

FICCI SCHOOL EDUCATION CONFERENCE 2014

'TOWARDS EFFECTIVE DELIVERY OF QUALITY EDUCATION'

Breakout session 3rd

Leveraging Assessment to Improve Educational:

Moving from input to outcomes-

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Burning Issues:

SSA Leads towards Universal enrollment.

RTE implications for whole school development.

NCFSE 2005 Focus for stress free quality education.

Quality Education still a major concern :-

Need for child centric learning process.

Stress free amicable learning atmosphere.

Professionally Qualified Facilitator required.

Teacher often confused with multi dimensional instruction from various level

Continuous assessment to ensure curriculum transaction in stipulated time frame.

Steps initiated for Examination reformations/ desirable assessment process :-

1. Right from beginning oral examinations were conducted till the advent of Britishers (students were assessed on scholastic as well as co scholastic areas but largely based on mind set of teacher/ preacher as pedagogical discussion were least possible)
2. The secondary Education commission 1952-53 recommended to have one public examination to indicate the completion on school course
3. Indian Education commission 1964-66 issued a comprehensive report for no detention(ungraded) at lower primary level – It would help the children coming from various backgrounds to advance at their own pace
4. National Policy of Education 1968-Stressed that evaluation should be a continuous process –to help children to improve their level of achievement rather certifying his performance,
5. National Policy of Education 1986- Examination should bring qualitative improvement. CCE should be introduced to assess scholastic as well as co scholastic areas
6. Yaspal committee report 1993-Viewed to replace present test based/ quiz based questioning and suggested to save the children from tyranny and rote memorization
7. NCF 2000 – suggested self evaluation by student and peer evaluation as part of it at primary level Individual student should contain self appraisal beside cumulative report card.
8. NCFSE 2005- Suggested to shift the role and responsibility of teacher. School should have paradigm shift –from teacher centric to child centric– flexible process on learner’s autonomy Learner should no more be passive receptor writing with in four walls We should find remedy for growing problem of psychological pressure. Learning

outcome as well as learning experiences should be assessed-we should promote LEARNING TO LEARN.

NCF 2005 view that boards should adopt grading . CBSE is pioneer introduce optional at 10th level. But over all the response is poor and negative.

NIOS may be appreciated in this regard to introduce grading system with subject wise competencies. In other cases if a student is performing better in other subjects except in one or two the student is held up which some time result in miserable condition.

Role of Assessment to ensure comprehensive quality achievement

Before discussion on role of Assessment to ensure comprehensive quality achievement we need to understand the words often confused.

- 1.Examination(Trial/ The act of looking carefully or considering very carefully)
- 2.Evaluation (Value or quality of something after thinking about it carefully)
- 3.Assessment(An opinion or judgment about that has been thought)
- 4.Curriculum Transaction (The subjects/ competencies that are included in a course of study or taught in a college or school)
- 5.Sylabi (A list of books or topics that students should study in a particular subject at school or college)

Examination in a traditional term is meant by a trial to assess whether a student have achieved the required competencies or not (based on curriculum)

Assessment in pedagogical term is meant for betterment or quality improvement. It should be used as a tool to inquire if there is any impediment in learning process. Assessment should be used to select a particular remedy that may facilitate in learning process

In Medical Science a Doctor various tests to diagnosis the gravity of ailments

Thermometer, Stethoscope, Blood Pressure, Total liquid profile, ECG, ESR, X-ray, TLC, DLC, MRI, Endoscopy, City scan, Sonography mammography etc.

His aim is not merely to conduct tests, rather to reach on the conclusion during the diagnosis process,

But if a Doctor fails to find out the root cause of illness he goes further for alternative studies/ tests.

Can we adopt various tactics/ pedagogical strategies as tools to diagnosis the impediments in learning process.

Generally what happens ;

We are conducting examinations to decide the grades.

Teacher feels in case larger pupil teacher ratio.

We talking about CCE but have we faith on teacher?

Mind set of teacher / Parents to control student community through Examination & certificate.

CCE is adopted as formative assessment

Some burning cases-

a. Why somu, the pea nut seller failed/ drop out?

Somu (11 year old) the pea nut seller in local gali was admitted in Govt Primary school by SSA volunteer.

