GOVERNMENT OF ANDHRA PRADESH, AMARAVATI
SCHOOL EDUCATION DEPARTMENT
Headmasters Conference on School Education Quality Initiatives

Government of Andhra Pradesh, School Education Department proposes to organize Headmasters Conference on School Education Quality Initiatives on 25th and 26th of April 2017 at The Metropolitan Hotel, Benz Circle, Vijayawada. The purpose of the workshop is to discuss and share the experiences and best practices of headmasters, best practices of other states, experts in the field of education, NGOs and Officials of Education Department in order to prepare a road map for the quality improvement of school education in Andhra Pradesh.

Sri Ganta Srinivasa Rao, Hon'ble Minister for HRD, Government of Andhra Pradesh has kindly consented to inaugurate the programme and deliver Key Note Address. The Hon'ble Minister also intended to interact with Best Performing Headmasters to know how they are successful in their practices.

The District Educational Officers in the State have been requested to identify Best Performing Headmasters @2 HMs per each MLA Constituency based on the commendable work and development made by them to the society. A total of 350 Best Performing Headmasters will attend the conference. SCERT, A.P., has taken responsibility of organizing the conference under the guidance of Commissioner of School Education, Andhra Pradesh.

Objectives of the Conference:

1. To share the experiences and documentation of best performing Headmasters.

2. To identify the gaps in the policy and practice in the existing school education and evolving probable solutions to overcome the gaps.

3. To evolve a road map for attaining quality school education theme wise as mentioned in the agenda.

Introduction:

The aims of education is to reflect the current needs and aspirations of a society as well as its lasting values and the immediate concerns of a community as well as broad human ideals. Locating the term quality in educational discourse is now a universal concern today. "Quality is somewhat problematic: like beauty, it lies in the eyes – or rather the mind of the beholder". Quality has been extensively defined by Dewney (1994) as, "meeting, exceeding and delighting customer's needs and expectations with the recognition that these needs and desires will change over time." The belief that quality goes with privilege is clearly contradicting with vision of participatory democracy that India upholds and practices in the political sphere. Its practice in the sphere of education demands that the education available to all children in different regions and sections of society has a comparable quality. J.P. Naik describes equality, quality and quantity as the elusive triangle' of Indian education. Dealing with this metaphorical triangle requires are deeper theoretical understanding of quality in education than has been what available in schools today. United Nations educational, Scientific and Cultural Organization's (UNESCO) recently published global monitoring report which discusses systematic standards as the appropriate context of the quality debate (see *Global Monitoring Report 2006 – Literacy for Life, UNESCO, 2006*). From this point of view, the child's performance needs to be treated as an indicator of systematic quality.

The quality dimension also needs to be examined from the point of view of the experiences designed for the child in terms of knowledge and skills. Assumption about the nature of knowledge and the child's own nature shapes the school ethos and the approaches used by those who prepare the syllabi and textbooks and by teachers as well. The representation of knowledge in text books and other materials need to be viewed from the larger perspective of the challenges facing humanity and the nation today. No subject in the school curriculum can stay aloof from these larger concerns, and therefore the selection of knowledge proposed to be included in each subject area requires careful examination in terms of socio-economic and cultural conditions and goals. Quality in education includes a concern for quality of life in all its dimensions.

The views of the parents and students, quality education means "improving the quality of education invariably means raising the levels of academic performance usually measured in the test scores in the various subjects which form part of school curriculum. With reference to

education quality is a relative term and hard to define and even more difficult to measure. That is why educationists, scholars, educational policy makers and administrators do not come to same conclusion while discussing what makes good quality education or a qualitative education. However, parental aspirations for education are belied by endemic poverty and unequal social relations, and by lack of adequate provision of schooling of equitable quality. Merely providing adequate infrastructure, teaching-learning material, adequate teaching and non-teaching staff, providing conducive atmosphere in the school for learning are not sufficient requirements towards the quality education. Along with this, components of the curriculum, viz., syllabus, pedagogy, examination, affiliation and standards are also important factors need to be examined.

Keeping in view of up keeping the standards and quality education the following themes are identified to discuss in groups and a clear guidelines and road map is to be prepared to achieve quality school education in Andhra Pradesh in order to be Number one State in the Country by 2020.

