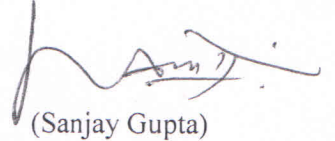


F.No.1-22/2013-RMSA.1
Government of India
Ministry of Human Resource Development
Department of School Education and Literacy
RMSA-1 Section

Shastri Bhawan, New Delhi
Dated: 23rd April, 2014

Subject: Minutes of the First meeting of the National Resource Group for Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

I am directed to enclose herewith minutes of the first meeting of the National Resource Group for Rashtriya Madhyamik Shiksha Abhiyan (RMSA) held on 4th March, 2014 under Chairpersonship of Secretary (SE&L) for information and necessary action.



(Sanjay Gupta)

Under Secretary to the Government of India
Telefax: 011-23071096
Email: sanjayg.edu@nic.in

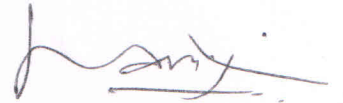
Encl: As above

To

1. All Members of National Resource Group
2. The Secretary, NCERT, New Delhi

Copy to:

1. PS to the Minister to the Human Resource Development
2. PS to Ministers of State in the Ministry of Human Resource Development
3. All Secretaries (in-charge of Secondary Education)
4. All State Project Directors, RMSA Mission in the State/UT Administrations
5. All Divisional Heads I the Bureau of Secondary Education in the Department of School Education and Literacy
6. All Consultants, TSG, EdCIL, Barakhamba Road, New Delhi
7. Manager, Government of India Press, Faridabad



(Sanjay Gupta)

Minutes of the First Meeting of the National Resource Group for Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

1. The First meeting of the National Resource Group (NRG) for RMSA was held on 4th March, 2014 in Room No. 202, Chacha Nehru Bhawan, NCERT. The meeting was chaired by Shri R. Bhattacharya, Secretary, Department of School Education and Literacy (DSE&L), Government of India. The meeting was attended by members nominated by the MHRD and other invitees (-Annexure-I).
2. The meeting began with, Prof. Ranjana Arora, Head, RMSA Project Cell, NCERT and Member Secretary, NRG welcoming all the members of the NRG and the special invitees. Following this, she briefly explained the objectives of the NRG.
3. Prof. Parvin Sinclair, Director, NCERT, in her opening remarks reiterated the NRG's objectives and said that the focus of this first meeting is on ways of improving quality in secondary education under RMSA. She noted that NCERT has already been contributing in the area of secondary education for many years. She highlighted the fact that secondary stage education deals with adolescents, and adolescence is a critical age not only for the child passing through this age but also for the people around her, whether a teacher or a parent. She also mentioned that the various subjects start taking a more formal disciplinary shape at this stage. The National Curriculum Framework-2005 talks about all the school stages and has also emphasized upon integration of concerns related to gender, inclusion, work and value within the content of all subject areas at all stages. The NCERT has translated this vision into all its curricular material, not just limited to the syllabi and textbooks. The NCERT has been continuously providing academic support to all the states in the area of curriculum development, revision and adaptation. The NCERT has also been contributing in the areas of adolescence education, education for peace, guidance and counseling, and teacher education at the secondary stage. The NCERT has also brought out laboratory kits for the secondary stage as laboratory conditions are not good in the states/UTs at this level. Teacher Education programmes, which the NCERT's Regional Institutes of Education are offering have been revised in the light of NCTE's recent National Curriculum Framework of Teacher Education. Prof. Sinclair further said that in the context of RMSA, the NCERT's focus is on supporting states to develop/revise their curriculum in consonance with the NCF-2005's perspectives of inclusion, gender sensitivity, reduction of curriculum load, multilingualism, etc. The NCERT has already analysed curricular material (mainly syllabi and textbooks, as states have not taken much initiatives for developing diverse curricular materials) of Karnataka, Kerala, Uttar Pradesh, Maharashtra and Nagaland with their state representatives. Prof. Sinclair also said that during this study the NCERT came across issues such as lack of synergy between state

agencies and weak curricular linkages. She further informed the members that NCERT is also working on Classroom Process Studies in six states to see the impact of the revised curriculum on the classroom processes. She informed the NRG that the NCERT has conducted capacity building programmes for the states of Arunachal Pradesh, Rajasthan, Himachal Pradesh, Haryana, Delhi and Bihar for Key Resource Persons (KRPs) in Science and Mathematics. She also said that states lack the resource pool required for training of their teachers. This may be one of the reasons for poor quality of teacher training programmes. The NCERT has developed In-service Teacher Professional Development (ITPD) packages in Science, Mathematics, Social Sciences and Languages and is now working in the area of Continuous and Comprehensive Evaluation at the Secondary Stage. She also mentioned that in the area of vocational education, addressing the demands of National Vocational Education Qualification Framework (NVEQF) now National Skill Qualification Framework (NSQF), Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) has developed curriculum and various other materials such as teachers' hand books in the areas of IT, Retail, Security, Automobile and also in the process of developing a set of curricular material in various other areas.

4. Following this, Shri R. Bhattacharya, Secretary (SE & L) thanked all the NRG members for accepting NRG's membership and for attending this meeting. He said that the National Resource Group for RMSA has been constituted to guide and steer the overall programme implementation with a view to achieve the stated objective of providing good quality secondary education in the country. He highlighted the need to provide a platform to large number of functionaries working in the areas of RMSA. He emphasized on the importance of the role of the NRG and its deliberations, i.e., from planning to follow up actions. He flagged thirteen issues connected with RMSA for the NRG's deliberations as follows:
 - (i) With the implementation of the Right of Children to Free and Compulsory Education (RTE), there has been a surge in enrolment in secondary sector. Presently, in class IX there are 1.8 crore students. This is 60% of the potential enrolment from the elementary stage as there is 40% drop out at the elementary stage. To this base enrolment, if 1.2 crore enrolment is added, this sector needs huge capacities to absorb this enrolment. As far as student-classroom ratio is concerned, it is 55:1 at the national level and adversely varies from state to state. Under the RMSA, since its launch in 2009-10, about 9000 more secondary schools have become functional across the country. This addition of schools is in a way a drop in the ocean, yet is important for secondary education sector. Elaborating on funding patterns under RMSA, Shri Bhattacharya said that although contribution of states/UTs is many times more than the contribution of Govt. of India, yet issue of leverage of funds by the states/UTs is critical. States which are progressive

and have the financial conceptual clarity are able to leverage funds and hence move forward. Many others are still grappling with the utilization of funds under RMSA.

