controls resulting in commercialisation almost all vital human endeavours, including Education. The impact of this phenomenon has been intensified by the fierce competition that is being witnessed in all fields, a competition for attaining excellence in order to survive. In such a scenario, all sections of the society will not be in a position to have equal opportunity to access to education of reasonable quality. (c) Ours is supposed to be a 'Democratic Society'. It implies that the administration has to be decentralised. People are supposed to plan, implement all endeavours for their own welfare, education being one such endeavour. Democracy also implies that the citizens behave in a responsible manner while exercising their democratic rights. Unfortunately our communities have been incapacitated by the ruling classes, be it our own or external, to such an extent that they have lost self-confidence as well as work-ethics essential for the success of a democratic system. Now that, we are a free Nation should not our communities be enabled to decide the type of education it wants.

Is it a feasible idea?

It is a feasible idea, provided YOU and the team of YOUR TEACHERS determine to make it a success. Having understood the importance and inevitability of establishing a healthy School Community linkage think about what YOU and THE TEACHERS OF YOUR SCHOOL can, the practitioners of education do? If YOU, the PROFFESSIONALS, do not take the initiative and guide all concerned stakeholders, an ill-conceived programme designed by non-professionals, is likely to be launched with disastrous consequences for all concerned. Hence, this is the time for YOU to act, to chalk out a time bound action plan for establishing a healthy School Community linkage.

For a starter, you can think in terms of launching awareness building educational programmes for enabling the communities to cooperate constructively in improving the quality of THEIR SCHOOL in the shortest possible time.

36

Planning for Establishing a healthy School - Community Linkage

Read the steps enumerated below in order to get an idea of how to start the initiative. These need to be considered as guidelines only. You are free to alter/modify them to suit your requirements or design your own strategy.

Step 1:. Call for a faculty meeting. Sensitise the faculty members to the need, importance, benefits and hazards of establishing a school community linkage to improve the quality of the school. Activities 1-3 would have equipped you to carry out this task successfully.

Step 2: Before starting actual planning work, you and your team should ensure that you have the necessary inter-personal skills for developing a rapport with members of the community. If you feel that you lack these, organise a very short programme to train yourself. Of course, you may require expert help in this regard.

Step 3: Acquire a thorough understanding of your community (Le. structure & composition, likes & dislikes, political & religious affiliations, socio-economic as well as educational status, how much fractured it is, important persons, opinion leaders etc.). You and your team need to conduct a door-to-door survey to collect the relevant data. To do this, prepare a questionnaire designed to collect baseline data and let your students collect the data. You and your team will have to identify and contact important persons and opinion leaders individually to collect sensitive data as well as sell the idea of school community linkage to them. Make sure that the persons so identified truly represent all sections of the community.

Step 4: Call for a faculty meeting to discuss (a) where the school stands now with respect to quality, (b) what needs to be done to improve the quality and (c) what can be done by the community in this regard. The lists prepared by you in Activity 1 & 2 will be of great help at this stage.

Step 5: Organise a brainstorming session for your teachers to chalk out a strategy for (a) calling for a meeting of the identified leaders of the society, (b) motivating them to take the initiative in mobilising the entire community to establish a formal structure for the linkage to function effectively, (c) fix up a date and agenda for the first meeting of the community (d) fix up the specific responsibilities for the community leaders to make the first meeting a success.

Establishing and Nurturing a healthy School - Community Linkage

Since YOU and YOUR TEAM have already formulated a strategy, all that needs to be done at this stage is to implement it. The following guidelines will help you just that.

Step 1: Execute the strategy decided by you in step 5 of the previous section

Step 2: Organise the first meeting of the community. Let the community members see the status report, your analysis of what needs to be done by the community and discuss about it. Let it decide (a) what it can really do, (b) a time-bound plan for doing what it wants to do and (c) a mechanism for monitoring the implementation and taking corrective steps if necessary. As a Head of the Institution, it will be your responsibility to provide a truly DEMOCRA TIC LEADERSHIP to sustain the initial enthusiasm. Remember that gentle persuasion, sincerity, honesty, transparency, impartiality, ability to handle problem situations without getting emotionally involved, recognising and appreciating good work done by others along with ability to persuade others without hurting their 'ego' are sure to help you in achieving your goal.