1. Curriculum

2. Quality Education in Primary Schools - Learning Outcomes - Academic Monitoring / Supervision and School Complexes.

3. Headmasters School Leadership

4. Pedagogy and Classroom Practices (TLP)

5. Assessment Procedures and Issues

6. Teacher Education and Teacher Capacity Building (In-Service Trainings)

7. ICT - Optimum utilization of Digital / Virtual Classrooms

8. Physical Literacy and Co-curricular Activities

9. Community Participation

10. Professional Ethics

1. **Curriculum**

    Curriculum is the entire plan guided and implemented learning that occurs in a school. A school curriculum plan gives details of what, when and how of the teaching learning process in a particular school across the different years and phages of schooling. A.P. State has developed Curriculum Frame Work – 2011 (APSCF-2011) based on the NCF-2005 and RTE-2009. The basic aims of NCF – 2005 are i) developing independent thought and action among the students ii) Learning to response to new situations flexible and creatively. iii) Pre-disposition for participation in new democratic process and social change and iv) empowering all children to learn. The NCF-2005 is also mandated to follow constructivist pedagogy and Continuous Comprehensive Evaluation (CCE). A.P. has developed new textbooks from classes I – X and implemented in three phases. By 2014-15 new X class books were implemented. Subsequently errata work was also undertaken. In view of the state bifurcation certain chapters in Telugu are also included in IX and X classes.

    Questions for Discussion:

    1. Are the new textbooks suitable to develop expected changes among the students?

    2. Are the teachers are able to implement constructivist pedagogy in the classroom?

    3. Do the textbooks provide ample scope for the implementation CCE?

    4. Are the textbooks written to realize the objectives of NCF-2005 and APSCF-2011?

    5. Do lessons in the textbooks are suitable to the level of the students?

    6. Do the children are facing problems in following the constructivist pedagogy?

    7. Do the lessons in the textbooks are reflecting our culture and heritage?

    8. Do our textbooks able to develop values among the students?

    9. Is there any need to add our A.P. contextual lessons?

    10. Any other relevant questions may also be discussed.

2. **Quality Education in Primary Schools - Learning Outcomes – Academic Monitoring / Supervision and School Complexes.**

It is known fact that Quality of Primary Education deteriorating day by day. All the surveys ASER, ASS, NAS, SLAS, 3Rs are also proved most of the children in Primary school are not able to read and write and lack of grade specific standards. Government through SSA supporting Primary Education in all angles. Teachers are providing training to teach better in the classroom. Infrastructure, School grants, Teacher grants, School buildings, Mid-Day-Meal etc., are sanctioned to Primary Schools. There is a considerable improvement in enrolment is observed but achievement of the children is not increased.

NCERT has developed Learning Indicators / Learning Outcomes class wise and subject wise in order to take up proper teaching and evaluation to improve the quality of education. Despite of these efforts quality in Primary Education is not augmented.

Academic Monitoring is also more important for the improvement of quality teaching and learning. Unfortunately 90% of Mandal Educational Officers posts were vacant and Headmasters for high schools were acted as in-charge thereby there was a gap in academic monitoring. Government recently filled all the Mandal Educational Officers posts to improve the Academic monitoring and supervision.

School Complexes are established under SSA by appointing Headmasters of High Schools as a Monitoring Officer is support to Primary Schools.

Questions for Discussion:

1. What are the reasons for poor standards in Primary Education?

2. Do all our teachers are aware of the findings of different surveys?

3. Are the initiatives of SSA are properly utilizing in Primary schools?

4. Why most of the parents sending the children to private schools?

5. Do our teachers following outcome based teaching?

6. Do our teacher aware the expected outcomes of each grade?

7. How to improve Academic Monitoring?

8. How to strengthen MEOs for better discharge of their duties?

9. Do the school complexes function as per the objectives of its establishments?

10. Do school complex headmasters properly discharging their duties and how strengthen them?

11. Any other relevant points may be discussed.

3. **Headmasters School Leadership**

SCERT, Andhra Pradesh providing Leadership training programme for Headmasters in the State Under the guidance of National Centre for School Leadership (NCSL) NUEPA, New Delhi. The School Leadership programme has been implementing from the academic year 2014-15. So far 1700 High School Headmasters were provided leadership training by the SCERT. The same programme will be extended to all the High School Headmasters and Primary School Headmasters in a phased manner in the years to come.

