

PMOST-OB

PROGRAMME OF MASS ORIENTATION OF SCHOOL TEACHERS

**(In the Context of the Scheme of Operation
Blackboard)**

TRAINING MATERIAL

VOLUME I

AWARENESS PACKAGE

NIEPA DC



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**DEPARTMENT OF PRE-SCHOOL AND
ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND
TRAINING**

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FOREWORD

The Programme of Mass Orientation of School Teachers (PMOST) has been organised by the NCERT every year since 1986. The basic objective of the programme was to orient teachers about the new thrusts of the National Policy on Education 1986 (NPE-1986). The programme was offered to teachers of the Primary, Upper Primary and Secondary Schools. It was implemented in collaboration with the State Councils of Educational Research and Training (SCERTs), State Institutes of Education (SIEs). A training package (in two volumes) was prepared by the NCERT to be used in the organisation of these programmes. The first volume dealt with topics concerning primary school teachers and the second volume contained write-ups on topics related to secondary school teachers.

In the context of the 1990 training cycle, a need was felt for shifting the focus of the programme. A large number of primary schools in almost all the States/Union Territories had been supplied with a variety of essential educational materials under the scheme of "Operation Blackboard (OB)". The teachers in these schools needed training programmes to make effective use of these materials. It was, therefore, decided that for the 1990 training cycle, the PMOST (General) should be converted into PMOST-OB, and a fresh training package should be prepared to impart skills to the teachers in the effective handling of materials supplied under OB.

The Department of Pre-School and Elementary Education (DPSEE), which was given the responsibility of developing and finalising this training package, has done a good job of developing this package in two volumes. The first volume entitled "The Awareness Package" contains write-ups on all the topics of significance to the primary school teachers. These papers, I am glad to find, have been prepared in a synoptic form. This has been done with a view to drawing attention of

the primary school teachers to the significance of the important message of the National Policy on Education. The presentation style adopted in this package would facilitate a quick perusal and grasp of these topics/messages by the primary school teachers. The Department also proposes to bring out a Multi-Media Package to support the print materials of this volume.

The second volume entitled "The Performance Package" contains write-ups on ten themes related to different learning areas included in the present curriculum. It aims at imparting skills to the teachers in handling of the materials supplied to their schools under OB. This package has not been presented in the synoptic form as the purpose is to help the teachers to understand the steps to conduct various activities in the context of attainment of specific learning outcomes. This package will also be supported by a number of video programmes which have been specifically developed by the Department in collaboration with the Central Institute of Educational Technology (CIET).

I am sure these materials will be found useful by the school teachers. It would have served its purpose if the primary school teachers learn through it the skills to adopt and practise Child-centered and Activity-based approaches to classroom teaching.

I wish to thank Prof. P.N. Dave, Head, DPSEE, for having guided the preparation of this useful package. I would also like to record my appreciation of the hard work put in by Dr. R.K. Gupta, Reader, DPSEE, in coordinating the whole effort. Content and format editing of a training package written by a number of colleagues is a strenuous exercise. The work put in by Dr. R.K. Gupta and Dr. (Mrs) Daljit Gupta in this field is greatly appreciated. Special mention also needs to be made of the contribution of all the faculty members who prepared the write-ups pertaining to different learning areas. But for their hard and diligent work it would not have been possible to bring out this training package. Appreciation is also recorded for the hard work put in by Shri R.K. Sharma, in bringing out the training packages

on the word processor.

In the end, it is most essential to mention that while DPSEE did the preparatory work, the concerned faculty members from RCEs and selected representatives from SCERTs/SIEs vetted the material meticulously, thereby enhancing the quality of the material.

And yet, there could be room for further improvement. We would appreciate if the teacher community, experts, parents and other field workers provide frank feedback on the packages.

Dr. K. Gopalan
Director

**National Council of Educational
Research and Training**

NEW DELHI

PREFACE

The write-ups included in the Awareness Package are intended to help the teachers to understand and appreciate the major thrust areas of the National Policy of Education (1986). They are: National Policy on Education 1986, (as related to Elementary Education), Universalisation of Elementary Education, Minimum Levels of Learning, Evaluation of Pupil Achievement, An exercise in Micro Planning, Operation Blackboard—An Overview and Multiple Class Teaching. In the entire package, important messages emerging out of the policy have been placed in bold letters to draw attention of the teacher. The questions included in the write-ups are aimed at helping the teachers to reflect on the policy decisions in the context of their own school situations.

The write-ups on different topics have been prepared in a synoptic form in order to focus attention on significant points only. In the presentation of the paper, a need would often arise to elaborate on various points included in the write-ups. The key/resource persons have to base this elaboration on the contents of the National Policy on Education (1986), and the national Curriculum for Elementary and Secondary Education—A Framework (Revised Version, 1988). It is felt that the key, resource persons would benefit a lot if they went through these basic documents, before they took up the presentation of the write-up. Further, it would be advisable to stay within the framework of these documents while explaining various aspects of the papers.

The training package is basically addressed to the teachers. The key/resource persons will also be required to go through these write-ups in their respective orientation courses. As a matter of strategy, the package may be made available to the participants well in advance for their study. This would help in generating meaningful discussion on various aspects of the write-ups.

Efforts are being made to produce a Multi-media package for the presentation of this package. Wherever facilities exist, the use of Overhead Projector or Tape/Slides presentation will be attempted at the time of organisation of various levels of courses. However, the basic document in the form of the printed material will form the basis of organisation of the orientation courses in general.

In view of the synoptic form in which the Awareness Package is presented, it is suggested that sufficient scope may be provided for discussions on the salient features of the write-ups.

Reactions of the participants to the various questions raised in the write-ups may be systematically noted to provide a feed-back on the meaningful presentation of the package.

NEW DELHI

R. A. Dave
Professor and Head,
Department of Pre-School
and Elementary Education,
NCERT

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The package was reviewed in the Review Workshop held at NCERT New Delhi from January 2-4, 1990. The contribution of the following participants in this work is thankfully acknowledged:

1. Dr. J.K. Sood, Prof. RCE, Ajmer
2. Dr. M.A. Khader, Reader, RCE, Mysore
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**THE NATIONAL POLICY ON
EDUCATION—1986**
(As related to Primary Education)

The National Policy declares:

“Every country develops its system of education to express and promote its unique socio-cultural identity and to meet the challenges of the times. . . ”

What does the policy indicate ?

The policy states the RESOLVE of the Government on Universalisation of Elementary Education (UEE) and actions to be taken by various functionaries including primary teachers for improving the system of education in the country.

LET US KNOW MORE ABOUT IT

You may like to know

- > It is not the first time that a National Policy on Education has been formulated.
- > A National Policy on Education (NPE) was formulated earlier in 1968 on the basis of the Education Commission Report (1964-66).
- > Quite obviously, the new policy has reviewed and amended the formulations of the 1968 policy.
- > A Plan of Action (POA) has been worked out for its implementation.
- > This training programme is part of the same action plan.
- > The policy visualises a new role for primary school teachers.

LET US UNDERSTAND OUR ROLE

THE MAIN TRUST AREAS IN THE POLICY

GENERAL

- * To set up A NATIONAL SYSTEM OF EDUCATION

in which...upto a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality."

- * To promote EDUCATION FOR EQUALITY

in which special attention will be paid to the education of women, Scheduled Castes, Scheduled Tribes, educationally backward sections and areas, minorities and the handicapped.

SPECIFIC

- * In the field of ELEMENTARY EDUCATION the new thrust will be on:

—THE UNIVERSALISATION OF ELEMENTARY EDUCATION

and

—THE IMPROVEMENT IN THE QUALITY OF EDUCATION

so that no child is deprived of education.

A NATIONAL SYSTEM OF EDUCATION

It will have:

- **A COMMON EDUCATIONAL STRUCTURE THROUGHOUT THE COUNTRY**

and

- **A NATIONAL CURRICULAR FRAMEWORK WITH COMMON CORE COMPONENTS OF NATIONAL SIGNIFICANCE**

A NATIONAL SYSTEM OF EDUCATION-CONTD.

A COMMON EDUCATIONAL STRUCTURE

What does it mean ?

It means the structure of education throughout the country will be the same.

Why do we need it ?

- It helps in mobility of students from one part of the country to the other.
- It promotes the feeling of Nationhood.

What is the common Structure suggested ?

- The 1968 Policy recommended 10+2+3 year structure.
- The 1986 Policy has accepted this structure. It specifies further that the first 10 years of education will have:

5 years of primary education

3 years of upper primary education and

2 years of secondary education.

DO YOU HAVE THIS STRUCTURE IN YOUR STATE ?

TRY TO FIND OUT THE STRUCTURE AVAILABLE IN THE NEIGHBOURING STATES

A NATIONAL SYSTEM OF EDUCATION-CONTD.

NATIONAL CURRICULAR FRAMEWORK

Salient features

- * Broad-based general education to all learners at the elementary (primary and upper primary) and secondary stages.
- * A common scheme of studies for elementary and secondary stages.
- * The common core components will be central to each and every curriculum developed by national or state agency and will therefore be non-negotiable. They are:
 - History of India's freedom movement;
 - The constitutional obligations;
 - Contents essential to nurture national identity;
 - India's common cultural heritage;
 - Egalitarianism, democracy and secularism;
 - Equality of sexes;
 - Protection of the environment;
 - Removal of social barriers;
 - Observance of the small family norm; and
 - Inculcation of the scientific temper.

