

TRAINING OF KEY RESOURCE PERSONS IN ACADEMIC MONITORING OF PRIMARY SCHOOLS OF ANDHRA PRADESH

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Asha K V D Kamath
Programme Coordinator

1. ABOUT THE PROGRAMME

1.1 Introduction

Education is an important instrument of social change. It is education, which can contribute to either construction or destruction of the society. Though school education has three levels – Elementary (primary + upper primary), Secondary and Senior Secondary – Primary Education occupies an important position in the ladder of school education. It is during this stage that the children acquire basic skills in language and mathematics and develop an understanding of their physical as well as social environment. If we aspire for quality school education, it is necessary to ensure that we have quality primary education. Though the governments and other agencies have taken up several programmes for enhancing quality at primary school level, there needs much to be done for improvement in the quality of primary education. This needs special attention of concerned authorities and stakeholders.

One of the ways to achieve quality is to monitor the school processes in the light of the objectives, find strengths and weaknesses and make constructive suggestions for achieving the objectives. In other words, continuously observe the school processes at regular intervals, report how far the objectives have been achieved, identify the issues, make suggestions for the progress of the school and follow it up. Though there are different dimensions of monitoring, one of them is academic monitoring which has different implications for quality improvement of school education.

In Andhra Pradesh, academic monitoring of primary schools is currently performed by School Complex Heads, Mandal Resources Persons, Mandal Education Officers, DRPs, DIET faculty and functionaries of SSA. It was felt that there is a need to equip the monitoring authorities with essential content and skills related to academic monitoring of primary schools. Hence the present programme was conceived with the following objectives.

1.2 Objectives

The objectives of the programme have been listed below.

1. To understand the present role of authorities in monitoring academic activities of Primary Schools
2. To identify academic areas, which are, required to be monitored
3. To prepare an Academic Monitoring Observation Schedule
4. To develop a Training Package for Key Resource Persons (KRPs)
5. To organise Training Programme to the KRPs in using the Training Package including Academic Monitoring Observation Schedule (AMOS).

1.3 Stages of the Programme

Stage	Venue	Dates
• In house meeting	RIE, Mysore	22/7/09
• Discussion meeting to identify the tasks of the officers who currently monitor the academic activities of primary schools	SCERT, Hyderabad SSA, Hyderabad	10/9/09 11/9/09
• Workshop for preparation of Draft Training Package	RIE, Mysore	20-23/10/09
• Workshop for try-out ,editing and finalization of the Training Package	IASE, Kurnool	23-25/11/09
• Training of KRPs in using the Training Package (including hands on experience in using Academic Monitoring Observation Schedule.	RIE, Mysore	27-29/1/10

1.3.1 Details of the Activities

Activity No 1 : Inhouse Meeting at Regional Institute of Education, Mysore

(22nd July 2009)

An inhouse meeting was held on 22.7.2009 in the Department of Education to discuss about the programme. The following members were present.

Prof.B.Phalachandra

Dr.G.Viswanathappa

Dr.T.V.Somashekar

Ms.Sujata B Hanchinalkar

The group discussed about the mode of conduct of the programme. During the field visit, the visiting team was advised to collect information regarding the following from the concerned authorities of Andhra Pradesh.

- Concept ‘Academic Monitoring’
- Present mode of monitoring
- Persons responsible for academic monitoring
- Reports available regarding academic monitoring

Activity No. 2 : Discussion Meeting at Hyderabad and Secunderabad

(10 -11 September 2009)

10th September 2009

In connection with the above activity, Dr.Viswanathappa and the Programme Coordinator formed the study team and visited Hyderabad and had discussion with Mr.Jesupadam, Director, SCERT, Hyderabad and the faculty members namely Smt.K.Krishnaveni, Dr.M.Ramadevi and Sri Y Raghava Reddy. The discussion emerged with the various aspects that are required to be included in the tool. Later they met Dr. Upendra Reddy, SAMO of SSA and discussed about the status of monitoring in the state of AP and their expectation from the programme. He also made arrangements to visit schools in Raniganj and Secunderabad.

11th September 2009

The study team accompanied by Sri Ehasanulla of SSA visited Govt. Aedia Memorial School in Raniganj. They talked to Smt.D.Hemalatha, Smt Kiran Maye and Smt A Vivekavathy. The talk enlightened the team members about the status of monitoring, the programmes under SSA and their need for a formal way of monitoring and documentation. The team also visited Mandal Resource Centre in Secunderabad and interviewed Mrs.Uma Rani, Sri Ratnakar Rao, Mrs.Laxmi Kumari, Mr.Chiranjeevi, Mr.Rajkumar and Mr.Murthy regarding the status of monitoring, difficulties faced and the outcome of monitoring. The interviewees also informed about the need for documentation of the academic monitoring.

Activity No. 3: Preparation of the Training Package at RIE, Mysore

(20 – 23 October 2009)

It was an important component of the programme to prepare the Training Package which also comprised of Academic Monitoring Observation Schedule. Though many resource persons were invited, Prof.V.Rangacharlu from Madanapalli, Dr.C.V.Narasimham from Vishakapatnam, Dr.K.Kumaraswamy from Mysore and internal Resource Persons participated in the programme which was held from 20th to 23rd October 2009. The process included identification of monitoring components, discussion, presentation, modification and arriving at draft training package to be tried out.

Activity No. 4 and 5 : Tryout and Editing of the Draft Training Package at IASE, B-Camp, Kurnool, AP (23.11.2009 to 25.11.2009)

23.11.2009

The Resource Persons registered themselves on day one and the workshop was inaugurated by Smt.Rama Devi, Principal of IASE, Kurnool. In her inaugural address, she thanked the RIEM for selecting IASE for the workshop and giving an opportunity to the faculty members to have the experience of developing tools. She also assured all support for the success of the workshop. This was followed by discussion of the package and made necessary changes in the formats based on the knowledge and experience of the resource persons. A thorough interaction was held in the group regarding school visit to be held the next day.

24.11.2009

The resource persons went to Govt. Municipal Elementary School in B-Camp, Kurnool, observed school premises, school assembly and classroom transaction at primary level. They used the AMOS and noted the positive and negative aspects based on classroom observation. Each of them had discussion with the teacher, whose class they had observed. School HM was asked to fill in the School Information Format and make suggestions for improvement. Later, all of the resource persons came to IASE and shared their experiences. This lead to some changes in the formats. After finalizing the AMOS, the resource persons were divided into groups and were asked to go through first two modules, discuss and edit them.

25.11.2009

The day began with group work wherein editing of the modules was taken up. Discussion was also held regarding its execution during the training programme. By the end of the day the whole package was edited. The valedictory session was chaired by Smt K.Ramadevi, Principal, IASE, Kurnool, who was instrumental to the success of the programme.

Activity 6 at RIE, Mysore (27th to 29th January 2010)

The Training of Key Resource Persons in the Academic Monitoring of Primary Schools of Andhra Pradesh was held from 27th to 29th January 2010 for 3 days at RIE, Mysore. Prof.B.S.Upadhyaya, Head, DEE, welcomed the participants. Prof.G.T.Bhandage, Principal, inaugurated the training programme and addressed the participants. Dr.Asha K V D Kamath, Programme Coordinator briefed about the objectives of the programme and Prof.B.Phalachandra, Dean and Head, DE spoke on the occasion. 43 participants from all the districts of Andhra Pradesh except from Srikakulam and Chittoor and the resource persons were present during the programme. The details of the programme are given in Appendix II and III. The List of Participants is given in Appendix IV.

1.4 Development of the Training Package

One of the important activities of the programme is to develop a Training Package for Academic Monitoring of Primary Schools. Objectives of the training package are given below.

1.4.1 Objectives

By using the Training Package, the Key Resource Persons will be able to

- state the meaning of academic monitoring
- describe the need for academic monitoring of schools
- understand the role as a monitoring officer
- relate academic monitoring to different current programmes
- understand the features and utilisation of Academic Monitoring Observation Schedule (AMOS) and Information Formats
- get hands on experience in using the AMOS
- develop skill in techniques of giving feedback

- develop skill in interacting with HMs, Teachers and Community members
- prepare a report based on AMOS and other Information Formats
- make recommendations for quality improvement of academic performance of schools and keep track of the progress made

2. ABOUT THE TRAINING PACKAGE

2.4 Introduction

The Training Package aims at providing academic input to the Monitoring Officers of primary schools of Andhra Pradesh. It consists of ten modules/chapters, four Formats and Self Learning Materials. Description about each of these is given in the following paragraphs.

2.4 Modules

The module on '**Concern for Quality in Education**' discusses the need for quality and ways of achieving it in the school system.

The module '**Academic Monitoring of Schools**' gives details related to the concept of 'monitoring' and 'academic monitoring'. It also briefs about why, how and when to monitor in schools.

The module '**Role of Academic Monitoring Officer**' focuses on the different roles that are required to be played by the Academic Monitoring Officer during the visit to schools.

The module '**General Guidelines to Academic Monitoring Officer**' has listed down the guidelines sequentially to help the officer to perform her/his task successfully.

The module '**Indicators of Academic Monitoring Observation Schedule**' gives a brief description of various indicators that have been taken into consideration in the Academic Monitoring Observation Schedule. Hints are also given regarding observing them.

The module '**School Visit**' discusses on need for school visit and how to make school visit purposeful and successful.

The module '**Interacting with HMs/Teachers/Community**' describes on how to interact with Heads of schools, teachers and community members during the school visit. It also suggests a role-play to help the Key Resource Persons to understand the

importance of appropriate approach in interacting with concerned people and need to plan interactions.

The module ‘**Sharing Experiences in the Schools**’ describes the need and ways of sharing the experiences as a monitoring officer both individually and in groups in schools.

The module ‘**Sharing Experiences in the Training Programme**’ highlights the need for sharing experiences with the co-participants during the training programme.

The module ‘**Preparing Academic Monitoring Report**’ discusses on analysis and interpretation of collected data from four different Formats. It also gives tips for preparation of the report.

2.4 Formats

Teacher Information Format: This format will be used by the Academic Monitoring Officer for collecting information about the teacher (whose class she/he is going to observe) on name, age, gender, teaching experience and in-service programmes attended for the last three years.

School Information Format: This format will be used by the Academic Monitoring Officer to collect information about the school, on academic matters, availability of basic facilities, implementation of government programmes and activities of the schools.

Learner Assessment Format: This format will be used by the Academic Monitoring Officer to collect class-wise information on the performance of students in different school subjects as and when she/he visits the school.

Academic Monitoring Observation Schedule (AMOS): This is a very important tool to be used by the Academic Monitoring Officer while observing the classroom processes. The AMOS deals with the essential and general features of any classroom

transaction from planning the lesson till the end of the class (one period, 30-45 minutes).

2.4 Self Learning Materials

This section aims to enrich the knowledge of the Academic Monitoring Officers by providing some excerpts from other books and documents. It is expected that these would be read by the Monitoring Officers themselves and the knowledge they gained would help them in functioning as monitoring officers equipped with developments related to quality dimensions under SSA, classroom environment, schemes of study, assessment, teachers' autonomy etc.

2.5 Appendices

This section consists of List of Resource Persons, Time Table of the Training Programme and List of Key Resource Persons who participated in the Training Programme.

3. CONCERN FOR QUALITY IN EDUCATION

(as reflected in NCF 2005)

3.1 Introduction

Curriculum reforms are at the heart of any wide ranging initiative that may be taken to improve the quality of educational provision at different stages. The prevailing curricular reality needs to be addressed in the following terms:

- The tendency to confuse knowledge with information must be curbed. This tendency encourages the transfer of topics from higher to lower levels.
- Treatment of children's learning as an isolated outcome should be replaced by the application of developmental norms that assume a holistic pattern of growth in motivation and capacity.
- Productive work needs to be viewed as a pedagogic medium for knowledge acquisition, developing values and multiple-skill formation from the pre-school to the senior secondary stages.
- Curricular choices have to be made with due regard to the child's context, ensuring the flexibility and diversity of the approaches emphasised in NPE-1986 and POA-1992.
- Professionalisation of teaching along the lines recommended by the Chattopadhyaya Commission-1984 should be reflected in policies governing recruitment, pre-service, and in-service training, and working conditions.
- Educational technology should be viewed as a supplement rather than as a substitute for hands-on experience, both for classroom teaching and for teacher training. These recommendations should suffice to indicate our primary concern, that quality is a systemic attribute rather than only a feature of instruction or attainment. As an overarching characteristic, quality expresses the teacher education, curriculum, and in the procedures used for syllabus and textbook preparation. Teacher-education programmes, like B.Ed. and M.Ed. in place today, pay inadequate attention to the responsibility that a teacher has in constructing a classroom culture that might provide an inclusive environment for children, especially girls from oppressed or marginalised social backgrounds. In syllabus designing and textbook writing, the items showing sensitivity to cultural differences often come in as afterthoughts

rather than as in-built features of the process. The case of gender and special needs is similar. One of the many messages received by NCERT in the course of deliberations over the National Curriculum Framework review came from a teenage girl, who suggested that specific measures are needed to inculcate greater self-awareness among boys regarding their behaviour towards girls. Such an idea could be extended to cover all aspects of a culturally inclusive classroom and school policy.

3.2 Academic Planning and Monitoring for Quality

The current practice of academic planning for school education is largely a 'top down' annual exercise. Its focus is on how teaching time should be allocated for teaching of subject content over the year, and stipulating other activities that will be conducted in schools. Typically, this is done by SCERTs or the Directorates/Departments of Education, and prescribed uniformly for all schools in the state. The importance of school-level planning was emphasized by the Kothari Commission when it underscored the need for each school to prepare an 'institutional plan' and evolve a 'development programme spread over a period of time'. To be meaningful, academic planning has to be done in a participative manner by heads and teachers. One component of planning will include augmentation and improvement of the physical resources of the school. The second is to address the diverse needs of students and to identify the inputs and academic support that the school needs in order to respond to these needs.