- (ii) While the initial years of RMSA saw significant approvals of civil works for new schools, the capacity of states to take on civil works and more importantly, recruitment of qualified teachers are some of the challenges that still need to be addressed.
- (iii) The capacity within the states to take on proper training of teachers already in service especially in the specific subjects such as Science and Mathematics are also areas of general concern.
- (iv) Unlike elementary sector, the secondary sector is catered to by the aided and private sectors significantly; the Government share being 40 per cent, 24 and 36 per cent vests in aided and private sector respectively. Therefore, any attempt to impact and enhance the quality of secondary sector needs to, directly or indirectly influence the other players as well. RMSA now includes within its ambit aided schools to the extent of quality interventions.
- (v) With the launch of RMSA, though there has been a consistent annual growth in enrolment. Retention needs to be ensured by way of providing good quality, meaningful and relevant education. The Ministry was able to subsume other related components such as ICT, vocational education and inclusive education which till last year were operative as silo schemes under RMSA umbrella.
- (vi) The convergence under RMSA is also an attempt to shift to a 'whole school' based planning and implementation. Integrated Annual Plans based on UDISE has enabled a single convergent planning, appraisal and approval process. This undoubtedly has led to a more synergistic planning and provisioning of resources, which have been limited under the programme. States have shifted to this process, re-engineering commendably with the limited capacities that they have with them. They have to a great extent successfully adopted UDISE for drawing up their plan proposals and have shown readiness to correct discrepancies which will only add to the quality of the data and also of interventions.
- (vii) With the quality of data improving over time, the plans are expected to be more grounded to school level which would mean a gradual shift to school based development plans. The focus initially was on access and therefore civil works, but with four years journey now, the need is to focus on the 'quality interventions' and outcomes thereon.
- (viii) The launch of the National Respository of Open Educational Resoruces(NROER) steered by the CIET, in August 2013, as a major intervention at the national level attempts to contribute for making available quality content for both for teachers and students. Building capacity within states to leverage what is offered therein is the need of the hour.
- (ix) All Quality interventions, directly or indirectly depend on one pivotal factor and that is the quality of teachers and the leadership at the school level. How they translate all the plans and processes, on their part, schools (classrooms) will define the 'output' and in

turn, how it impacts the school and student performance will be realised as 'outcomes'. The areas of concern which seek inputs from this group are therefore related to addressing this gap between the aspirations or needs of the states and the capacity within its institutions to deliver it.

- (x) Huge gaps are specifically noticed in the areas of teacher recruitment, deployment, training specially for subjects such as Mathematics, Science, and English. Lack of capacity to take on curricular reviews, examination reforms, localised content development, adapt to ICT based training programmes are some of the key areas one would like to focus. It is this gap in capacity that should be focused while designing the NCERT support to states. The Joint Review Missions of RMSA has also pointed the need for building institutional capacities in states to absorb the resources optimally and appropriately.
- (xi) From activity based quality interventions there is a need to support states in taking on a coherent and theme based project approach to formulating its quality plans. Moreover, all such interventions need to spell out clearly the outcomes that are envisaged and states are able to take on self-evaluation and assessment at the end of the project period.
- (xii) The work on School Leadership Programme, the School Standards and Performance Evaluation Frameworks that are underway are strands that will feed into this overarching objective of the RMSA which is to make quality secondary education accessible.
- (xiii) The Vocational Education (VE) component under the National Skill Qualification Framework (NSQF) is another critical facet that seeks to make secondary education useful for an early entrant to the work place. Enormous capacities need to be built both at the National and State level for steering this initiative. The demographic dividend that the world is expecting of India demands that the secondary education is purposeful and relevant to the emerging global economy.

Inviting members' views and suggestions, the Chairperson urged the Group to keep these issues in mind while contributing to this forum.

5. Ms. Sabita, Principal Secretary, Education, Tamil Nadu sharing the initiatives of the Govt. of Tamil Nadu in the area of secondary education said that given the correspondence between availability of teachers and quality of education, Tamil Nadu has sanctioned around 70,000 posts for teachers. 56,000 teachers have already been appointed, recruitment of the remaining 13,000 is in the process. These teachers have been appointed through written test to ensure quality of teachers. Newly recruited teachers were given induction training. Tamil Nadu has also conducted analytical study of class X and XII board results to find out factors that are affecting quality and also took initiatives in this regard. Board results of 2011, 2012 and 2013 were analysed and it was found that per cent of failure is more in Social Sciences than in other areas as there is no practicals in Social Sciences. These results were shared with Head Masters of low performing schools. Knowing various factors of poor results of their schools, these head masters took initiatives at their school levels, hand holding of teachers was

done, and this has further resulted in improved performances of students of class X. She also informed the members in the meeting about cash incentive scheme of the state to help students in continuing secondary education. Tamil Nadu has also been making efforts to improve infrastructural facilities in all the secondary schools and also providing girls' hostels to match RMSA concerns. Tamil Nadu is now moving towards improving ICT facilities in secondary schools. She mentioned the initiative of the state towards placing mobile counsellors for students at the secondary stage. She also shared with NRG members for deliberations the issue of private school students shifting to govt. schools in class X as private schools detain students with low levels of learning in class IX intending to get very good results for class X.

6. Shri Subir Shukla emphasising on the issue of bringing students' day-to-day life experiences into the classrooms said that we need to reflect on the background and needs of secondary stage students. Schools often try to teach them what they do not know. No one makes an attempt to know and built upon what they already know. Sharing his experience of working with students in Uttar Pradesh, Shri Shukla said that there is a need to develop secondary stage readiness material to enhance the desire in students to learn more. Creating student profiles would help understand what they already know and then begin from that point. Students will find secondary education meaningful and relevant only if their needs are understood by the system. Further raising a point about the persistence of poor quality guide books, he said that there is a powerful lobby working in the system that promotes these guide books, working in the opposite direction. There is a mismatch/gap between societal aspirations and what we are discussing here with regard to quality. How can we bridge this gap?
7. Prof. Jacob Tharu raising his concern about a systemic bias towards Science and Mathematics at the secondary stage said that most of the new demography of students which is entering class IX, and after passing class XII, are opting for medical and engineering stems and not for higher education in Sciences and Mathematics. Appreciating the concern of Tamil Nadu about students failing in Social Sciences because of lack of practicals in these subject areas, Prof. Tharu said that on the one hand we need to look deep into the pedagogies of Sciences whether the practical activities are being conducted seriously or just for the namesake and on the other hand we also need to strengthen Social Science pedagogies. Through RMSA we can push for improving quality of social science teaching-learning.
8. Responding to the aforesaid concerns raised by Shri Shukla and Prof. Tharu, Chairperson, NRG said that students often know more than what they are being taught in the classroom, but teachers need the capacity to connect school knowledge with the experience of the students. He further said that the focus on Science and Mathematics at the secondary stage does not mean undermining the importance of other subject areas. Social Sciences create opportunities for the learners' engagements with socio – economic processes and help developing broad vision of life which is very important to understand interplay of various factors in the functioning of any society.