TEACHERS WILL HAVE A MAJOR ROLE IN INCULCATING ATTITUDINAL CHANGES BASED ON THE COMMON CORE COMPONENTS OF THE CURRICULUM

NATIONAL CURRICULAR FRAMEWORK-CONTD.**CORE COMPONENTS OF CURRICULUM****TEACHERS' ROLE IN THE ATTITUDINAL CHANGE****SOME SUGGESTIONS****ORGANISE**

- National festivals.
- Sports meets.
- Excursions and tours.
- Students' assemblies.

ENCOURAGE

- Free mixing among different socio-religious groups.
- Home visits and help among peers.
- Proper maintenance of school property.
- Attempts at enquiry and experimentation.

CHECK

- Rowdy and undemocratic behaviour.
- Harassment of poor and minority groups.
- Use of abusive and sarcastic language.

List out other measures

NATIONAL CURRICULAR FRAMEWORK—Contd.**Common scheme of studies****Primary Stage (5 years)**

- (a) One Language—the mothertongue/the regional language
- (b) Mathematics
- (c) Environmental Studies I & II
- (d) Work Experience
- (e) Art Education
- (f) Health and Physical Education

Upper Primary Stage (3 years)

- (a) Three Languages
- (b) Mathematics
- (c) Science
- (d) Social Sciences
- (e) Work Experience
- (f) Art Education
- (g) Health and Physical Education

DO YOU FOLLOW THIS SCHEME OF STUDIES IN YOUR STATE ?

EDUCATION FOR EQUALITY**Special attention to:**

1. Education for women's equality.
2. Education of scheduled castes.
3. Education of scheduled tribes.
4. Education of other educationally backward sections and areas.
5. Education of minorities and
6. Education of the handicapped.

THESE GROUPS SUFFER FROM SOCIAL AND ECONOMIC DEPRIVATIONS AND THEREFORE NEED SPECIAL ATTENTION

ARE WE PROVIDING THEM ENCOURAGEMENT IN OUR SCHOOLS ?

EDUCATION FOR EQUALITY—Contd.

Special provisions for removal of disparities and equalisation of educational opportunities.

WOMEN'S EQUALITY

- The traditional outlook of treating women as weak and incapable will not be allowed to continue.
- Equal opportunities in employment.
- Special attention to girls education.

SCHEDULED CASTES

- Incentives to families to send children to school regularly till they are 14 years of age.
- Children from families engaged in scavenging, flaying, tanning, etc., will receive scholarship from class 1 onwards.
- Special attention to enrolment, retention and progress in studies.
- Preference in jobs for teachers.
- Location of schools, balwadis and adult education centres according to their convenience.
- Efforts to find new methods to increase their participation in educational process.

EDUCATION FOR EQUALITY—Contd.**Special provisions****SCHEDULED TRIBES**

- Primary schools in tribal areas.
- New instructional materials in tribal languages.
- Preference as teachers in tribal areas.
- Incentives for enrolment and retention in schools.
- Special courses to prepare them for employment.
- Setting up Anganwadis, non-formal and adult education centres according to their convenience.

EDUCATIONALLY BACKWARD COMMUNITIES

- Suitable incentives.
- Schools for rural, hilly, desert areas and islands will be adequately provided.

MINORITIES

- Concession in opening special schools.
- Protection to language and culture.

HANDICAPPED

- Children with major and minor handicaps will be encouraged to study with normal children.
- Severely handicapped will have special schools.
- Vocational training to disabled.
- Special training to teachers to deal with handicapped.
- Voluntary effort to promote education of disabled will be encouraged.

ELEMENTARY EDUCATION

FOCAL POINTS

1. Universal enrolment and universal retention of children upto 14 years of age and
2. A substantial improvement in the quality of education.

MEASURES

1. **CHILD CENTRED APPROACH**
2. **SCHOOL FACILITIES**
3. **NON-FORMAL EDUCATION**

ELEMENTARY EDUCATION—Contd.**THE CHILD CENTRED APPROACH**

- A child-centred and activity-based process of learning to be adopted.
- First generation learners to be specially encouraged and provided with remedial instructions.
- No child will be detained in the same class.
- Corporal punishment will not be allowed.
- School timings and holidays to be adjusted according to the convenience of the children.

“A warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn”

ELEMENTARY EDUCATION—Contd.**SCHOOL FACILITIES:**

Implementation of

OPERATION BLACKBOARD

All schools to have in a phased way essential facilities like:

- Two large rooms.
- At least two teachers including a woman. (One teacher per class will be attempted gradually.)
- Toys.
- Blackboards.
- Maps and charts.
- Library books and teaching aids.

ATTEMPTS WILL BE MADE TO PROVIDE AT LEAST THESE MINIMUM ESSENTIAL FACILITIES TO ALL SCHOOLS

LIST THE FACILITIES YOU HAVE RECEIVED IN YOUR SCHOOL UNDER THIS SCHEME ?

ELEMENTARY EDUCATION—Contd.**NON-FORMAL EDUCATION****Salient features**

- A large and systematic programme for school drop-outs, children from habitations without schools, working children and girls who can not attend whole-day schools.
- Modern technological aids will be used to improve learning environment.
- Talented and dedicated youngmen and women from local communities will serve as instructors.
- Provision will be made for entry of deserving children in formal schools.
- Non-formal education will be COMPARABLE with formal education.
- Learning materials will be provided free of cost.
- Voluntary agencies and Panchayat Raj institutions will be encouraged to look after these centres.

DO YOU HAVE SUCH A CENTRE NEAR YOUR SCHOOLS ?

A RESOLVE

“The New Education Policy will give the highest priority to solving the problem of children dropping out of schools and will adopt an array of . . . strategies . . . to ensure children’s retention at school . . . It shall be ensured that all children who attain the age of about 11 years by 1990, will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age.”

Think for a while

1. What is the role of the teachers in this effort ?
2. Are we likely to meet these targets ?
3. What should be our strategy in meeting the targets ?
4. Discuss these issues with your colleagues.

UNIVERSALISATION OF ELEMENTARY EDUCATION (UEE)

— Articles 45 of the Indian Constitution provides under Directive Principles of State Policy:

“The State shall endeavour to provide free and compulsory education to all children up to the age of 14 years within ten years of the adoption of the constitution”.

— This commitment was to be fulfilled by 1960 but we have not yet fulfilled it.

— The National Policy on Education (1986) has again resolved to achieve it by 1995.

— The Universal Declaration of Human Rights to which our country is a signatory, provides for a RIGHT to EDUCATION. Article 26(1) of the declaration reads:

“Everyone has a right to education. Education shall be free, at least in the Elementary and fundamental stages. Elementary education shall be compulsory...”

EVERY CHILD THUS HAS A RIGHT TO EDUCATION AND IT IS NECESSARY TO PROTECT THIS RIGHT OF THE CHILD.

WHAT ARE WE DOING TO ACHIEVE THE GOAL ?

- Schools have been set up within walking distance (1 km) of children.
- Admissions are not refused.

Do you accept these statements ?

STEPS USUALLY TAKEN

- holding of enrolment drives
- contacting parents of non-enrolled children
- making attempts to enrol all the children

List other steps taken by you to protect the right of the child to education.

ARE WE SUCCEEDING IN THIS EFFORT ?

What is your experience ?

- Some children do not get enrolled inspite of best efforts.
- Some children get enrolled but drop out soon.
- Some children continue to stay but do not make progress.

THE RESULT IS ONLY A PARTIAL SUCCESS

OR

NON-FULFILMENT OF OUR NATIONAL RESOLVE

IS IT THE CONCERN OF TEACHERS ONLY ?

No. It is the concern of all:

- Parents;
- Community leaders;
- Social Workers;
- Administrative Officers;
- and, of course, primarily THE TEACHERS.

The problem, however, is that while teachers have been directly concerned about it, others have to be motivated to play their part in this effort.

We have not sought active help and support of these partners in the affairs of the school. At times we consider it as undue interference.

List some steps to be taken to motivate and involve others to help us in this effort.

WHAT CAN WE, AS TEACHERS, DO ?

Let us think:

1. Can we make efforts to ENROL all the children ?

Let us call it

STEP 1 UNIVERSAL ENROLMENT

2. Can we make efforts to RETAIN all the children in the school till they are 11 years of age ?

Let us call it

STEP 2 UNIVERSAL RETENTION

3. Can we make efforts to ensure attainment of Minimum Levels of Learning by all the children ?

Let us call it

**STEP 3 ENSURING ATTAINMENT OF
MINIMUM LEVELS OF LEARNING**

STEP 1 UNIVERSAL ENROLMENT**The following steps are necessary**

- * Identify the children:
 - Conduct a door to door survey.
 - Prepare a list of eligible children.
- * Hold enrolment drives:
 - Hold prabhat pheris.
 - Contact the parents of eligible children.
- * Identify non-enrolled children:
 - Invite them to visit the school.
 - Invite their parents to visit the school.
 - Seek help from the village panchayat.
 - Seek help from the attendance officer.
 - Advise participation in Non-formal Education Centre

List other measures

STEP 1 — Contd.**Reasons for non enrolment of some groups of children ?****GIRLS**

- some parents do not attach importance to girls' education.
- girls help in house-hold work.
- girls take care of younger siblings.

List other causes

CHILDREN FROM SCHEDULED CASTES AND SCHEDULED TRIBES FAMILIES

- poverty compels them to assist their parents in earning their livelihood.
- they do not appreciate the value of education.
- they are not treated as equals by their peers and sometimes by their teachers as well.
- they can not afford neat and clean clothes.

List other causes

Step 1—Contd.