The planning exercise is an important process through which schools can enlist the involvement and support of the larger community in the education of children. This includes village education committees and other statutory bodies. Micro planning, which includes village-level mapping of school participation (non-enrolled children, attendance patterns, children with special needs, etc.), as well as identification of human resources, allows the school to plan on a more realistic basis for every child. In order to have more independence at the school level, both at the stage of planning and at the stage of implementation, it is necessary that financial allocations permit greater flexibility regarding schemes and norms, and also greater transparency and accountability of budget allocations and expenditure. There is a need to prepare the system to engage in more extensive and genuine planning from below, rather than only applying the arithmetic of unit costs for programmes determined at the state or

national centres. Only then can 'autonomy' and 'choice' of schools and teachers, as well as the responsibility of the school towards the needs of children, become substantive. A broad framework for planning upwards, beginning with schools identifying focus areas, with subsequent consolidation at the cluster and block levels, could create a genuinely decentralised district level planning. Setting targets, planning for and being responsible for them would then become feasible at all these levels.

3.3 Academic Leadership in Schools and for School Monitoring

The potential role of headmasters in providing academic leadership to their schools has yet to be adequately realised. At present, they are seen largely as the administrative authority within the school, though they lack the necessary control to exercise this authority, or even to ensure regular school functioning. Often they are equipped with neither the capacity nor the authority to exercise choice and judgement relating to the school curriculum. Headmasters (and teachers) need to be able to identify the specific supports that they require for their schools, articulate their expectations regarding the content of training and school visits from the cluster and block personnel, and participate in the process of monitoring and supervision. Currently, they are not differentiated enough from teachers with regard to their academic roles. The role that the headmasters, and indeed the community of headmasters, can play within a cluster of schools must be highlighted. Capacity building for this must receive attention. Schools are now the focus of an increasing number of programmes aimed at enhancing quality and spreading awareness about societal concerns relating to the environment, health and so on. Headmasters are often besieged by the numerous programmes they are called upon to conduct and participate in. Programmes often lack clarity regarding their objectives and methodology, and their activities tend to overlap. It is important that as part of the process of school-level planning, they should be able to participate in decisions about the programmes they need and how they should be integrated into regular school activities. These programmes could then be coordinated at the cluster and block levels. Conventionally, monitoring of schools has been through the inspectorate system. This system has served largely to exercise authority and control rather than provide academic support to teachers. The school inspectors perform a number of functions, one of which one is to visit schools under their purview. Their visits are usually few and far between, during which the students and teachers tend to present a positive

picture of the school regardless of the ground realities due to fear of punishment. This reduces monitoring to a 'policing' function. Monitoring for quality must be seen as a process that enables and provides constructive feedback in relation to the teaching and learning processes within specific classroom contexts. The monitoring system put in place must be carefully analysed in relation to its objectives, and the norms and practices that are to be institutionalised to achieve the objectives. It must provide for sustained interaction with individual schools in terms of teaching-learning processes within the classroom context.

3.4 The Panchayats and Education

The 73rd Constitutional Amendment established the three-tier Panchayati Raj system in the country, with elected bodies at the gram, taluk and zilla levels to enable people to think, decide and act for their collective interest, to provide for greater participation of the people in development, to ensure more effective implementation of rural development programmes in the state, and to plan and implement programmes for economic development and social justice. The 73rd Constitutional Amendment identified 29 subjects for transfer to the panchayats, including primary and secondary education, adult and non-formal education, libraries, technical training and vocational education. All state governments enacted their state Panchayati Raj Acts in order to realise the constitutional mandate of decentralised democracy and development.

3.5 Overlaps and Ambiguities in Functions

Several states in the country have identified functions and activities for implementation at different tiers of panchayat raj functioning. In several states, a vast array of functions is assigned to PRIs at every level. In practice, however, PRIs, especially taluk and gram panchayats, discharge few tasks. Barring disbursement of salaries in some states, taluk and gram panchayats discharge practically no functions of any significance in the sectors of education, health, women and child development, and social welfare. Moreover, there are huge ambiguities and overlaps in the functions and tasks to be discharged at different levels. These ambiguities often result in conflicts between the three-tiers, especially with respect to: Who plans? Who decides? Who selects? Who accords approval? Who implements? Who releases funds? Who monitors? Indeed, there is no role clarity between the functions at the different levels.

3.6 Principle of Subsidiarity

The principle of subsidiarity is the bedrock of Panchayat Raj. The principle of subsidiarity stipulates: 'What can be done best at a particular level should be done at that level and not at higher levels. All that can be done optimally at the lowest level should be done at that level.' This necessitates a rational and realistic analysis of the functions that are required to be discharged at different levels of PRIs, devolution of those functions to those levels of Panchayati Raj, simultaneously ensuring that required funds are devolved to that level for discharging that function and transacting the activity.

3.7 Strengthening Panchayati Raj

The practice of setting up parallel bodies in the form of autonomous registered bodies, for example, Zilla Saksharta Samitis, DPEP Societies, SSA Societies at the state level, and similar bodies at the taluk and village level, has severely undermined the powers of PRIs. These parallel bodies have emerged in large numbers across different sectors. Each village has them; there are village education committees, watershed committees, ryot mitra committees, forest committees, water users associations, none of which are answerable to panchayats. These committees receive large funds from external donor agencies, and are dominated largely by the village elite. In short, the major problems in Panchayat Raj functioning are that there is:

- No one-to-one correlation between the functions assigned to the different tiers of Panchayat Raj and the funds devolved.
- The tendency to form parallel committees at the village level marginalise democratically elected bodies. These committees undermine the stature of democratically elected bodies and make a mockery of peoples' participation in local planning.

Over the recent past, there has been a growing emphasis on maintaining a large database at the block/ district level on indicators such as rates of enrolment, drop-out, achievement, etc. These are also used as yardsticks for monitoring schools and for larger school management. While official insistence on the regular maintaining of detailed records in relation to these indicators has burdened schools, it has also led to an unnecessary emphasis on quantitative indices of school performance (often leading

to data of questionable quality) at various levels without adequate steps to link academic planning and the process of curriculum transaction. Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) are now present in almost all districts for monitoring schools and teachers through follow-up. In order to provide training, DIETs have been set up at the district level. Lack of role clarity and overlap of activities afflict the functioning of these organisations. Quite often, personnel in resource centers are mostly reduced to administrative and data-collection functionaries. Given the perspective of decentralized school-level academic planning, and the active and creative involvement of teachers in defining the nature of curriculum transaction for addressing the needs of children, it is urgent that BRCs and CRCs are energized so that they can play a facilitating role. It would be necessary to define the roles of resource persons in these centres, to build their capacities by deepening their subject knowledge and training competence, and to provide them space to function with some autonomy. Rather than routinely conducting workshops designed elsewhere, these centres could focus on conducting workshops along with follow-up activities based on the needs they identify locally. Norms for schools visits, guidelines for systematic monitoring, feedback and academic support will also have to be evolved. There is also a need for institutional mechanisms that coordinate and build upon the work done by resource centres at different levels in order that synergies can emerge. In order to strengthen school-based academic support for teachers, it is necessary to identify and create a pool of resource persons at the level of the village, cluster and block, and similarly in urban areas, that can contribute to the regular inputs that teachers require, provide support to new ideas and practices, and help work them through. It should be possible to institutionalise such support at the level of the cluster/ block, which can then be integrated into a regular teacher-support programme; funds should be made available for it.

4. ACADEMIC MONITORING OF SCHOOLS

4.1 Objectives

After going through the module, you will be able to

- understand the meaning of academic monitoring
- describe the process of academic monitoring of a school and its educational programmes
- understand the need for monitoring of schools
- understand when monitoring is to be done
- compile and document monitoring in the form of a report with suggestions.

4.2 What is monitoring?

Education cannot be defined narrowly to mean merely enrolment in school. Though admitting more children into the school is an essential step in the development of education system, it is by no means sufficient. Apart from enrolment and retention, student achievement is also equally important.

Monitoring is concerned with quality. Quality is a multidimensional concept composed of four interrelated dimensions: the quality of the human resources (teachers) and material, resources available (inputs) the quality of the management and teaching learning processes taking place (processes); and the quality of the results obtained (outputs). Schools are the delivery points at which all the inputs of the system come together for interaction and determine the quality of teaching learning process.

Monitoring thus is a continuous assessment of progress, diagnosis of strengths and weaknesses and making provision for remedial or corrective measures.

4.3 What is academic monitoring?

Academic monitoring is a continuous assessment or periodic review of all the educational experiences provided to the students by the school. It is a continuous process of knowing the extent of achievement of academic objectives of the school, strengths and weaknesses in the academic performance, with an intention of making

provision for corrective or remedial measures. *It aims at providing regular overview of the implementation of academic activity in terms of inputs, classroom processes, targeted outputs (pupils achievement) etc.*

In the field of education, monitoring of educational activities, be it learning, teaching or managing is considered as a very important function of educational management. Even here, the monitoring is done to see whether a particular activity is progressing as per plan and what gaps are between expected and observed and what necessary mid course corrections are necessary for effective progress and outcomes. Monitoring always results in some kind of outcomes, which can help to assess the progress of a given activity at a given point of time.

The two major purposes of academic monitoring are closely related: the attainment of student goals and the progressive improvement of instructional practices.

4.4 Why monitoring is needed?

Academic monitoring is normally carried out by MEO/by designated SSA functionary, DIET faculty and other stakeholders. There are different reasons offered for carrying out academic monitoring. These reasons assume importance in different contexts depending on the stage of educational activity or stage of educational institution. Primarily, the most important reason anywhere for monitoring is to find out how the school system is performing its academic activities so that feedback or remediation may be taken wherever necessary, particularly where pupil achievement is not satisfactory in terms of attainment of competencies, quality of teaching and learning, poor participation of children in schools, gender gap, need to establish a sound system of academic monitoring assumes crucial significance.

Academic Monitoring activity helps to assess the level of progress achieved on various set of indicators, at different points of time. The academic monitoring will also help the authorities to identify bottlenecks or impediments if any, which come in the way of smooth implementation of academic activities at the school level and the feedback helps to take necessary remediation so that in the next course of action desired progress can be ensured. Thus, periodic academic monitoring will not only

help in benchmark achievement with respect to several indicators in a given educational situation, it also helps us to set up the achievable targets, identify the resources required in terms of human and materials, the kind of capacities needed to achieve the desired targets (pupil achievement).

4.5 How to monitor?

Monitoring cannot be done in an arbitrary manner. It has to be done in a methodical manner. Hence developing a good monitoring design is the first and foremost task. The monitoring plan should indicate the resources needed to carry out the educational programme successfully. School infrastructure and classroom interaction should be studied to ensure effective implementation of educational programmes. There are certain indicators, which need to be kept in mind for conducting academic monitoring activities. They are, School Inputs, Class room Processes and Students Achievement (output). A good monitoring system will have a clear laid down format and procedure. The format also identifies the instruments, which need to be used in order to gather data and evidences for checking the progress, and also helps in giving feedback.

School academic monitoring should be organised regularly. Monitoring school activities should be linked to annual academic plans (institutional plans).

4.5.1 Academic Monitoring of schools has following steps

1. To decide what should be monitored.
2. To gather information (classroom observation of teachers' work, interaction with the head teacher, meetings with the community perusing progress cards, overseeing the implementation of Mid Day Meal programme, etc.,)
3. To review the monthly reports sent by Heads of Schools to MEO and to SSA.
4. To provide feedback and guidance to schools.

4.6 When to monitor?

Monitoring cannot be done abruptly in an ad-hoc manner. Generally it is done at regular intervals to track the progress and to make mid course corrections. Depending on the need and availability of resources, it can be done on quarterly basis or half

yearly basis or even on annual basis. It is desirable that quarterly monitoring may be done so that it may indicate the gaps that need to be bridged and it would also provide good opportunity for altering strategies if need be, to attain the objectives of the planned programme. Hence, progress in academic achievement of children at every stage is dependent upon the inputs provided, classroom practices etc.,

The Academic Monitoring Observation Schedule comprises of a format to collect data about the school, classroom interaction, teacher and learner performance. AMOS is different from school inspection format. The monitoring person should fill all columns with relevant remarks. The monitoring person gives suggestions for improvement and follow-up action for better implementation of on going programmes.

5. ROLE OF THE ACADEMIC MONITORING OFFICERS

5.1 Objective

To understand the roles of Academic Monitoring Officers.

5.2 Roles

An Academic Monitoring Officer (AMO) is expected to play a multifaceted role in achieving the objectives of the training package. After the training, the AMOs are expected to develop skill in playing the following roles.

Facilitator: A monitoring officer has to play the role of a facilitator in providing academic support to the teacher and the school. He/she will create opportunities/situations to enhance learning of students.

Demonstrator: In case the classroom teaching lacks certain skills, understanding of concepts, the AMO is expected to be in a position to demonstrate them to the classroom teacher. This would enable the teacher to observe and learn.

Motivator: It is observed that today's teacher, especially primary school teacher lacks motivation for various reasons. It becomes necessary on the part of AMO to enhance the motivation level of teachers, so that they take interest in discharging their duties and participate actively as well as effectively in raising the school standard.

Master in Content and Pedagogy: Authority in subject content and pedagogy is a pre-requisite for every AMO. This not only boosts the confidence of AMOs but also provides support to the teachers in content and pedagogy.

What other roles do you think the AMO may have to play? Mention them below.

Thus, the AMO will play different roles as per the requirement of the situation and work towards improving the performance of the school.

6. GENERAL GUIDELINES TO ACADEMIC MONITORING OFFICERS

6.1 Objectives

- To understand necessary preparations that are required to be made by an AMO
- To understand the responsibilities of an AMO

6.2 Guidelines

The Academic Monitoring Officers are expected to follow the following guidelines for Academic Monitoring of schools.

