



EXMINATIONS - REFORMS - NEED

How do the children participate in Teaching Learning Process? To what extent are they able to comprehend the concept? What is the process? How much have they learnt? Have teaching learning strategies succeeded in believing Academic standards?

We should know about the evaluation assessment processes to know about the above questions.

We have a misconception that evaluation is nothing but to conduction of paper pencil test. These written tests are being conducted in the form of unit test after completion of a chapter or every month or every two months periodically, terminal tests are being conducted after every three months in a year; and the progress of the children is being recorded. Thus teachers, parents and society also considering the achieved marks are benchmarks for children's progress and knowledge. By this process, "by heasting missing up of the content which is in teht textbook and reproducing it in examinations has become a objective of teachin. Hence, the examinations which are conducting under evaluation process are become root causes for developing examination _____ insprite of developing possitive attitude towards school, and learning process. By this, infi___orthy complex is developed, and they are feeling that they are not capable to learning, these may be the causes for some unwanted incidents that the children committing often.

The process of measuring the progress of the children by marks and ranks, is root cause for stress among the children. By this, their physical, mental development constrained. The aims & objectives of teaching learning processes have become only achieving marks.

Evaluation - Present status

- No relation between the process of evaluation, questions asked in exams and educational objectives.
- Evaluating the learning of the child through only written exams. No place for oral and skills presentation and performance.
- Questions which can be answered by rote learning are asked in the examinations but they are not able to assess the thinking & analytical ability of the children.
- Learning has become textbook dependent. Transformation of information in the textbook and reproducing it in the examination has become main aim of these exams.
- Examination oriented teaching is carried out in the classroom. It is forcing the children towards rote learning. And the preparation of the children as well as teachers is targeting only exams.
- If a student studies 4 or 5 previous papers, then he will be able to achieve good marks as pass the exam.
- If a student studies a part of textbook or some chapters he may pass the examination or get good marks. There is no necessity to learn all the chapters and all concepts.
- Level of the child's learning is evaluated on the basis of memory but not encouraging the child to improve his skills.

Back Ground

APSCF-2011 was constituted in accordance with the RTE-2009 and NCF-2005. The textbooks from Class I to X have been revised as per the guidelines and key principles of APSCF-2011. The new textbooks aim at achieving the classwise, subject wise, focussed on competencies or academic standards and developing multifaceted personality and competencies such as thinking, self expression, analysis, logical representation etc.

Developed position papers and approaches to teaching and learning in all subjects focussing on the changes that are to be brought in the Department of School Education in the State. Similarly a position paper has also been developed on the reforms in examination and to make examinations away from rote memory. CCE for Class I to VIII is being implemented in the state since April-2010 with a special focus on projects, self expressions, change in the nature of questions etc. A shift in the nature of Teaching Learning Process and engagement of the children in learning process with activities, dialogue and discussions, projects and experiments etc. By this knowledge construction process has been changed.

In view of changes as above in the school curriculum, textbooks, teaching learning process. It is necessary to change the way we assess the children i.e. : What to be assessed, how to be assessed and feedback procedures etc, it becomes necessary to bring reforms in Class IX and X examinations.

Need of Reforms in Examinations :

- The aspect that is to be worried about is mainly the key role played by school. The role of school is confined to prepare the children mechanically for their exams limiting their knowledge to textbooks only. Learning by rote memory and mechanical completion of syllabus do not prove to be beneficial for achieving the objectives of education. A school must enable the children to explore, search, discuss, read the reference books, discriminate and analyse. When these are kept in view, the present system of examination has to be changed.
- The Class-X is treated as the most important class and more focus on examination outcomes or results. Therefore, the syllabus of Class-X is being completed much earlier than decided months. The teaching is mostly aimed at examinations and school encouraging memorizing the answers with the help of guides, study materials etc. (It should be eradicated) Most of the time the children are confined to reading and re-reading and memorizing the answers. There is no opportunity and pace for children to think on their own and construct answers applying their knowledge and experience.
- There is stress and anxiety in the entire preparation for Class-X on the part of children and teachers. The schools are confined as coaching centres without much focus on developing analytical and logical thinking on the part of the children and develop knowledge and wisdom.
- By practising rote memory and mechanical methods, the examination system is not focussing on testing the children's logical, analytical and communication abilities. Though the children are getting good marks, it does not reveal their abilities and competencies. There is high expectation on the part of X-Class children in terms of marks which leads to pressure / stress on the children and they report to various types of incidents. Therefore it is required to take up appropriate reforms in exams (at IX & X), which actually reveals the original potentialities and abilities of children. The entire process of education should aim at developing, thinking, analytical and communication skills, problem solving skills, reasoning skills etc among the children in democratic way.
- The most important person in school education is teacher. Development of the students depends on the activities and programmes conducted by the teacher. Unfortunately all these activities are kept aside and given out most importance to only information oriented examinations. As a result of these teachers are not being trusted. If teachers are trusted and given responsibilities, fixing the targets we can achieve better results than now. Hence the evaluation methods need to be reformed in this angle. Instead of allotting the complete weightage to public exams, we should consider that some weightage must be given to internal assessment or formative assessment at school level during the course.