CHILDREN FROM ECONOMICALLY POOR AND BACKWARD CLASSES

- they have to assist parents in their work.
- nobody encourages them to learn.
- they accept it as unavoidable.

List other causes

PHYSICALLY HANDICAPPED CHILDREN LIKE PARTIALLY BLIND, DEAF & DUMB, LAME, ETC.

- we do not encourage them.
- we do not provide them with ample facilities.
- they suffer from low self esteem.

List other causes

STEP 1—Contd.

Can we help enrol these children ?

Yes. Let us see

GIRLS

- by persuading parents.
- by campaigning through slogans and rallies.
- by seeking help of village elders.

List other measures

Write some slogans for girls education

1. Educate a woman, and you educate a whole family.
2. _____
3. _____
4. _____

STEP 1—Contd.**CHILDREN OF SC, ST AND OTHER BACKWARD CLASSES**

- by encouraging children and persuading their parents.
- by informing them about available incentives.
- by assuring equality of treatment to all children.
- by persuading them to go to NFE centre if they cannot come to school.

List other measures

List the incentives available to these children.

- | | |
|-----------------|------------------|
| 1. Free books | 2. Free Uniforms |
| 3. Scholarships | 4. _____ |
| 5. _____ | 6. _____ |

STEP 1—Contd.**PHYSICALLY HANDICAPPED CHILDREN**

- by encouraging children and their parents.
- by assuring them of special treatment according to their handicaps.
- by advising them to seek medical aids for minor handicaps like using eye-lenses, hearing-aids, crutches or wheel-chairs.

List other measures

STEP 2 UNIVERSAL RETENTION**Some suggestions****WATCH**

- Children with irregular attendance.
- Children disinterested in studies.
- Children making inadequate progress in studies.

FIND OUT

- Reasons for irregular attendance.
- Reasons for lack of interest in studies.
- Areas of weakness in studies.

ARRANGE

- Solution for domestic problems.
- Protection against unpleasant remarks.
- Help of the peer group in studies.
- Checks on truancy with the help of parents and peer group.

PROVIDE

- Encouragement and help in studies.
- Facilities for games in schools.

List other suggestions

STEP 3 ENSURE MINIMUM LEVELS OF LEARNING**HOW ?**

- * **Children learn better when involved in learning-activities.**
 - **Keep minimum learning outcomes in view.**
 - **Plan learning activities to involve children.**
 - **Ensure participation by all.**
 - **Guide and help achievement of learning outcomes by all.**
 - **Arrange remedial teaching sessions.**
- * **It is necessary to identify learning problems.**
 - **Make regular assessment.**
 - **Identify individual deficiencies.**
- * **Learning has to be properly planned.**
 - **There is need for change in the teacher's outlook.**
 - **Helping children to learn is more than teaching.**
 - **Plan learning activities before teaching.**
 - **Make full use of OB facilities provided.**
 - **Assess the outcomes regularly.**

Step 3—Contd.

ENSURE

- All children enjoy learning.
- All children develop their learning capabilities.
- All children attain Minimum Levels of Learning.

ARRANGE

- Contact with parents.
- Help in studies.

PROVIDE

- Encouragement and sympathy.
- Supplementary learning facilities.
- Activity orientation to learning.
- Individual attention to possible drop-outs.

WILL IT SUFFICE ?**YES TO A GREAT EXTENT****THINK ABOUT OTHER STEPS TO BE TAKEN**

- * Let schooling be a pleasant experience
 - Arrange games, sports and co-curricular activities.
- * Let not children hesitate in seeking your help.
 - Be considerate, sympathetic and helpful.
- * Let children grow and learn.
 - Organise learning activities.
 - Beautify the school campus.
 - Provide for essential facilities.
 - Provide encouragement for good work.
- * Let no child be teased and humiliated.
 - Keep an eye on children's remarks against SC and ST children and physically handicapped children.
 - Help them to understand and appreciate their problems.

List other steps

MINIMUM LEVELS OF LEARNING AND ATTAINMENT

BACKGROUND

The most important and far reaching recommendation of the NPE has been regarding the STANDARD of learning to be achieved by children in school. It emphatically declares:

MINIMUM LEVELS OF LEARNING WILL BE LAID DOWN FOR EACH STAGE OF EDUCATION

This recommendation was then followed up carefully in the POA. It clearly in the POA. It clearly underlines—

EMPHASIS WILL, THEREFORE, NOW SHIFT FROM ENROLMENT TO RETENTION AND COMPLETION OF AT LEAST 5 YEARS OF EDUCATION BY ALL CHILDREN.

Thus, the cherished goal of UEE can be said to have been achieved only—

- > if every child is ENROLLED in the formal school or non-formal learning center;
- > if he/she is RETAINED in school for five years or in a learning centre for two years; and
- > if he/she ATTAINS the Minimum Levels of Learning (MLL).

BACKGROUND—Contd.

Is this for the first time that the CONCERN about the STANDARD has been voiced in this country ?

NO.

In 1966, the Education Commission first recognised the need. It recommended:

- * National STANDARDS be defined at three levels—
 - > at the end of the primary stage (class VII);
 - > at the end of the lower secondary stage (class X);
and
 - > at the end of the higher secondary stage.
- * Each State Government should PRESCRIBE these STANDARDS keeping in view local conditions and stage of development reached.
- * Steps should be taken to keep the STANDARDS rising at the national level.
- * Projected STANDARDS to be reached over a period of development should also be defined from time to time.

WHY THE BARE MINIMUM BE AIMED AT?

The reasons given in our country are as follows:

- # A large majority of primary school children are unable to cope up with the prescribed curriculum;
- # Curricula and standards differ from state to state;
- # Transaction of the same curriculum differs from school to school;
- # In a majority of primary schools even the bare minimum learning is not attempted;
- # On the other hand, extremely high standard is laid down by a small number of public/private schools, and expected to be achieved by ambitious teachers and parents, thereby damaging the normal growth and development of young children and
- # All these result in a high rate of drop-out, wastage and stagnation at the primary stage.

BARE MINIMUM Contd.

Therefore, the laying down of the MLL would help —

- > the teachers to identify goals which are within the reach of each and every child;
- > the teachers to direct their efforts towards specific achievable goal (s);
- > the teachers to improve their teaching;
- > the teachers in assessing children more precisely and in enabling them to reach the pre-defined minimum levels of learning with respect to basic subjects;
- > the children to experience more success and less failure, or, to become successful learners;
- > the children to MASTER a few but core learning outcome necessary for tackling day-to-day life situations;
- > the parents and the community to expect WHAT and HOW MUCH from schools and teachers; and
- > the primary system of education acquire some kind of ACCOUNTABILITY.

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WHAT BARE MINIMUM SHOULD CHILDREN LEARN ?

Before the NCERT's point of view is explained, it is necessary to state that the OPINION on the attainment of primary school children of the country is SHARPLY DIVIDED:

One group holds that—

The attainment is very poor.

NCERT primary education group believes that—

The total attainment in class I and II is quite good and in class III and IV it is minimum (defined as 35% or pass marks required for promotion in our schools).

The NCERT primary education group's point of view is supported by the results of a countrywide evaluation of the project called "Primary Education Curriculum Renewal (PECR)". The results obtained from the analysis of the entrance tests of achievement of the NAVODAYA schools also seem to lend support to the NCERT's conclusion.

Capitalising on the experience obtained at NCERT, RCE and CIIL, Mysore, the document "MINIMUM LEVELS OF LEARNING AT THE PRIMARY STAGE—SYLLABI INCLUDING COMMON CORE COMPONENTS" was developed by DPSEE and widely circulated for adoption/adaptation by the States/UTs during 1987 and 88. This has been the basis of the textbooks/teacher's manuals developed by NCERT for the Central School Organisation (CSO).

RATIONALE OF DEFINING THE MLL

Two main strategies were adopted to define the MLL. ,

- # **Scanning of the theoretical and curricular materials at the NATIONAL and INTERNATIONAL levels; and**
- # **Referring to the related Indian research for EMPIRICAL DATA."**

Keeping the guidelines given in the NPE, POA, Minimum Learning Continuum (NCERT) and the National Curriculum for Elementary and Secondary Education—A Framework, (Revised Version, 1988, NCERT), the MLL at the primary stage have already been defined in the document mentioned earlier.

THE FRAMEWORK

Since its inception, NCERT has used, the DOMAIN MODEL for EXAMINATION REFORM in the country.

The same model has been used in developing the curriculum framework, curricula, textbooks and teacher's training programme later at RCE, Mysore and Ajmer.

Popularly, it is called OBJECTIVE-BASED TEACHING AND OBJECTIVE-BASED EVALUATION.

The same has been used in defining the MLL. The DOMAINS are:

- * COGNITIVE DOMAIN or MENTAL-INTELLECTUAL ASPECT
- * PSYCHO-MOTOR DOMAIN or MANIPULATIVE SKILLS
- * AFFECTIVE DOMAIN or SOCIO-EMOTIONAL ASPECT

The APPROACH adopted has been as follows:

First the GENERAL OBJECTIVES are formulated and, then, the SPECIFIC OBJECTIVES, called, MINIMUM LEARNING OUTCOMES (MLOs) are derived from them.

The GENERAL OBJECTIVES are by nature BROAD, while the MLOs are concrete and more amenable to OBSERVATION and MEASUREMENT.

Thus, the MLL is defined in terms of DOMAINS, under each domain, in terms of GENERAL OBJECTIVES, and under each objective, in terms of MLOs.