9. Prof. Sinclair added that NCERT's ITPD packages in Social Science provides for engagements of secondary stage teachers on social issues and also describe multiple ways to transact these concerns to students. These have been developed for building the capacity of teachers and teacher educators.
10. Prof. Santosh Panda said that the NCTE needs to work in tandem with the NCERT for the preparation and recruitment of quality teachers at the secondary stage through four year and six year integrated programmes offered by NCERT. The NCTE also needs to work with NCERT for the preparation of teachers for Early Childhood Care and Education (ECCE). Teacher Eligibility Test (TET) in Secondary Education has not been initiated at the NCTE level. However, some states are conducting this test for secondary stage teachers. In-service Teacher Education is also an area where NCTE and NCERT need to work together for improving quality of in-service teacher education programmes. With the implementation of the NCF-2005 and NCFTE-2009, hand holding of teacher educators for the development of perspectives on the paradigm shift in teacher education at the secondary stage is the need of the hour. He further said that there is also a need to make flexible norms for recruitment of Science and Mathematics teachers. For example, an Engineering graduate needs to be allowed to opt for teacher education career.
11. Prof. Nargis Panchapakesan raised her concerns about the language skills of students at the secondary stage. She said that as language cuts across all the subject areas, along with focusing on Sciences, Mathematics, Social Sciences, we need to make an attempt to improve language skills.
12. Prof. Saroj Yadav said that social sciences are facing challenges at the secondary stage. A single teacher is expected to teach four areas – history, geography, political science and economics under social sciences. It is very difficult for a social science teacher to deal with four textbooks pertaining to each of the four social science areas at this stage. PGTs are not teaching classes –IX and X. This may also be one of the factors leading to low performance of students. She also informed the Group that as far as social science syllabus is concerned curriculum linkages from secondary to higher secondary stage are very strong. Students find social science easy at the higher secondary stage unlike sciences. By deploying adequate teachers and providing good in-service teacher training, pedagogy of social sciences may be improved to further motivate students to take interest in this subject area.
13. Shri R. Bhattacharya referring to his school visits in different states said that teachers need to make efforts to connect social sciences with the day-to-day experiences of students. If they are trained to do this, it will definitely enhance students' interest in social sciences. The school premise, neighbourhood, community, and the society are laboratories of social sciences. The connection of content with these curricular sites needs to be strengthened. So the whole discussion on social sciences revolves around two major issues, firstly, how much focus is on social sciences at the secondary stage? Secondly, how are these being taught? NRG's guidance on this issue will be very useful.

14. Ms. Sabita said that Tamil Nadu has extended Continuous and Comprehensive Evaluation upto class IX. Now every subject is being taught relating its content with the experiences of students' lives. Teachers are not focusing on curricular sites, and only on textbooks.
15. Ms. Vrinda Sarup said that as discussed adequate space needs be given to critical thinking and problem solving approach, infusing these in the curriculum and teacher training. We need to leave behind the legacy of rote memorisation in social sciences as well. NCERT needs to take immediate steps for this infusion. To this Prof. Sinclair responded that the Council has already been doing this since the last few years.
16. Prof. Anita Julka referring to the quick study on the evaluation of Inclusive Education of the Disabled at Secondary Stage (IEDSS) scheme conducted by the NCERT raised issues that emerged out of the study. She said that pre-service teacher education courses are not available in inclusive education for secondary stage teachers. Raising an issue of synergy she said that Rehabilitation Council of India (RCI) is only stamping special educators for the secondary stage, it does not prepare secondary stage special educators. Moreover, pre-service teacher education courses do not have inclusive education as a compulsory paper which should be there. She also said that the study reveals that girls who are differently-abled generally drop out after elementary education because secondary schools are far away from elementary schools, and they need an escort as well as transport to travel.
17. Ms. Vrinda Sarup said that we need to identify children with disabilities at the secondary stage, as these provisions are a part of student components under RMSA. Ms. Radha Chauhan added that states are advised to prioritise escort and transport allowance provisions to other assistive devices as these provisions are the part of RMSA.
18. Prof. Savitri Singh raised a point of time management in schools. She opined that constructivist teaching-learning needs more time but rigid time scheduling/structure in school does not allow interactive processes to take place in the classroom. She further raised an issue of students with disabilities not opting for science, and this implies a lack of teachers in the higher education system for students with disabilities, even though space has been created for them.
19. Prof. B.K. Tripathi emphasising on the connection between intended and transacted curriculum said that now we have good curricular material in our hands, but the issue is of its transaction by the teachers. The other issue relates to evaluation. Continuous and Comprehensive Evaluation as an approach to teaching-learning has potential to improve learning of students in each subject area – whether it is science or social science.
20. Mr. Anwar Saddath said that Kerala has implemented ICT in school education. ICT can play an important role in academics as well as in administration. We should monitor focus areas that we have identified in the policy. There should be a proper sharing of experiences under ICT. Monitoring of the recommendations of ICT Policy is also needed.

21. Mr. A. M. Tiwari, Principal Secretary, Education, Gujarat informed the Group about the initiatives that have been taken by Gujarat in the area of secondary education. These were the introduction of the semester system, beginning of vocational education courses, ensuring accountability of teachers through supervision and monitoring system, setting up of large/mega schools with adequate facilities to reduce drop-out rates in school education and reducing multiple entries at different stages in different Govt. Schools. Disciplinary action is being taken against teachers who are not performing well. Teacher Eligibility Test is made compulsory for secondary stage teachers. Foundation course has been introduced for class IX students. School Quality Assessment has been initiated for secondary schools. Departmental exams have been made mandatory for career advancement of teachers. Mr. Tiwari suggested that longer duration training programmes will be more beneficial than five-day training programmes under RMSA. He further said that one year B.Ed. programme is not very helpful in assuring high quality teachers. Pedagogies in isolation with content is deficient, hence integrated four-six year programmes need to be given priority for the preparation of teachers and NCTE needs to speed up the process of recognising these courses. RMSA should conduct in-depth assessment of five-day training programmes. He raised his concern on covering children with learning disabilities under some scheme.
22. Dr. F. Dkhar, raising the issue of implementing quality interventions in various states/UTs in the country said that states/UTs are not supportive. We need to take this up seriously with the states.
23. Responding to this, Chairperson said that NCERT should come out with different models of quality interventions and create space for the states to take up NCERT's programmes. Moreover, these issues need to be taken up with Education Secretaries of the states.
24. Ms. Radha Chauhan said that when we talk about quality in the context of RMSA, the other side echoes capacity of our stakeholders. NCERT has been taking lots of initiatives for improving classroom processes and also building capacity of teacher educators and teachers. However, states are neither able to leverage this support nor absorb this support due to lack of capacity. States do not have teachers in the secondary stage classes. States need to deal with this issue. Who will translate curricular and pedagogic concerns into classroom processes? States are unable to recruit teachers. A resource Pool needs to be created at the state level for each state/UT to absorb the substantial content which NCERT and NUEPA are producing. Because of NREOR, now we can share our good practices online. So states/UTs need to leverage ICT for sharing their practices.
25. Prof. Parvin Sinclair placing certain issues before the NRG such as leveraging open distance learning programmes for reaching out to larger numbers of teachers, mechanism for utilizing generated data through various kinds of surveys – AISES,

- SEMIS and NAS as well as implementation of Quality Assessment Tools being developed by the NCERT, said that NRG needs to guide us on these issues.
26. Dr. Prabhjot Kulkarni said that if we want to improve overall quality of our school education, then we need to emphasise on inner development of teachers in all the teacher education programmes. This will help them reflect on what they are doing, how they work, and where they need improvement. This will be helpful in improving the performance of students.
 27. Prof. Gouri Srivastava referring to the capacity building programme for the RMSA state functionaries from the states of Bihar, Uttar Pradesh, Rajasthan and Punjab, which the NCERT conducts for 10 days, said that in this programme, safety, security and personality issues as well as socio–psycho aspects are being dealt with. States are in need of guidelines and intense capacity building for dealing with gender concerns in the states/UTs.
 28. Ms. Vrinda Sarup said that gender concerns should be integral to all programmes under RMSA. In this context a small capsular module will be helpful for states to design their programmes (whether for three-day or four-day) and packages on taking care of this issue in their own context.
 29. Ms. Jayshree Oza, said that states/UTs do not have a pool of resource persons to be utilised in various programmes. As and when required, they generally send different persons and this breaks the continuity of engagement within the same programme. There is also an issue of communication. In general, a mechanism of effective communication from authorities to teachers is not in place, because of which our programmes generally suffer. She further said that quality needs to be looked at through the perspectives of students and teachers and how they define quality.
 30. Prof. Anita Rampal said that challenges in secondary education are daunting. Present-day teaching–learning in Science and Mathematics is didactic, and authoritative. Child’s agency, her experiences do not have any space in the class rooms and schools. Teaching–learning is content driven. New models of training are being tried out by CBSE, but these are corporatised. If something new that is introduced ignores our diversity, and our needs, then this need to be taken up as national issue that merits deliberations. On one hand ICT advancements help in reaching out to the masses, on the other hand their use is inducing more rigidity in the system. With smart boards and teaching–learning softwares, space for teacher’s own creativity is being reduced. Experimentations and activities have taken a back seat in schools. Sub-groups need to be formed for deeper discussion on various issues of common concerns within NRG.
 31. Prof. Sandhya Sahoo said that there is urgent need for recruiting quality teachers for language education because language cuts across subject areas. However, it is being observed that teachers’ own communication skills and language proficiency in English needs our serious attention. Whether she is a language teacher or a teacher teaching other subject areas at the secondary stage her communication skills need to be enhanced

through their continuous engagements in In-service Professional Development programmes.