- Go through all the formats thoroughly, before going for academic monitoring.
- Communicate the tentative monitoring dates to the concerned schools.
- Have prior information about the school.
- Take the AMOS and other formats (School Information Format, Teacher Information Format and Learners Assessment Format) along with you.
- Send School Information and Learner Assessment Formats well in advance to the HM of Primary School to be filled in and kept ready on the day of your visit.
- Be in the school prior to school assembly and meet the HM.
- Observe the school environment in terms of cleanliness of the premises, maintenance of school garden, if any, cleanliness of toilets, punctuality of students and teachers, involvement of community members in school activities, if any, facilities available in school like-library, playground, Audio Visual room etc. and record it with your comments.
- Observe and record the Personal and Social Qualities (PSQ) of students.
- Observe the process of school assembly. Record pupil-teacher participation and observe the indicators of Personal Social Qualities among the students like- respecting elders, following the commands, cooperation etc.
- Observe individual teacher's classes and record in the format (AMOS).
- Ask the teachers to fill in the Teacher Information Format before/after the class.
- Talk to the teachers individually about their classes and give feedback.
- Observe Midday Meal programme and record your observations.

- Observe the students on the playground, CCA classes and other school activities and record them.
- After observing the classes of all the teachers, have a Focus Group Discussion (FGD) involving teachers, HM and community members and motivate them to contribute to the improvement of the school. Record them.
- Prepare a report of your school visit, which includes observations and suggestions and give a copy to the school.
- Visit the school at least twice/thrice a year, preferably in August, November and March.
- Keep track of the progress made and inform the officials concerned.

7. INDICATORS OF ACADEMIC MONITORING

OBSERVATION SCHEDULE (AMOS)

7.1 Introduction

Academic monitoring is done by using formats- to study the school, school activities and classroom processes, where a monitoring person sits in the classroom and meticulously observes teaching learning process for 30 to 40 minutes. The following indicators/items should be taken note of while observing, interacting with teachers, heads of the schools and community members and fill in the formats.

- School assembly, school environment, sanitation and hygiene, upkeep of school premises and classrooms, implementation of mid day meal and co curricular activities.
- Community initiated activities for school development may also be noted at relevant columns of the format. Verify the availability of computers, T.V., radio cum record player and utilisation of radio lessons.

7.2 Processes to be observed

The following classroom processes need to be observed while in a classroom.

Content competence of teachers, student participation in learning activities, Collaborative/cooperative learning, blackboard work by the teacher/students, child friendly atmosphere and feedback procedures.

Seating arrangement – multi grade situation / CLIP /CLAP classroom arrangement (if any),

Display of materials, their relevance, attractiveness and appropriateness of their use.

Use of TLM: Whether teacher made or ready-made TLM is being used. Utilisation of teacher grant in preparing TLM may be noted.

Relevant information may be filled in the AMOS.

8. SCHOOL VISIT

8.1 Objectives

- To orient participants to the purpose and process of school visit
- To orient participants to the school visits for academic monitoring
- To provide hands on experience to the participants in classroom observation

8.2 Task during School Visit

School visit is an important aspect of the training programme. The school visit is planned in the programme for the KRP's for understanding the school and to give hands on experience in using the AMOS and giving feed back. The aspects/indicators like input indicators, process indicators and output indicators are to be observed during the visit. The KRP's have to document the components of classroom observation in detail. Some of the aspects like classroom interaction, seating arrangement, display and use of TLM are to be observed and recorded. Wherever there is a felt need for the improvement of teacher's performance, it has to be discussed and teachers have to be given feed back on those aspects. Regarding the input the KRPs need to discuss with the teacher and HM regarding the availability of the TLM at the school and their procurement and preparation, the training programmes attended by the teacher's as well as HM regarding the academic monitoring. KRPs need to find out the community support in rendering quality education.

9. SHARING EXPERIENCES (in the school)

9.1 Objectives

- To discuss observation of classroom teaching.
- To highlight good aspects of the school programmes and activities
- To suggest remedial measures / follow up programmes to improve quality.
- To motivate community involvement for school development.

9.2 Process of Sharing Experience

At the end of the school visit by the monitoring officer, he/she may share salient aspects with the teachers and Head of the school individually and in group as per the requirement.

While briefing, the following aspects need to be focussed.

- A. Observing classroom transaction (the classroom lesson observation is done based on an observation schedule - where in all the classroom processes were recorded). This needs to be shared in detail.
- B. Pupil performance
- C. School activities and programmes
- D. Gist of interaction with community and parents (if possible)

10. SHARING EXPERIENCES

(during the training period)

10.1 Objectives

- To understand differences in the classroom environment
- To learn from others' experience

10.2 Process of Sharing Experience

Education cannot be defined narrowly to mean merely enrolment in school. While the emphasis on enrolling more children into the school may be an essential step in the development of education system, it is by no means sufficient. Apart from enrolment and retention, student achievement is also equally important.

Monitoring is concerned with quality. Quality is a multidimensional concept composed of three interrelated dimensions: the quality of the human resources (teachers) and material, resources available (inputs) the quality of the management and teaching learning processes taking place (processes); and the quality of the results obtained (outputs). Schools are the delivery points at which all the inputs of the system come together for interaction and determine the quality of teaching learning process.

The two major purposes of academic monitoring are the attainment of student goals and the progressive improvement of instructional practices with given inputs. Monitoring cannot be done in an arbitrary manner. It has to be done in a methodical manner.

Experience is the best teacher. After a visit to the school, and to the classrooms by the trainee/KRPs, they are required to share the salient aspects of their experience in the open house. While briefing, the following aspects should be discussed.

- A. School activities and programmes
- B. Observation of classroom transaction (the class room lesson observation is done based on an observation schedule - where in all the classroom processes need to be recorded.) This needs to be shared in detail with difficulties in particular.
- C. Gist of interaction with community and parents (if possible)
- D. Any difficulties in filling up the format.
- E. Suggestions for improving the package.

11. PREPARING ACADEMIC MONITORING REPORT

11.1 Objectives

- To develop the skill to inter-relate the collected information
- To understand the way of preparing a report.

11.2 Analysis of the Data

The academic monitoring officer/ authority/ MEO or any academic faculty of DIET gathers data by visiting a school with a set of formats. The same is analysed and feedback is given, so that various stakeholders may use it with ease and efficiency.

There are four formats to be used for academic monitoring. They are – 1. Teacher Information Format, 2. School Information Format, 3. Learner Assessment Format and 4. AMOS. The collected data using these formats are required to be analysed which may produce descriptions, interpretations and explanations of school inputs, classroom processes and student outcomes.

11.3 Reporting

The body of the report will include the following.

(a) Introduction: To highlight the context objectives and the frame work with which the monitoring has been undertaken.

(b) Data analysis: Here to describe the outcome of the analysis of the empirical data collected by using the formats. The sequencing of this can be done dimension wise i.e., inputs, processes and student outputs. Logical coherence and appropriate sequencing of each monitoring component is essential.

(c) Summary, general remarks and follow up action. It is necessary that academic monitoring should positively describe all good aspects observed. As the purpose of monitoring is to give mid term suggestions for effective implementation of on going academic activity, it must also reveal strengths and weaknesses along with programme of follow-up.

11.4 Tips for preparing Academic Monitoring Report

- (a) We may collect huge quantity of data by using formats, but always concise and short reports attract the attention of managers and stakeholders. It is always better to abide by key questions, the indicators assessed and type of information the stakeholders may be looking for.
- (b) Give suggestions and follow up action clearly, care may be taken to furnish required kind of actions needed to improve academic performance and utilisation of school inputs.
- (c) Presentation should be clear and structure of the report should be simple and be made in simple language. The text should be broken down in to small thematic or sequential parts, with simple and clear subtitles.

Activity

Group discussion about ‘Understanding AMOS’

- (a) Participants shall form groups and deliberate on the salient aspects of the package and on AMOS format. They will discuss appropriateness or adequacy of the format. They will also discuss on how to observe classroom interaction.
- (b) Interaction with the community members (discuss community involvement issues only)

12. INTERACTING WITH HMs/TEACHERS/COMMUNITY

12.1 Objectives

- To take HMs/Teachers/Community into confidence for taking follow-up actions
- To understand the techniques of initiating a reflective thinking process among all the stake holders
- To fix the targets for follow-up actions

12.2 Background

Interacting with the stakeholders at the school level is essentially initiating them into a self-reflective process. After our interaction they should be able to reflect over their own practices and bring changes in them, if necessary. After our observations we would have noted down many issues related to quality school processes. We need to talk to the teachers, the HM and the members of the community about our observations and guide them to take more active role in enhancing the quality of the school processes. The way we approach them sets the tone of the interaction. We need to make them feel secure and confident to engage in healthy academic discussions. Failure in interaction would amount to the failure of the system.

12.3 Present concerns

Deteriorating standards of education has been of great concern these days. However, we don't seem to have one standard definition of quality. Some say results are indicators of quality. Some say that the engagement that a student gets is important. Some others say that learning is at its best when it is experiential. Which one is to be accepted?

If this question is analysed a little further we will end up in more confusion. It is necessary to help all stakeholders understand what quality is. The quality may be understood as the attainment of objectives with which it is started. So, quality depends on what is expected and how it is realized. If the expectation is that the school should get cent percent result and if the school gets it, that school is said to be giving quality education. The classroom processes start keeping the result as the target. So the whole system will be based on the evaluation procedures followed.

However, we have seen that an obsessive preoccupation with results is damaging the system rather than the helping. In this light it would be good to fine-tune our expectations first, make them more realistic and achievable and then impose them on the system.

Interacting with HMs, teachers and members of the community is to fine-tune their expectations from the school.

Proper implementation of the programmes of the state is another concern. The lacuna we may observe may be due to lack of understanding on the part of the teachers or lack of facilities. These are to be discussed in the interaction. It is necessary that we ourselves are clear about the objectives and processes of the programmes that we are going to discuss.

Interacting with HMs, teachers and members of the community is to ensure that the state programmes are implemented properly.

Learning is the major focus of all educational endeavour. Learning is influenced by many factors. Teacher quality and the home atmosphere are also the influencing factors. It is necessary that we make the teachers aware of how their quality influences the learning of students. The parents should be briefed how a good atmosphere at home can bring better learning among students.

Interacting with HMs, teachers and members of the community is to make them successful partners of the efforts at learning made by students.

12.4 Major Concerns/Strategies

In any interaction we are likely to face opposition to what we suggest. People may not be willing to take our views. But we know that theoretically what we say is right. Convincing parents and teachers in this regard is another challenge. We need to have suitable examples, logic with us to show them that there is a need to reconsider our own views of education keeping in mind the changing times.

We should be well prepared in terms of facts and figures and theoretical base to initiate the interaction with confidence. It is our conviction that gives us a winning edge.

Interaction is nothing but negotiation. The two parties involved in interaction hope to convince each other of their views and convictions. However, interactions end with a bit of compromise on both sides. We need to decide before hand how much we can compromise. That a student is provided with proper facilities both at school and at home is non-negotiable. But there is no need to insist on specific aspects like the type of notebook bought or with which type of paper it is wrapped. The second one is only a form. But the first one is the essence.

Activity

List issues that can be compromised on. Also, list issues that cannot be compromised on. Project both the lists. You need not insist on issues that you can compromise on. This will give you the strength to stand by issues that cannot be compromised on.

When we visit a school, we need to know what we are going to focus on. It may not be necessary to take up all issues at a time. With each subsequent visit we can take up different issues one by one. This type of a strategy gives time to follow up personnel to dwell in detail on a particular issue. Even the persons taking feedback will get time to internalise what is discussed. They also get some time to prioritise and implement the suggestions and see for themselves how it works.

Changes can come incrementally. It is not necessary to assume that everything will be set right in one visit. First we need to consider the school as a whole and identify all issues to be focused on. Then we need to prioritise and implement and take up for discussion one by one.

Follow up and monitoring is a long drawn process, which stretches over a period of time. The stakeholders must develop conviction on the need to change and get enough time to try out what is suggested.

Our observations and notes made while on a visit to a school may contain both positive and negative aspects. It may be noted here that while we need to reinforce the positive practices, the negative aspects need to be changed.

The best strategy would be to make the teachers/HM aware that you have noted the good aspects. This will give them a feeling of security in your company. The very feeling that you recognise their efforts makes them open up to take your comments. However, it is important not to burden them with too many comments. That is why it becomes important to plan feedback over a period of time. The very fact that the positive points are more in number is a motivator to initiate changes to convert even the negative points into positive.

Right tone for discussion can be set by sending a signal of acceptance and not rejection.

While initiating a discussion with the stakeholders, it is necessary to have a clear focus. We need to know what we should talk about and how much. We need to make extensive notes on our observations. These small details will come in handy to justify our observations and comments. Our notes should contain all aspects and as holistic as possible. It is from here that we have related classroom practices to quality concerns.

Monitoring official need to make detailed notes on what he/she observes.

It is necessary to announce a good practice to the world around. But it is not necessary to make a bad practice public. The former needs to be emulated and so it has to be made public. But the latter needs to be corrected. Only the individual concerned can correct it. So only he/she needs to be given the feedback individually.

Announce a good practice in public. Provide feedback on a negative aspect in privacy only to the concerned person/persons.

One important aspect of a good interaction is the kind of language that is used. The language of the person initiating a discussion has to be very democratic. It should be polite and focused. It should not be harsh. The tone should not convey ‘I am the boss here and you need to just follow what I say’. The tone should suggest ‘Here is something to think about. Come. Let us all reflect together.’ While initiating the

discussion mention the negative aspects without any annoyance. Just be objective.

Then ask questions like

- Do you think it works?
- What else do you think we can do?
- What do you think is the effect of the practice?
- How do you think we need to bring changes?
- Can we do this?

Please note that the above questions are self-reflective. They are tentative too. They give the liberty to give any answer. It is in giving this freedom to people that we make them reflect.

Setting teachers/HM on a self-reflective mode is the best way of initiating changes.

12.5 Group Discussion

Ask participants to sit in small groups (four to six). They can discuss the major issues to be addressed in an interaction with the teachers/HM and members of the community. Each group can list about ten issues and prioritise four among them for taking immediate action. The groups can also say how they are going to initiate the discussion, how they will make every one feel comfortable with them.

Allow groups to discuss for about 15 minutes. Then the groups can present their views. Give a few minutes to each group to present their views. On the basis of what is presented, in consultation with the whole group, prepare a list of issues to be addressed in such interaction meetings. This discussion can be held for about 20 minutes.

Activity

Organise a role play in the training programme. The facilitator can act as the person giving feedback. A small group of participants can act as the teachers of school/members of the community. The following notes can be made use of while giving feedback. You can even make your own notes.