In this present situation. Children are under stress as evaluating them is just limited to exams. Underformative assessment, the alternate tools for assessment are included to avoid stress among children. Project works, experiments, children note books and children's responses and their participation must be made use of while evaluating their performance.



EXAMINATIONS - REFORMS CLASS IX AND X

G.O.Ms.No.17, Dated:14-05-2014

(Note: See GO Ms No. 2 for amendments of GO Ms No. 17)

A. Why reforms in class IX and X - Background

- APSCF-2011 was framed in accordance with RTE-2009 and NCF-2005. The textbooks from classes I to X are revised (modernized) on the basis of APSCF-2011.
- The new textbooks aim at achieving the class wise, subject wise, targeted competencies and developing multifaceted personality and competencies such as thinking, self expression, analysis, logical representation etc.
- Developed Position Papers and approaches to teaching in all the subjects focusing on the changes that are to brought in the Department of Education in the State. Similarly a Position Paper has also been developed on the reforms in examination and make examinations away from rote memory.
- CCE for classes I to VIII is being implemented in the State since April, 2010 with a focus on projects, self expression, change in the nature of questions etc.

- A shift in the nature of teaching learning processes and engagement of the children in learning process with activities, dialogue and discussions, projects, experiments etc. The very process of experiencing and knowledge construction have been changed.

In view of changes as above in the school curriculum, textbooks, teaching learning process, it is necessary to change the way we assess the children i.e. what to be assessed, how to be assessed and feedback procedures etc. it become necessary to bring reforms in class IX and X examination.

B. NEED

- The aspect that is to be worried about is mainly the role played by 'school'. The role of school is reduced to prepare the children mechanically for their exams limiting their knowledge to textbooks. Learning by rote memory and mechanical completion of syllabus do not prove to be beneficial for achieving the objectives of education. A school must enable the children to explore, search, discuss, read the reference books, discriminate and analyze. When these are kept in view, the present system of examination has to be changed.
- The class X is treated as an important class and more focus on examination outcomes. Therefore, the syllabus of class X is being completed much earlier than decided months. The teaching is mostly aimed at examinations and school encouraging memorizing the answers with the help of guides, study materials etc. Most of the time the children are confined to reading and re-reading the texts and memorizing the answers. There is no opportunity and space for children to think on their own and construct answers applying their knowledge and experience. There is stress and anxiety in the entire preparation for class X on the part of the children and teachers. The schools are confined as coaching centres without much focus on developing analytical and logical thinking on the part of the children and develop knowledge and wisdom.
- The examination pattern and system is not focusing on testing the children's logical, analytical and communication abilities. Though the children are getting good marks, it do not reveal their abilities and competencies. There is high expectation on the part of the children at class X in terms of marks which leads to pressure on the children and they resort to various types of incidences. Therefore, it is required to take up appropriate reforms at class IX and X, which actually reveals the original potentialities and abilities of children. The entire process of education should aim at developing, thinking, analytical and communication skills among the children in a democratic climate.

- School should function for the all-round development of children. For their all-round development, children should participate in various activities and programmes to develop physically, mentally, socially, emotionally and morally. Presently, teaching is limited to languages, Science, Mathematics, Social Studies. Only these are being evaluated. Teaching must take place considering Health & Physical Education, Arts & Cultural Education, Work & Computer Education and Value Education & Life Skills as curricular areas. They should not be treated as co-curricular activities. Even these areas also be evaluated periodically.
- The most important person in school education is teacher. Development of the students depends on the activities and programmes conducted by the teacher. Unfortunately all these activities are kept a side and giving utmost importance to only information oriented examinations. As a result of these teachers are not being trusted. If teachers are believed and given responsibilities fixing the targets we can achieve better results than now. Hence, the evaluation methods need to be reformed in this angle. Instead of allotting the complete weightage to the public exams, we should consider teacher at school level and some weightage must be given to internal assessment or Formative Assessment.
- In this present situation, children are under stress as evaluating them is just limited to exams. Alternate aspects must be included to avoid pressure among children. Project works, experiments, assignments, children's notebooks and children's participation must be made use of while evaluating their performance.

C. Series of actions contemplated by SCERT for developing proposals on SSC Examination reforms

- Conducted a meeting with textbook writers and experts on the proposed SSC examination reforms during September, 2013 and discussed the issue.
- Based on the above discussions and the existing CBSE pattern, draft proposals have been formulated.
- A meeting was conducted with subject specific teachers, headmasters, Mandal Education Officers, academic officers of AP residential institutions, representatives from private school managements during March, 2014 and discussed the draft proposals and formulated the second draft.

