CHAPTER 9

QUALITY INDICATORS

9.1 Introduction

Discussion, dialogues and consultations at various forums related to the implementation of the scheme with various stakeholder point out towards the need of evolving an image of a quality secondary school as a follow-up of the implementation of the scheme. This may also be considered as the expectations from the scheme.

9.1.1 Indicators of Quality Secondary School under RMSA

This chapter compiles expectations and views expressed by various stakeholders at various forums for a total quality secondary school in the form of indicators pertaining to important areas of concerns e.g. curriculum, teaching-learning resources, pedagogy, etc. The chapter is divided into two sections. Section-I presents broad quality indicators in terms of what is expected from each secondary school in accordance with the emerging curricular and pedagogic perspectives. Section-II presents specific quality indicators in measurable terms for a secondary school which may help observers or a team of experts to observe the correspondence between intended transacted and achieved curriculum, which defines quality in school education. The quality indicators presented in both the sections are not exhaustive; many more indicators in both the categories may be added.

Section-I

9.2 Broad Quality Indicators
Curriculum
<u>Learner Friendly Inclusive Curriculum</u>

- Themes and content of syllabi and textbooks in all subject areas connect school knowledge with learners' day-to-day life incorporating social concerns

- Themes and content of syllabi and textbooks in all subject areas incorporate components of art and aesthetics, health and physical education, environment, peace and work and education

- Scheme of studies available in school provides each secondary stage learner to study science, mathematics, social sciences, languages, art education, health and physical education and provides adequate opportunities for developing science practical skill, pre-vocational skill and also art and sport skills

Classroom Processes

- All learners enjoy learning concepts and feel engaged in the process of acquiring/ constructing knowledge
- All learners find reflection of their contexts in the curriculum-themes/topics/texts do not appear alien to them
- All learners find glimpses of their culture and language in the curriculum
- Learners learn science adequately performing practicals/ activities and receiving other hands-on experiences in the classroom/laboratory/other curricular sites
- Each learner has access to micro scale science kit and other lab equipments
- Each learner has access to mathematics kit and other learning resource material
- Each learner receives adequate experience in the Art and Craft Room and performs activities as per his/her interest
- Each learner learn various components of art, craft, health and peace in science, maths, social sciences and languages
- All learners find opportunity to discuss with teachers various social and national concerns such as social discrimination with regard to gender and marginalized groups; unemployability; poverty, etc.
- Learners also find space in the curriculum for developing vocational skill in the area of their own interest
- All learners participate and interact
- All learners experience feeling of success as they are able to comprehend what they have learned

Teacher and Pedagogy

Teacher

- is eligible and trained for teaching secondary stage of school education
- knows content well and also keep them update on their content
- understands connectivity among curriculum, syllabus and textbooks
- is aware of the various concerns which need to be infused in the themes/topics they take up in different subject areas
- is aware of the importance of the interdisciplinarity in curriculum and often take help of their colleagues in other subject area to deal with a particular concept in his/her subject
- is regular, punctual and cooperative with the school management
- is aware of adolescent psychology and deal with learners in friendly manner

- is alert towards their professional development and take initiatives to participate not only in training programmes but also in conferences and seminars as far as possible
- understands the importance of research in the area of teaching-learning and take initiative for action researches related to problem of understanding of concepts, teaching methodology or adjustment, etc.
- is competent in assessing learners' progress in subject areas while they teach
- knows how to assess students on creativity, interest, aptitude, habits, values, etc.
- is competent in recording and reporting students' progress on various aspects of learning
- is sensitive towards environment protection and motivate students to work towards that
- is competent to use ICT for enhancing learning of their learning.
- is competent to use work as pedagogic medium for explaining various concepts taking learners either to the vocational sites outside the school or using available provision in the school

Pedagogy: Teacher

- does not use textbook as the sole source of knowledge, they use various learning material for making learners understand the essential concepts
- makes good relationship with the community members, parents and also the staff of the neighboring schools
- takes initiatives to share resources available in the community and neighbourhood schools for the benefit of learners
- keeps eye on the problems of adolescents and take initiatives to solve them either with the help of teacher counselor or counselor
- uses teaching-learning resources adequately and appropriately in the classroom, other resource rooms or laboratories to enhance learning of their students
- motivates students for the hands-on experiences
- motivates students to use library and guide students for that.
- has coordination among them and they try various innovations to improve teaching –learning such as: team teaching to take up interdisciplinary approach, cooperative learning; long duration teaching (combining two-three periods if required), etc.
- himself/herself tries to produce ICT based teaching-learning material as and when require