DEFINING THE MLL

The MLL consists of three sub-concepts.

LEARNING

LEVEL

MINIMUM

LEARNING is defined as a CHANGE IN BEHAVIOUR or the process of acquiring KNOWLEDGE, SKILLS, ATTITUDES and VALUES; in some contexts it refers to what (CONTENT) is learned.

LEVEL refers to STANDARD for comparing or judging ATTAINMENT of individuals, groups and institutions.

MINIMUM means that QUANTUM of LEARNING be also clearly specified.

In a nutshell, "BEHAVIOURAL CHANGES" should be further "QUANTIFIED" to indicate a pre-defined "LEVEL" of achievement and performance. The details of formulating Minimum learning outcomes may be found in the documents on the subject.

EVALUATION OF MINIMUM LEVEL OF ATTAINMENT

It is one thing to set up the **STANDARD** for **MINIMUM LEVEL OF LEARNING**, but it is altogether another thing to obtain **VALID** and **RELIABLE** evidence of **LEARNING**. It is most **IMPORTANT** that **LEARNING** and **ACHIEVEMENT** be **DIFFERENTIATED**.

The teacher must recognise the **FACT** that **INDIVIDUAL DIFFERENCES** would **EXIST** and shall **PERSIST**.

In spite of the fact that—

children are of the same age and abilities;

children have learned the same quantum of content;

children have learned in more or less the same conditions;

children have been given the same test (s) or evaluated using the same tool or technique.

WHAT DOES IT MEAN ?

It means that on a "GOOD" (**RELIABLE** and **VALID**) test:

A large number children would obtain an **AVERAGE SCORE**;

A few children would obtain either very **HIGH** scores or very **LOW** scores.

This means that the range of scores may vary from **0%** to **100%**.

HOW TO FIX THE MLA ?

For the sake of simplicity, it is suggested that the conventional system of giving marks out of 100 and declaring children pass with 35% marks be followed. However, the recommendation made in the NPE and the National Curricular Framework regarding the use of grades should be implemented. The following system may be used for converting marks into grades, indicating various levels of attainment—**MINIMUM to MASTERY**:

PERCENTAGE MARKS	GRADE	LEVEL
80-100	A	MASTERY
60-79	B	EXCELLENT
50-59	C	GOOD
40-49	D	AVERAGE
35-39	E	MINIMUM
00-34	F	NEED REMEDIAL TEACHING

As can be seen, the schema does not indicate the categories like **POOR** or **UNSATISFACTORY** or **FAILURE**. This is really in line with the **THRUST** of the new philosophy of the **CHILD-CENTERED** approach to education. The teacher's effort should be to help every child to achieve at least the minimum, and help others to move towards the next higher grade. Ultimately, **MASTERY** of each and every **LEARNING TASK** should be the objective of the teacher.

EVALUATION OF PUPIL ACHIEVEMENT

BACKGROUND

You are aware that TWO TYPES of EVALUATION are carried out in our education system, namely,

EXTERNAL EXAMINATIONS AND INTERNAL ASSESSMENT

While the internal assessment is GENERALLY done by the teacher who teaches, the external examinations at the TERMINAL STAGES OF EDUCATION are managed by the CENTRAL/STATE BOARDS OF EDUCATION.

Strong recommendations for REFORMS in both these types of EVALUATION have been made by the Secondary Education Commission (1952-53), the Bhopal Seminar on Examinations (1956), the Education Commission (1964-66) and in the National Policy on Education, (NPE 1968).

The new National Policy on Education (1986) has again laid stress on these reforms:

"The objective will be to RECAST the examination system so as to ensure a METHOD OF ASSESSMENT that is VALID and RELIABLE MEASURE OF STUDENT DEVELOPMENT and a powerful instrument for IMPROVING TEACHING and LEARNING."

BACKGROUND—CONTD.

Special efforts have been made to reform our examination system during the last three decades. In this country-wide MOVEMENT, NCERT played a crucial role in improving the EVALUATION PROCEDURES. Examiners and other personnel of the boards have been trained in developing blue-prints, modifying the design of question papers and framing a variety of OBJECTIVE-BASED questions/items. However, these efforts have not met with the desired success.

In fact, OVER-EMPHASIS and DOMINANCE of the external examination has persisted in the education system. The internal assessment has also lost its credibility. Both types of examination have been affected by MALPRACTICES and IRREGULARITIES. This has adversely affected the entire system of education in the country.

So much so that the TINY YOUNG PRE-SCHOOL CHILD has also been subjected to the TORTURE of a BATTERY OF ENTRANCE TESTS including the PARENT-CHILD INTERVIEW for ADMISSION TO THE PRE or NURSERY SCHOOL in BIG CITIES.

You must have observed the malpractices/irregularities that are taking place in the evaluation system prevalent in your state. List a few of them below:

WHAT ARE THE WEAKNESSES OF OUR EVALUATION SYSTEM ?

Some of the weaknesses are —

- > external examination at the **TERMINAL** stage of education is conducted only **ONCE** a year;
- > In the school-based examination, too much weightage is given to the **ANNUAL EXAMINATION**;
- > In such a single-shot, short examination, so much **KNOWLEDGE (CONTENT/SUBJECT MATTER)** is **EXAMINED** or **TESTED** in just **THREE** hours;
- > The result is that the children are forced to **CRAM** (memorise) a lot of subject matter, and very little is covered in the question papers;
- > An element of **LUCK** or **CHANCE** plays a critical role in the performance of children;
- > A lot of **ANXIETY**, or **FEAR** of **FAILURE** or getting low marks (grades) is aroused in the minds of children;
- > So much is at stake, such as social recognition, getting jobs, admission to good schools or higher courses, etc. that the children are **TEMPTED** to resort to **UNFAIR MEANS** either to **PASS** or **OBTAIN HIGH SCORES**.

List some more weakness of our evaluation system below:

WHY EVALUATE ?

EVALUATION serves many **PURPOSES**. Some **GENERAL** purposes are given below—

- > To **ADMIT** children in the school, either as fresh students or as new entrants directly to different classes;
- > To **FACILITATE TRANSFER** of students from one school to another within a town/city or from one state to another, or even from one country to another.
- > To **PROMOTE** students from a lower class to an upper class;
- > To **SELECT** students for special schools (like **NAVODAYA** or other **MODEL** schools), for some special courses, or for jobs or occupations;
- > To **AWARD** merit scholarships or medals, certificates, etc. for outstanding achievement;
- > To **DEFINE** and **MAINTAIN STANDARDS** at various **STAGES** of school education;
- > To **COMPARE** the **STANDARDS** of different groups of children, schools, regions, and even countries.
- > To **GUIDE** teachers, parents, curriculum framers researchers in their activities; and
- > To **JUDGE** ultimately the **EFFECTIVENESS** of the **EDUCATION SYSTEM** in shaping the **CHARACTER** of the **FUTURE CITIZENS**.

Think about some other purposes for evaluating children's achievement and list them below:

WHY SHOULD THE TEACHER EVALUATE ?

Some of the SPECIFIC reasons are listed below.

Evaluation is necessary to find out:

- > how far the teacher has been successful in his/her teaching, i.e., whether the objectives he/she had set for teaching a particular subject (s) have been achieved or not;
- > whether the teacher has helped the children to learn what they are capable of;
- > whether the more capable children have been helped to achieve what they CAN and the less capable have been helped to come up to at least the Minimum levels of Learning, i.e., MINIMUM KNOWLEDGE, SKILLS, and HABITS/PRACTICES in respect of ALL SUBJECTS;
- > how effective the instructional material such as text-books, teacher's guides, audio-visual aids, etc. have been;
- > how effective the methods of teaching have been;
- > how VALID and RELIABLE the evaluation tools and techniques have been;
- > whether further diagnosis of special learning difficulties is required;
- > whether REMEDIAL TEACHING should be provided to ALL, or to SOME or to just a FEW students, on all or a few TOPICS, in all or only some SUBJECTS; or no reteaching (REMEDIAL WORK) is required at all.

As can be seen from these reasons, it is absolutely necessary to EVALUATE the ACHIEVEMENT or PROGRESS of pupils in the class on a CONTINUOUS BASIS. Thus, LEARNING and EVALUATION are two INTEGRAL or INSEPARABLE parts of teaching. Learning cannot progress without evaluation.

Think of some other reasons for evaluation by the teacher in school:

WHY THE EMPHASIS ON INTERNAL ASSESSMENT ?

The external examination, at best, can serve limited purposes.

Now you know that every teacher is expected to **HELP** every child to **ENROL** and **STAY** in school as well as to **ACHIEVE** at least a Minimum Level of Learning, i.e., **KNOWLEDGE, SKILLS** and **HABITS/PRACTICES** in **EACH CURRICULAR AREA**, namely, **LANGUAGE, MATHEMATICS, ENVIRONMENTAL STUDIES, WORK EXPERIENCE, ART EDUCATION AND HEALTH & PHYSICAL EDUCATION.**

Can one or two or three-hour examination in a year help much in finding out the **MLL** achieved by the children ? Can only **PAPER-PENCIL** tests/examinations help in finding out the **GROWTH** and **DEVELOPMENT** in skills, habits, interest and attitudes of children ?

NO. IT CANNOT

- > It is, therefore, necessary to evaluate the growth and development of children on a **CONTINUOUS** basis and also in a **COMPREHENSIVE** manner. This means that the teacher and the school **MUST** prepare an **ANNUAL PLAN** for a continuous and comprehensive **INTERNAL EVALUATION** of pupil's progress in all subjects. Such an evaluation of each and every child can help gather **EVIDENCE** for **JUDGING** the Levels of Learning achieved by them.