32. Prof. Apoorvanand said that language education has very important place in school education. Further referring to his experiences looking into the textbooks of Gujarat and Rajasthan said that Gujarat's textbooks reflect lack of understanding of the discipline in the authors' team. For building capacity and improving school quality there are different methodologies – one is punishment based and the other is hand holding. Appreciating hand holding approach of Tamil Nadu, Prof. Apoorvanand said Gujarat needs to adopt hand-holding approach rather than punishment based approach for teachers to improve quality. He emphasised upon declaring writing skill as a National Priority in school education. There is also a need to bridge the gap between school and university teachers giving school teachers space for research. We need to strengthen our discourse and synergy with agencies like CBSE which guide school education in a prescriptive manner and hence are being followed by the system. Common understanding across the agencies working in the area of school education is the need of the hour.
33. Prof. B.P. Bhardwaj sharing field experiences of 150 faculty members of NCERT said that while trying to understand teaching-learning processes in schools we found that at the secondary stage there is a huge gap in learning and understanding levels of students. Students are not getting space for sharing their experiences through writing and speaking in the classroom. This needs to be taken seriously by the NRG. He also made a plea to extend TET up to secondary stage.
34. Ms. Vrinda Sarup said that NRG has been constituted in the context of RMSA programmes. RMSA caters to the need of 60% Government Schools. In this NRG, our focus should be on these 60% schools which are in govt., aided sectors and state boards to which these schools are affiliated. These are more important than CBSE to consider for discussion here. NCERT's curriculum study conducted in five states reflects that the NCF perspective has not reached states/UTs. There is a need to review every state's curriculum for secondary education to see its compatibility with NCF 2005. While looking into state textbooks, issues related to textbooks in use, mechanisms of their development, publishing and availability in schools need to be kept in view. We need to help states to articulate their curriculum. Under RMSA there is a lot of scope for additional learning material – this can be defined as laboratories, ICT tools, etc. In the ICT area, NCERT has been supporting the states/UTs. NRG's membership needs to be expanded including NCERT's ICT experts. Essentially, there is a need to bring ICT initiatives into the learning domain at the secondary stage. Listening to state experiences at different forums, it was found that teachers are weak in Science and Mathematics. Therefore, capacity building of these teachers needs serious attention along with teachers teaching social sciences and languages. In-service Teacher Professional Development packages (exemplar) for Science, Mathematics, Social studies and English need to be in place for the adaptation, adoption or revision by the states/UTs. Most importantly, guidelines on the methodologies of teaching/learning for secondary level

need to be developed by the NCERT for promoting critical thinking and applicability of learning. Readiness package for class IX entrants needs to be developed for use in states/UTs under RMSA with special materials and special training inputs for teachers. School boards are important players at the secondary stage and need to be included in the NRG to work with them closely on assessment issues. For states/UTs, CCE guidelines are not there for the secondary stage and their development is essential. Adaptation of curriculum and evaluation practices for children with special needs in secondary classes need to be taken up by the NCERT. Teacher support systems (either developing a nodal school in a block or finding out some other alternative) need to be put in place for the secondary stage teachers. At this stage teachers require continuous mentoring and engagements with pedagogical issues.

35. Recommendations sent by Ms. Mithu Alur were distributed in the meeting and are appended here at Annexure II.

36. Continuing the discussion, Prof. Sridhar Srivastava, Head, Educational Survey Division, NCERT made a presentation on National Achievement Survey of Class X (Annexure III). He informed the group that for the first time the National Achievement Survey (NAS) of Class X was proposed, and was to be conducted in November - December, 2014 for winter closing schools and in January - March, 2015 for summer closing schools. He explained the objectives, detailed methodology and also the limitations of NAS of Class X (presentation is appended at annexure-III). He also presented some glimpses of NAS for Class VIII.

37. Highlights of the follow-up discussion on NAS presentation –

- a. Members were of the opinion that issues and challenges related to NAS of class X need be clearly informed to the NRG.
- b. NCERT is facing huge logistic issues related to involvement and training of boards' representatives in this survey and NRG is expected to guide in this area.
- c. The NAS questionnaires have been created based on identified core components analyzing syllabi and textbooks of all the states/UTs. As far as possible state-specific contexts have been provided adequate space in these items. Items are selected keeping in view three levels of difficulties.
- d. This kind of survey is good for knowing the status of learning across the country. However, findings of this kind of survey may tell one state that students have not performed well in mathematics. There may be many factors behind this. The States needs to know what factors are responsible for low performance – Is it curriculum? Is it teachers? Is it due to teacher training? How can we improve the situation? What should be the State's next step? How to improve performance of teachers? What will be the nature of monitoring? Test needs to be designed in such a way which suggests ways to improve the situation rather than only telling what is wrong.
- e. There is a need for clarity on what we mean by assessing students in Science or in

English. Scores do not have meaning by themselves. We need to feel the pulse of learning through this kind of survey. There should be good creative questions. Assessment in our country is not meaningful. We need to make it meaningful. For this, we need to use qualitative assessment for a smaller sample.

- f. Background, context and language determine whether something is difficult or not. It is not the item, but the situation determines the difficulty level of an item.
- g. There are limitations with regard to the assessment of different skills. For example writing skill is not being assessed under this survey.
- h. We need to see what needs to be evaluated rather than what can be evaluated? We need to find ways for meaningful evaluation. Moreover, how we are assessing is also very important.
- i. This kind of exercise is being conducted under a certain policy mandate. But we need to go beyond survey results to show our understanding on quality vis-à-vis assessment. Further studies can be taken up for looking into quality under RMSA. These studies need to focus on issues related to assessment of learning of students and on multilingual aspects e.g. in a multilingual society like Arunachal Pradesh language issue in assessment is very pertinent. Some NRG members volunteered for these studies. Funding aspect will be taken care of under RMSA by the MHRD.

38. Prof. Ranjana Arora gave a presentation on Continuous and Comprehensive Evaluation (Annexure-IV). Sharing the status of implementation of CCE in states, Prof. Arora said that the perspectives of CCE are missing at the secondary stage. In the name of CCE, frequent testing prevails. Some states claim that giving partial weight age to internal assessment for board examination is interpreted as CCE. She has also presented a brief outline of the CCE package which NCERT is developing for secondary education and asked for NRG's suggestions in this context.

