

**PROCEEDINGS OF THE STATE PROJECT DIRECTOR, RAJIV VIDYA
MISSION(SSA), ANDHRA PRADESH, HYDERABAD**

Present: Smt. V. Usha Rani, IAS.,

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Sub : RVM (SSA), A. P., Hyderabad – Pedagogy Wing – Guidelines to identify the best practices in Schools – Follow up action by MRGs in Model School – Included guidelines to AMOs - Reg

All the District Educational Officers and the Project Officers of RVM (SSA) in the State are informed that a ‘Quality Learning Enhancement Programme’ has been chalked out.

The aim is to build democratic classrooms in every school in the state. The DEOs and P.Os of RVM (SSA) are requested to take initiation so as to enable the AMOs of RVM (SSA) to communicate the concept of ‘Quality Learning Enhancement Programme’ to all schools and MRGs.

Further is it informed that a careful observance, it is decided to identify the best practices in every school of the concerned districts and the tasks as follows

- Identify the MRGs who are working up-to-the mark and their best practices.
- Documentation of the exemplary and effective practices.
- Dissemination of the better practices to other teachers and schools.

This has got the approval of the State Project Director.

Encl: 1) A Roadmap on QLEP
2) Guidelines

Sd/- M V Rajyalakshmi,
For State Project Director.

To
All the District Educational Officers in the State.
All the Project Officers of RVM (SSA) in the State.

A ROAD MAP ON QUALITY LEARNING ENHANCEMENT PROGRAMME

Elementary Education in Andhra Pradesh – A Vision

“Creating democratic and attractive classrooms ensuring freedom from fear, anxiety and discrimination, with total participation of children, interesting and thought provoking learning activities; teachers playing the role of facilitators, continuous and comprehensive assessment of children’s performance, dynamic community participation, effective onsite support to the teachers for an all-round development of children”.

Rajiv Vidya Mission, A. P., Hyderabad realized the multi dimensional efforts to be taken up to bring quality improvement in the learner achievement. The result of this has led to conceptualization of “Learning Enhancement Programme (LEP)” in Andhra Pradesh and the same is being implemented in the schools in the State from the year 2009-10. LEP programme is being implemented as follows:

LEARNING ENHANCEMENT PROGRAMME

Learning Enhancement Programme (LEP) is a comprehensive programme. It aims at bringing about qualitative changes in children at elementary level with a robust frame work touching the critical academic areas of the elementary education as they are...

1. ensuring children to achieve Class specific, subject specific essential learning competencies, attainment of Expected outcomes (as per Academic Standards prepared by SCERT).
2. improved Teaching Learning Processes through 100% utilization of learning time and engagement of children by Time-on-task.
3. improved Assessment Procedures which are based on specific Academic standards, by adopting different means such as Oral & Written, Performance, pupil products, child portfolios, projects, teachers observation in harmony with Continuous Comprehensive Evaluation (Formative and Summative) procedures.

4. setting Performance Indicators for Institutions and Individuals making Teacher and Head Master accountable with role clarity and increasing transparency in the system.
5. improved participation of parents by making a SMCs is functional and vibrant. The community participates in school matters, demonstration of the performance of the children to SMC members.

All the states are focusing on Pedagogical changes based on a national framework and the roadmap of MHRD. The focus is on

1. Objectives and Learning Indicators;
2. Methodology of assessing learner achievement; and
3. The pedagogic measures to be taken up to achieve the learning objectives.

According to the 18th JRM recommendations, we have developed a road map on quality education in Andhra Pradesh to build a democratic classroom based on

- Collaborative teaching learning strategies
- Discussion centered classrooms
- Respect and protection of Child Rights as a part of School Ethos

As suggested by MHRD, on the pedagogical changes on hand, it is essential to modify the Learning Enhancement Programme to Quality Learning Enhancement Programme. It is the need of the hour to design a road map for Quality Education in Andhra Pradesh by implementing the following

Road Map for quality education in Andhra Pradesh

1. Academic Standards – Revised textbooks developed by SCERT
2. Learning Indicators - Designed by SCERT
3. Implementation of Continuous Comprehensive Evaluation
4. Quality Learning Enhancement Programme
5. Pedagogical measures
6. Monitoring

1) Academic Standards

- ❖ SCERT, A.P., Hyderabad (the State Academic Authority) has developed class-wise and subject-wise academic standards and designed the revised textbooks accordingly. The books are child centred, activity based, project oriented and promotes self learning. The revised textbooks are introduced from Classes I to IX by the 2013-14.

2) Learning Indicators

SCERT has designed class-wise and subject-wise learning indicators to attain prescribed academic standards by children.