School Quality and the Teacher

Does the quality of the school depend upon its teachers only?

The obvious answer to the above question is 'NO'. However, one can not ignore the fact that the teacher is the most important of all the factors that influence School quality. Why is it so? You can answer this question if you just peruse the following list of activities in which teacher is involved.

A teacher is expected to be involved in activities related to

  (i)   classroom instruction
  (ii)   classroom management
  (iii)   organising co-curricular activities
  (iv)   building good human relationships with colleagues
  (v)   building good human relationships with parents and other members of the community
  (vi)   professional and personal advancement
  (vii)   infrastructure maintenance

Probably, by going through this list you can precisely state 'why the teacher is the most important of all the factors that influence School quality?

School quality and Teacher preparation

Each one of the teacher activities enumerated in the previous sub-section requires application of a large number skills backed by a sound body of technical knowledge. None of these are likely to be present in any individual unless he/she has acquired it by putting forth conscious effort. Also, this is not something that can be acquired at 'one go'. There is a need for constantly updating and widening the Knowledge base one has, for acquiring new skills and keep sharpening the already acquired ones. As a Head of the Institution with considerable experience you may not require any more arguments to convince you of the importance providing need-based in-service training programmes to all teachers including yourself.

Designing Programmes for preparing Teachers

Having convinced yourself of the need and importance of preparing teachers for improving School quality, it is hoped that you are now ready to act in this regard. Use the following guidelines given in the form of 'steps to be taken',

Step 1: Call for a faculty meeting. (a) Discuss about 'where we stand vis-a-vis school quality?' with respect to listed teacher functions and importance of 'strengthening our competencies through our own efforts', (b) Encourage each teacher to do a self-appraisal to determine his/her strengths as well as weaknesses, You can help them to be honest and objective by providing a questionnaire based on the analysis you have done in Activity 4. (c) Encourage each teacher to prepare a plan which he can implement to strengthen him-self/her-self and the external help he/she needs in the form of expert guidance/counselling. [Note: Do not ask the individual teachers to read openly their self-appraisal reports/remedial action plans]

Step 2: Discuss the individual self-appraisal reports/remedial action plans with the concerned individuals only. Treat all the discussions as strictly confidential.

Step 3: Arrange for training programmes in groups to address the common issues. You may seek the assistance of designated Govt, agencies or experts who are willing to volunteer the needed guidance,

Step 4: Monitor the progress through (a) your own observation of teacher performance, (b) feedback from the students (c) perusing relevant records maintained by teachers and (d)

40

individual meetings with the concerned teachers. Encourage those whose original plan is not yielding the expected results to look for alternatives.

Remember that YOU are the best guide and counsellor. So, first equip yourself with necessary Knowledge. Be sensitive to individual sensitivities. Be a sympathetic counsellor. YOU CAN PERFORM 'MIRACLES'.

Quality Institutions

Training for Head Teachers of Secondary Schools of Tamil Nadu Through Teleconferencing

Programme Schedule

Date 25-02-06	Day Saturday
9.00 - 10.30 Off Air	Registration, Distribution of Reading Materials & Self study
10.30 - 10.45 On Air	Inauguration
10.45 - 11.30 On Air	Presentation (Instructional Facilities & Environment)
11.30 - 11.45 Off Air	Tea Break
11.45 - 12.15 Off Air	Group Work
12.15 - 13.00 On Air	Interaction
13.00 - 13.10 On Air	Consolidation
13.10 - 14.15 Off Air	Lunch Break
14.15 - 15.00 On Air	Presentation (Curriculum & Teaching Learning materials)
15.00 - 15.30 Off Air	Group Work
15.30 - 15.45 Off Air	Tea Break
15.45 - 16.45 On Air	Interaction
16.45 - 17.00 Off Air	Feedback

Quality Institutions

Training for Head Teachers of Secondary Schools of Tamil Nadu Through Teleconferencing