39. Highlights of the follow-up discussion on CCE presentation:

- a. NCERT's CCE package and learning indicators have been taken up by the CBSE for implementation. Impact of these initiatives is yet to be seen. However, feedback from teachers on this package and learning indicators are quite positive.
- b. Tamil Nadu has introduced a concept of milestones in class III. Age appropriate levels are being assessed.
- c. Detention is not a solution for a child who has not reached up to desired levels. One needs to find out other ways to make a child learn and make her reach desired levels. CCE as a learning process helps the child to progress in learning.
- d. If CCE is being practiced in true letter and spirit, then board examinations need to be removed.
- e. The term remedial teaching needs to be removed from the lexicon of education as learning gaps cannot be seen as illness.
- f. Development of CCE package will be undertaken with the state boards, so that they

can take the ownership of the CCE scheme.

- g. Existing CCE schemes at the secondary stage do not promote perspectives of assessment for learning rather they still emphasise on assessment of learning.
- h. Continuous and Comprehensive Teaching and Learning perspectives need to be there prior to CCE to make CCE happen.
- i. CCE package needs to deal with teachers' planning - How to address the needs of those who have been left behind? What to do for them? What to do for the whole class? If something goes wrong, how do we correct it? The teacher should not be burdened to evaluate every learning indicator. She should be evaluating most of the learning informally with only 20 % formal evaluation emphasized upon. Oral expression, use of material, reading and writing – all these should be included for seeing the progress of learning. Recording is not needed for each and every activity. Recording should be done as per requirement. If a child is not doing well, that can be recorded rather than recording every child's performance. For evaluating experiments teachers should record observations and take notes. CCE needs to be understood as a teaching-learning process. The CCE needs to be simple in implementation.
- j. A few task groups need to be set up within NRG to take quality initiatives forward.
- k. Hurdles in implementing CCE reveals that examination is a dominating factor in school education. So, there is a need to strongly articulate what we mean by CCE, why we are promoting CCE, and what paradigm shift is suggested in the National Curriculum Framework-2005.

40. The action points that emerged from the discussions in the meeting are as follows:

Action Points:

- a. Creation of Resource Pool in the states /UTs for secondary stage in-service teacher education.
- b. Recruitment and deployment of adequate number of teachers at the secondary stage so that the capacity of absorbing quality interventions provided by the National level organizations is created and further dissemination is possible.
- c. Provisioning of longer duration programmes for better impact on quality of school education under RMSA.
- d. Social sciences and languages need to be given equal importance in terms of teacher recruitment and deployment and also for in-service teacher training.
- e. Development of a brief generic module on gender concerns for the states highlighting various components that needs to be discussed with teachers and teacher educators in state-specific context.
- f. Development of a brief generic module on inclusive education highlighting various components that needs to be discussed with teachers, teacher educators and state functionaries in state-specific context.
- g. Development of Readiness package for the entrants in Class IX.

- h. Creation of sub-groups with NRG for deeper discussion and engagement with the quality related concerns.
- i. Expanding membership of NRG including teachers, ICT experts from NCERT, and representatives of state boards.
- j. Inclusive Education needs to be made compulsory in all the pre-service teacher education courses across the country. Every teacher needs to be made sensitive towards the needs of children with special needs.
- k. Deeper studies (both quantitative and qualitative) need to be undertaken under RMSA at the individual or at the institution level to look deep into the levels of learning of our secondary stage students in terms of their ability, background and context in different subject areas.
- l. A few task groups to be set up within NRG to have frequent interactions on issues related to quality, vis-à-vis curriculum, teacher education, pedagogy and assessment.
- m. Prior to NRG meeting, NRG members need to be provided with the academic presentations and notes with clear agenda on which NRG expects their suggestions.
- n. NCERT's secondary stage CCE package must articulate the paradigm shift required in teaching-learning before entering into the domain of evaluation. This needs to be seen as an approach to teaching-learning rather than to evaluation.
- o. In connection with the offer by NRG members to form subgroups and submit proposals to take the NAS further by undertaking studies to give a better understanding, Ms. Chauhan informed members that funding was available under RMSA for meaningful proposals

41. The meeting ended with a vote of thanks by Dr. Ranjana Arora, Member-secretary, NRG. She expressed her gratitude to the Secretary, Sri R. Bhattacharya, Additional Secretary, Ms Vrinda Sarup, Department of School Education and Literacy, Govt. of India, Prof. Parvin Sinclair, Director and Prof. B.K. Tripathi, Joint Director, NCERT and all the distinguished members of the NRG, for their participation and active interest in the deliberations of the meeting.

List of NRG Members and others who attended the meeting

1.	Shri Rajarshi Bhattacharya Chairperson, Secretary, Dept. of SE&L, MHRD, Shastri Bhawan, New Delhi-110001	2.	Prof. Parvin Sinclair Vice- Chair person, Director, NCERT, Sri Aurobindo Marg, New Delhi – 110016
3.	Ms. Vrinda Sarup, Additional Secretary (EE-II), Department of SE&L, MHRD, Shastri Bhawan, New Delhi-110001	4.	Mrs. Radha S. Chauhan Joint Secretary (SE-1), Department of SE&L, MHRD, Shastri Bhawan, New Delhi – 110001
5.	Mrs. Caralyn K. Deshmukh Director (RMSA-1), Department of SE&L, MHRD, Shastri Bhawan, New Delhi – 110001	6.	Prof. Saroj Yadav Head, Department of Education in Social Sciences, NCERT, Sri Aurobindo Marg, New Delhi-110016
7.	Prof. Gouri Srivastava Head, Department of Women's Studies, NCERT Sri Aurobindo Marg, New Delhi-110016	8.	Prof. Anita Rampal Department of Education, Central Institute of Education, Delhi University, Delhi-110007
9.	Prof. Rashmi Diwan, National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, New Delhi-110016	10.	Mr. A. M. Tiwari Principal Secretary, Sachivalaya Gandhinagar, Gujarat
11.	Prof. Nargis Panchapakesan, Hauz Khas, New Delhi-110016	12.	Shri Anwar Sadat Director, IT@School, General Education Dept, Govt. of Kerala, SCERT Building, Poojappura, Thiruvananthapuram-695012
13.	Prof. B.P. Bhardwaj Head, Department of Teacher Education, NCERT, Sri Aurobindo Marg, New Delhi-110016	14.	Prof. Apoorvanand 32, A Chatra Marg, University of Delhi, Delhi 110007
15.	Prof. Amitabh Mukherjee University of Delhi, Delhi 110007	16.	Dr. Flourette G. Dkhar Associate Professor, North East Regional Institute of Education (NERIE), NCERT Umiam, Barapani, Shillong- 793103 Meghalaya
17.	Prof. Jacob Tharu	18.	Prof. Sridhar Srivastava,

