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GOVERNMENT OF ASSAM

Handbook for Education Officers for Improving Quality of School Education

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Developed by

State Council of Educational Research and Training (SCERT), Assam

Kahilipara, Guwahati – 781019

2024

From the Desk of Director

Attaining quality of education is the sole purpose of each of the education policies in India. In this endeavour, efforts have been made at all levels through various schemes and interventions in the school education system, such as – FLN (NIPUN AXOM), ECCE, etc. However, the desired outcomes are yet to be achieved in the school education due to many challenges at the grassroot level faced during the time of implementation.

Monitoring and supportive supervision is one of the important areas which plays a crucial role in achieving quality educational outcomes. To this end, it is essential for the education officers to monitor, obtain feedback and extend supportive guidance to the schools through regular field visits to ensure that appropriate pedagogy, teaching learning materials, assessment methods, etc. are used in the schools. Quality monitoring and supervision will not only ensure proper implementation of the interventions, but also will enable schools to create conducive teaching learning environment.

This Handbook for *Education Officers for Improving Quality of School Education*, which covers some of the key areas embedded with suggested observation tool – is expected to help the education officers to observe the school activities in a scientific manner and ensure effective implementation of prescribed and innovative interventions to ascertain quality school education in the state.

Best wishes,

(Dr. Nirada Devi)
Director, SCERT, Assam

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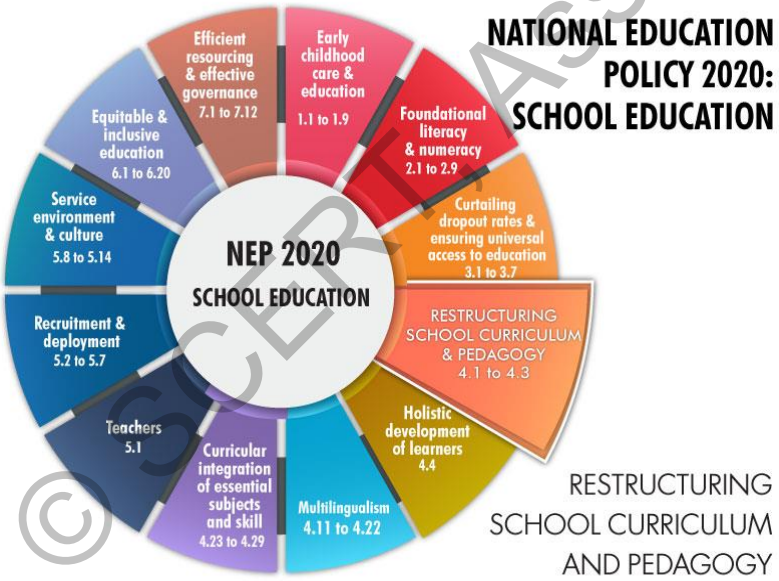
INTRODUCTION

Transformation of School Education in the light of NEP 2020

NEP 2020 is the first education policy of the 21St century and which replaces the thirty-four-year-old National Policy on Education (NPE), 1986. It aims to transform India into a vibrant knowledge society and global knowledge superpower by making school education more holistic, flexible, multidisciplinary, and suited to 21st century needs. It aims to bring out the unique capabilities of each student. It proposes various reforms in school education as well as higher education.

The transformation of school education, as visualized in NEP 2020, can be depicted as below:



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In light of the above, efforts are being made to achieve quality of education in the schools through support from various stakeholders, for which some key areas have been identified and emphasized for intervention in this handbook.

Key Area – 1: Quality Improvement of School Education

Objective: The Education Officers will be able to understand about different dimensions/parameters of quality education in school system.