Programme Schedule

Date 26.02-06	Day Sunday
9.30 - 10.00 Off Air	Reporting of previous days work
10.00 - 10.45 On Air	Presentation (Classroom Practices and Processes)
10.45 - 11.15 Off Air	Group Work
11.15 - 11.35 Off Air	Tea Beark
11.35 - 12..45 On Air	Interaction
12.45 - 13.00 On Air	Consolidation
13-00 - 14.00 Off Air	Lunch Break
14.00 - 14.45 On Air	Presentation (Enhancing School Quality through Community Involvement)
14.45 - 15.20 Off Air	Group Work
15.20 - 15.40 Off Air	Tea break
15.40 - 16.20 On Air	Interaction
16.20 - 16. 35 On Air	Concluding Session
16.35 - 17.15 Off Air	Feedback

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Training for Head Teachers of Secondary Schools of Tamil Nadu Through Teleconferencing

PROFILE OF PARTICULARS

Note : Put a tick in the appropriate box.

1. Name & Address :   Centre :

2. Male ☐   Female ☐

3. Age (Years)   41-50 ☐   50 & above ☐

4. Teaching Experiecne (Years)   16-20 ☐   21-25 ☐   26 & ABOVE ☐

5. Academic Qualification :
    Graduate ☐   Post Graduate ☐   Any other (please specify)

6. Professional Qualification :
    B.Ed. ☐   M.Ed. ☐   Ph.D. ☐   Any other Diploma

7. Have you attended any other in-service training programme?
    Yes ☐   No ☐

8. Have you ever attended a training programme on Quality Institution?
    Yes ☐   No ☐

Signature

44

Quality Institutions

Training for Head Teachers of Secondary Schools of Tamil Nadu Through

Teleconferencing

FEEDBACK QUESTIONNAIRE

Name of the :   Centre   Date :
Participant
Address:

Give Your observation on different aspects of training by putting a tick( ) in the appropriate place

S.No.		Very useful	Useful	Not Useful
1.	**Usefulness of Inputs** (a) Reading Material (RM) (b) TV Presentation and Demonstration (c) Panel Discussion (d) Question-Answers (e) Group Activity			
2.	Whether reading material was complete and covered all the themes transacted.	Yes		No
3.	Did you find any difficulty in understanding the concepts explained in the reading material.	Yes		No
4.	Could you go through the reading material (RM) in the given time.	Yes		No
5.	Was there any lapse / errors in the TV presentation and corresponding video clippings.	Yes		No

45

6.	Was TV presentation interesting		Yes	No
7.	Was the language used in TV presentationclear		Yes	No
8.	Was the speed of TV presentation alright / OK		Yes	No
9.	Did the Panelists consolidate TV presentation and demonstration		Yes	No

		More than Sufficient	Sufficient all the time	Not Sufficient
10	Was the time allotted for panel discussion	More than Sufficient	Sufficient all the time	Not Sufficient
11.	The Quality of Picture and Sound	V.Good	Good	Poor

12. Give your comments regarding questions
    asked by participants (Put a tick to any one)

a) All questions were relevant to themes

b) Most of the questions were relevant to themes

c) More questions were relevant to themes

d) More of the questions were irrelevant to themes

e) Questions were irrelevant to themes

13. The time allotted to question-answer session

a) More than required ☐

b) Sufficient ☐

c) Too less ☐

		More than Sufficient	Sufficient	Too Less
14.	The time allotted for group activity	More than Sufficient	Sufficient	Too Less

		Agree	Undecided	Disagree
15.	The information got from this programme was very useful and participare	Agree	Undecided	Disagree

16.	The quality of TV programme was very good	Agree	Undecided	Disagree
17.	The Sound was very clear	Agree	Undecided	Disagree
18.	The panelists were really knowledgable and had command on the subject	Agree	Undecided	Disagree
19.	Every teacher should be given training similar to the one given to us.	Agree	Undecided	Disagree

20. Mention the positive aspects of this mode of training (Teleconferencing)

21. Mention in brief what difference you found between this type of programme and face-to-face training programme.

22. Is there any other areas (topics), which needs to be transacted through teleconferencing.

23. Give your opinion (2 to 4 sentences) About facilities initiated activity, Use additional sheet, if required.

Signature