Learning: Learner

- asks questions for clarity, inquiry and enrichment on various concepts
- reads material other than textbooks

- takes interest working in teams and shows team spirit
- takes initiatives to do practical in innovative manners and discusses with his/her peers and teachers
- shows interest in sports and various activities organized by the school time to time
- regularly visits library and study newspapers, magazine, books pertain to his/her interests
- attains essential levels of learning of the secondary stage in different subject areas
- progresses well on other aspect such has habits, interest, creativity and values
- updates himself/herself on current affaires
- does arts and crafts and performs activities reflecting his/her progress on aesthetic experiences
- doesn't discriminate among peers
- is regular and punctual
- does projects in his/her own way reflecting creativity
- does practical to understand the concept and hence often discusses with teachers if he/she doesn't get the expected results
- participates in sports and various activities organized by the school time to time
- cooperates with teachers on CCE and understands this kind of evaluation is for his/her betterment. They don't take this as offensive.

Head Teacher/ Principal of the school and School Management

Head Teacher/ Principal of the school

- is competent to provide academic leadership along with strong administration to his/her staff
- is oriented about the emerging curricular vision of flexibility, contexuality and plurality
- is capable of providing subject – specific and pedagogy related inputs
- is informed about the emerging curricular vision hence do not create obstacle towards teaching-learning with new approaches
- is alert for the infrastructural needs of the school and hence make in-time provision for the same
- is proficient in language and communication
- is cooperative towards staff and students and also sensitive to their problems
- is positive towards innovation and provides every support for innovation to happen
- provides academic guidance and support for the action researches
- is not rigid about time table practices and syllabus completion, rather concerned with learners' learning progress in all the areas

- is informed about the goals of USE and various schemes subsume under RMSA related to equity and other concerns

School Management: School Principal
- cooperates teachers for realizing this vision in the classroom processes
- provides guidance to every teacher for enhancing learners' participation in the classroom
- has good relations with the community and neighbourhood schools and take initiative for the sharing of resources
- provides every teachers required teaching-learning material timely and update libraries with new arrivals
- has good relationship with all the staffs and is sensitive towards their problem
- motivates teachers for their professional development
- provides autonomy to teachers to design classroom teaching-learning in her own way and also discuss with the impact of the tried design
- maintains good relationship with functionaries at district and state level
- takes initiatives to arrange provisions from these scheme if needed for the school by requesting district level and state level functionaries
- cooperates teachers for innovation and also for organising exhibition, tour, etc. to give learners exposure of other curricular sites
- ensures timely availability of curricular and other teaching-learning material to all students and teachers
- takes initiatives to enhance relationships with community and neighbourhood schools and also support and seek support for the sharing of resources
- cares about teachers' punctuality and regularity and often provides constructive feedback in case of any problem with the teacher
- maintains the infrastructure with regard to classrooms, art and craft room, laboratories etc. and takes immediate measure in case of need of repair or other maintenance
- keeps records and reports update and manages required funds in-time
- allows flexible school calendar and time-table system to provide autonomy to teachers to design teaching-learning process for the better learning by all the learners
- provides autonomy to teachers for teaching-learning and innovation related to curriculum and pedagogy
- disseminates and shares good practices of the school with other schools in the neighbourhood and also with district level functionaries and appreciate teacher or team of teachers responsible for the same
- takes initiative to build the environment in the community for sending their children for secondary and higher secondary education
- appreciates her/his staff and provides constructive feedback if required

Continuous and Comprehensive Evaluation

- School follows CCE tuned with the school's own context and implementable from the point of view of time available to teachers
- The scheme has in-built accountability and transparency for the internal assessment with system of check and verification at various levels i.e. student's self assessment, learner's portfolio, peer assessment, assessment by the concerned teacher and random check by the school principle and also the feedback from the parents.
- Adequate care is taken under the scheme for monitoring learner's learning progress on various aspects and bringing all the learners at the essential levels of learning for both the cases – board examination or leaving school in case of no board exam.

Section II

9.3   Specific Quality Indicators for a secondary school

Infrastructure and other resources

Each Secondary School should have:

- Adequate no. of classrooms, art and craft room, integrated science laboratory, mathematics laboratory, library cum ICT room, availability of clean toilets, clean water and electricity as per norms set by for KVs
- sport field and sport materials for adolescents either in the school premises or in the community
- seven trained graduate teachers belonging to subject areas such English, Hindi/Regional Language, Science, Mathematics, Social Sciences, Art Education and Health and Physical Education and also a head teacher or principal.
- one lab attendant, computer professional, one clerk and one peon
- Teacher –Pupil ratio of 1: 35
- Library and laboratories equipped with required books and equipments.
- Provision of immediate aid in case of injury, etc.