The broad aims of leadership development programme are (a) understanding school leadership (b) building a vision for change and development (c) understanding self, school and its development (d) transforming teaching learning process as child centered by facilitating collaborations and working in team. The main components of the programme are i) perspectives on leadership ii) self development iii) transforming teaching learning process iv) building and leading teams v) leading innovations vi) leading partnership and vii) school administration.

Questions for Discussion:

1. What is the feedback of Headmasters who undergone SLDP?

2. Is there any change in the schools of Headmasters undergone SLDP?

3. Do you feel SLDP training is a mandatory for the people who are going to promote as headmaster?

4. Do you think that before giving the promotion the eligible teachers have undergo SLDP training?

5. Do you think any other topics are to be needed to include in the existing SLDP training?

6. Is it necessary to develop a certificate course for SLD?

7. Shall be made it compulsory for Headmaster promotion?

8. Any other relevant points may be discussed

4. **Pedagogy and Classroom Practices (TLP)**

NCF – 2005 and RTE – 2009 mandated child centered, activity based, constructivist teaching methods should be followed in the classroom. These methods are progressive and beneficial to the students to learn and construct knowledge by themselves. They also lead to develop creativity, problem solving, critical thinking, analytical skills etc. All the teachers are provided orientation over a period of time on constructivism and other child centered methods of teaching through SSA and RMSA trainings. Government through SSA and RMSA provided fund for library books, lab equipment etc., for all the schools. Most of the schools are supplied with Computers, LCDs, Digital content and Internet facility for effective classroom transaction. Students should involved project works in all the subjects. But by and enlarge most of the classrooms are still running on teacher centered methods which are traditional in nature. Even Science teachers are not demonstrating / conducting experiments in the classrooms.

Questions for Discussion:

1. Why teachers are not following child centered teaching in the classroom?

2. What of the reasons for not using the constructivism in the classroom?

3. What are the reasons for not allotting project works to the students?

4. Why most of the teachers allowing the students to visit internet to do project works?

5. Why Science teachers are not performing experiments in the classroom?

6. Are the schools are supplied with sufficient library books ?

7. Are the school laboratories equipped with laboratory material?

8. Do our schools have sufficient teaching learning material for effective teaching?

9. Why library books are not properly utilized in the schools?

10. Why most of the teachers are not using ICT in their teaching?

11. Any other relevant points may be discussed.

5. Assessment Procedures and Issues

As per the NCF-2005 and RTE-2009 Continuous and Comprehensive Evaluation is implementing in School Education from class I – X. In the first phase as per the G.O. Ms. No. 60 CCE has been implemented upto VIII class and same is extended to G.O.Ms.No. 82 upto class X. As per the CCE 4 Formatives and 3 Summatives will be conducted for all the classes. During the last two years major examinations reforms are initiated to improve the quality of learning and achievement of the students studying in high schools. As a part of examination reforms Government made mandatory of Common Summative Examinations from classes VI – X. The Common Summative Question Paper are being developed by SCERT and the same paper is being used across the State. After completion of the Common Summative Examination teachers have to value the papers and upload the marks of the students online to CSE Website which is linked to CM dash board. After valuation by the teacher 5% of the answer scripts validated by the external teachers (3rd party). After uploading the marks at the State level Summative scores will be analyzed and reports will be generated the same feedback is disseminating through web reports. Another important change is that 5% weightage of marks of class VIII and IX will be carry forward to class X public examinations. Model Question Papers on the basis of CCE are developed for classes VI to X. Remedial Teaching modules are also developed for teachers and students.