HOW DO YOU EVALUATE ?

You have been conducting tests/examinations in your school. Answer the following questions:

≠ Do you have an Annual Evaluation Plan prepared for the whole school ?
YES—NO—.

≠ How many examinations do you conduct in a year ?
Yearly — Half Yearly — Quarterly — Monthly —
Weekly — or How many a year ? _____ .

≠ What is the duration of each examination paper ?
Three Hours — Two Hours — One Hour — A Half an Hour—.

≠ What tools or techniques do you use to EVALUATE the pupil achievement ?

Oral Exam. — Question Paper — Rating Scale — Objective Type Test — Any other —.

≠ What type of questions do you ask in your examination/tests ?

Essay — Short answer — Fill in the gaps — Matching — Multiple choice — Any other —.

≠ How many subjects do you evaluate ?

All — Some; which are they ? _____
_____ ; Which subjects you do not evaluate _____
_____ .

HOW MANY TESTS DURING A YEAR ?

Let us take your answers given above one by one.

Examine each one of them in relation to the observations/comments made on it.

If you are conducting yearly/half yearly/quarterly examinations, they only partially help you to know about the progress your students have made.

The NPE has emphasized the need for a Valid and RELIABLE method of assessment.

Yearly (one), Half-yearly (two) or Quarterly (three) examinations are just not enough. You need to conduct a number of assessment tests to arrive at a judgement about the achievement/performance of students—whether it is “Good”, “Satisfactory” or “Poor”.

Therefore, experts have recommended PERIODICAL ASSESSMENTS by the teacher. True, one cannot prescribe a specific number of assessments. But if you are making assessment—WEEKLY or MONTHLY or at REGULAR INTERVALS—these will indeed give you a better, and a more reliable, index of pupil achievement.

If you are carrying out such internal assessment through tests, examinations and other techniques, you are on the right path. IF YOU ARE NOT, THEN YOU NEED TO PREPARE AN ANNUAL PLAN OF INTERNAL ASSESSMENT.

WHAT IS A VALID AND RELIABLE ACHIEVEMENT TEST ?

We have discussed the shortcomings of a **THREE-HOUR QUESTION PAPER**, given in a subject at the end of year. The policy commitment to at least achieve Minimum Levels of Learning demands that the progress of each child should be checked as often as possible. It also insists that this evaluation should be **VALID** and **RELIABLE**.

Therefore, a **VALID** and **RELIABLE** test should:

- ≠ **COVER** the **SUBJECT MATTER** taught fully (relate to validity).
- ≠ **ASSESS** all the **OBJECTIVES SET** (relates to validity).
- ≠ **INCLUDE** both an adequate number and different types of question/item (relates to reliability).
- ≠ **GIVE** more or less the same/similar results, if given to the same group of pupils after a lapse of time (relates to reliability)

The above **CRITERIA** could be satisfied only if tests are conducted as often as possible, **REGULARLY** at **SHORT INTERVALS** of **TIME**, say, 7-9 (if monthly) or 28-36 (if weekly). These in turn will give us ample scope to cover more subject matter and objectives. Being **LARGE** in number and conducted as the teaching-learning **PROGRESSED**, they would provide a more **ACCURATE AND RELIABLE INDEX** of pupil achievement.

By nature these tests are **SHORT**. They are conducted in the **CLASS PERIODS**, lasting for 30-35 minutes or less as the situation demands.

However, a word of caution is necessary. Number, duration and timing of such tests should not be very **RIGID**. Instead they should be **FLEXIBLE**. Portions of subject matter covered or topics taught, number and level of objectives, difficulty level of subject matter, etc. should be kept in view before conducting the test.

WHAT KIND OF TOOLS OR TECHNIQUES BE USED ?

Whether it is an external examination (a three-hour paper) or an internal assessment (short tests), the **TYPE** of **TOOLS/TECHNIQUES** and the **NUMBER** of **OBSERVATIONS** or **QUESTIONS/ITEMS** in the test, both are **EQUALLY** important.

We require different types of tools or need to use different kinds of techniques in order to assess different subjects, different objectives (learning outcomes) and different levels of learning. Further, a tool/technique should also consist of an adequate number of questions/items/observations.

More **EVIDENCE** means an increase in **ACCURACY** and **RELIABILITY** of the measurement instrument.

You have tick-marked the tools/techniques which have been using in your evaluation. Do you use all of them ? If you do, you are doing the right thing. But if you do not, then there is a need to incorporate the suggestions given here.

WHAT TOOLS, ETC. CONTD.

Since you have already read the write-up on the **MINIMUM LEVELS OF LEARNING**, you are familiar with **THE FRAMEWORK** used in **DEFINING THE MLL**. You are aware that different subjects are taught with a view to **HELPING CHILDREN DEVELOP** Minimum Learning Outcomes in respect of:

COGNITIVE DOMAIN or MENTAL/INTELLECTUAL ABILITIES, PSYCHO-MOTOR DOMAIN or MANIPULATIVE SKILLS, EFFECTIVE DOMAIN or SOCIO-EMOTIONAL CHARACTERISTICS

Each subject should be taught keeping all the above **THREE DOMAINS** in view. In simple words, through each subject, the teacher can help children **ACQUIRE KNOWLEDGE, DEVELOP UNDERSTANDING, APPLICATION, SKILLS, INTERESTS, ATTITUDES AND VALUES**.

However, different tools/techniques would be required to measure the development relating to these domains.

PAPER-PENCIL TESTS (question papers: both essay and objective type) are more suitable in assessing the **MLOs** relating to the **COGNITIVE DOMAIN**, viz. **KNOWLEDGE, UNDERSTANDING** and **APPLICATION** of the subject taught.

ORAL EXAMINATIONS can help to evaluate the **Skills** related to oral expression/presentation as well as other personality characteristics.

QUESTIONNAIRES, INVENTORIES, OBSERVATION SCHEDULES, CHECKLISTS, ANECDOTAL RECORDS and **RATING SCALES** could help in evaluating skills, habits/practices and socio-emotional characteristics such as interests, attitudes and values. You may note that the **DISTINCTION** between **TOOL** and **TECHNIQUE** is not very **RIGID** here.

Use of all these will provide a **TOTAL PROFILE** of growth and development of children.

Analyse the subjects you are teaching and identify the tools/techniques which you consider appropriate in **assessing** pupil achievement.

HOW TO CONSTRUCT AN ACHIEVEMENT TEST

You know that teaching has to be organised to **ACHIEVE** specific objectives. As you need to develop skills in teaching, you also need to acquire knowledge and skills in constructing tests to find out what the children have learned.

While **CONSTRUCTING** an **ACHIEVEMENT** test, the same objectives—have to be kept as reference points. The **SLOGAN** is:

“OBJECTIVE-BASED TEACHING AND OBJECTIVE-BASED EVALUATION”.

You will get more details and practice on this in your sessions when you discuss the **PERFORMANCE PACKAGES** relevant to **DIFFERENT** subjects. A few general steps are given here for **CONSTRUCTING A TEST**.

STEP 1

Identify the objectives and MLOs for the subject taught.

STEP 2

Identify facts, figures, concepts/ideas, or any other important information regarding the subject matter, i.e., portions, units, topics, themes, etc. taught.

STEP 3

Decide the format of questions/items for testing different MLOs. There are two main types of format, i.e. one requiring the student to select the answer from among those already provided such as **MULTIPLE CHOICE, MATCHING, FILL IN THE GAP** (when answers given), and the second type requiring the student to **SUPPLY** the answer such as **FILL IN THE GAP, SHORT ANSWER, AND ESSAY TYPE ANSWER**.

HOW TO CONSTRUCT AN ACHIEVEMENT TEST—Contd.**STEP 1**

Let us expand these steps further.

- ≠ Decide how many, objectives you want to test, i.e., knowledge, understanding and application.
- ≠ If you want to test all of them, decide what weightage should be given to each one of them, e.g., K = 50%, U = 30% and A = 20%.
- ≠ Select certain MLOs under each of the objectives. This has to be carefully done. You may have developed many MLOs, but all of them can not be tested during a class period. For example, in a test of 50 marks, you can test MLOs numbering 25 under K (each of one mark value), 15 under U and 10 under A respectively, if the above weightages to objectives are used. Therefore, selection of important or significant or critical MLO would be of utmost importance.

The design will look as under:

OBJECTIVES

K (50%)	U (30%)	A (20%)	T (100%)
50 items of 1 mark each	30 items of 1 mark each	20 items of 1 mark each	

You may choose to assign different values to different items, e.g. 2 marks for a short answer test; 1/2 mark for a fill in the gap, and so on.

Take one topic or unit from any subject and work out this step in concrete terms.

HOW TO CONSTRUCT AN ACHIEVEMENT TEST-CONTD.**STEP 2**

Decide the AMOUNT of subject matter to be included in the test. Suppose you have taught two units. You should decide the weightage between two in terms of importance and difficulty level, say, 60% and 40%.

Then you should divide each of them into further parts such as facts, figures, vocabulary, names, dates, concepts/ideas, principles, processes, definitions, theory, etc.

Then, distribute relevant subject matter under each of the above mentioned objectives K, U & A. Also give appropriate weightages from the total weightage assigned to that objective, e.g. 50% of K may be divide into portions of subject matter you have included under it and so on.

Generally, recognition and recall of information like words, names, dates, numerals, numbers, etc. are put under K.

Principles, definitions, ideas, concepts, processes, etc. are put under U.