The school is not kept clean.

Teachers do not come to school in time.

The teachers are very friendly and full of love for children.

Teachers do not go to their respective classes in time.

Teachers are engaged in activities other than teaching.

Teachers do not write their lesson plans regularly.

The headmaster is very considerate. So considerate that teachers take advantage of him/her.

Children appear to be a little unruly.

Good TLM are displayed in the staff room.

There can be two role plays by two different groups.

In one group, the person initiating the discussion should focus on negative points first. Then make passing remarks to the positive points.

In the other group, the person initiating the discussion should focus on positive aspects first and mention only one or two negative issues selected on priority basis.

After the role play conduct a whole group discussion on both the role plays. Discuss which strategy was good and why. As a result of the discussion the group must be able to appreciate the need to plan interactions.

Is there any other ways by which you can sensitize the officers to follow positive path in giving feedback? Please specify.

FORMAT - A

13. TEACHER INFORMATION FORMAT

Name of the teacher _____ Gender Age

Designation _____ Qualification _____

Teaching experience in Govt. School (Present-post)

Teaching Experience as Vidya Volunteers

Any other teaching experience:

School Address _____

In-services programmes attended for the last three years _____

Sl. No	Title of the programme	Organised by	Year and Duration	Type of programme O/W/CE/AO

Orientation(O) /Workshop(W) /Content Enrichment(CE)/ Any other (AO)

Do you wish to attend any academic programme? Yes No

If yes, what type of programme would you like to have? Write in the box.

**Signature and
Name of the teacher**

FORMAT – B

14. SCHOOL INFORMATION FORMAT

1. Name of the School :
2. Address :
3. Details about staff : No. of posts sanctioned
 No. of posts filled
 No. of teachers currently working

4.

Name of the Staff	Designation	Qualification	Teaching Experience	Age

5. Details about Students:

Class	SC		ST		OBC		Gen		Minority		CWSN		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pre-Primary														
II														
III														
IV														
V														
Total														

B – Boys; G - Girls

- 6. Any awards/ recognition received by the school and the teachers? Specify.**

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- 7. Details of govt./ other agencies sponsored programmes currently implemented in the school:**

Programme	Objectives	Beneficiaries	Advantages	Problems

- 8. Role played by the community in the academic improvement of the school:**

a) Enrolment of Students :

b) Retention of Students:

c) Regularity of Students:

d) Mid-day Meal :

e) Any additional support(Please mention):

9. a) Are the number of classrooms sufficient to accommodate different classes? Yes No
- b) Is the space enough to accommodate students in each of the classes? Yes No
10. Are the seating arrangements adequate? Yes No
11. Are the following supplied on time ?
- | | | |
|------------------------|------------------------------|-----------------------------|
| a) Textbooks | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b) Workbooks | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c) Teachers' Handbooks | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d) Release of TLM fund | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e) Mid-day Meal Items | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
12. a) Is the menu provided by the govt. followed? Yes No
 b) Is the food cooked hygienically? Yes No
 c) Is the school premises kept clean after the meal? Yes No
 d) Is the cleanliness of the following maintained?
- | | |
|----------|--|
| Kitchen | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Utensils | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Plates | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Remarks:

13. a) Has the school toilet facility? Yes No
- b) If yes, is there separate toilet for boys? Yes No
- c) Is there separate toilet for girls? Yes No
- d) Is there separate toilet for staff? Yes No
- e) Is the toilet common for all? Yes No
- f) Are the toilets in usable condition? Yes No
14. a) Is there water facility in the toilet? Yes No
- b) Is there availability of drinking water? Yes No
- c) Is there safe drinking water available throughout the year? Yes No
15. a) Is the condition of blackboard good? Yes No
- b) If yes, how many are in usable condition?
- c) If No, how many are in not usable condition?
- d) Is the blackboard approachable to the learners? Yes No
16. a) Has the school enough TLM ? (need not verify from the register) Yes No
- b) Are they in usable condition? Yes No
- c) If No, what TLMs are required?

--

17. Are co-curricular activities organized in the school? Yes No

If yes, tick the ones which are organized in the school from the following :

Dance

Drawing and Painting

Music

Sports and Games

Drama

Field Trips

Yogic exercises

Scouts and Bell Bulls

Any other

Mention the other co-curricular activities.

18. a) Has the school supply of electricity? Yes No

b) Has the school a radio? Yes No

c) Is it in working condition? Yes No

d) If yes, do the teachers utilize radio lessons? Yes No

19. Is the academic calendar followed? Yes No

20. Are the following received on time?

School Grant

Teacher Grant

Maintenance Grant

21. a) Is the Marks Register maintained by the school? Yes No

b) Is it up-to-date? Yes No

22. Is AMC meeting held regularly? Yes No

Give details of recent AMC meeting.

23. Which official visited the school last? Give details.

24. Does the HM conduct review meeting with teachers regularly? Yes No

If yes, when was the recent meeting held? Give details in the box.

Signature :

Headmaster/ Headmistress

Seal of the school:

Name :

FORMAT – C

15. LEARNERS ASSESSMENT FORMAT - CLASSWISE

Class : I / II / III / IV / V

Date :

School :

School Grade :

Class Grade : Base Line test/ Quarterly / Half-yearly / Annual

Learner Assessment : Baseline / Half-yearly / Annual

Subject	Grades/ Groups	A			B			C		
		B	G	Total	B	G	Total	B	G	Total
Telugu										
English										
Maths										
EVS										
AE										
PE										
WE										

B – Boys; G - Girls

Moral Instruction : (Activity in the school)

Remarks on the following related to learner assessment:

Anecdotes

Portfolios

Project work

Any other remarks

**Signature
Class Teacher
Name:**

**Signature
Name and Designation of the
Academic Monitoring Officer**

FORMAT – D

16. ACADEMIC MONITORING OBSERVATION SCHEDULE (AMOS)

Name of the Teacher :

Date:

Class observed :

Time :

Subject taught :

**Strength of the
Class on Roll :
No. Present**

I. TEACHER PREPARATION

1. Did the teacher write the lesson plan? YES NO
2. Did the teacher follow academic calendar? YES NO
3. Was the observed lesson as per the lesson plan?

Suggestions for further improvement of teacher preparation

II. LESSON INTRODUCTION

4. Was the previous knowledge of students taken care of? YES NO
5. Was the lesson introduced appropriately? YES NO
If Yes, what technique was used?
 - Story telling
 - Relating to previous knowledge
 - Narrating child's experiences
 - Relating to daily life experience
 - Any other (specify) _____

If No, specify the reason (after discussing with the teacher during Post Lesson)

III DEVELOPMENT OF THE LESSON

6. Did the teacher have content mastery? YES NO

7. a) Was the teacher able to communicate effectively? YES NO

b) If No, why do you say so?

i) STUDENT PARTICIPATION

8. a) Were there learning activities? YES NO

b) Were the training activities appropriate and interesting? YES NO

9. Did the students participate in learning activities? YES NO

10. a) Did the teacher create opportunities for collaborative/ cooperative experiential learning? YES NO

b) Was training monitored by the teacher? YES NO

c) If yes, how was it done? YES NO

d) If no, why was it not done? YES NO

e) How could it be improved? YES NO

ii) USE OF TLM

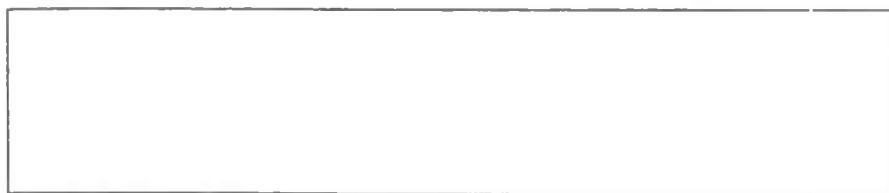
11. a) Were there any TLM displayed in the classroom with respect to learning?

YES NO

b) If Yes, what TLMs were used? How were they selected from the following.

- Relevant to the class and subject
- Attractive
- Placed appropriately
- Crowded
- Error free

c) Give your suggestions for improvement of the display of TLM.



12. a) Did the teacher use TLM?

YES NO

b) If yes, what type of TLM did she/he use?

- teacher made with grant
- teacher made without grant
- ready made
- locally made
- community contribution
- collected from surrounding

c) Are worksheets used by the students?

YES NO

d) If No, tick out of the following, why were they not used?

- not available in the school
- teacher could not make
- there was no necessity to use TLM
- available but not used

13. Was TLM appropriate to the lesson? YES NO

14. Was it used at appropriate time? YES NO

15. a) Did the teacher generate interaction while using TLM? YES NO

b) Give your remarks regarding use of TLM. YES NO

iii) BLACK-BOARD WORK

16. a) Is there running blackboard? YES NO

b) Did the students use the blackboard? YES NO

c) How was the black board' work? Choose your response from the list given below.

- Adequately used
- Legible
- No mistakes in terms of content
- No mistakes in terms of spelling
- Used by students

Any other

17. a) Is there a need to improve black board work? YES NO

b) If yes, specify

iv) CLASSROOM ATMOSPHERE

18. a) Was the classroom atmosphere learner friendly? YES NO

b) If Yes, why is it learner friendly?

- children asked questions
- children narrated experiences
- teacher was encouraging students' participation
- group discussion was democratic
- students made purposeful physical movement

c) If No, Give reasons (to be given by the observing personnel)

d) Give specific suggestions for improving class room transaction

IV. EVALUATION [during the process of teaching and learning]

19. Did the teacher assess student learning? YES NO

If Yes, how was it done?

- Oral questions
- Writing work
- Quiz
- Reading black board work
- activities/ performance
- Any other

20. How was the assessment?

- Individual
- Group
- Both

21. What percentage of students answered the questions correctly?

- Less than 30%
- Between 30-60%
- Between60-80%
- More than 80%

22. Were there any wrong responses given by the students? YES NO

23. a) How did teacher react to the wrong responses?

- Scolded
- Asked to re do the work
- Punished
- Encouraged to answer correctly
- Any other

b) What could be the reason for giving wrong answer?

c) Specific suggestion for strengthening evaluation

V. CLASSROOM MANAGEMENT

24. Is the seating arrangement suitable to the strategy employed? YES NO

What strategy was followed by the teacher?

- Multigrade,
- Group Work
- Individual Activity
- Any other

25. Is there scope for rearranging seating arrangement? YES NO

26. a) Is the seating arrangement comfortable? YES NO

b) If not comfortable, why?

27. a) Did the teacher manage the class?

YES

NO

b) If no why?

VI ASSIGNMENT/HOMEWORK

28. Is the homework given to students?

YES

NO

If Yes, what is the nature of homework?

- Related to daily life experience of the child
- Interesting to the child
- Appropriate to the level of the child

If No, write reasons for not giving homework

29. Does the teacher correct the homework regularly?

YES

NO

(Please refer to the homework book)

30. Is feedback given regularly to the child /parents regarding completion of the given work? YES

NO

If yes, what is the mode of feedback?

If no, why is the feedback not given regularly?

17. SELF-LEARNING MATERIALS

1. Monitoring for Quality (Quality Dimensions under SSA)
2. Nurturing an Enabling Environment (NCF 2005)
3. Schemes of Study and Assessment (NCF 2005)
4. Assessment and Evaluation (NCF 2005)
5. Teachers' Autonomy and Professional Independence (NCF 2005)

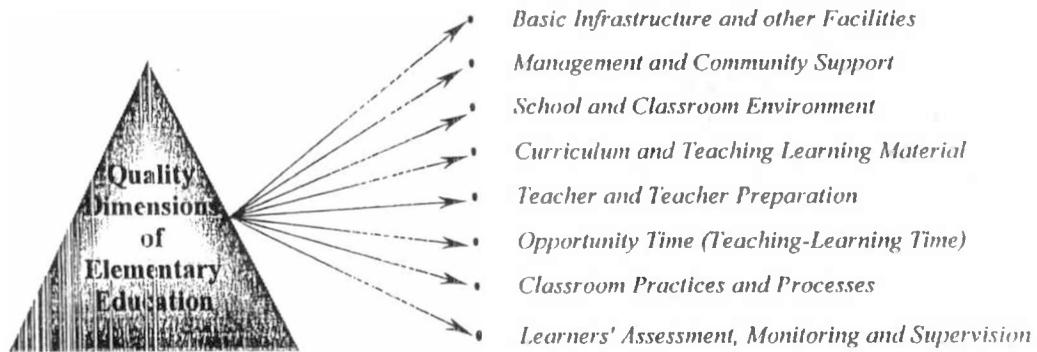
1. MONITORING FOR QUALITY (Quality Dimensions Under S S A)

Some Issues

Rationale

Adequate, rigorous, inclusive and continuous monitoring and supervision are one of the most important keys to successful implementation of any educational programme. The same is true for Sarva Shiksha Abhiyan (SSA), which aims at providing useful and relevant elementary education to all children in the age group of 6-14 years. It is an effort to universalize quality Elementary Education for all children by 2010 in a mission mode.

The National Curriculum Framework 2005 has strongly articulated the need for a substantial improvement in the quality of education. The Sarva Shiksha Abhiyan (SSA) also emphasizes the significance of quality education and suggests various *parameters to be addressed in State and district plans to achieve the desired goal*. The quality dimensions for elementary education have broadly been identified as:



In order to be continuously informed about the parameters and issues related to quality elementary education, both at the classroom level as well as at the systematic functioning level, some monitoring systems had to be put in place. A strong need was felt for periodic monitoring and regular feedback at elementary levels within and outside the classrooms. The Sarva Shiksha Abhiyan emphasizes a holistic and comprehensive approach and suggests *community-based monitoring* system and also encourages developing partnerships between communities and research institutions for effective monitoring.

In SSA, *Monitoring in a broader sense has been defined as a continuous assessment of progress, diagnosis of strengths and weaknesses and provision for remedial/ corrective measures. Therefore, continuous and comprehensive monitoring and subsequent learning from one's own and others' experiences is crucial for effective implementation of plans and programmes.* The main indicators of the quality of elementary education can be visualized in terms of preparation, classroom processes and learners' achievements.