The teacher was paying special attention so that he may be at par with other student.

The teacher was of the opinion that Somu is very good in Mathematics.

He was accounting efficiently for 100 gm, 250gm, 500gm peanut . Somu was very sharp when he was paying back to customers.

If 250gm pea nut cost Rs 14 and customer is giving 100 Rupee note then Somu was paying back like this,

Coins of Rs 5, 1 he counts twenty

Three ten Rupee note- he counts fifty

One 50 Rupee note - he counts hundred.

Oftenly the customer was confused if the child has cheated him? How can an illiterate child account so quickly? Once Guruji put that money in separate pocket to verify at home.

But when Somu was given unfamiliar questions he kept on sitting aside. The teacher sometime scolded him. The teacher thought that his mind is involved in pea nut shop. Somu kept on absenting from class and finally he was dropped out from school.

Could the teacher identify root cause of Somu's drop out?

Why did Somu not involved in class?

b. What do LLA report 2010 indicate Class 3rd Math?

Detail question	Attempted by Student	Solve right	Comment Of teacher	Survey report
1. 476 - 358	85%	49%	90% of teachers had pre idea that the 2 nd question is more easy to solve	Majority of student could not read with comprehension /understand the language of second question Why did Some not involved in class?
2. The two baskets contain fruits(bananas and apple) count and write in the space given below Basket (1)- Basket(2)-	23%	15%		I think the answer is involved here.

c. Prof Dharam Prakash From NCERT held that teacher has personal mindset in questioning

During a workshop on early mathematics In Hardwar 90% teachers asked questions involving aspects familiar to them since childhood. (Like- orange, mango, banana,etc) Very few teachers asked questions on Cricket, runs computer, birds, market survey, banks etc

d. Why Iswar Chand sikcha achrya was not accepted by the community?

Iswachand was selected as sikcha achrya in Podowali Khanpur. He participated a training schedule in DIET. The training child friendly learning process- **Khel khel me**

seekho. He adopted the child friendly learning tactice at school level. The children were very much involved and appeared to be playing something. Parents criticized the activities They could not digest the activities. They said that they would not send their children for playing at school. But as he came from that very village some of the parents thought to wait and watch.

After 6 months a team visited some schools of Dist Hardwar and noticed good achievement level of student. Iswarchand was appreciated by Dist officials. It was an eye an opener for parents.

e. Why CCE could not help to solve fraction and Ibarati person? Pattern Class 8th Maths GIC Kanskhet Pauri

Topic	1 st Term	2 nd Term	Half Yrly	3 rd Term	4 th Term	Annual
Fraction	NA	0	0		PA	0
Ibarati Question	0	PA	0	0	PA	0

f. My experiences in Gyan Bharti Public School Saket.

<p>Gyan Bharti Public School Saket</p> <ul style="list-style-type: none"> • Dadi Ama Ki Kahani • Peer Learning • Students coming forward with their leaning needs • Class/ Sub wise Quiz Programme • Art Lab to help the students • No bag up to class 8th • Teacher working as facilitators • High achievement level • Child friendly assessment process

Some examples of best practices

1. Kunjapuri Active Group Learning
2. Remedial Teaching in Class 9th as pilot project (One Block in each Dist)
3. Introduction of child friendly learning assessment (initiatives by APF)

4. Learning Corner in Govt P S Dhamdev (In Gairsan Block of Dist Chamoli)
5. Reflective learning Steps taken by Smt Kusum Nautiyal Govt Girls Inter College Karanprayag.

SIGGESTIONS:-

- **A need based systematic assessment pattern**
- **Continues follow up of assessment**
- **Capacity development of teachers to find out the root cause of problem area**
- **Reduce the administrative pressure/ mindset to complete the syllabi in stipulated time**
- **Community awareness**
- **Teachers accountability to ensure regular attendance**
- **Child Friendly assessment be introduced since beginning of session not during annual Evaluation (least chance for improvement)**
- **Technical support for assessment so that teacher may not feel overburdened**
(they oftenly overlook such innovative practices Thinks- this usually happens)
- **Strong mechanism at State/ Dist level required.**
- **Political will for acceptance**