	A-27/2, AFOCHS, Sainikpuri, Secandrabad-500094		Head, ESD, NCERT, Sri Aurobindo Marg, New Delhi-110016
19.	Ms. D. Sabitha Principal Secretary, School Education Govt. of Tamil Nadu	20.	Prof. Sandhya R. Sahoo Regional Institute of Education, Bhubaneswar-751022
21.	Prof. Anita Julka Head, DEGSN, NCERT Sri Aurobindo Marg, New Delhi-110016	22.	Prof. Santosh Panda Chairperson, NCTE Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg, New Delhi - 110 002. Fax : 011-23379980
23.	Mr. Subir Shukla, Education Consultant, EH-1/205, Eldeco, Utopia Sector-93A, Expressway, NOIDA-201304	24.	Prof. A.K. Gaba Project Director, DEP-SSA, Maidan Garhi, IGNOU, New Delhi - 110068
25.	Dr. Prabhjot S. Kulkarni, Former Principal, Maharishi Valmiki College, Delhi	26.	Dr. Savithri Singh Acharya Narendra Dev College, Govindpuri, Kalkaji, New Delhi- 110019
27.	Mr. S.L.Negi Director, RMSA, Dept. of SE&L, MHRD, Shastri Bhawan, New Delhi	28.	Dr. Rambabu Pareek Associate Professor, Regional Institute of Education, Ajmer
29.	Mrs. Ankita Bundela Mishra DS (RMSA), Dept of SE&L, MHRD Shastri Bhawan, New Delhi-01	30.	Shri Ajay Kumar Singh Chief Consultant, TSG-Ed.CIL., 5 th Floor, Vijaya Building, 17-B, Barakhamba Road, New Delhi-01
31.	Prof. Ranjana Arora Member Secretary, NRG, Head, RMSA Project Cell, NCERT, Sri Aurobindo Marg, New Delhi-16		
Special Invitees			
32.	Prof. B.K. Tripathi Joint Director, NCERT Sri Aurobindo Marg, New Delhi-110016	33.	Prof. Amarendra Prasad Behera (I/C JD, CIET), NCERT Sri Aurobindo Marg, New Delhi-110016
34.	Ms. Jayshree Oza TCA-RMSA, Sri Aurobindo Marg, New Delhi-110016	35.	Ms. Anamika Singh DS (TE), Deptt., Room.No. 101-D- Shastri Bhawan, New Delhi- 110001
36.	Dr. A.D. Tiwari ESD, NCERT, Sri Aurobindo Marg, New Delhi-110016	37.	Dr. Sharad Sinha RMSA Project Cell, NCERT, Sr Aurobindo Marg, New Delhi-110016

Recommendations for the NRMSA Meeting.

by Mithu Alur

For decades, *special schools* have been the pivot of the education of pupils with special needs. However, this view of special education has gradually changed. *The segregation of these pupils is now perceived as unacceptable.* The prevailing view is that they should *be educated together with their peers in regular education settings, wherever possible.*

The term inclusive education stands for an educational system that includes a large diversity of pupils and which differentiates education addressing this diversity. Inclusion means *all castes, religion, races, boys and girls, whatever their aptitudes, learning and working together.* It involves removing and resolving the barriers found in schools, communities and policies. It involves removing and resolving the barriers found in schools, communities and politics. It specially draws in those children and youth who due to poverty, disadvantaged circumstances faulty beliefs are *out of the safety net of education.* This is in keeping with the principles of our Constitution, the *EFA and the RTE.* Research suggests that educating disabled children in the general school systems, in inclusive classrooms, enables both disabled and non-disabled students as well as their teachers, to accept and understand diversity. This also results *in improved social development and academic outcomes for all learners* as well as leads to a positive attitude towards different people. This leads to an inclusive and egalitarian society where everyone respects, accepts each other giving each one equal opportunities.

We have wonderful examples of people who have overcome disabilities, adverse barriers and become financiers, authors, accountants, athletes, scholars etc. given modified environments.

Today, it is strongly believed that it is not what is within a disabled person that needs changing but *what is outside that is the environment,* entrenched faulty laws, old archaic systems, that need reform.

Today, there are Acts of Parliament in place (The RTE) international declarations (UNCPRD) ratified by countries including India, making it statutory and a mandate. Concepts of accountability and of punitive action due to non-compliance against any kind of discrimination have been introduced.

The RTE has now made it compulsory to include children with disability or children with special educational needs, Inclusive education is a term used to include all children out of school. Including children with disability cutting across class, caste, gender religion, ability, disability, The UNESCO Policy Guidelines (2009) document suggests that:

‘Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners ... An “inclusive” education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities’ (p. 8).

Education policy and provision should aim to: ‘Promote school cultures and environments that are child-friendly, conducive to effective learning and inclusive of all children’ (UNESCO, 2008). This document goes further by saying that: ‘Inclusion is thus seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education ... Promoting inclusion means stimulating discussion, encouraging positive attitudes and improving educational and social frameworks to cope with new demands in education structures and governance. It involves improving inputs, processes and environments to foster learning both at the level of the learner in his/her learning environment and at the system level to support the entire learning experience’ (UNESCO, 2009, p. 7-9).

Pedagogy and training especially of the regular teachers is imperative for Inclusive Education to happen. If support to the school level is not available, inclusion will not happen. It is the teachers who are ill equipped to address differences in the classroom.

Inclusive education needs to exist at the heart of all teaching curricula.

Universal design which actually means addressing pedagogy, teacher training and spending money, strengthening the knowledge base of regular teachers

through short and regular courses on inclusive education, School and teacher preparation is what is needed. The central driver of quality education is good pedagogy.

Guidelines on restructuring the existing systems to introduce inclusive education, and on how to comply with RTE, have already been provided.

As far as Teacher Education is concerned it needs technical specialists combined with practical experiences in the community to train regular teachers, demystifying special education. The need of the hour is preparing teachers and redesigning syllabi. It means transformation of regular schools, the changing role of teachers, and school preparedness.

As far as resource material is concerned we had earlier suggested that this should be the resource material developed by the National Resource Centre for Inclusion known as CAPP. CAPP is the training material that will help develop, promote and sustain education practices for children with any disability into regular schools making education for all under the RTE and SSA possible. It is in the form of open files. CAPP is a set of instructional resource material or a code of practice indicating to teachers, parents and policy makers, a guide of including children with disabilities into mainstream schools and focuses on three levels, macro, mezzo and micro. It explains the 'how to' of inclusion.

An extract from there for example:

Module IV- Teacher Preparation for Inclusive Education

- Unit I: Multiple Intelligence exposes the participants to the concept and attributes of multiple intelligence.
- Unit II: Differentiation of Needs and Curriculum Curricular modifications and adaptations are introduced in this unit as is the practice of individualizing programme according to learning styles and ability of each student (Individualized Education Plans-IEPs)
- Unit III: Changing Roles of teachers and students. The major role played by teachers as mediators and facilitators in creating a community of learners and the changing roles of the students in inclusive education are introduced in this unit.

- Unit IV: Teaching strategies to facilitate inclusion shares with the participants, factors that contribute to successful inclusion and strategies for including children with various disabilities and the concept of mixed ability teaching. The concessions granted by the Education Boards are also listed.

There are so many factors causing the exclusion of CWSN who remain the most marginalized amongst the SC, ST groups. Clearly to actualize the RTE, the next round of School Leadership Consultations should discuss the needs of most marginalized children.

Experts practicing Inclusive Education are few. However, the National Resource Centre in Mumbai has been working towards inclusion for the last 17 years carrying out Special Training needs of CWSN children and youth. I understand copyrighted courses in inclusive education have been developed. These have been tailor made to suit target groups in collaboration with The Tata Institute for Social Sciences; The Poddar Institute of Education, The Helen O Grady Institute.

I strongly argue that the people who should be involved in making decisions about the implementation of IE(Inclusive Education) should be experts who have been involved in the practical day to day experiences of Teacher Training.