The monitoring and supervision of the aspects, which are easily quantifiable, have generally received the attention of the planners, implementers and supervisors. Monitoring of quality

dimensions, especially of learning and learning conditions of every child, has perhaps not received the required attention probably because these are a difficult terrain to pursue. However, in assessing the progress of the child, one of the main indicators has been the *assessment of the child's learning in the classroom rather than qualitative classroom processes*. Moreover, the progress of the child in terms of acquisition of knowledge and skill development needs to be followed systematically.

There are tools and mechanisms available for the monitoring of other quantifiable and data specific aspects but not so much for the quality aspects of education. *The field experiences and relevant data have shown that there has been considerable progress in access, enrolment and retention of children but quality issues still need to be addressed and monitored. Therefore, it is necessary that a concerted effort be made to build upon past experiences and focus on systematic monitoring* of the aspects relating to school effectiveness especially on meaningful learning by every child. There is hardly any standardized tool to assess the key indicators on quality aspects.

Some commendable but sporadic efforts have been made by some States in this area, which proved to be a useful base for evolving the indicators for these dimensions. The Ministry of Human Resource Development (MHRD), Govt. of India has endeavoured to put into place a massive programme of monitoring and supervision under SSA. The NCERT was assigned the task of developing the monitoring formats for quality dimensions based upon broad consultations.

Major Indicators for Quality

Some of the suggestive key indicators, which may be said to have direct or indirect effect on improving the quality of the teaching learning processes, may be broadly categorized as:

Dimensions	Key Indicators *
1. Infrastructural Facilities in the School	<ul style="list-style-type: none"> ► Classroom/ space for learning ► Space for activities (individual and group) ► Drinking water facilities ► Storage facilities for drinking water ► Toilet facility ► Playground and play material facilities
2. School Management and Community Support	<ul style="list-style-type: none"> ► Children attendance ► Teachers' attendance ► Academic support, if possible ► Financial support ► TLM development support ► Learners' assessment ► Timely availability of books

Dimensions	Key Indicators *
3. School and Classroom Environment	<ul style="list-style-type: none"> ► Physical Environment <ul style="list-style-type: none"> - <i>Proper lighting facility in the classroom (sunlight)</i> ● Social Environment <ul style="list-style-type: none"> - <i>Child-child relationship</i> - <i>Teacher-child relationship</i> - <i>Teacher-teacher relationship</i> - <i>Teacher-administrator relationship</i> - <i>Sensitive treatment of children from special focus groups</i> - Participation of the community in school activities ► Pre-school facilities ► Facilities available for health check-up/ follow up measures ► Incentive Schemes
4. Curriculum and Teaching Learning Materials	<ul style="list-style-type: none"> ► Existing curriculum and its coverage ► Curriculum revision exercise ► Competency-based materials ► Black board and its usage ► Availability of textbooks to children ► Textbook production ► Distribution of textbooks ► Availability of teaching-learning materials ► Library and its use ► Laboratory/ Kits and their use
5. Teacher and Teacher preparation	<ul style="list-style-type: none"> ► Teacher profile ► Teacher position (class-wise) ► Class teacher/ subject teacher system ► Pre-service experience ► In-service experience ► Difficulties faced during teaching (academic/ administrative) ► Ability to develop and use TLM ► Motivation level of teacher ► Teacher-community relationship ► Support available to the teachers in the school ► Role of BRC/ CRC in teacher preparation ► Monitoring classroom processes
6. Classroom Practices and Processes	<ul style="list-style-type: none"> ► Classroom organization <ul style="list-style-type: none"> - <i>Seating arrangement</i> - <i>Classroom setting</i> ► Display of materials in the classroom ► Grouping of Children ► Pupil-Teacher Ratio (PTR) ► Methods of introducing the topic ► Teaching-Learning Process (Pedagogy) ► Use of Teaching-Learning Materials ► Students initiative in Teaching-Learning Process ► Assessment procedure followed ► Frequency of Assessment

Monitoring Format for Quarterly Dimensions under SSA

Dimensions	Key Indicators *
7. Opportunity Time (Teaching-Learning Time)	<ul style="list-style-type: none"> ▶ Number of days school opens in a year ▶ Actual number of days, teaching-learning occurs in a year ▶ Number of teaching hours/ day ▶ Number of teachers in a school ▶ Number of sections of each class in a school ▶ Number of classes that each teacher handles (Monograde/ Multigrade) ▶ Learners' attendance ▶ Number of days teachers are involved in non-teaching assignments in a year.
8. Learners' Assessment, Monitoring & Supervision	<ul style="list-style-type: none"> ▶ Policy adopted in the States for <ul style="list-style-type: none"> - No detention - Grade/ Marks - Internal/ External examinations - Periodicity of assessment (Quarterly, Half- yearly, Annual) - Reward/ Punishment - Recording procedures in school ▶ Feedback mechanism used by teachers ▶ Involvement of parents in VEC ▶ Procedure to give feedback to parents.

2. NURTURING AN ENABLING ENVIRONMENT (NCF 2005)

As public spaces, schools must be marked by the values of equality, social justice and respect for diversity, as well as of the dignity and rights of children. These values must be consciously made part of the perspective of the school and form the foundation of school practice. An enabling learning environment is one where children feel secure, where there is absence of fear, and which is governed by relationships of equality and equity. Often this does not require any special effort on the part of the teacher, except to practise equality and not discriminate among children. Teachers should also nurture their classroom spaces as places where children can ask questions freely, engaging in a dialogue with the teacher as well as their peers, during an ongoing lesson. Unless they can share their related experiences, clarify their doubts and ask questions, they will not engage with learning. If, instead of ignoring children's comments or sealing their tongues with strict rules of silence and restrictions on the language to be used, teachers encourage children to talk, they would find that the classroom is a more lively place and that teaching is not predictable and boring, but rather an adventure of interacting minds. Such an environment will facilitate the self-confidence and self-esteem of learners of all ages; it will also go a long way in improving the quality of learning itself.

Teachers and children are part of the larger society where identities based on membership of caste, gender, religious and linguistic group, as well as economic status inform social interaction, though this varies in different social, cultural and regional contexts. SC and ST communities, members of minority groups, and women are usually placed in situations of disadvantage because of their identities, and are denied equal access to valued resources in society and participation in different institutions. Research on school processes suggests that identities of children continue to influence their treatment within schools, thereby denying them meaningful and equal opportunities to learn. As part of the experience of schooling, children also receive implicit messages through interpersonal relations, teacher attitudes, and norms and values that are part of the culture of the school. These often reinforce notions of

purity and pollution in relation to social hierarchies, desirable qualities of ‘masculinity’ and ‘femininity’, and privilege in certain ways of living, mainly that of the urban middle class, while rendering all others invisible.

Children belonging to SC and ST groups, and other socially discriminated against groups such as sex workers and parents with HIV, are often subjected to demeaning treatment in the classroom, not only by teachers but also by their peers. Girls are often subject to stereotypical expectations based on notions of their future roles as wives and mothers rather than enabling them to develop their capabilities and claim their rights. Children with disability often confront insensitive environments where their needs are completely ignored. Schools must be conscious of the importance of creating equitable classroom environments in which students are not subjected to unfair treatment and denied opportunities on the basis of their sex or membership of a caste, tribe or minority group. On the other hand, the culture of the school must be one that highlights the students’ identities as ‘learners’ and creates an environment that enhances the potential and interests of each child.

Participation of all Children

Participation by itself has little meaning. It is the ideological framework surrounding participation that defines it and gives it a political construct. For example, work participation within an authoritarian frame would give participation a very different form from participation within a democracy. Today, the participation of ‘civil society’ has become part of the rhetoric in developmental circles, but the nature of that civil society and the object of that participation have been moulded by a specific interpretation of what it means to be a citizen. Today, civil society participation has come to mean NGO participation, and attempts to enable the participation of individual citizens, for example, in local governance is posing a major challenge.

India is one of the largest and oldest democracies in the world; this curriculum framework is built on an understanding of this foundation. Education defines the fabric of a nation, and has the capacity to provide each child a positive experience of democratic functioning. Like the texture, colour, strength, and nature of each thread that is woven into a tapestry, each Indian child can be enabled to not only participate in a democracy, but to also learn how to interact and form partnerships with others to

preserve and enhance democracy. It is the quality and nature of the interrelationships among individuals that determines the socio-political fabric of our nation. However, children are often socialised into discriminatory practices. Children and adults learn from what they experience at home, the community and the world around them. It is important to recognise that adults socialise children within the dominant socio-cultural paradigm. This paradigm would include the role models that children see the mass media including television. This experience conditions their perceptions of caste and class, gender, democracy and justice. These perceptions, if and when reinforced by repeated experiences of the same kind, are converted into values. At a community level, when a group of people have the same experience and therefore share the same values, these values get converted into culture, and sometimes even ideology. This is a spiral, and each time the cycle is repeated the values and culture get reinforced unless there is a variation in the experience. The counter – experience needs to be strong and real enough to transform the earlier perceptions. Children cannot wake up one fine morning when they are 18 and know how to participate in, preserve and enhance a democracy, especially if they have had no prior personal or even second – hand experience of it, nor any role models to learn from.

The participation of children is a means to a much larger end, that of preserving and adding a new vibrancy to our culture of egalitarianism, democracy, secularism and equality. These values can be best realized through an integrated and well-designed curriculum that enables children's participation. The existing environment of unhealthy competition in schools promotes values that are the antithesis of the values enshrined in our Constitution. A positive 'experience' of democracy and democratic participation must be provided both within and outside the school. This experience must actively engage children and young people in ways that encourage values of inclusion, eventually leading the way to the realisation of the vision of a participatory democracy. Enabling democratic participation is also a means of empowering the weak and the marginalised. If India is to realise her dream of a nation based on egalitarianism, democracy and secularism, where all her citizens enjoy justice, liberty, equality and fraternity, enabling the participation of children would be the most fundamental step in this process. Enabling learning through participation in the life of a community and the nation at large is crucial to the success of schooling. The failure to provide this will result in the failure of the system, and hence needs to be treated as

the utmost priority. It is not only as essential as the teaching of mathematics and science, but takes on even greater importance as an indispensable component of all disciplines. It is a running theme, and has to be integrated into all learning processes and arenas, and given top priority in the development of all curricula and syllabi.

Children's Rights

India has signed the Convention on the Rights of the Child (CRC). The three most important principles of this Convention are the rights to participation, to association or the right to organisation, and the right to information. These are essential rights if children and youth are to realise all their other rights. CRC does not concern itself only with the protection of children and the delivery or provision of services and programmes, but also ensures that children have the right to determine the quality and nature of these services and programmes. Moreover, all the articles of the CRC have to be seen within the overarching principle, that

- . Inclusive education is about embracing all.
- . Disability is a social responsibility — accept it.
- . No selection procedures to be adopted for denying admission to learners with disabilities.
- . Children do no fail, they only indicate failure of the school.
- . Accept difference... celebrate diversity.
- . Inclusion is not confined to the disabled. It also means non-exclusion.
- . Learn human rights ... conquer human wrongs.
- . Handicap is a social construct, deconstruct handicap.
- . Make provisions — not restrictions; adjust to the needs of the child.
- . Remove physical, social and attitudinal barriers.
- . Partnership is our strength such as school – community; school – teachers; teachers – teachers; teachers – children; children – children; teachers – parents; school systems and outside systems.
- . All good practices of teaching are practices of inclusion.
- . Learning together is beneficial for every child.
- . Support services are essential services.
- . If you want to teach, learn from the child. Identify strengths not limitations.

- . Inculcate mutual respect and inter-dependence of upholding and preserving the best interests of children.

Although CRC guarantees children the right to express their views freely in all matters affecting them, and to exercise freedom of expression, children are frequently denied the opportunity to participate in decision-making processes and activities that effect their lives and futures. The right to participation also depends on the realisation of other primary rights such as access to information, the freedom of association, and the right to formulate opinions free from influence and coercion. The principle of participation should be integrated into all areas of concern for children.

In reality, social, political and economic structures are still very much hierarchical; children and youth are the most marginalised sections of society; their effective participation depends largely on the extent to which they are given the opportunity to organise themselves. Coming together gives them visibility, strength and a collective voice. The participation of individual, ‘hand-picked’ children or youth is fraught with discrimination, and is ineffective because such ‘representatives’ represent no one but themselves; it excludes the less vocal and less visible; and it gives more room for manipulation.

On the other hand, the organised participation of children and youth, especially the more disadvantaged children, gives children strength, access to more information, confidence, an identity and ownership. Individual children or youth representing such groups voice the views and aspirations of the collective. Their coming together also enables them to find collective ways to solve problems. However, what needs to be ensured is that all children and youth have an equal right to participate in the development of this collective voice.

Policy of Inclusion

A policy of inclusion needs to be implemented in all schools and throughout our education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become centres that prepare children for life and ensure that all children, especially the differently abled, children from marginalised sections, and children in difficult circumstances get the maximum

benefit of this critical area of education. Opportunities to display talents and share these with peers are powerful tools in nurturing motivation and involvement among children. In our schools we tend to select some children over and over again. While this small group benefits from these opportunities, becoming more self – confident and visible in the school, other children experience repeated disappointment and progress through school with a constant longing for recognition and peer approval. Excellence and ability may be singled out for appreciation, but at the same time opportunities need to be given to all children and their specific abilities need to be recognised and appreciated. This includes children with disabilities, who may need assistance or more time to complete their assigned tasks. It would be even better if, while planning for such activities, the teacher discusses them with all the children in the class, and ensures that each child is given an opportunity to contribute. When planning, therefore, teachers must pay special attention to ensuring the participation of all. This would become a marker of their effectiveness as teachers. Excessive emphasis on competitiveness and individual achievement is beginning to mark many of our schools, especially private schools catering to the urban middle classes. Very often, as soon as children join, houses are allocated to them. Thereafter, almost every activity in the school is counted for marks that go into house points, adding up to an end-of-the-year prize. Such ‘house loyalties’ seem to have the superficial effect of getting all children involved and excited about winning points for their houses, but also distorts educational aims, where excessive competitiveness promotes doing better than someone else as an aim, rather than excelling on one’s own terms and for the satisfaction of doing something well. Often placed under the monitoring eye of other children, this system distorts social relations within schools, adversely affecting peer relations and undermining values such as cooperation and sensitivity to others.