When both the above mentioned subject matter under K and U is required to be used to solve some problems, it is put under A.

The design will look as under

Subject: Language

Content	K	U	A	T
Words (20%)				
Comprehension of Passage (60%)				
Use of Words (20%)				

Continue your exercise started under Step 1 by making use of the actions suggested above.

HOW TO CONSTRUCT AN ACHIEVEMENT TEST-CONTD.**STEP 3**

Having identified the Objectives, MLOs and related Subject Matter you are ready to decide the format of each item. Suppose under objective K—MLO indicates “recall” a place or word, decide whether you want the child to **SELECT** an answer from among those given or you want him/her to **SUPPLY** it on his/her own. Once this is decided, you can think of the format of the question/item—Short answer or Fill in-the-gap or Multiple choice type or any other type.

Similarly, under objective U you may want the child to “cite example”. You may straight away select a format of short answer type, since you want him/her to give his/her own examples similar to the one(s) you have given during teaching. However if you want him/her to “discriminate or interpret” or “reason or predict” (under objective A), the format of Multiple choice is ideal.

You can follow some **THUMB RULES** given below:

- ≠ Since the purpose is to collect as many observations as possible in a given period of testing, the objective type questions/items like Multiple choice, Fill in-the-gap, Matching, etc. may be preferred to the essay type. These are also easy to correct and mark.
- ≠ Use the essay type and even short answer type questions/items sparingly. Use them only when you want to test the “memory” of the child. You may also use it when you want to test the ability to organise the thoughts, put them in proper sequence, express creativity, etc. However, remember, the young child can not write long answers.
- ≠ If you want to test complex learning outcomes (normally called **THINKING TYPE**), it is better to construct Multiple choice items. It has been convincingly shown that this type can help to test all levels of learning outcomes involving higher mental abilities.
- ≠ Examine the blue-prints of unit tests in Language, Mathematics, and EVS-I (Nutrition, Health Education and Environmental Sanitation), given on the next pages.

ASSESSMENT OF SOCIO-EMOTIONAL MLOS

COMPREHENSIVE evaluation demands that, like the assessment in language, mathematics and environmental studies, so called cognitive areas of learning, equal emphasis should be laid on assessing the performance of children in the other subjects, i.e. **WORK EXPERIENCE, ART EDUCATION and HEALTH & PHYSICAL EDUCATION**. As highlighted earlier, the focus in these areas of learning is more on development of skills, habits, practices, interests, attitudes and values.

Whether it is a "process of learning" or the final "product of learning", a rating scale of five point (recall our discussion in the write-up on MLL), would be most appropriate.

GRADE A	EXTRAORDINARY PERFORMANCE
GRADE B	EXCELLENT PERFORMANCE
GRADE C	GOOD PERFORMANCE
GRADE D	AVERAGE PERFORMANCE
GRADE E	JUST SATISFACTORY PERFORMANCE
BELOW MINIMUM	NEEDS IMPROVEMENT IN PERFORMANCE

Needless to point out that a product such as drawing, doll, paper cutting, recital, dance, song, etc. could also be rated using the above scale.

The scale points can be described in many different ways. If a **HABIT/PRACTICE** of washing hand is assessed, Grade C means "ALWAYS", GRADE B means "OFTEN", GRADE C means "NORMAL", GRADE D means "SOME TIMES" and GRADE E means "RARELY".

For a reliable grading, it is necessary to observe children in informal situations and record some interesting anecdotes/incidents throwing light on some characteristics of children. Such records of observations could become the basis of rating children. The point to be remembered is that at some intervals you must assess social characteristics listed as MLOs under these subjects.

NUTRITION, HEALTH EDUCATION AND ENVIRONMENTAL SANITATION
BLUE PRINT
OBJECTIVE

Subject Matter	No. of Item	Form of Items	Knowledge	Understanding	Application	Marks	%	
Weightage			25%	48%	27%			
Nutritive Value of Food								
a) Balanced diet-Calories intake	18%	1	Multiple choice	Recall (1 mark)	—	—	1	
b) Balanced diet-Food intake		1	—do—	—	See relationship (1 mark)	—	1	
c) Balanced diet-Food intake		1	S.A.	—	—	Analyse (5 marks)	5	
d) Food beliefs		1	True false	—	See relationship (4 marks)	—	4	
						Sub-total	11	18%

Deficiency Diseases

a) Vitamin deficiency	17%	1	S.A.	Recall (4 marks)	—	—	4	
b) Food and deficiency diseases		1	Matching	—	See relationship (3 marks)	—	3	
c) Prevention of deficiency diseases		1	Multiple choice	—	See relationship (1 mark)	—	1	
d) Vitamin A deficiency		1	S.A.	—	Infer (2 marks)	—	2	
Sub-total							<u>10</u>	<u>17%</u>

Communicable Diseases

a) Immunization		1	True False	Recognise (4 marks)	—	—	4
b) Primary health case		1	S.A.	Recall (2 marks)	—	—	2
c) Transmission		1	S.A.	—	—	—	4

d) Transmission	1	S.A.	—	Classify (3 marks)	—	3	
e) Causes	1	S.A.	—	See relationship (3 marks)	—	3	
f) Causes	1	Multiple choice	—	Discriminate (1 mark)	—	1	
g) Causes of water borne diseases	40%	1	S.A.	—	—	Reason (1 mark)	1
h) Prevention	1	S.A.	—	—	—	Suggest (2 marks)	2
i) Causes of cholera	1	S.A.	Recall (1 mark)	—	—	—	1
j) ORS	1	S.A.	Recall (1 mark)	—	—	—	1
k) ORS	1	S.A.	Recall (1 mark)	—	—	—	1
l) Bacteria	1	S.A.	—	See relationship (1 mark)	—	—	1
Sub-total						<u>24</u>	<u>40%</u>

Food Sanitation

a) Food born diseases	3%	1	S.A.	—	See relationship (1 mark)	—	1	
b) Safe food handling		1	S.A.	—	—	Analyse (1 mark)	1	
Sub-total							2	3%

Environmental Sanitation

a) Agencies responsible for sanitation	15%	1	Multiple choice	Recognise (1 mark)	—	—	1
b) Air and water pollution		1	Matching	—	See relationship (4 marks)	—	4
c) Safe water-purification		1	Multiple choice	Recall (1 mark)	—	—	1
d) —do—		1	Filling in the blank	—	See relationship (2 marks)	—	2

e) Disadvantage of defection in the open		1	S.A.	—	See relationship (1 mark)	—	1	
						Sub-total	9	15%
Food preservation		1	S.A.	—	—	Reason (1 mark)	1	
—do—	7%	1	S.A.	—	—	Suggest (2 marks)	2	
—do—		1	S.A.	—	—	Reason (1 mark)	1	
						Sub-total	4	7%
Total	100%	30		15 (25%)	29 (48%)	16 (27%)	60	100%

**SUBJECT-MATHEMATICS
BLUE PRINT
OBJECTIVES**

Subject Matter	No. of Item :	Form of Items	Knowledge	Understanding	Application	Marks	%
Weightage			35%	45%	20%		
Geometrical shapes and size	4%						
a. Different geometrical shapes- cuboidal, cylindrical, spherical and conical	1	Multiple choice	Recognition (2 marks)	—	—	2	—
b. Faces, edges and vertices of geometrical solids	1	—do—	Recall (2 Marks)	—	—	2	—
					Sub total	4	4%

**Measurement of 18%
Geometrical
shapes**

a. Concept and kinds of angles	1	Multiple choice	Recognition (2 marks)	—	—	2	—
b. Characteristics of a triangle, a rectangle, and a square	1	—do—	Recall (2 marks)			2	—
c. Concept of Radius, Circumference and Diameter	1	—do—	—do—	—	—	2	—
d. Relationship between various angles of a triangle.	1	—do—		See Relation ship (3 marks)	—	3	—
	1	—do—			—	3	—
	1	—do—			—	3	—
e. Types of triangles	1	—do—	Interpret (3 marks)				
Sub-total						<u>18</u>	<u>18%</u>

Measurement of Perimeter and Area

8%

a. Determining the Perimeter of geometrical figures such as rectangle, square triangle and quadrilateral.

1

Multiple choice

—

Interpret and verify (3 marks)

—

3

b. Finding out the Area of a rectangle and square.