I recommend that the team behind the National Resource Centre for Inclusion, Mumbai who have been working in areas of Training, Pedagogy, Capacity building with SSA, ICDS, RCI, is the team in partnership with SSA /NCERT that need to be the Master Trainers.

The criterion of selection should be on grounds of merit and on the number of years, (over 17) spent in doing this training. MHRD should inspect them with due diligence and give them a chance and an opportunity to partner as a nodal agency.¹

Mithu Alur, Ph.D.


Mumbai 2014.

¹ Something like this has begun and Additional Secretary had in October instructed ED CIL to procure the instructional material from NRCCI on TE and on Mapping.





**Assessment of
Learning Levels of Students**
at
Secondary Stage (Class X)
Under RMSA

Educational Survey Division
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi 110016 (INDIA)



About National Achievement Survey



- National Achievement Surveys (NAS) are large size, sampled based achievement testing programmes at different levels of school education.
- The purpose of NAS is to derive policy directions with a view to keep a tab on general health on school education, for example :
 - Restructuring in-service teacher education programmes
 - Curriculum renewal
- NAS are conducted periodically in a scientific manner.

About NAS contd.

NAS Class VIII (Cycle-3) : Some findings

- The performance of students in different subjects reveal that in **Science**, the average score (251) is slightly higher than the scale mean (250). In **Reading Comprehension** (247), **Mathematics** (245) and **Social Science** (247), the average scores were found to be below the scale mean.



About NAS contd.

Gender (Boys and Girls)

- Significant difference was found in performance of **Boys and Girls in Reading Comprehension** favouring girls.



Area (Rural and Urban)

- Significant difference was found in performance of **Rural and Urban** students in three subjects. In **Reading Comprehension** Urban students; and in **Mathematics** and **Science** Rural students were found performing better.



Objectives

- To study the achievement levels of students of Class X in Modern Indian Language (MIL), English, Mathematics, Science and Social Science.
- To study the difference in achievement levels with regards to area, gender, social group, Board and management of schools.
- To study the effect of intervening variables like-home, school and teacher on students' achievement levels.

Coverage

- All 35 States/Union Territories.
 - There are 26 State Boards of School Education and 2 National Boards (CBSE and ICSE) that conduct Class X public examinations.
- Testing in five main curricular areas namely, **Modern Indian Language, English, Mathematics, Science and Social Science**.
- National Curriculum Framework (NCF)-2005 based Syllabus for Secondary and Higher Secondary Classes-Vol.II (developed by NCERT) as base.

Tools

- Three sets of **Achievement tests** in five curricular areas namely :
 - Mathematics
 - Science
 - Social Science
 - English
 - Modern Indian Language (MIL)
- **Questionnaires** :
 - School
 - Teacher
 - Student

**Steps of NAS**

- Development of Assessment Framework
- Development of Achievement Tests and Questionnaires
- Field tryout of achievement tests and tools
- Development of Sampling Framework for Main survey
- Training of coordinators and field functionaries
- Conduct of Main survey
- Development of Analysis Plan
- Analysis of data
- Reporting of Results and dissemination

**Progress**

- Project started in September 2012 with its First Core Group Meeting on 6th October, 2012.
- Analysis of Syllabi of States/UTs in Key Subject Areas taking NCF-2005 based syllabus (developed by NCERT) as base.
- Workshop for Identification of Common Core Contents in Subject areas of Mathematics, Science and Social Science (in-house).
 - Contents for analysis in languages, both in English and Hindi has been delineated in terms of language competencies by the subject groups for syllabus analysis proforma.

**Progress**

- Development of Assessment Framework and Sampling Framework.
- Item Writing workshop for Raising Pool of Items in five main curricular areas.
- Workshop for Review of items and translation of items from English to Hindi in Mathematics, Science and Social Science.
- Correspondence with States/UTs from MHRD, the COBSE from the Director, NCERT, and Boards of School Education from the Division regarding the Survey.

**Progress****Strategy for Quality Assurance and Quality Control of Tests**

- Sharing workshop with RMSA-TCA experts for evolving feasible strategy on Quality Assurance and Quality Translation of items for NAS Class X.
- Independent review of 2500 items in five subject areas were provided by ACER experts.
- Development of three sets of achievement tests using the tests grids in respective subject areas.

**Progress****Orientation of states in translation and tryout of tests**

- A meeting with Coordinators of Winter Closing states was held on 30th January 2014 for tryout of tests in English medium. Due to their own public examination in next month, tryout activity could not be possible.
- Orientation programme for State functionaries, Chairpersons of Boards, State/Institutional coordinators and RMSA/SPD pedagogical Coordinators was held from February 18 to 28, 2014 at NCERT, New Delhi.
- Schedule of translation workshop, tryout of tests and expenditure norms for translation and tryout activities were discussed.
- It was resolved that each Board/State will be provided tests sets for checking the content coverage.



Tasks in hand**Tentative schedule of Translation workshops**

- Gujarati, Marathi, Punjabi, Urdu at RIE Bhopal OR NIE Delhi (from 1st week of March)
- Kannad, Malayalam, Tamil, Telugu at RIE Mysore (from 2nd OR 3rd week of March)
- Assamiya, Bengali, Oriya, Manipuri, Mizo at RIE Bhubaneswar (from 3rd OR 4th week of March)

Tentative schedule of Tryout of Tests

- In the month of May – June 2014, after declaration of Class X Board Result with Class XI new entrants.

**Tasks in hand****Conduct of Main Survey**

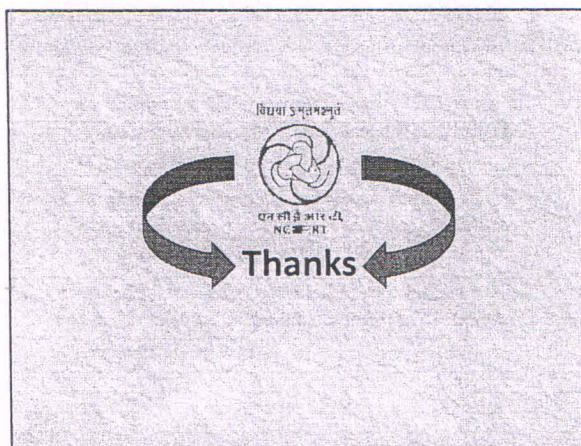
- The schedule of administration of tools in main survey is proposed to be in November 2014 to February, 2015.

**Salient Features**

- Use of Modern Testing Techniques in assessment (Item Response Theory [IRT] for test construction, Item Analysis and Setting of learning levels etc.).
- Item parameter estimation, linking and scaling.
- Use of multiple test booklets with anchor items.
- Use of technology in assessment (OMR Sheets, Scanning, various advanced softwares used in analyses)

**Salient Features**

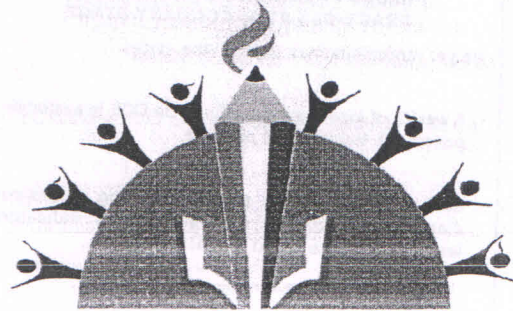
- Wider coverage of contents
- Diagnosis of learning difficulties through Item/Content area Response Patterns.
- Curriculum/Syllabus based Large Scale Assessment.
- Care for state specific variation in the content material
- For each state/board a sample of about 4500 students, 5 teachers from each school teaching the subjects will be included in the study.
- Data available with Boards regarding enrollment etc. shall be used in sampling framework.