School Planning and Management

1. Availability of School Annual Calendar and Institutional Plan in Every School
2. Availability of School, Classroom and Teacher Time Table in every school
3. Preparation of Time Table in consultation with all the teachers and also students representatives
4. 200 working days as suggested in the National Curriculum Framework-2005

5. 6 hours allotted as instructional time not to be compromised in any way
6. Equal distribution of time to each and every curricular area including Art Education, Health and Physical Education, in the time table
7. Proportionate allocation of time for science practical and library periods in the time table
8. Regular display of Art and Craft material prepared by students in Art and Craft period
9. Conduct of Morning Assembly (daily)
10. Consultation of learners (students' representatives) for planning and organising school events or activities (Sports Day, Health Check-up, Summative Evaluation, School Visit, Exhibition, etc.)
11. Regular meetings of SDMC members on improving teaching-learning practices in schools
12. Heterogeneous learner population in class (adequate representation of learners from diverse background in every secondary stage class)
13. Availability of Guidance and Counselling Services
14. Regular Weekly meeting among teachers for:

   - Increasing interdisciplinarity across subject areas (planning for team teaching and activities to enhance learners' participation and progress)
   - Discussing learners' difficulties (identified during classroom teaching-learning) in different subject areas , the area of adjustment or problems related to adolescent stage and planning to solve these

15. Regular Fortnightly meeting of Principal with teachers to discuss the progress of learners in various subject areas; regular utilization of library, art and craft room, science laboratories; arrangement of periods in case of teachers going for training or leave; organization of counseling sessions, lectures of resource person (artisan) from the community; arrangement of interaction of teachers with mentors , etc.
16. Regular monthly meeting of school principal and secondary stage learners (Representatives on rotation basis) to directly know their academic as well as other problems
17. 90-100% daily student attendance
18. Regular and Punctual teachers

Teaching –learning resources

1. Availability of Syllabi and Textbooks (revised in accordance with the emerging curricular and pedagogic perspectives) and

teachers' guide with every secondary stage teacher and school principal/headmaster

2. Availability of curricular material on dealing with the diverse need of learners at secondary stage (e.g. modules on 'how to enhance learning progress', 'how to engage every learner in the classroom, 'CCE') and also adequate forms and performae for recording CCE with every secondary stage teacher

3. Availability of syllabi and textbooks with every secondary stage student

4. Availability of supplementary reading material in all subject areas including Arts and Health, atlas, dictionaries, encyclopedia, newspaper, magazines, audio-video programmes for the secondary stage learners in the school library/class/learning resource room

5. Availability of Micro Science Laboratory Kit and mathematics kit in secondary schools

Curriculum transaction

1. Teachers use multiple approaches for transacting the curriculum- well planned activities(learning by doing), challenging task (problem-solving), group discussions using various teaching learning material

2. Regular use Science and mathematics kits/ atlases and dictionaries in the classrooms by teachers and students

3. Conduct of Activities providing opportunities to learners for improvement of communication skill, showing their talent, decision making/planning about any school activity in the morning assembly

4. Conduct of Exhibitions (Science/Mathematics/ Arts and Crafts) inviting neighborhood schools

5. Conduct of sessions(inviting artisans or other expert) /visits to vocational sites/ training (short duration) for learners for developing pre-vocational skills (twice a year- prior planning to be done in the beginning of academic session)

6. Conduct of periods for art education(drawing/painting/ music/ dance/drama) and Physical Education regularly (as per the distribution in the time table)

Learners' progress in all the areas

1. Successful completion of essential levels of learning in all the subject areas as reflected in teachers' formative evaluation record and learner's portfolio

2. Learners' projects in science /mathematics/social sciences/ languages/ environmental concerns and other curricular

areas displayed in the classroom or any room suitable for display
3. Participation of learners in sports event organized at district/ state/national levels
4. Participation of learners in Science Exhibition organized at district/ state/national levels
5. Participation of learners in literary activities organized at district/ state/national levels

Teacher Professional Development

1. Participation of teachers in seminars/conferences organized at district/state/national levels
2. Participation of each secondary stage teacher in regular training programmes
3. Induction training of newly recruited teacher
4. Training of School Principal in the area of school management