1

—do—

—

—

Infer (5 marks)

5

Sub total

8

8%

Measurement of 9%
Volume and capacity of solids of cubical and cuboidal shapes.

a. Concept of Volume/capacity, unit for measurement of Volume/Capacity.	1	Multiple choice	Recall (2 marks)	—	—	2
b. finding out the Volume/Capacity of a cube.	1	—do—	—do—	—	—	2
c. finding out the Volume of a Cuboid.	1	—do—	—	—	Infer (5 marks)	5
					Sub-total	9 9%

Unitary Method 6%

Calculation of the value of desired number of objects/quantity when the value of some objects/quantity other than the desired ones is given	1	Multiple choice	—	Interpret (3 marks)	—	3	
	1	—do—	—	—do—	—	3	
						Sub-total	<u>6</u> 6%

Problems involving application of per cent %

a. Conversion of a fraction into per cent	1	Multiple choice	—	See relationship and interpret (3 marks)	—	3	—
b. Conversion of a decimal into Per cent.	1	—do—	—	Interpret (3 marks)	—	3	—
						Sub Total	<u>6</u> 6%

Profit and Loss 8%

a. Finding the profit/loss in a transaction	1	Multiple choice	—	Interpret (3 marks)	—	3
b. Determining Cost price, selling price, profit or loss when other two are given.	1	do	—	—	Infer (5 marks)	5
					Sub-total	<u>8</u> <u>8%</u> <u>88</u>

Simple problems involving calculation of simple interest on the borrowed money. 12%

a. Calculation of simple interest on the borrowed/ deposited money.	1	Multiple choice	Recall (2 marks)	—	—	2
	1	do	do	—	—	2

b. Calculation of amount to be paid/received after specified time when the rate of interest is given.	1	—do—	—	Interpret (3 marks)	—	3	
	1	—do—	—	—	Infer (5 marks)	5	
						Sub-total	<u>12</u> <u>12%</u>

Ratio and Proportion 13%

28

a. Calculation of Ratio & Proportion	1	Multiple choice	Recall (2 marks)	—	—	2	
	1	—do—	—	Interpret (3 marks)	—	3	
b. Conversion of Ratio and proportion	1	—do—	—	—do—	—	3	
	1	—do—	—		Infer (5 marks)	5	
						Sub-total	<u>13</u> <u>13%</u>

Solve problems involving Distance, time and speed. 8%

a. Relationship among speed, time and distance.	1	Multiple choice	—	Interpret (3 marks)	—	3	
	1	—do—	—	—	Infer (5 marks)	5	
					Sub-total	<u>8</u>	8%

Average 8%

Determining the Average from the given data	1	Multiple choice	—	Interpret (3 marks)	—	3	
	1	—do—	—	—	Infer (5 marks)	5	
					Sub-total	<u>8</u>	8%

Total	100%	32	10 items (20%)	15 items (45%)	7 items (35%)	100	100%
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**SUBJECT-LANGUAGE
BLUE PRINT
OBJECTIVES**

Subject Matter	No. of Items	Form of Items	Knowledge	Understanding	Application	Marks	%
Weightage			25%	45%	30%		

A-ORAL

—A given paragraph from the Text for reading with correct pronunciation, intonation and stress.	6%	1	Presentation of paragraph for reading (L.A.)	Recall	—	—	6	6%
—A given poem from the text for reading with correct pronunciation, intonation and stress.	6%	1	Presentation of a Poem for reading (L.A.)	Recall	—	—	6	6%

—Reproduction of a story heard or read	8%	2	Direction for narrating story (L.A.) (1) (S.A.) (1)	Recall	—	—	8	8%
—Presentation of a paragraph for dictation.	5%	1	Oral dictation	Recall	—	—	5	5%

B-WRITTEN

—Correction of the sentences.	4%	4	(V.S.A.)	—	See Relationship	—	4	4%
—Presentation of words for giving synonyms.	4%	4	(V.S.A.)	—	See Relationship	—	4	4%
—Changing the nouns into adjectives.	4%	4	(V.S.A.)	—	See Relationship	—	4	4%
—Reading for comprehension unseen passage	12%	6	(S.A.)	—	Interpret (3) 6 marks	Infer (3) 6 Marks	12	12%

—Reading for comprehension unseen poem.	10%	5	(S.A.)	—	Interpret (2) 4 marks	Infer (3) 6 Marks	10	10%
—Using idiom for sentence construction.	10%	5	(S.A.)		Interpret (5)		10	10%
—one word for an expression.	3%	3	(V.S.A.)		Interpret (3)		3	3%
—Changing gender of given words	4%	4	(V.S.A.)		See relationship		4	4%
—Sandhi Vichched of given words.	6%	3	(S.A.)		See Relationship		6	6%
—Writing an application for leave	6%	1	(L.A.)			Expression	6	6%
—Writing an essay on a given topic.	12%	1	Essay			Expression	12	12%
Total	100%	45	6 L.A. 20 S.A. 19 V.S.A.	4 L.A. 1 S.A.	13 S.A. 19 V.S.A.	2 L.A. 6 S.A.	100	100%

AN EXERCISE IN MICRO-PLANNING

PLANNING IS A PROCESS OF

- assessing needs and fixing targets of achievements;
- taking stock of available resources;
- identifying sources for additional resources; and
- matching the fulfilment of needs with the available resources

THE OUTCOME IS

- A plan for a given period of time.
- Improvement in efficiency.

ALL INSTITUTIONS HAVE TO PLAN THEIR ACTIVITIES FOR BETTER EFFICIENCY. THE SCHOOL AS AN EDUCATIONAL INSTITUTION CAN ALSO IMPROVE ITS EFFICIENCY THROUGH INSTITUTIONAL PLANNING

NEED FOR PLANNING

LET US IMPROVE OUR SCHOOL

- * Start planning action in this direction.
- * It is possible to plan for a long period, say 5 years, as is done in National plans.
- * It will require a lot of hard work and foresight.
- * We are attempting it for the first time.
- * Let us, then, prepare action plan for the next academic year.

IT WILL EITHER BE A SHORT TERM PLAN

OR

A ONE YEAR PLAN

THE PROCESS OF PLANNING

BASIC CONSIDERATIONS

1. The plan must involve all concerned.
 - The plan you work out must be acceptable to your colleagues, the local community and the supervisors.
 - Discuss your plan with others and incorporate their suggestions.
2. It should not be too ambitious.
 - Your plan must match the available resources.
 - Successful completion of planned activities provide satisfaction. Therefore, plan your activities systematically.
3. It should be specific and understandable.
 - Targets to be achieved should be well defined.
 - Sequential steps must be listed for each activity.
 - Role of different workers should be clearly specified.

THE PROCESS OF PLANNING-CONTD.**STEP 1 REVIEW OF THE EXISTING POSITION**

1. What is the class wise enrolment this year ?

Class	I	II	III	IV	V	Total
-------	---	----	-----	----	---	-------

2. What will be class wise enrolment next year ?

— Assume all students will move to the next class at the end of the year.

— Identify possible enrolment in class I through door to door survey.

— Now work out total enrolment.

Class	I	II	III	IV	V	Total
-------	---	----	-----	----	---	-------

3. Now you know the number of students that will be in the school next year. Planning must be based on this enrolment.

STEP 1—Contd.

4. Which of the following areas need improvement ?

- Classroom accommodation.
- Furniture and tat patties (mats).
- Drinking water facilities.
- Play ground.
- School assembly.
- Organisation of games and sports.
- Organisation of co-curricular activities.
- Teaching of different subjects.
- Evaluation of attainment of Minimum Levels of Learning (MLL).

List other areas in which you propose to bring improvement

5. **List the area for improvement in order of priority**

THE PROCESS OF PLANNING-CONTD.**STEP 2 DEVELOP SPECIFIC PROJECTS**

1. For each area of work prepare a detailed note, giving:
 - Need for improvement;
 - Nature of improvement needed;
 - The specific outcomes expected;
 - Details of action proposed;
 - Time schedule for the completion of proposed action;
 - Roles of persons involved;
 - Resources needed;
 - Availability of these resources; and
 - How will the outcomes be assessed.
2. Discuss the details of the projects with all the persons involved and seek their approval.
3. Select projects for final action, based on:
 - feasibility;
 - tangible outcomes; and
 - willingness of colleagues to implement the projects.
4. Take up only a few projects at a time. Begin with only two or three important projects in a year.

THE PROCESS OF PLANNING—Contd.**STEP 3 PREPARING AND EXECUTING A PLAN
OF ACTION**

1. Put all the projects together and check:
 - overlaps in time scheduling
 - overlaps in involvement of different persons at the same time; and
 - overlaps in space utilisation
2. Consolidate the need for additional resources.
 - List the sources from where help will be sought;
 - Assign specific responsibilities to different workers.
3. Discuss the total plan of action with:
 - all the colleagues in the school;
 - local village/Education Committee;
 - supervisory staff.
4. Incorporate suggestions for improvement and finalise the plan of action.

THE PROCESS OF PLANNING-Contd.**STEP 4 PROJECT MONITORING****1. Preparatory Action**

- Work out specific responsibilities;
- Demarcate specific and sequential steps under each project;
- Fix specific outcomes for each step;
- Assign a time schedule for each step.

2. Monitoring Action

- Note problems in implementing different steps;
- Watch achievement of specific outcomes;
- Identify need for supplementary effort;
- Arrange help where needed.

3. Terminal Action

- Prepare evaluation report specifying need, process and outcome;
- Discuss the evaluation report with your colleagues, Local/Village Education committee and supervisors.

PROJECT DESIGNS-SOME SUGGESTIONS

LET US PLAN A PROJECT

You have now learnt the process of planning projects. Given below are suggestions for some projects. Select anyone of these projects and prepare a project design. You may feel free to identify any other project according to your need.

Project 1

Providing toilets at the school campus

Need

Students face inconvenience as there is no provision for toilets. Some of them even miss school and go out on this pretext. It is needed to improve health habits.

Scope

Two toilets will be constructed in a corner of the school compound.

Time schedule _____

Materials needed

Bricks _____

Cement _____

Stone dust _____

Masons _____ for _____ Days.

Labour _____, including School children _____.

PROJECT 1—CONTD.**Help to be sought from :**

- Village Panchayat;
- Community leaders; and
- Contributions from parents.

Responsibilities

- Contacting village panchayat
(Shri _____)
- Procurement of materials
(Shri _____)
- Supervision of construction
(Shri _____)

Steps

1. Motivating parents.
2. Procuring materials.
3. Construction work.

Project 2**Improving children's participation in football game.**

- Improving the play ground;
- Provision for footballs;
- Supervision of practice sessions;
- School competition;
- Inter school competition.