Sl. No.	Content/ Topic	Details	Role of Education Officers
1	Quality Education	A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies, and enhance individual well-being. In a nutshell, quality education means the holistic development of child. It also ensures that every student receives comprehensive support regardless of their background.	Education Officers will have to ensure: • each of the children/ students are enrolled in schools at age-appropriate grades, and retain till completion of school education. • Children develop in all five domains, *i.e.* physical & motor, cognitive, socio-emotional, language & communication and creative art & aesthetic appreciation. • students' regular attendance through certain mechanisms. • analysis of various parameters/ indicators.
2	Indicators of quality education	Quality education can be assessed using various indicators, as given below: 1. Students learning outcome. 2.Up-to-date curriculum and design aligned with the needs of society and job market, 3.Well-equipped and planned pedagogic strategies adopted by the teaching fraternity. 4. Professionally trained teachers. 5. Infrastructure and resources. 6. Continuous students support services, like counselling and guidance along with tutoring on academic assistance programme. 7. Inclusivity and Diversity.	Education Officer should strive for achieving these quality parameters by using structured tools.

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<table>
<tr><td></td><td></td><td>8. Feedback and Assessment.
9. Research and Innovation.
10. Graduation Rate.
11. Accreditation and Accountability.
12. Community Engagement.
13. Resource Mobilization.</td><td></td></tr>
<tr><td>3</td><td>Existing status of achievement of school children.</td><td>Achievement of Learning Outcomes as per NAS-2021
<table><tr><th>Class</th><th>Subject</th><th>Below Basic + Basic</th></tr><tr><td>3</td><td>Language
Mathematics
EVS</td><td>58%
52%
51%</td></tr><tr><td>5</td><td>Language
Mathematics
EVS</td><td>55%
70%
55%</td></tr><tr><td>8</td><td>Language
Mathematics
EVS
Social Science</td><td>75%
72%
75%
78%</td></tr></table>(Source: Training Module on NAS 2021, SCERT, Assam, Page 5, 6, 7)</td><td>Education Officers will ensure that each of the CRCCs analyses the NAS report and identify the grey areas.
Thereafter, appropriate strategies should be developed to address the learning gaps of the students.</td></tr>
<tr><td>4</td><td>Strategies to improve the existing scenario of the schools</td><td>As a vibrant stakeholder, the following strategies can be initiated:
1. Regular visit of classroom and try to diagnose the school environment.
2. Identify the strengths/ weakness of learning areas.
3. Jot down the strategies adopted while transacting a lesson.
4. Prepare a checklist on the entire school activities/ culture that means about the school culture of the schools.
5. Examine the role and responsibilities of the Head Teacher.</td><td>Education Officers should initiate these strategies and should implement effectively with true spirit.

Based on the findings, schools should be given need-based guidance and support.</td></tr>
</table>

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Key Area 2: Development of Conducive School Culture with focus on NEP 2020

Objective: The Education Officers will be able to understand and appreciate:

- The concept of conducive school culture.
- What makes conducive school culture as indispensable at present day education scenario.
- Elements of conducive school culture.

Sl. No.	Content/ Topic	Details	Role of Education Officers
1	School culture	'School culture' refers to the set of norms, beliefs, perceptions, relationships, attitudes, written and unwritten that influences and shape school's functions in all aspects. Main focus of a school culture is creation of a dynamic learning space that ensures student's involvement, development of mutual trust, and respect amongst teacher and taught and sharing ideas and experiences as a form of learning.	Education Officers should ensure that each of the schools maintains good school culture, wherein students can learn joyfully without any biases. Reflections of good school culture will be visible through – morning assembly, time-table, attendance, celebration of important days, PTMs, classroom arrangements & management, conduct of co-scholastic activities, record keeping, health & hygiene, students' learning achievements, etc.
2	Why conducive school culture is important?	Conducive school culture enables both the students and teachers to better utilize the classroom to facilitate the teaching- learning process. Conducive school culture involves a quite space for students to study and have discussions, a fun corner where students can play games, share stories having some value, scope for some art for	Education Officers will create a conducive teaching learning environment by extending all necessary support to the school and by striving for the welfare measures of the teachers. Mental health & wellness of the students and teachers must be ensured at all levels.