Questions for Discussion:

1. What are the reasons for most of the teachers are saying CCE is difficult to implement?

2. Is there proper understanding of CCE among the teachers?

3. What are the problems in uploading the marks on to the website?

4. Is there further training requires on the implementation of CCE?

5. Is the too much labour involved in the implementation of CCE?

6. What are the advantages of CCE in terms of students?

7. Is Remedial Teaching is necessary to fill the gaps of learning?

8. What is the role to be played by the Headmaster for effective implementation of CCE?

9. How to make project works more simple and functional?

10. Do the textbooks are on par with CCE pattern of evaluation?

11. Any other relevant points may be discussed.

6. Teacher Education and Teacher Capacity Building (In-Service Trainings)

Quality Teacher Education is a pre requisite for quality school education. Quality teaching has tremendous influence on quality learning. Hence there is a need to develop the capacities of the teachers continuously to teach in the classroom in an expected way. Keeping in view of the importance thorough RMSA and SSA in-service training programmes arranging every year on need based to improve the capacities of teachers. Teachers are also provided trainings on the utilization of ICT, dealing with the CWSN children. School Education Department utilizing digital platform by establishing the digital forums to improve and strengthen the knowledge of the teachers. Teacher forums are also started with the name of KEPEX where teachers enroll, download the resources, upload the resources and write the comments raise quarries. So far 70,000 teachers are enrolled in the teacher forums. These in-services courses help the teachers to update their knowledge.

Questions for Discussion:

1. Do the teachers feel In-service training programmes are useful?

2. Is there any change in the classroom practices among the teachers after attending the particular training programmes?

3. Do the modules supplied during the training programme are useful?

4. What are the probable timings for conduct of in-service training programmes?

5. Are the in-service training programmes need to be certificate oriented?

6. Do you feel attending in-service training programmes is compulsory for award of 6/12/18 years of scales?

7. Is there necessity to establish district level / mandal level teacher training centres for continuous professional development?

8. Do the teachers feel the contents of the training programme are directly useful to the classroom teaching?

9. Do you feel there is a necessity to identify the training needs of the teachers before designing the training programme?

10. Do you feel SRGs / DRGs required to train at higher level institutions?

11. Any other relevant points may be discussed.

7. ICT - Optimum utilization of Digital / Virtual Classrooms

Information and Communication Technology have recently gained grounds well of interest it is a significant area to link with teaching learning process. Use of ICT in education become imperative, schools with sufficient ICT resources achieved better results than those that are not equipped with the ICT. There is a significant improvement on the learner performance. Teachers become more convinced that education achievements of peoples are due to good ICT use. Many people considered ICT tools are very useful and helped them in doing assignments. ICT also reduced the social disparities between people since they provide equal opportunity to gain the knowledge. Keeping in view of the advantages, Government of Andhra Pradesh introduced ICT usage in the classroom by providing computers, CDs, Digital content, Internet facility, establishment digital classrooms. Most of the schools know to some extent are using ICT initiatives. During the years to come Government is going to extend ICT facilities to all the schools in the State. Therefore, ICT can improve teaching by enhancing already practice knowledge and introducing new ways of teaching and learning. Some of the teachers have increased their usage of ICT in lessons where students looking for information on the net and use with afterwards for subject specific areas. Many teachers use ICT to support traditional learning methods in order to make the students to learn better and to clarify their doubts.

Questions for Discussion:

1. Do you think ICT usage is a necessity for the classroom teaching?
2. Do you feel it is better to extend ICT facilities to all the schools?
3. Do the teachers require training to utilize ICT in the classroom?
4. Do you feel that ICT will help the child to understand and gain more marks?
5. Do you think that ICT will have students achievements?
6. Do our rural schools need more equipment regarding the ICT?
7. Is young generation of teachers are using more ICT in the classroom?

8.   Do the schools secure digital content available locally?

9.   Do our teachers are using resources available in the website?

10.   What problems will crop up if more ICT use in the classroom?

11.   Any other relevant points may be discussed.

8. Physical Literacy and Co-curricular Activities

Physical Literacy has becomes an increasingly influential concept in the past few decades and is being woven into education, sports and recreation policy and practice particularly in Canada. The term is based on a metaphor that links movement fluency to language literacy. The use of metaphoric rather than a theoretical foundation has enabled various interpretations and redefinition of the term. Physical literacy can be described as the ability and motivation to capitalize on our motile, potential to make a significant contribution to the quality of life. As humans we are exhibit this potential, however its specific expression will be particular to the culture in which we leave and the motile capacities with which are endowed. Keeping in view of the importance of Physical Literacy with global importance Government of Andhra Pradesh introduced physical literacy in school education as a co-curricular subject in place of Physical Education. Physical literacy includes Yoga – Meditation and Health Education. Government of Andhra Pradesh entered into MOU with Canidian team headed by Pullela Gopichand. On the same line Yoga and Meditation also introduced in the school with collaboration of ISHA Foundation.