Project 3
Improving children's handwriting

- Practice in calligraphy;
- Display and appreciation of good work;
- Class prizes;
- School prizes;
- Wall magazine.

Project 4
Improving teaching of language through free expression

- All classes to participate;
- Free oral expression on a given topic by all students before the whole class;
- Students to be given a chance to assess better expression;
- Free written expression on given topics;
- Presentation of written work before the class;
- Evaluation by students themselves;
- Formulate criteria for evaluation.

**WRITE A PROJECT DESIGN AND PRESENT
BEFORE THE GROUP. DISCUSS MERITS OF A
FEW DESIGNS**

**YOU MAY NOW ATTEMPT PROJECT FORMULA-
TION IN THE CONTEXT OF YOUR SCHOOL**

OPERATION BLACKBOARD-AN OVERVIEW

Provision of access to education is one of the the essential components of the programme of Universalisation of Elementary Education.

WHAT IS 'ACCESS TO EDUCATION' ?

Is it only—

- providing a primary school within specified distance from the residence of a child ?
- providing some place for a building/room(s) with bare walls ?
- appointing teacher(s) to teach the children who happen to come to school ?
- providing some material such as furniture for the teachers/students and if possible a blackboard and chalks.

NO. It is not ONLY this. It is much more.

The teacher needs many more facilities to attain two more goals of UEE. They are:

RETENTION of children and IMPROVEMENT in the QUALITY of education

List some minimum facilities you require in your teaching

DO ALL PRIMARY SCHOOLS HAVE SUCH FACILITIES ?**NO**

- > A large number of schools do not have Pucca buildings;
- > MANY schools are SINGLE-TEACHER SCHOOLS;
- > Many schools MAY NOT have ESSENTIAL facilities.

Keeping in view the above facts the educational planners and policy makers emphasized the need for providing ESSENTIAL facilities to each and every school in the country. Therefore a recommendation for such provision was made in the NPE-86. It declared:

'A phased drive, symbolically called OPERATION BLACKBOARD will be undertaken with immediate effect to improve PRIMARY SCHOOLS all over the country.'

WHAT IS OPERATION BLACKBOARD ?

- > Operation Blackboard (OB) is a symbolic term used for the scheme of providing essential facilities to all primary schools in the country
- > OB is a centrally sponsored scheme.

WHAT ARE THE ESSENTIAL FACILITIES ?

Each primary school should have at least

- > two all weather pucca classrooms with a verandah, separate toilets for girls and boys.
- > two teachers-one of them a woman as far as possible.
- > ESSENTIAL teaching-learning material.

ESSENTIAL FACILITIES CONTD.**MINIMUM TEACHING-LEARNING MATERIAL**

A variety of teaching-learning material has been/is being provided to every primary school

- Some items — are meant only for teachers. These include syllabi, teachers' guides and magazines and newspaper.
- Others — are meant for teachers as well children. These include textbooks, class-room teaching materials (maps, globe, charts), play materials (blocks, tiles, jigsaw puzzles, toys), games materials (rubber balls, volley ball, football, tennikoit, skipping rope, swing rope) primary science kit, mathematics kit, mini tool kit, library books including dictionary and children's encyclopaedia, musical instruments, etc.
- Some — of these such as Primary Science Kit, Mini Tool Kit, Mathematics Kit indicate subject specificity but many of the items included in these kits can also be used for teaching concepts related to other subject areas.

WILL SIMPLE PROVISION OF MATERIALS HELP ?**NO.**

These materials must be used. They should not be kept locked in almirahs/boxes

WHY ?

Children in the age group of 6-11 years learn better when:

- concrete objects/things are used to generate learning experiences.
- participation in learning activities is encouraged.
- interaction with peer group and teachers is facilitated.

THE EXPECTATIONS

Every teacher must—

- acquaint himself/herself with each item.
- learn to handle each item.
- use these materials to generate learning activities.
- encourage each child to participate in learning activities.

AND, THUS MAKE THE SCHOOL A PLACE —

- > that is warm and pleasant.
- > where children feel free and have access to all materials.
- > where each child learns at his/her own pace.
- > where teachers facilitate learning.
- > where learning becomes a joyful experience.

To make learning a joyful experience exploit the rich source of material available in your ENVIRONMENT also

THE OUTCOME

You will find that—

- > a variety of activities can be organised by using each item/sub-item.
- > a variety of concepts can be developed by using each item/sub-item.
- > every child can be kept engaged fruitfully.
- > every child's progress can be assessed objectively.
- > children can be grouped according to their pace of learning.
- > remedial material and teaching can be planned in problem areas of different groups.

THINK FOR A WHILE

To what extent do you think, this shift in methodology of teaching will help in

- * attracting more children to your school
- * discouraging truancy
- * decreasing the drop-out rate
- * making learning more lasting

Give Your Comments

MULTIPLE CLASS TEACHING

A problem of:

SMALL SIZED SCHOOLS

It implies:

**SIMULTANEOUS HANDLING OF MORE THAN
ONE CLASS BY A TEACHER**

The problems arise in:

- > Classroom management;
- > Preparation of time schedules;
- > Teaching learning strategies; and
- > Organisation of school work.

PROBLEMS OF CLASS MANAGEMENT**1. Single teacher schools**

- * All five classes have to be looked after by the same teacher.
- * Children of different age groups are made to sit together.

DO YOU STILL HAVE SINGLE TEACHER SCHOOLS?**2. Two or three teacher schools**

- * Usually equal number of students are assigned to each teacher. Thus class I (the largest) is combined with class V (the smallest).
- * It leads to the problems of adjustment between children of different age groups.
- * It also leads to the problem of neglect of younger children as the senior most class needs more attention.

WHAT COMBINATION OF CLASSES DO YOU FOLLOW ?

PROBLEMS OF CLASS MANAGEMENT—CONTD.

3. Seating arrangement

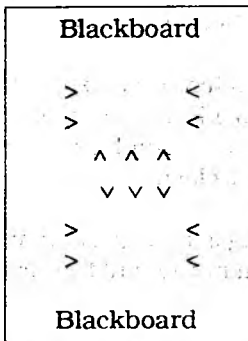
- * Usually primary schools have one/two rooms.
- * All five classes have to be accommodated in these rooms.
- * This leads to the problem of seating arrangement of different classes.
- * This also leads to the problems of providing essential facilities like blackboard and other materials for each class.

Suggestions for seating plan

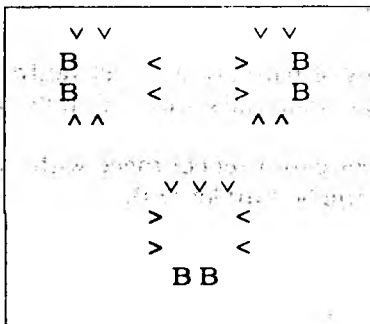
- In a one teacher-one class situation, students sit in rows, facing the teacher.
- In the multiple class teaching situation such a seating plan would disturb other classes when the teacher is engaging one of the classes.
- With the growing focus on child-centred and activity-based teaching, students may be asked to sit in semi-circles leaving enough space in the centre for activities.
- It would be desirable to ask different classes to sit in semi-circles facing different walls of the same room as is shown in the next frame.

SEATING PLAN—Contd.

Seating plan when two classes are with one teacher



Seating Plan when three classes are with one teacher.



THE SUCCESS OF THE PLAN DEPENDS ON THE AVAILABILITY OF A BLACKBOARD/ROLLER BOARD FOR EACH CLASS

PROBLEMS OF TIME SCHEDULE

- > When the teacher has to look after more than one class full time attention to each class is not possible.
- > The teacher needs to plan different types of activities for different classes to provide meaningful assignments to the students to be completed when the teacher is busy with another class.
- > When the teacher is not engaging a particular class the class monitor should help the children complete practice lessons.
- > Small groups of more-capable and less-capable children can be formed to encourage children to seek help from one another.
- > Children can be engaged in various constructive activities with the help of materials provided under O.B.
- > Self study practices can be encouraged with the help of library books supplied under O.B.

TEACHING-LEARNING STRATEGY

- There is a shift in emphasis from TEACHING to HELP-ING CHILDREN TO LEARN.
- Plan activities to engage children in learning through self efforts and with the help of one another.
- This will reduce the need for teacher's presence in each class on a full-time basis.
- Make full use of materials supplied under OPERATION BLACKBOARD in planning such activities.
- Appoint a MONITOR for each class to supervise self-study and participation of children in activities in the absence of the teacher.
- Encourage child-to-child learning.
- Engage all the classes together on general topics like history of freedom movement, national symbols, recitations, dramatisation, games and sports, cleanliness drives, etc.
- Plan the activities for each class well in advance for each day's work.

ORGANISATION OF SCHOOL WORK

- > In single teacher schools, the absence of the teacher meant closure of school. Provision of the second teacher under O.B. will help overcome this problem.
- > The materials supplied under O.B. will help in organising a variety of activities in which students can be gainfully engaged in the absence of the teacher.
- > The organisational details of these activities will be provided through the PERFORMANCE PACKAGE.
- > There will be need to plan and organise these activities well in advance.

- * PLAN A DAY'S ACTIVITIES FOR CLASSES I AND II UNDER THE CHARGE OF A SINGLE TEACHER
- * DISCUSS IT WITH YOUR COLLEAGUES
- * PLAN A DAY'S ACTIVITIES FOR CLASSES III, IV AND V UNDER THE CHARGE OF A SINGLE TEACHER.
- * DISCUSS IT WITH YOUR COLLEAGUES.

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