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		growing creative mind which leads to high completion rate and high achievement of learners.	
3	Elements of conducive school culture as per NEP-2020	To ensure that teachers and students- irrespective of genders and children with disabilities, receive: • a safe, non-violent, inclusive, and effective learning environment • are comfortable and inspired to teach and learn in their schools. • adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces conducive to learning, electricity, computing devices, and the internet, library, sports, and recreational resources.	Education Officers will work on the following areas and try to ensure regular practice in all the schools: • Creation of meaningful parent involvement • Responsibility of Success • Nurturing Environment • Clear Mission and Vision • Positive Relationships • Inclusive Practices • Safe and Supportive Environment • Supportive Learning Environment • Values and Beliefs • Rituals and Traditions • Symbols and Artefacts • Assumptions and Norms • Language and Communication

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Key Area 3: Transformation of school education, 21st century skill, pedagogies, ICT integrated learning, FLN, ECCE, NIPUN Axom.

Objective: The Education Officers will be able to appreciate and understand-

- The pedagogical and curricular changes brought about for quality of school education.

Sl. No.	Content/ Topic	Details	Role of Education Officers
1	Holistic development	NEP2020 advocates for holistic development of children, which refers to the overall development i.e. physical, cognitive, socio-emtional, language & communication and creative art & aesthetic appreciation. It helps to develop all the developmental domains and to assess competencies related to the developmental domains and brings the development of different levels for the learners.	Education Officers will ensure that the teachers at the foundational stage work on each of the children for the development of all the five domains. The learning outcomes can be observed through school visits and interaction with the children.
2	Early Childhood Care and Education (ECCE)	• NEP 2020 aims to achieve universal provisioning of quality early childhood development, care and education by 2030. • The new structure of school education, i.e. 5+3+3+4, is a strong base for early childhood care &education (ECCE) from age 3.	Education Officers will ensure that teachers of the foundational stage are well-trained to deal with the children at the foundational stage with appropriate pedagogy and play & learning materials (PLMs). Special focus should be given to deal with the children with special needs (CWSN).

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		• The overall aim of Early Childhood Care and Education (ECCE) is to attain optimal outcomes in the domains of physical & motor, cognitive, socio-emtional, language & communication and creative art & aesthetic appreciation, with special focus on the development of language, literacy and numeracy. • The new policy focuses on the foundational education which will create a strong base for children from the age of 3. • The first five years of schooling will comprise the foundational stage including three years of pre-primary school as well as classes 1 & 2.	
3	FLN Mission	The aim of this mission is to: • create conducive learning environment, so that every child achieves foundational literacy and numeracy skills by the end of class 3 (between the ages of 3 to 9 years) by the year **2026-27.** • ensure a continuum from pre-school to early grades so that Children complete primary education with grade appropriate learning and required socio-cognitive skills to successfully transition from primary to elementary to secondary education. • create an enabling environment in the education system for attainment of FLN from pre-schools to grade-3 for children aged 3-9 years by 2027.	Education Officers must strive for: • achieving the target of FLN by ensuring effective implementation of each and every activity under FLN Mission. • mandatory use of FLN kits in the schools.

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Learning targets by the mission:

Langauge

Math

Balvatika	Class 1	Class 2	Class 3
- Recognizes letters and corresponding sounds - Reads simple words comprising of at least 2 to 3 alphabets	Reads small sentences consisting of at least 4-5 simple words in an age-appropriate unknown text.	Read with meaning 45-60 words per minute from an age-appropriate unknown text.	Read with meaning at least 60 words per minute from an age-appropriate Unknown text.
- Recognizes & reads numerals up to 10. -Arranges numbers/objects/shapes/occurrence of events in a sequence	- Read & write numbers up to 99 -Perform simple addition and subtraction events in a sequence	- Read & write numbers up to 999 - Subtract numbers up to 99 /shapes/occurrence of events in a sequence	- Read & write numbers up to 9999 - Solve simple multiplication problems

A schematic representation of FLN:

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4	Implementation of FLN in the school	The following have been implemented under FLN Mission (NIPUN AXOM): • Learning Materials (Charts, cards, Teachers' Manual, Reading Books, grids, Big Books, conversation charts, Word cards, etc.) of class-I to III) in seven mediums (Assamese, Bodo, Bengali, Hindi, Manipuri, Garo and Hmar) developed by SCERT with support from SRGs. • English Handwriting Practice Book (Grade-1 to 3) prepared. • Translation, Printing, distribution and display of pledge, poster of Learning Outcomes, Developmental goals and Logo of NIPUN AXOM(FLN) are done. • 4-day Zonal Level Capacity Building of Master Trainers on NIPUN AXOM (total 6 zones) covering 580 Master Trainers. • 4-day Non-residential Block Level Training for Resource Persons (RPs: 9218). • 4-day Non-residential Cluster Level Training for Teachers (Teachers: 97,098) on NIPUN AXOM. • Orientation of Teachers on NIPUN AXOM (FLN) in the monthly cluster level orientation programme: 1,06,779 teachers. • 4-day State Level Training Programme for Human Resources (34 no.) of SPMU & DPMU. • Distribution of FLN kits to all the schools.	Education Officers will: • observe the availability of learning materials and practice books. • ensure use of the materials in schools by the teachers and students. • check and ensure the proper display of pledge, posters or learning outcomes, developmental goals, etc.
	Assessment and record keeping of FLN activities.	FLN activities of the children are to be assessed on their learning outcomes (based on five domains of development) and the records of such assessments are to be kept carefully. These records are to be used in future observations of the children.	Record keeping of assessment and FLN activities must be ensured by Education Officers.

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	Pedagogies emphasized in NEP 2020	• The pedagogies emphasized in NEP 2020 are - art-integrated pedagogy, sports-integrated pedagogy, story-telling pedagogy and toy-based pedagogy (para4.6). • To achieve the learning outcomes of the learner's, classroom transaction will be shifted towards competency-based learning.	• Education Officer should be aware of different pedagogies and observe whether teachers are using these pedagogies in their day-to-day classroom transactions. • Model demo-classes are to be taken by the CRCCs from time to time in the schools, using all of the NEP recommended pedagogies – which are to be ensured by Education Officers.
5	ICT integration	Integration of ICT in the teaching learning process makes the learning easy and interesting.	Education Officer must ensure use of: • ICT tools (such as – computer, vision board, projector, tablets, etc.) provided to the schools. • QR code/ energized textbooks by teachers and students. • digital platforms like DIKSHA, PM-e vidya channel, SWAYAM, etc. and tools like Google form, menti-meter, padlet, kahoot etc.

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6	Building 21st century skill in students	The NEP 2020 has focused on the need to develop **21st Century skills –** such as collaboration, creative thinking and communication, problem solving, digital literacy, life skills, etc.	• Education Officers should ensure amongst teachers that they also work on developing 21st century skills within students. • Teachers are to be encouraged to use innovative approaches for inculcating these values/skills while carrying out all activities.

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Key Area – 4: Assessment in School Education

Objective: The main objectives of assessment are to:

- create a common understanding on assessment, present assessment system in the school education sector and its linkage with record keeping and reporting.
- familiarize Education Officers with the recommendations of NEP 2020 and NCF FS 2022 and NCF SE 2023.
- familiarize Education Officers with the assessments conducted at national and state level (NAS, FLS, Gunotsav, etc.) and its objectives.

Sl. No.	Content/Topic	Details	Role of Education Officer
1	Importance of assessment in school.	• Assessment is an integral part of teaching learning process. It is used to understand the condition or status and ability of a child. • Assessment being process oriented, it helps in finding out what learning, changes and progress takes place in the child over a period of time. • Through assessment the individual needs and requirement of the child is identified by gathering evidences through tests, observations, interviews, portfolios, etc. to improve teaching and learning. • Both Formative Assessment and Summative Assessment are included in the present system. • In Assam, Holistic Progress Card for different stages have been developed in the line with NCERT and introduced in schools.	• Education Officers should monitor assessment process in the schools regularly. • Assessment at ECCE stage has certain methods, such as – observation, portfolio, anecdotal records, event sampling, etc. and these are to be ensured by Education Officers. • Proper implementation of Holistic Progress Card must be ensured in each school.