Teachers need to reflect on the extent to which they want the spirit of competition to enter into and permeate every aspect of school life— performing more of a function in regulating and disciplining than in nurturing learning and interest.

Schools also undermine the diverse capabilities and talents of children by categorising them very early, on narrow cognitive criteria. Instead of relating to each child as an individual, early in their lives children are placed on cognitive berths in the classroom: the ‘stars’, the average, the below - average, and the ‘failures’. Most often

they never have a chance to get off their berth by themselves. The demonising effect of such labeling is devastating on children. Schools go to absurd lengths to make children internalise these labels, through verbal name calling such as ‘dullard’, segregating them in seating arrangements, and even creating markers that visually divide children into achievers and those who are unable to perform. The fear of not having the right answer keeps many children silent in the classroom, thus denying them an equal opportunity to participate and learn.

Equally paralysed by the fear of failure are the so called achievers, who lose their capacity to try out new things arising from the fear of failure, doing less well in examinations, and of losing their ranks. It is important to allow making errors and mistakes to remain an integral part of the learning process and remove the fear of not achieving ‘full marks’. The school needs to send out a strong signal to the community, parents who pressurise children from an early age to be perfectionists. Instead of spending time in tuitions or at home learning the ‘perfect answers’, parents need to encourage their children to spend their time reading storybooks, playing and doing a reasonable amount of homework and revision. Instead of looking for courses on stress management for their pupils, school heads and school managements need to de-stress their curricula, and advise parents to de-stress children’s life outside the school.

Schools that emphasise intense competitiveness must not be treated as examples by others, including state-run schools. The ideal of common schooling advocated by the Kothari Commission four decades ago continues to be valid as it reflects the values enshrined in our Constitution. Schools will succeed in inculcating these values only if they create an ethos in which every child feels happy and relaxed. This ideal is even more relevant now because education has become a fundamental right, which implies that millions of first-generation learners are being enrolled in schools. To retain them, the system — including its private sector — must recognise that there are many children that no single norm of capacity, personality or aspiration can serve in the emerging scenario. School administrators and teachers should also realise that when boys and girls from different socio-economic and cultural backgrounds and different levels of ability study together, the classroom ethos is enriched and becomes more inspiring.

Discipline and Participatory Management

The pupils ‘own’ the school as much as the teachers and headmasters, especially in government schools. There is a relationship of interdependency between the teacher and the pupils, especially in this era where learning transaction is based on access to information, and knowledge creation is based on a foundation of resources of which the teacher is the pivot. One cannot function without the other. Educational transaction has to shift from the benefactor (teacher) and the beneficiary (pupil) to a motivator and facilitator and learner, all of whom have rights and responsibilities in ensuring that educational transaction takes place. At present, school rules, norms and conventions define permitted ‘good’ and ‘proper’ behaviour for individual and groups of students. Maintaining discipline in schools is usually the prerogative of teachers and adults in positions of authority (often the sports master and administrators). Frequently, they also induct children as ‘monitors’ and ‘prefects’ and delegate the responsibility of maintaining ‘order’ and ensuring control. Punishment and reward play an important role in this. Those who implement rarely question the rules, or the implications that ensuring compliance may have for children’s overall development, self-esteem and also their interest in learning.

Forms of disciplining such as corporal punishment and, verbal and non-verbal abuse of children, continue to feature in many schools, and are used to humiliate children in front of their peers. Yet many teachers and even parents still believe that such punishment is important, unaware of the immediate and long-term detrimental effects of these practices. It is important for teachers to reflect on the rationale that underlies the rules and conventions that govern schools, and whether these are consistent with our aims of education. For instance, rules such as the length of socks and the whiteness of sports shoes are of no educationally defensible importance. Rules regarding maintaining silence in classrooms, answering ‘one at a time’, and answering only if you know the right answer, can undermine the values of equality and equal opportunity. Such rules may also discourage processes that are integral to children’s learning, the development of a sense of community among peers, though they may make the class ‘easy to manage’ for the teacher and facilitate ‘covering the syllabus’. Inculcating the value/habit of self-discipline is important for the systematic pursuit of learning and the development of the child’s interests and potential. Discipline must enable the performance of, and be conducive to, the task at hand. It should enable

freedom, choice and autonomy for both teacher and child. It is necessary to involve children themselves in evolving rules, so that they understand the rationale behind a rule, and feel a sense of responsibility in ensuring that it is followed. In this way they would also learn the process of setting codes of self-governance and the skills required to participate in decision making and democratic functioning. Similarly, the children themselves could also evolve mechanisms for conflict resolution between teachers and students, and among students. The teacher should ensure that there are as few rules as possible, and that only rules that can be reasonably followed are created. It does no one any good to humiliate children for breaking rules, particularly when there are good reasons for the rule being broken. For instance, ‘noisy classrooms’ are frowned upon by teachers as well as headmasters, but it is possible that rather than the noise being evidence of the teacher not being in control, it may be evidence of a lively and participatory class.

Similarly, headmasters can be unreasonably strict about punctuality. A child who is late for an examination on account of a traffic jam must not be penalised, and yet we find such rules being imposed in the name of higher values. Unreasonableness on the part of authorities in such matters can demoralise children, their parents, and also teachers. It may help to remember to first ask a child why he or she broke a rule, to listen to what the child says, and act accordingly. It is befitting a school head or teacher to exercise authority rather than power. Arbitrariness and unreasonableness are characteristics of power, and are feared, not respected. Systems for the participatory management of the school by children and school teachers and administrators need to be evolved. Children should be encouraged to elect their own representatives to children’s councils, and similarly the teachers and administrators of a given school need to be organized themselves, so also the parents.

Space for Parents and the Community

The school is a structured space for guided learning, but the process of constructing knowledge is a continuous one, which goes on even outside the school. If learning is continuous, and takes place in arenas other than the school, such as home, the workplace, the community, etc., then school assignments or homework should be planned differently. It need not depend on parents reinforcing what the school has already done. It could set different kinds of activities for children to do, on their own

or with their parents. This could also provide opportunities for parents to understand a little more about what their child is learning in the school and give children the initial impetus to explore and recognise the world outside the school as an arena for learning. Schools could also invite the community into their premises, and give the larger world outside a role in influencing the curricular process. Parents and community members could come into the school as resource persons to share their knowledge and experiences in relation to a particular topic being studied. For example, for a lesson on machines, local mechanics could talk about sharing their experiences on repairing and also talk about how they learnt to repair vehicles.

The participation of the community in the child's world of education and learning should allow for the community to:

- a. Transfer oral history (dealing with folklore, migration, environmental degradation, traders, settlers, etc.) and traditional knowledge (sowing and harvesting, monsoons, processes related to traditional crafts, etc.) to children, while the school encourages critical reflection wherever it is required
- b. Influence the content of subjects and add local, practical, and appropriate examples
- c. Support children in their exploration and creation of knowledge and information
- d. Support children in their practise of democracy through their participation in information generation, planning, monitoring and evaluation with local governments and schools
- e. Monitor the realisation of children's rights as well as violations of these rights
- f. Participate in addressing the constraints faced by children
- g. Participate in setting criteria for vocational training
- h. Enable the village to become a learning environment for children realising the concept of the 'village as a school'.

Similarly, while helping children to use their home language and make a transition to the school language, teachers may seek inputs from local language speakers to facilitate communication in the mother tongue(s), teaching of languages and creating material. The choice would depend upon the particular curricular plan adopted and the

kinds of expertise that are available and accessible. The school must explore opportunities for active engagement by parents and the community in the process of learning. This relationship will help in sharing the content and pedagogy of institutionalized learning.

All schools need to look for ways in which parental participation and involvement can be encouraged and sustained. Many schools do not treat parents' questions and concerns regarding the activities of the school as valid questions. Frequently, private schools turn parents into mere consumers and ask them to take away their wards if they do not like something that the school is doing. Others treat poor parents as not having any legitimate stand when they come to make enquiries about their wards. Both types of attitudes are disrespectful of parents and their legitimate concern for their children.

Overall, in order to make the school environment supportive of children, and to strengthen the relationship of the school with parents and the local community, there are institutionalised structures such as parent-teacher associations, local - level committees, and also alumni associations in some schools. In events held to celebrate national festivals and other occasions such as cultural day and sports day, most schools invite parents to participate. By inviting alumni and local residents also, the importance of the school as a community site can increase. Community involvement can also be sought for maintaining the school and its facilities. There are examples of local contributions for building school boundary walls, augmenting facilities, and so on. However, community participation must not mean the economic burdening of poor families. On the other hand, there can be an understanding that school space can be shared with the community for local events and that there will be some collective responsibility in maintaining its premises.

3. SCHEMES OF STUDY AND ASSESSMENT

(NCF 2005)

The word 'school' all over the country by and large refers to Classes I to X, extending to class XII in some states, while in other states Classes XI and XII are regarded as pre-university or junior college. Some schools also include two to three years of pre-school classes. The breaking up of schooling into four 'stages' extends far beyond mere administrative convenience .From the point of view of curriculum design and teacher preparation, these stages have a developmental validity. Seen from a stage-wise perspective, curriculum thinking and school organisation can overcome problems created by the current preoccupation with 'monograde' classrooms as being the norm, with rigid application of age-based grouping of children, and class-wise teaching and learning objectives. Single and two- teacher primary schools could be reconceptualised as a learning group with different abilities and learning needs rather than as 'multigrade' classrooms requiring time- management techniques. Assessing children for what they have learnt could also then take place over a longer cycle of years spent in school, rather than as yearly requirements spelt out for each class, in hierarchical progression. This would allow more respect for children's pace of learning. Schemes such as the Minimum Levels of Learning (MLL) reinforced not only the rigid adherence to year-end outcomes, but also allowed for these to be further narrowed to lessons. Describing the characteristics and concerns of the curriculum, pedagogy and assessment in stages allow syllabi, textbooks and learning resources, and for teachers to plan for children's development and the gradual and cumulative deepening of abilities, competencies and concepts.

Early Childhood Education

The early childhood stage, until the age of 6–8 years, is the most critical period when the foundations are laid for life-long development and the realisation of full potential; research shows that there are 'critical periods' at this stage for full development of the brain's potential. The formation of later attitudes and values as well as the desire to learn are also influenced at this stage, while lack of support or neglect can lead to negative consequences, sometimes irreversible. Early Childhood Care and Education

(ECCE) requires that young children be provided care, opportunities and experiences that lead to their all-round development — physical, mental, social and emotional, and school readiness. A holistic and integrated perspective views the health and nutritional needs of children as integrally related with their psychosocial/educational development. The curriculum framework and pedagogy for ECCE must be based on this holistic perspective, taking into account the various domains of development, the characteristics of children at each sub-stage, and their learning needs in terms of experiences. It is well known that children have a natural desire to learn and make sense of the world around them.

Learning in the early years must hence be directed by the child's interests and priorities, and should be contextualised by her experiences rather than being structured formally. An enabling environment for children would be one that is rich in stimulation and experiences, that allows children to explore, experiment and freely express themselves, and one that is embedded in social relations that give them a sense of warmth, security and trust. Playing, music, rhyming, art and other activities using local materials, along with opportunities for speaking, listening and expressing themselves, and informal interaction are essential components of learning at this stage. It is important that the language used in early education is one that the child is familiar with in the immediate environment, while an informal multilingual classroom would help children to comfortably adjust to the early introduction of a second language (English) and the medium of instruction from Class I onwards. As the children who come under the purview of ECCE are a heterogeneous group, ranging from infants to pre-schoolers, it is important that activities and experiences for them are developmentally appropriate.

Early identification of disabilities assessment and the provision of appropriate stimulation would go a long way in preventing the aggravation of disadvantage on this account. The caution would be against pressurising children into the three R's (reading, writing and arithmetic) and the early introduction of formal instruction, i.e. against making pre-schools into training centres for admission to primary schools. In fact, the suggestion is that ECCE cover the age group 0–8 years (i.e. so as to include the early primary school years). This is in order that the holistic perspective of ECCE and its methodologies (all-round and integrated development, activity-based learning,

listening and speaking a language before learning to write it, contextuality and continuity between home and school) can inform learning experiences of children throughout the childhood stage and lead to a smooth transition into the elementary school stage.

The ECCE programmes present a picture of plurality, with government, non-government (voluntary sector) and private agencies providing a variety of services. However, the coverage of these programmes is extremely narrow, and the quality of services provided is variable and largely poor. A vast majority of children, especially those belonging to poor and marginal groups, are not covered by early care programmes and are left to fend for themselves. Pre-school programmes range from those that subject children to a dull and monotonous routine to those where children are exposed to structured formal learning, often in English, made to do tests and homework, and denied their right to play. These are undesirable and harmful practices that result from misguided parental aspirations and the growing commercialisation of pre-schooling, and are detrimental to children's development and motivation to learn. Most of these problems derive from the still 'unrecognised' status of ECCE as a part of the mainstream education system. Polarised services both reflect and perpetuate the multiple overlapping social divides in our country. The deep gender bias and pervasive patriarchal values in Indian society are responsible for the failure to recognize the need for cre'ches and day-care facilities, especially for children of poor rural and urban working women; this neglect has also had an adverse impact on the education of girls. Good quality ECCE programmes have a positive impact on children's all-round development. This in itself is reason enough to demand that all children have a right to ECCE, and it is hence unfortunate that the 0–6 age group has been excluded from the purview of Article 21. In addition, ECCE is also seen to have critical linkages with enrolment of children in schools and learning outcomes. To provide ECCE of equitable quality to all children, it is not only necessary to vastly enhance the funds committed for this purpose, but also to address through different strategies the five basic dimensions of quality, namely, developmentally appropriate curriculum, trained and adequately rewarded teachers, appropriate teacher-child ratio and group size, infrastructure supportive of children's needs, and an encouraging style of supervision. While there is need for decentralisation, flexibility and contextuality in these programmes, there is also an urgent need to evolve appropriate norms and

guidelines and set in place a regulatory framework so that children's development is not compromised. Capacity building at all levels in relation to the plurality of roles that different functionaries play, as well as fair wages, must also be ensured.