Apart from Physical Education Value Education and Life Skills, Art and Cultural Education, Work and Computer Education also introduced as co-curricular subjects for the overall personality development of the students. Proper importance also given for the assessment of Co-curricular areas and the grades obtained in these co-curricular subjects will be depicted in the marks memo.

Questions for Discussion:

1.   Are these co-curricular areas teaching is taking place in your school?

2.   What is your opinion in introducing Physical Literacy in the place of Physical Education?

3. Do you feel Yoga and Meditation will help the child in developing their personality and righteous living?

4. Do our teachers require orientation on these co-curricular areas to enhance teaching in the classroom?

5. Do you feel that there should be a separate teacher to be appointed for teaching of Co-curricular areas?

6. Do you feel that the subject teachers feel burden if they are allotted these co-curricular subjects?

7. Is the allotted periods for these co-curricular areas are sufficient?

8. Do you feel that the teacher modules require to teach co-curricular subjects?

9. Is there proper evaluation being followed to assess co-curricular areas in the school?

10. Do you feel that necessary material to be supplied for proper implementation of co-curricular subjects?

11. Any other relevant points may be discussed.

9. Community Participation

Community involvement in education facilitates the identification of community specification education issues and informs the development of strategies to remove barriers to access and quality in education within a given community. Schools are focal social institutions i.e., interestingly linked to their communities welfare and growth, sustained community participation in management of local schools, can enhance transparency and accountability in the education system and promote a sense of ownership and responsibility to positive change. Community participation can different forms ranging from parents sending the children to school to active participation related meetings, assisting with school construction and supporting teachers in achieving positive outcomes.

Government of Andhra Pradesh since the inception of SSA giving more priority for community involvement by establishing School Management Committee (SMC) as a statutory body to involve the public in school development. To that extent to activate community involvement SMC members were provided orientation on means and ways of

their participation. Similarly under RMSA School Management Development Committees (SMDC) for the community involvement in the high schools.

Questions for Discussion:

1. Are SMCs functional in Primary Schools?

2. Are SMDCs functional in High Schools?

3. Is community is really involving in school activities?

4. Are the SMC meetings are regularly as per the schedule?

5. Do teachers encourage community participation in school activity?

6. Do you get any support from community for the development of schools?

7. Do the parents visiting schools to know the performance of their children?

8. Is it required orientations to the SMCs / SMDCs on regular basis?

9. Do the community feel the ownership of the school?

10. What are different possible ways to pull the community into school activities?

11. Any other relevant points may be discussed.

10. Professional Ethics

Teaching may be regarded as a profession in its own right and one that demands a great deal professional expertise. But it is also requires its own code of ethics which may be expressed in a set of ethical principles. The teaching profession is based on the concept of teachers as experts who have assigned special task by the society. The profession demands that teacher selected to perform these tasks should demonstrate high ethical standards in all situations, even though a task may be frequently be difficult to define precisely. It is a essential for society to be able to relay on persons of this kind to exercise high level professional skills. Hence, teaches need to follow certain professional ethics such as (i) an empirical system sympathetic and courteous of all peoples without any discrimination (ii) not accept private tuitions (iii) to be friendly with parents and exchange regarding their children progress (iv) avoid speaking degradingly of students (v) behave with dignity to safeguard the profession within and outside of the school (vi) maintain healthy and cooperative relationship

with the society (vii) keep far away from adverse criticism of superiors and colleagues (viii) be loyal to the society and to the nation (ix) improve once professional competence through study, research and professional activities (x) not to accept any work which degrades teaching profession (xi) extend cooperation to collogues in all activities.

Questions for Discussion:

1. Do all our teachers are following professional ethics?

2. Is there any need to orient teachers on professional ethics?

3. Is a difficult to follow professional ethics in the modern days?

4. Is professional ethics influence the respect of the teacher in the society?

5. Do the society still accept teacher is the noble person?

6. Is teacher professional ethics have influence on the student behavior?

7. Should Government brought out any order to follow the ethics?

8. Is there a necessity to issue list of ethics to teachers?

9. Is ethics are common to all levels of teachers?

10. What should be probable means and ways to improve?

11. Any other relevant points may be discussed.