**CONTINUOUS AND COMPREHENSIVE
EVALUATION AND LEARNING INDICATORS
AT THE SECONDARY STAGE**

PRESENTATION FOR NRG MEETING

RMSA PROJECT CELL, NCERT
(4TH MARCH, 2014)



पढ़े चलो, बढ़े चलो
RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

CCE AT THE SECONDARY STAGE UNDER RMSA

This presentation will focus on:

1. What is the present status of Assessment and CCE at the secondary stage?
2. Why CCE guidelines other than what are existing at the secondary stage, are required?
3. What has been done at elementary stage?
4. How NCERT's CCE guidelines will be different from the existing guidelines.

**PRESENT SCENARIO OF ASSESSMENT
PRACTICES AT SECONDARY STAGE**

Dialogues with secondary stage students, elementary and secondary stage teachers and state functionaries (of fifteen states/UTs in two regional workshops) revealed :

- There is a lot of testing (through paper-pencil) happening in schools, but that assessment does not drive curriculum and teaching and learning process
- Testing is being done to record and report weaknesses of students rather than motivating them for learning.
- System does not show faith in teachers and teachers do not have faith in students. This is why more testing and paper work for recording but very less assessment for learning.

**PRESENT SCENARIO OF ASSESSMENT
PRACTICES AT SECONDARY STAGE**

- State boards in Haryana, Punjab and Uttarakhand have taken initiatives to implement CCE scheme based on existing schemes at the secondary stage but modifying them as per their own need.
- J & K has implemented in class IX.
- Delhi and Chandigarh have adopted CBSE scheme

**PRESENT SCENARIO OF ASSESSMENT PRACTICES AT
SECONDARY STAGE**

- Rajasthan and Himachal Pradesh do not claim to have CCE scheme. They have internal assessment weightage which is added to board results.
- Uttar Pradesh also have internal assessment practice (marks are given to project work)
- Goa, Maharashtra, Daman & Diu, Chhattisgarh and Madhya Pradesh have yet to implement CCE scheme at the secondary stage.

PRESENT SCENARIO OF ASSESSMENT PRACTICES AT SECONDARY STAGE

As per representatives from all the states-

- A wealth of ideas and guidelines on CCE is available- a poverty of training and practice
- Lack of understanding about integrating assessment in classroom processes and also about indicators of learning in teachers and teacher educators.

PRESENT SCENARIO OF ASSESSMENT PRACTICES AT SECONDARY STAGE

- Confusion of terms and conditions
 - Evaluation
 - Assessment
 - Formative
 - Summative
- Usually four formative and two summative assessments are being done (majorly through paper-pencil tests) in the name CCE at all elementary and secondary stages.
- Recording takes too much time.

WHAT IS HAPPENING UNDER EXISTING CCE

- Teachers rarely find time to pay attention to individual student, in case he/she is not able to learn certain concept or need help to improve social-personal quality
- Other curricular areas such as arts education and health and physical education are being neglected under CCE.
- Questions asked in examination focus more on information than on understanding. This is why frequent testing leads towards rote memorisation, stress and anxiety in students.
- Values, attitudes and social-personal qualities are seen as matter of recording rather than traits for development.
- Teachers and teacher educators lack of perspectives of inclusive assessment

WHY NCERT'S CCE GUIDELINES FOR THE SECONDARY STAGE?

To clarify the purpose of assessment and to built in classroom processes as assessment is for:

- Improving the teaching-learning process and materials,
- Making teachers 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.
- Looking at learning in continuum rather than going for frequent tests and examinations. On the contrary, routine activities and exercises can be employed effectively to assess learning.

CONTD.

- a. Learning indicators for classes I-III (stage I) and classes IV-V (stage II)
- b. Learning indicators for classes VI-VIII (stage III) are being developed.
- c. Proposal for CCE exemplar package and learning indicators for the secondary stage has been submitted under RMSA. (Discussion awaited)

WHY USE OF TERM ASSESSMENT IS MORE MEANINGFUL FOR US?

The word 'assess' comes from the Latin verb 'assidere' meaning 'to sit with'.

In assessment one is supposed to sit with the learner. This implies it is something we do 'with' and 'for' students and not 'to' students (Green, 1999).

Why use of Term Assessment is more meaningful for us?

- By its very purpose, assessment is formative in nature, hence the concept of summative assessment is contradictory to the meaning of assessment. However, literature on assessment say:
- The vast majority of genuine formative assessment is informal, with interactive and timely feedback and response.
- It is widely and empirically argued that formative assessment has the *greatest impact* on learning and achievement.

KEY ELEMENTS OF ASSESSMENT

1. Understanding learning as a process.
2. Focusing and understanding learning of students on continuum of learning
3. Respond positively to diversity and helping all students to participate fully and achieve well
4. Providing reference point for parents, children and others to understand the learning of every student in simple way
5. Providing a framework for progress in learning giving curriculum expectations and learning indicators.

NCERT'S INITIATIVES IN THE AREA OF ASSESSMENT

- a. Source book on assessment for primary stage – EVS, Mathematics, Hindi, English and Arts Education.
- a. Source book on assessment for upper primary stage- Science and Mathematics.
- a. CCE exemplar Package for primary and upper primary stages.

CCE PACKAGE AT THE SECONDARY STAGE

- The proposed CCE package will engage with the
- basic premises of learning, development and nature of learners at the secondary stage.
 - basic constructs of assessment, evaluation, learning outcomes, learning indicators, curricular, co-curricular issues, etc.

CONTD.

- Curriculum expectations and learning indicators based on secondary stage syllabi
- Assessment in-built in classroom processes - Exemplars.
- Typology of questions
- Roles of different agencies for its implementation
- Advocacy and building capacity
- Involvement of parents and SDMC members
- Follow—up and revision

Contd.

Example of Learning Indicator at the Sec. Stage

Curricular Expectations Science		Pedagogic Process	Learning Indicators
Learner Analyses the designs of various products, processes, and systems, assess how effectively these products, processes and systems function and how aesthetically appealing they are, and suggest ways to improve them	Example Metals and non-metals a. Physical properties b. Chemical properties c. Bonding	a. Group work b. Providing necessary material for group work and activities c. Discussion with children allowing them to inquire question d. Providing opportunities to make connection of this knowledge with day-to-day experiences e.	a. Identifies material for the activities b. Explores methods to perform activity c. Handles the apparatus/chemicals properly d. Makes observations on the basis of different properties e. Listens patiently, expresses opinions, presents arguments

DEVELOPMENT AND IMPLEMENTATION MODALITIES:

- Regional workshops with all the states/UTs.
- Core team will be set up drawing members from all the regions
- Preparation of package in workshop mode
- Sharing of package with state agencies
- Pilot testing and finalization of the guidelines with the help of state boards and other agencies
- Implementation through state boards, RMSA and SCERTs-

CONTD.

- Dissemination of material to all schools
- Dissemination of material through all kinds of in-service training prevail under RMSA
- Orientation of every secondary stage teacher and head teacher on the package
- Orientation of SDMC members
- Follow-up and feedback by the state boards, SCERT, CTEs, IASEs and state RMSA
- Revision of the scheme getting feedback from the states/UTs

JAI HIND!