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2	Recommendations of NEP 2020, NCF FS 2022 and NCF SE 2023 on assessment	• NEP 2020 emphasizes on formative assessment rather than summative assessment. • The assessment "as", "of", and "for" will be aligned with the learning outcomes and competency.	Capacity building of CRCCs/ teachers on designing learning outcome-based and competency-based assessment tools should be facilitated by the Education Officers with support from DIETs. All the recommended methods of assessment must be ensured in all the schools at all levels by the Education Officer.
3	Assessments conducted at national and state level • National Achievement Survey (NAS) • Foundational Learning Study (FLS) • Gunotsav	• National Achievement Survey (NAS) is an educational survey on School Education undertaken by the Ministry of Education, Government of India. • It is conducted to know the health of education system and learning achievement of students of Classes 3, 5, 8 and 10 studying in State Govt. schools, Govt. Aided schools, Private Unaided and Central Govt. • FLS aims to benchmark Foundational Literacy and Numeracy (FLN).It is a large-scale Foundational Learning Study (FLS) amongst Grade 3 that has been undertaken by National Council of Educational Research and Training (NCERT) in March 2022. • The Study sample included state government schools, government aided schools, private recognized and central government schools.	Education Officer must ensure that all the schools are ready to perform well in NAS, FLS, Gunotsav, etc. through timely and appropriate interventions. As the part of post assessment initiatives, Education Officer should ensure that the teachers analyse the reports/ results and identify the learning gaps of the students. Accordingly, appropriate strategies/ remedial measures must be devised to deal with the issues.

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		Gunotsav: It is a state Government initiative for improvement of quality of school education. The four core areas viz. Scholastic (learning outcomes of children), Co-scholastic, Infrastructure and community participation are evaluated in Gunotsav exercise. Schools are graded as A+, A, B, C and D on the basis of performance (90% on Scholastic, 5% each on Co-scholastic & other areas and Community Participation & Contributions). This exercise helps in identifying the learning gaps and ensuring taking appropriate remedial measures for attaining grade specific learning outcomes by all children. Considering the importance of Gunotsav exercise, Govt. has already been issued notification regarding incorporation of schedule of Gunotsav in Academic Calendar of the school.	

Note: All the above prescribed activities must be personally monitored by the Education Officers through regular school visits. Whenever it is not possible for the Education Officer to personally visit schools, then he/ she might ensure the prescribed activities in the schools through some evidences like – photographs, videos, documents, etc.

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References:

1. *National Education Policy 2020*, MHRD, New Delhi, Government of India.
2. *National Curriculum Framework for Foundational Stage (NCF-FS)*, 2022, NCERT, New Delhi
3. *Training Manual for Special Orientation Programme for Primary School Teachers (SOPT)*, National Council for Educational Research and Training, 1995
4. *Training and Resource Material (Health and Wellness of School-Going Children)* developed by NCERT, New Delhi in collaboration with MHRD and MHFW, Government of India, under the aegis of school health programme of Ayushman Bharat, 2020.
5. *Short-term Teacher Training Module for Secondary School Teachers of Assam on Assamese Language*, SCERT, Assam, 2020.
6. *Resource book for Teachers Training of Primary School Teacher (2022-2023), SCERT, Assam*, based on National Achievement Survey Report, 2021.
7. https://qcmr-1.itrcweb.org>2-quality-concepts
8. https://nas.education.gov.in/home
9. https://nas.gov.in/report-card/2021
10. https://nipunbharat.education.gov.in/fls/RCard.aspx

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Annexure – I

Suggestive Observation Tool for Education Officers (during school visits)

1. (a) Name of the school: (b) Category of schools (LP/ME/HIGH/HS):
2. UDISE + code:
3. (a) Name of the Block/cluster: (b) Name of district:
4. Medium of instruction:
5. (a) Total numbers of Teachers: (b) Total number of students:
6. Last Gunotsav Result of the School (Grade):
7. Total number of trained teachers (B.Ed, D.El.Ed, Others):

B.Ed	D.El.Ed	Others (Please specify)

Student Enrolment:

Class	Boys	Girls	Total	Class	Boys	Girls	Total
Class 1				Class 6			
Class 2				Class 7			
Class 3				Class 8			
Class 4				Class 9			
Class 5				Class 10			

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Activities to be observed:

Sl. No.	Indicators	Remarks
A	**Display Materials**	
1	Availability of Academic calendar	
2	Teachers' awareness on Academic calendar	
3	Activities as per academic calendar (month wise)	
4	Display of learning outcomes in each school	
5	Teachers' awareness on learning outcomes	
6	Students' awareness on learning outcomes	
7	Display of teaching learning materials (TLMs) *Ref. Low Cost/No Cost/ Waste Materials*	
8	TLMs developed by teachers for classes and subject *Ref. Low Cost/No Cost/ Waste Materials*	
9	Types of TLMs developed by teachers	
10	Display of important contact numbers	
11	Teachers' Profile	
B	**Morning Assembly**	
1	Whether morning assembly conducted regularly on time by the teacher	
2	Types of activities performed in the morning assembly	
3	Participation of teachers and students in the morning assembly	
C	**ICT initiatives**	
1	Any ICT initiatives taken up by the school	
2	Use of DIKSHA platform and energized textbooks	

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3	Whether a teacher is entrusted for ICT lab, smart, class, etc.	
4	Whether students get opportunity to use the ICT lab, smart class, tele education, etc.	
D	**Availability and Utilization of Resources**	
1	Availability of ICT tools (specify the tools)	
2	Other resource materials developed by teachers to support students	
3	Availability of library resource and use of the resources by students and teachers	
4	Availability of Playground and utilization	
5	Availability of FLN kit and its use (for elementary level)	
6	Availability of Tinkering lab	
7	Use of Tinkering lab (learning of teachers and students from the Tinkering lab)	
E	**Gunotsav Activities**	
1	Grade obtained during last Gunotsav	
2	Post-Gunotsav initiatives	
3	Analysis of Gunotsav report by school	
F	**Free Textbooks, Uniforms, PM-POSHAN, etc.**	
1	Receipts of Free-Textbooks by each student	
2	PM-POSHAN to each student	
3	Receipt of Free Uniform by each student	
G	**Game and Sports**	
1	Availability of sports items/equipment	

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2	Receipt and utilization of sport grants	
3	Stock register for sports equipment	
4	Inclusion of games/sports in the class routine	
H	**Community Participations**	
1	Community participation in the school	
2	Any support/contribution from community	
I	**Teaching Learning Process**	
1	Pedagogies used in the classroom	
2	Management of classroom by teacher	
3	Active participation of students in classroom	
4	Proper sitting arrangement in the classroom	
5	Achievement of learning outcomes	
J	**Record Keeping**	
1	Maintenance of records/registers for all activities	
2	Utilization of funds/annual grants	
3	School visit records	
4	Follow up action on school visit report	
K	**Celebration of Important Days**	
1	All the important events are celebrated	
2	Documentation of celebrations with photographs	

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L	**Innovative Practices**	
1	Any innovative practices of the school	
2	Initiatives under *Vidyanjali*	
3	Initiatives under school twinning project	
M	**Cleanliness and Hygiene**	
1	Clean campus and classroom	
2	Safe drinking water facility	
3	Separate toilets for girls and boys and CWSN friendly toilet	
4	Hand washing facility	
N	**School Management Committee/School Management and Development committee**	
1	Meetings of SMC/SMDC conducted regularly	
2	Action taken on the decision/proceedings	
3	Support from members of SMC/ SMDC	
O	**School Safety and Management**	
1	School is free from hazardous objects	
2	School has boundary wall/fencing	
3	Fire safety kits available	
P	**Inclusivity (CWSN)**	
1	Whether railings/ ramps available	
2	Whether barrier-free environment exits	
3	Whether assistive device available (such as – wheel chair)	
4	Is there any children with special needs in the school	
Q	**Early Childhood Care and Education (ECCE)/ Foundational Literacy and Numeracy**	
1	Whether teachers are trained in ECCE	
2	Whether print-rich environment is there in the classrooms	

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3	Whether ECCE corner is available for the children	
4	Whether teachers are trained in FLN	
5	Whether play and learning materials available	

Full Name & Signature of the Visiting Officer
Date:
Time – from: …….. to ……

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