3) Continuous Comprehensive Evaluation (CCE)

The CCE is designed by SCERT and introduced in all schools during 2013 – 14 based on the academic standards to assess children continuously through formative and summative tests.

4) Quality Learning Enhancement Programme – 12 Academic Aspects

1. ensuring children to achieve Class specific, subject specific essential learning competencies, attainment of Expected outcomes (as per Academic Standards prepared by SCERT).
2. improved Teaching Learning Processes through 100% utilization of learning time and engagement of children by Time-on-task.
3. improved Assessment Procedures which are based on specific Academic standards, by adopting different means such as Oral & Written, Performance, pupil products, child portfolios, projects, teachers observation in harmony with Continuous Comprehensive Evaluation (Formative and Summative) procedures.
4. setting Performance Indicators for Institutions and Individuals making Teacher and Head Master accountable with role clarity and increasing transparency in the system.

5. improved participation of parents by making SMCs is functional and vibrant. The community participates in school matters, demonstration of the performance of the children to SMC members.
6. subject forums at different levels are formed. In this direction RVM (SSA) has launch Mathematics Forum at state level.
7. academic activities such as Wall Magazine, School Postbox, Honesty Box, Children Clubs, Children Diary etc., and innovative activities such as Weather Station, Compost Pit, Free Plastic zone, Talent Search Activities in the schools etc are being implemented.
8. all important national and international festivals are celebrated in all the schools.
9. an innovative programme known as READ programme is being implemented to develop reading habits among the children using the children literature available in the school. One period is provided in the school time-table for reading.
10. implementation of inclusive practices – to achieve equity & equality in the classrooms capacity building programmes such as orientations and trainings were conducted for teachers. Model School concept is developed for implementation of the inclusive practices and to improve teaching learning outcomes.
11. School Leadership Development Programme was conducted for effective implementation of school leadership practices and to enhance the school and class leadership among the teachers and stakeholders.
12. Monitoring – State Level, District Level and Mandal Level Monitoring Teams are constituted for conducting Academic Monitoring in the state.

5) Pedagogical Measures

Recommendations of 18th JRM are being implemented towards pedagogical measures as follows

- ❖ Training programmes in two levels are designed (State and Block level) instead of three levels.
- ❖ District Academic committees are established to select the Resource Persons at district level for conducting trainings. The committee has selected a group of team experts @ 12 R.Ps for each subject.
- ❖ Participatory approach through hands on experience is practiced in all the training programmes at state and block (Mandal) level.
- ❖ The concept of the training programmes and trainers packages are based on revised textbooks of IV & V classes and Continuous Comprehensive Evaluation.
- ❖ The total methodology of the training is child centred approach making the teacher acting as a facilitator.
- ❖ The methodology of the teaching is designed enabling divergent thinking by children, project orientation, activity based and self learning.

6) Monitoring - The monitoring mechanism is designed at three levels i.e., State, District and Mandal levels. The quality monitoring tools suggested by NCERT are modified and communicated to all the districts to collect the data on quarterly basis and to enhance the academic monitoring to improve the quality of education.

Rajiv Vidya Mission (SSA), A. P., Hyderabad. Guidelines to identify the best practices in schools

In view of the realization of quality improvement in the learner's achievement, we have led to a conceptualization of "Quality Learning Enhancement Programme". To identify the Quality Improvement and the best practices in various areas, the following activities are recommended as road map to be follow-up by all MRGs in Model Schools and all the teachers in the schools to build democratic classrooms.

- Follow the Academic Standards mentioned in the textbooks from Classes I to VIII
- Attaining the learning indicators prescribed to achieve the academic standards in these textbooks
- Assessing the children continuously through formative and summative tests as a part of CCE evaluation.
- Ensuring children to achieve learning competencies and attainment of expected outcomes.
- 100% utilization of learning time through time-on-task.
- Vibrant participation of parents and community in school matters
- Identification and documentation of exemplary and effective practices in the school Dissemination of the best practices to other teachers and schools.
- The documentation need should be forwarded to the pedagogy department of SPO to help us to visit the particular school (should reach to SPOs office on or before 20th September, 2013).
- Every teacher and M R G go through the concept Road map of quality education once, to understand the parameters of quality education to implement in the class room process.
- Academic or innovative activities have to be implemented as one of the best practice in your school.

GUIDELINES TO A M Os':

- Communicate the concept note to all the schools and MRGs .
- Identification of best practices in the schools of the concerned district shall be completed by 15th September
- Collect the above best practices of different schools, consolidate, and submit the details along with the report to S P O office by 20th September.
- As per the reports of the DPO, action will be followed at SPO Office.