Elementary School

The period of elementary school (from Class I to Class VIII) is now also recognised as the period of compulsory schooling vide the constitutional amendment making education a fundamental right. The beginning of this period marks the formal introduction of the child to reading, writing and arithmetic, culminating in the introduction of the formal disciplines such as the sciences and the social sciences towards the end of elementary school. This period of eight years is one of tremendous cognitive development, shaping reason, intellect and social skills, as well as the skills and attitudes necessary for entering the work place. As the effort to achieve UEE is stepped up, the elementary school classes now cater to many children of school-going age coming from diverse backgrounds. Plurality and flexibility without compromising on standards need to become the hallmark of education for this period. Education during this period must be of an integrated character, enabling children to acquire facility in language and expression and to grow in self-confidence as learners, both within and outside school.

The first concern of the school is on the development of the child's language competence: issues related to articulation and literacy, and the ability to use language to create, to think and to communicate with others. Special stress is needed to ensure that there are maximum opportunities for those who wish to study in their mother tongue, including tribal languages and linguistic pockets, even if the number of students is small. The ability of the system to promote and nurture these options, along with working out mechanisms to ensure that future options remain open, should become a marker of its ability to provide for quality education. To achieve this, there must be a creative and concerted effort to maintain the multilingual genius of Indians and implement the three-language formula. While English may be taught during this period, it must not be at the expense of learning Indian languages.

The development of mathematical thinking, beginning with learning numeracy and moving towards the enjoyment of and facility with more abstract ideas, needs to be

supported with concrete experiences and work with manipulations. It is in the early years, up to Class IV, that efforts at diagnosing learning difficulties and addressing remedial work in language and mathematics must be directed. Such concrete experiences are also essential in the introduction to the integrated study of the environment through which children's intuitive knowledge of the world is integrated into school knowledge. Over the years, this study should move towards a more disciplinary approach, but with integrative themes, within which there are located opportunities to develop concepts and learn the vocabulary and methods of the discipline. The study of arts and crafts is essential for developing not only the aesthetic sensibility but also for learning how to manipulate materials and developing attitudes and skills essential for work. The curriculum must expose children to practical life skills and work experiences of varied kinds. Physical development through sports activities is also a must. A variety of activities at this stage of schooling should be made available, including participating in cultural programmes, organising events, travelling to places outside the school, providing experiences to develop socially and emotionally into creative and confident individuals sensitive to others, and capable of taking initiative and responsibility.

Teachers with a background in guidance and counselling can design and lead activities to meet the developmental needs of children, thus laying the foundation for the necessary attitudes and perceptions towards the self and the world of work. They can also provide the needed support and guidance to children belonging to various strata of society for their sustenance through the elementary school years. The approach to the whole curriculum should be process oriented rather than outcome oriented. All these arenas of development should be made available to all children. Care must be taken to ensure that the curriculum does not reinforce stereotypes about preferences, choices and capabilities of different groups. In this context, the gradual inclusion of vocationally oriented skills as a part of exposure to work would be an important aspect of an inclusive curriculum.

4. ASSESSMENT AND EVALUATION (NCF 2005)

In the Indian education system, the term evaluation is associated with examination, stress and anxiety. All efforts at curriculum definition and renewal come to naught if they cannot engage with the bulwark of the evaluation and examination system embedded in schooling. We are concerned about the ill effects that examinations have on efforts to make learning and teaching meaningful and joyous for children. Currently, the board examinations negatively influence all testing and assessment through out the school years, beginning with pre-school. At the same time, a good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback. This section addresses evaluation and assessment as they are relevant to the normal course of teaching-learning in the school, as a part of the Curriculum.

The Purpose of Assessment

Education is concerned with preparing citizens for a meaningful and productive life, and evaluation should be a way of providing credible feedback on the extent to which we have been successful in imparting such an

- The purpose of evaluation is not
- to motivate children to study under threat.
 - to identify or label children as ‘slow learners’, or ‘bright students’, or ‘problem children’. Such categories segregate children, placing the onus for learning solely on them, and detract from the role and purpose of pedagogy.
 - to identify children who need remediation (this need not wait for formal assessment; it can be detected by the teacher in the course of teaching and attended to as a part of pedagogic planning, through individualised attention).
 - to diagnose learning difficulties and problem areas while broad indications about conceptual difficulties can be identified via evaluation and formal testing. Diagnosis requires special testing instruments and training. It is also specific to foundational areas of literacy and numeracy, and is not meant for subject areas of education. Seen from this perspective, current processes of evaluation, which measure and assess a very limited range of faculties, are highly inadequate and do

not provide a complete picture of an individual's abilities or progress towards fulfilling the aims of education.

But even this limited purpose of evaluation, of providing feedback on scholastic and academic development, can be achieved only if the teacher is prepared even before the course of teaching begins, armed with not only the techniques of assessment but also the parameters for evaluation and the various tools that will be employed. In addition to judging the quality of the students' achievements, a teacher would also need to collect, analyse and interpret their performances on various measures of the assessment to come to an understanding of the extent and nature of the students' learning in different domains. The purpose of assessment is necessarily to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed. Needless to say, this does not mean that tests and examinations will have to be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning. Well-designed assessment and regular report cards provide learners with feedback, and set standards for them to strive towards. They also serve to inform parents about the quality of learning and the development and progress of their wards. This is not a means of encouraging competition; if one is looking for quality in education, then segregating and ranking children and injecting them with feelings of inferiority cannot do it.

Last, credible assessment provides a report, or certifies the completion of a course of study, providing other schools and educational institutions, the community and prospective employers with information regarding the quality and extent of learning. The popular notion that evaluation can lead to identifying the needs of remediation, to be attended to with remedial teaching, has created many problems in curriculum planning. The term remediation needs to be restricted to specific/special programmes that enable children who are having a problem with literacy/reading (associated with reading failure and later with comprehension) or numeracy (especially the symbolic aspects of mathematical computation and place value). Teachers require specific training for effective diagnostic testing that can be of assistance in remediation efforts. Similarly, remedial work would require specifically developed materials and planning so that the teacher is able to give one-on-one time to work with the child,

beginning with what she/he knows and moving to what she/he needs to learn, through a continuous process of assessment and careful observation. Indiscriminate usage of the term distracts from the general problems of effective pedagogy, and makes the child solely responsible for her/his learning and also learning 'failure'.

Competencies

Competencies is an attempt to shift the focus of teaching and related assessment away from superficial textbook-based factual content. However, in the MLL approach, competencies are broken up into detailed sub-competencies and sub-skills, assuming that the sum of these sub-skills is the competency. Frequently, with the focus on behaviour and performance concepts may not even feature in the assessment. This logical yet mechanical listing of sub-skills and rigid timetables for their achievement does not reflect either the concern that learning and use of the competency may itself be more flexible, or that the cycle over which competencies are learnt need not follow the timing or pace described, or that the whole may be greater than the sum of the parts. Designing learning and test items for these detailed lists, and teaching to these learning outcomes, is impractical and pedagogically unsound.

Assessing Learners

Any meaningful report on the quality and extent of a child's learning needs to be comprehensive. We need a curriculum whose creativity, innovativeness, and development of the whole being, the hallmark of a good education makes uniform tests that assess memorised facts and textbook -based learning obsolete. We need to redefine and seek new parameters for and ways of evaluation and feedback. In addition to the learner's achievements in specific subject areas that lend themselves to testing easily, assessment would need to encompass attitudes to learning, interest, and the ability to learn independently.

Assessment in the Course of Teaching

Preparing report cards is a way for the teacher to think about each individual child and review what she/he has learnt during the term, and what she/he needs to work on and improve. To be able to write such report cards, teachers would need to think about each individual child, and hence pay attention to them during their everyday teaching and interaction. One does not need special tests for this; learning activities themselves provide the basis for such ongoing observational and qualitative assessments of children. Maintaining a daily diary based on observation helps in continuous and comprehensive evaluation. An extract from the diary of a teacher for a week notes the following: "Kiran enjoyed his work. He took an instant liking to the books that were

informative and brief. He says that he likes simple and clear language. In noting down facts, he goes for short answers. He says that it helps him understand things easily. He favours a practical approach." Similarly, keeping samples and notes of the child's work at different stages provides both the teacher and the learner herself or himself with a systematic record of his/her learning progress. The belief that assessment must lead to finding learning difficulties to then be remediated is often very impractical and not founded on a sound understanding of pedagogic practice. Problems regarding conceptual development cannot and do not wait for formal tests in order to be detected. A teacher can, in the course of teaching itself, come to know of such problems by asking questions that make children think or by giving them small assignments. She can then attend to them in the process of teaching—by ensuring that her planning is flexible and responsive to the learners and their learning.

Curricular Areas that cannot be 'Tested for Marks'

Each area of the curriculum may not lend itself to being 'tested'; it may even be antithetical to the nature of learning in the curricular area. This includes areas such as work, health, yoga, physical education, music and art. While the skill-based component of physical education and yoga could be tested, the health aspect needs continuous and qualitative assessments. Currently, this has the effect of making these subjects and activities 'less important' in the curriculum; these areas are inadequately provided for in terms of material resources and curricular planning, and marked by a lack of seriousness. Further, the time allocated for them is also frequently sacrificed to accommodate special classes. This is a serious compromise with parts of the curriculum that have deep educational significance and potential.

Even if 'marks' cannot be given, children can be assessed for their development in these areas. Participation, interest, and level of involvement, and the extent to which abilities and skills have been honed, are some markers that can help teachers to gauge the benefits of what children learn and gain through such activities. Asking children to self report on their learning can also provide teachers with insight into children's educational progress and give them feedback on improving curriculum or pedagogy.

Design and Conduct of Assessment

Assessments and examinations must be credible, and based on valid ways of gauging learning. As long as examinations and tests assess children's ability to remember and recall textbook knowledge, all attempts to redirect the curriculum towards learning will be thwarted. First, tests in knowledge-based subject areas must be able to gauge what children have learnt, and their ability to use this knowledge for problem solving and application in the real world. In addition, they must also be able to test the processes of thinking to gauge if the learner has also learnt whereto find information, how to use new information, and to analyse and evaluate the same. The types of questions that are set for assessment need to go beyond what is given in the book. Often children's learning is restricted as teachers do not accept their answers if they are different from what is presented in the guidebooks. Questions that are open-ended and challenging could also be used. Designing good test items and questions is an art, and teachers should spend time thinking about and devising such questions. The interest and ability of teachers to design good questions can be promoted through district- or state-level competitions. All question papers must be designed graded for difficulty in order to permit all children to experience a level of success, and to gain confidence in their ability to answer and solve problems. Trying to devise a good and effective open-book examination can be a challenge that we must try to take up in our curricular efforts at all levels of school.

This would require teachers and examination setters to emphasise the interpretation and application of learning over the arguments and facts that can be located in the book. There have been successful demonstrations that such examinations can be carried out on a large scale, and that teachers can themselves be trusted with moderating the results of such examinations. In this way, the assessment of projects and lab work can also be made credible and sound. It is important that after receiving their corrected papers, children rewrite the answers and that these are again reviewed by teachers to ensure that children have learnt and gained something out of the ordeal.

Posing Questions

State four considerations to be kept in mind while setting up an iron-smelting plant.

Versus

If an industrialist wanted to establish an iron - smelting plant, which site should she choose and why?

How does the shape of a bird's beak help in adaptation?

Versus

Draw the beak of a common bird seen in your neighbourhood. Based on the shape of the beak, explain what are likely to be the bird's food habits and where in your neighbourhood it is likely to find, its food.

Competition is motivating, but it is an extrinsic rather than intrinsic form of motivation. It is, of course, much easier to establish and to manipulate, and therefore frequently resorted to by teachers and school systems as a way creating and nurturing the drive for excellence. Schools begin 'ranking' children as early as their pre-primary years as a way of inculcating in them a competitive spirit. Such a competitive drive has several negative side effects on learning; often superficial learning is sufficient to create and maintain impressions, and over time students lose their ability to take initiative or do things for the fulfillment of one's own interest; hence, areas that cannot be 'marked' are neglected. This has unhealthy consequences for classroom culture, making children individualistic and unsuited to team work. There is an absurd and unnecessary importance given to term examinations, often accompanied by extreme arrangements of invigilation and secrecy. While the physical and psychological effects of this may not be readily visible until middle school, they frequently lead to high levels of stress in children, and cause early burnout. Schools and teachers need to ask themselves whether there is really much to be gained out of such practices and to what extent learning requires such systems of marking and ranking.

Self-assessment and Feedback

The role of assessment is to gauge the progress that both learner and teacher have made towards achieving the aims that have been set and appraising how this could be done better. Opportunity for feedback, leading to revision and improvement of performance, should constantly be available, without exams and evaluations being

used as a threat to study. Grading and correction carried out in the presence of students and providing feedback on the answers they get right and wrong, and why. Asking children about why they answered what they did assists teachers in going beyond the written answer to engage with children's thinking. Such processes also take away the frightening judgemental quality of marks obtained in a test, and enable children to understand and focus on their mistakes and learn through these mistakes. Sometimes head teachers object, claiming that correction in the presence of the child reduces 'objectivity'. This is a misplaced concern for 'objectivity', stemming from a competitive system that believes in judging children. Such a concern for 'objectivity' is misplaced in evaluation, which is consistent with educational goals. Not only learning outcomes but also learning experiences themselves must be evaluated. Learners happily comment on the totality of their experience. Exercises, both individual and collective, can be designed to enable them to reflect on and assess their learning experiences. Such experiences also provide them with self-regulatory capabilities essential for 'learning to learn'. Such information is also valuable feedback to the teacher, and can be used to modify the learning system as a whole.

Every classroom interaction with children requires their evaluation of their own work, and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not. Even very young children are able to give correct assessments of what they can or cannot do well. The role of teaching is to provide an opportunity to each child to learn to the best of his or her ability and provide learning experiences that develop cognitive qualities, physical well-being and athletic qualities, as also affective and aesthetic qualities. Report cards need to present to children and parents a comprehensive and holistic view of the child's development in many fields. Teachers must be able to say things about each child/student, that conveys to them a sense of individualised attention, reaffirms a positive self-image, and communicates personal goals for them to work towards. Whether it is marks or grades that are reported, a qualitative statement by the teacher is necessary to support the assessment. Only through such a relationship with each child can any teacher succeed in influencing him/her, and contributing to his/her learning.

Along with the teacher assessing each child, each student could also assess himself or herself and include this self assessment in the report card. Currently, many report cards carry information on subject areas and have nothing to say about other aspects of the child's development, including health, physical fitness and abilities in games, social skills, and abilities in art and craft. Qualitative statements about these aspects of children's education and development would provide a more holistic assessment of educational concerns.

Areas that Require Fresh Thinking

There are many areas of the curriculum that can be assessed but for which we still do not have reliable and efficient instruments. This includes assessing learning that is carried out in groups, and learning in areas such as theatre, work and craft where skills and competencies develop over longer time scales and require careful observation. Continuous and comprehensive evaluation has frequently been cited as the only meaningful kind of evaluation. This also requires much more careful thinking through about when it is to be employed in a system effectively. Such evaluation places a lot of demand on teachers' time and ability to maintain meticulous records if it is to be meaningfully executed and if it is to have any reliability as an assessment. If this simply increases stress on children by reducing all their activities into items for assessment, or making them experience the teacher's 'power', then it defeats the purpose of education. Unless a system is adequately geared for such assessment, it is better for teachers to engage in more limited forms of evaluation, but incorporating into them more features that will make the assessment a meaningful record of learning. Finally, there is a need to evolve and maintain credibility in assessment so that they perform their function of providing feedback in a meaningful way.

Assessment at Different Stages

ECCE and Classes I and II of the Elementary Stage : At this stage, assessment must be purely qualitative judgements of children's activities in various domains and an assessment of the status of their health and physical development, based on observations through everyday interactions. On no account should they be made to take any form of test, oral or written. **Class III to Class VIII of the Elementary Stage :** A variety of methods may be used, including oral and written tests and observations. Children should be aware that they are being assessed, but this must be seen by them

as a part of the teaching process and not as a fearful constant threat. Grades or marks along with qualitative judgements of achievement and areas requiring attention are essential at this stage. Children's own self-evaluation can also be a part of the report card from Class V onwards. Rather than examinations, there could be short tests from time to time, which are criterion based. Term-wise examinations could be commenced from Class VII onwards when children are more psychologically ready to study large chunks of material and, to spend a few hours in an examination room, working at answering questions. Again, the progress card must indicate general observations on health and nutrition, specific observations on the overall progress of the learner, and information and advice for the parents.

5. TEACHER'S AUTONOMY AND PROFESSIONAL INDEPENDENCE (NCF 2005)

Teacher autonomy is essential for ensuring a learning environment that addresses children's diverse needs. As much as the learner requires space, freedom, flexibility, and respect, the teacher also requires the same. Currently, the system of administrative hierarchies and control, examinations, and centralised planning for curriculum reform, all constrain the autonomy of the headmaster and teacher. Even when there is curricular freedom, teachers do not feel confident that they can exercise it without being taken to task by the administration for doing things differently. It is therefore essential to enable and support them in exercising choice.

As much as the classroom needs to nurture a democratic, flexible and accepting culture, so also the school institution and the bureaucratic structure need to do the same. Not only should the teacher receive orders and information, but equally the voice of the teacher should be heard by those higher up, who often take decisions that affect the immediate classroom life and culture in the school. Relationships between teachers and their heads and principals must be informed by equality and mutual respect, and decision making must be on the basis of dialogue and discussion. The annual, monthly and weekly calendars of activities need to provide time for such staff interactions for reviewing and planning. There is a need to encourage an atmosphere that facilitates collaborative efforts among teachers. There must also be mechanisms for conflict resolution.

Often technologies such as radio and TV are introduced into their classrooms without consulting teachers on whether they would like to have these and what they would like these to do for them. Once these are in the classroom, teachers are expected to use them, when they have no control over what will be delivered, or how it will integrate with their own teaching plans.

Time for Reflection and Planning

- On a daily basis (at least 45 minutes) to review the day, make notes on children to follow up the next day, and organise materials for the next day's lessons (this is in addition to the time that they may need to correct homework).
- On a weekly basis (at least two/three hours) to take stock of learning, to work out details of activities and projects proposed, and to plan a group of lessons (unit) for the coming week.
- On a monthly/term basis (minimum of one day) to review their own work, children's learning, and map the contours of the learning activities planned for the groups they teach.
- At the beginning and the end of the year, two or three days each need to be allocated to evolve an annual plan for the school, in which they locate activities such as local holidays, annual events (national events, sports days, cultural events) and days for parent-teacher meetings that would involve the whole school. They would also plan excursions and field trips for their class groups, and for any projects that two or more classes would do together. They would also be involved in activities of preparing the school and class environment, putting up and changing posters and displays, organizing children's work, etc. Such planning time is also essential for the school to review its relationship with the community, and identify points of focused action in the year such as enrolment, retention, school attendance and school achievement.
- Current in-service training-related time allocation (compulsory 20 days per year) could be partly diverted towards making time available for such reviewing, reflecting and planning. Monthly meetings organised for teachers at the cluster level could be based on groups of teachers teaching similar subjects and grade levels, so that they can share ideas and plan teaching for the forthcoming month together.

Appendix I
LIST OF RESOURCE PERSONS

- Prof. V Rangacharlu, (Retired), 17-89-4-7C N.V.R. Layout, Madanapalli,
- Dr.Narasimham C.V., Principal, Ramanutham Secondary School, NSTL Township, Vishakapatnam.
- Dr.Kumara Swamy, DIET, Vasantha Mahal, Nazarbad, Mysore 570 010
- Smt K Ramadevi, Principal, Govt. IASE, Kurnool
- Smt V Parvathi Devi, Lecturer in Phy Sci, Govt. IASE, Kurnool
- Smt G N Visalakshamma, Senior Lecturer, B. Thandrapadu, Kurnool
- Smt P Vasundhara Devi, Lecturer in Education, Govt. IASE, Kurnool
- Smt K Girija, Retd. Professor, Sri Lakshmi Nagar, Kurnool
- Sri M. Balanna, Lecturer, DIET, B. Thandrapadu, Kurnool
- Sri M.Govindu, Lecturer, DIET, B.Thandrapadu, Kurnool
- Sri M.Sreeramulu, Mandal Educational Officer, C.Belgal (Mandal)
- Sri M.Chandra Sekhara Reddy, Mandal Educational Officer, Orvakal (Mandal)
- Dr.B.Phalachandra, Professor and Head, DE, RIE, Mysore
- Dr.G.Vishwanathappa, Reader in Education, RIE, Mysore
- Dr.T V Somashekhar, Lecturer in Education, RIE, Mysore
- Mrs.Sujata B Hanchinalkar, Lecturer in Education, RIE, Mysore
- Dr Asha K V D Kamath, Lecturer in Education, RIE, Mysore

APPENDIX II
Training of Key Resource Persons in Academic Monitoring of
Primary Schools of Andhra Pradesh
27 –29 January 2010

Venue: A.V.Hall, RIE, Mysore

Time Table

Date	9.30 – 11.15	11.30 – 1.00	2.00 – 3.15	3.30 – 5.00
27.1.2010	Registration and Inauguration	Introduction to the Training Package – AKVD	Academic monitoring in Primary Schools – BPC / VR	About the tools – CVN
28.1.2010	Academic Monitoring Observation Schedule – AKVD/KK	Role of Monitoring Officers – GV / TVS / SBH	Interacting with HMs/ Teachers/ Community Members – KK	Report Writing and Discussion – VR/CVN
29.1.2010	Field Experience and Group Work TVS / SBH / VR / CVN/ GV/ KK/AKVD		Field Experience and Group Work VR / CVN/ KK	Valedictory

VR : Prof.V.Rangacharlu, CVN : Dr.C.V.Narasimhan, KK : Dr.K.Kumaraswamy,
BPC : Prof.B.Phalachandra, GV :Dr.G.Viswanathappa; AKVD : Dr.Asha K V D Kamath, TVS : Dr.T.V.Somashekhar, SBH : Ms Sujatha B Hanchinalkar

APPENDIX III

Hands on Experience in using the AMOS

Venue: Demonstration School, RIE, Mysore

Date : 29.1.2010

Time : 8.50 am to 10.20 am

Group No.	Class	District	RPs
1	I A	Vizianagaram, Visakhapatnam, Khammam (1)	AKVD/ SBH
2	I B	Khammam (2), East Godavari, West Godavari	AKVD/ SBH
3	II A	Nalgonda (1), Krishna, Guntur	TVS
4	II B	Nalgonda (2), Prakasham	TVS
5	III A	Nalgonda (3), Kadapa, Nellore	GV
6	III B	Ananthapur, Kurnool	GV
7	IV A	Mahabubnagar, Rangareddy	CVN
8	IV B	Hyderabad, Medak	CVN
9	V A	Nizamabad, Adilabad	VR
10	V B	Karimnagar, Warangal	VR

Presentation of group work : 12.15 pm to 1.15 pm (Group Nos. 1,2 and 3); 2.00 to 3.35 pm (Group Nos. 4 to 10)

APPENDIX IV

List of Key Resource Persons of the Training Programme

27 – 29 January 2010

1. J.V.Sreenivas, MRP,
No.9-5-148
Behind Brilliant Grammar School
Pragathinagar
Karimnagar, AP
2. R V S Narayana MRP
West Godavari, Akividumandal, AP
3. P Srinivasa Reddy, MRP
Mandal Education Office, Regode
Medak Dist, AP
4. Chandra Shekar Reddy T, MRP
RCS Reddy, MRC, Warangal
Medak, AP
5. V Radhakrishna, MRP
Madhira Mandal
Khammam Dist, AP
6. A Hari Kiran Kumar, MRP
Sathupally (Mandal)
Khammam Dist, AP
7. Gujja Manohar Rao, MRP
Hasanparthy (Post), Warangal, AP
8. Raji Reddy Kondi, MRP
MRC, Duggondi, Warangal, AP
9. Bhuvana Chandra Gogineni, MRP
MRC, Mandal Parishad, Ponnur Mandal
Guntur Dist, AP
10. V V V Sathish Babu, MRP
C/o Mandal Resource Centre
Duggirala, Guntur Dist
11. B V Siva Reddy, MRP
MRC, Kadapa, AP

12. S Sai Prasad, MRP (SGT)
MRC, Chitvel, Chitvel (H)
Kadapa Dist, AP
13. M Raja Kamalakar Reddy (MRP)
Divisional Resource Centre
Kagaznagar, Adilabad Dist, AP
14. A Srinivas Reddy, MRP
Mandal Resource Centre, Marnada Mandal
Adilabad Dist, AP
15. Sogunuru Govardhana, MRP
Kuderu, Ananthapur Dist
16. S Narayana Reddy, MRP
Mandal Resource Centre,
Yadiki (Mandal), Ananthapur, AP
17. K E V Krishna Murthy, MRP
Mandal Resource Centre
Mandal Praja Parishad, Atreyapuram
East Godavari Dist, AP
18. Seelam Srinivasu, MRP
Mandal Resource Centre
Mandal Praja Parishad, Amalapuram
East Godavari Dist, Andhra Pradesh
19. Amancharla Subrahmanyam, MRP
MRC, Chejerla (Mandal), SPSR,
Nellore Dist, Andhra Pradesh
20. Avvaru Sridhar Babu, MRP
T P Gudur (Mandal), Nellore Dist
21. Bonala Ravindar, MRP
MRC Masthani
Karimnagar
Andhra Pradesh
22. Ayitha Venkata Chalapathi Rao
MRP, Butaigudem (Mandal)
Mandal Resource Centre
West Godavari Dist, AP
23. Marrapu Srinivasa Rao, MRP
Mandal Resource Centre
Rama Colony, Salur (Mandal)
Vizianagaram Dist, AP

24. Veluri Venkata Sitaramayya, MRP
MRC, Vepada, Vepada Mandal
Vizianagaram DT, AP
25. B Rathnakar Rao MRP
MRC, Secunderabad – 1
Hyderabad
26. Syed Wajid Mohiuddin, MRP (SGT)
Mandal Resource Centre, Amber pet Mandal
Hyderabad – 13
27. C Ramanna, MRP
MRC, Adoni, Kurnool Dist, AP
28. Syed Nabi Rasool, MRP
Rudravanam, Kurnool Dist
AP
29. T Maheshwar Reddy, MRP
Mandal Resource Centre
Koilkonda Mandal, Mahabubnagar Dist, AP
30. Ramachandraiah, MRP
MRC, Maddur
Mahabubnagar, AP
31. Syed Yousuf, MRP
MRC, Tandur, R.R. Dist (AP)
32. Venkateswarlu Anumula, MRP
MRC, Chimakurthy (Mandal)
Prakasam Dist, AP
33. B Narasinga Rao, MRP
MRC, V V Palem, Prakasam Dist, AP
34. Pinisetty Jagadeeswara Rao, MRP
Butchayyapeta Mandal
Vishakhapatnam Dist, AP
35. Pentakota Anantha Rama Venkata Maheswara Rao
MRP
Mandal Parishad, Munagaopaka
Vishakhapatnam Dist, AP
36. G Sathyanarayana Reddy, MRP
Mandal Saroor Nagar
Ranga Rassy (Dist), AP

37. M A Kareem, AAMO (Tribal)
RVM (SSA), Nalgonda, AP
38. Biyyala Rama Rao, MRP
MRC Chillakallu
Jaggaialepet Mandal
Krishna Dist, AP
39. G Naveen Babu, MRP
MRC Guduru, Guduru Mandal
Krishna Dist, AP
40. S Gangadhar, MRP
MRC Makloor
Mandal Makloor
Nizamabad Dist, AP
41. K Bhaskar Goud, MRP
Nizamsagar, Nizamabad Dist, AP
42. K V Satya Narayana, MRP
Garidepally Mandal
Nalgonda Dist, AP
43. K Shekhar Reddy, MRP
MRC Miryalguda
Nalgonda Dist, AP