- The draft proposals have been sent to all the RJD SEs and DEOs in the State and requested them to discuss on the draft proposals and submit a report with suggestions and proposed changes. Accordingly, the DEOs conducted meetings with teachers and submitted their opinions and suggestion to the Director, SCERT.
- A request was made to all the teacher organizations in the State duly furnishing the draft proposals with a request to discuss the same and attend a meeting to submit their opinions and suggestions. A meeting was convened with teacher organizations on 26th April, 2014 at SCERT where in the teacher organizations presented their opinions and suggestions.
- A meeting was conducted by the Principal Secretary, School Education (PE & SSA) with Director SCERT, Addl. Directors of School Education, selective DEOs, Principal and staff members of CBSE schools, Professors of SCERT on 3rd May, 2014 at Conference Hall, J-Block, Secretariat, Hyderabad and discussed on the proposed class IX and X examination reforms. The members interacted presented their opinions and suggestions.

Based on the above meeting and discussions a penultimate draft on SSC examination reforms have been developed as given here under.

PROPOSALS

A) Quantitative aspects

1) Number of papers for each subject

- Presently there are two papers in class X for all subjects except second language (Telugu/Hindi) which are of 2 ½ hours duration.
- **Language subjects-** Now, it is proposed single paper for languages i.e. Telugu, English, Hindi, Urdu etc. with 100 marks each.
- **Non language subjects-** Two papers for each non language subject i.e. Science, Social Studies and Mathematics.
- **Science subjects-** two separate papers i.e. one for Biological Science and the other for Physical Science.
- **Social Studies subject-** two papers i.e. one for Geography and Economics and the other for Civics and History.

- **Mathematics subject-** two papers i.e. the first paper in the areas of numbers, sets, algebra, progressions, coordinate geometry and the other paper for the remaining chapters of geometry, trigonometry, mensuration, statistics, probability etc.
- Each paper in non language subjects will be for 50 marks.

2) Exams - Marks

Subject	Total Marks	Internal assessment marks [FA]	Marks for final public exam
First Language (Telugu/ Hindi/ Urdu etc.)	100 marks	80	20
Second Language (Telugu/ Hindi)	100 marks	80	20
Third Language (English)	100 marks	80	20
Mathematics – Paper 1	50 marks	40	10
Mathematics – Paper 2	50 marks	40	10
Physical Science	50 marks	40	10
Biological Science	50 marks	40	10
Social Studies – Paper 1 (Geography & Economics)	50 marks	40	10
Social Studies – Paper 1 (History & Civics)	50 marks	40	10
Total	600 marks	480	120

3) Marks - weightage and duration of examination

- **Marks and duration of examination** - 100 marks per paper for each language paper and also 100 marks for non language subjects. However, in view of two papers in non language subjects each paper carries 50 marks.
- The duration of summative examination will be 3.00 hours for languages in addition to 15 minutes for reading the question paper. In case of non language subjects i.e. Maths, Science and Social Studies the examination duration will be 2 ½ hours in addition to 15 minutes for reading the question paper.
- The summative examinations which school based and also public exams at class X. Each subject will be conducted for 80% of marks. The remaining 20% of marks are through internal assessment i.e. Formative Assessment [FA].

- The average of four formative assessments conducted in an academic year will be accounted for 20% of marks i.e. the average of four formative assessments will be taken and accounted for 20% of marks in class X public examinations.
- Conduct one paper on each day except on general holidays.

Summative Assessment:

- Three summative tests must be conducted in each academic year for classes IX and X. In case of class X, public examination will be in place of third summative test to be conducted by the Board of Secondary Education.
- First and second Summative Assessments shall be conducted by schools itself through preparing question papers for 80% of marks. This ensures that the children are trained to write public exams. The remaining 20% of marks shall be awarded on the basis of the Formative Assessment.
 - First Summative Assessment – 80% marks.
 - Second Summative Assessment – 80% marks.

The questions must be developed based on the blue print reflecting the academic standards.

Formative Assessment:

- There will be four formative tests in each academic year for classes IX and X. The items for formative assessment and marks are as given here under.

Sl. No.	Item for Formative Assessment	Marks	Operational strategy
1	Language subjects – Reading storybooks, children literature, newspapers etc.	5	Reading the books, news papers, magazines by each individual student, comprehend and reflect in terms of writing in and presentation in classroom.
	Science - doing the experiments.	5	Conducting textbook experiments and writing in the records.
	Mathematics - Generating Mathematical problems under various concepts.	5	Writing the problems in the notebook for the given unit under various concepts and presentation/ sharing.
	Social Studies - Reading the text and interpretation and reflections on contemporary social issues.	5	Reading the social issues in the newspapers and in other books, observing the social issues in the community followed by oral and written and presentations.

Sl. No.	Item for Formative Assessment	Marks	Operational strategy
2	Children's written work in their notebooks (self expression to the questions/ tasks given in the exercise part under each unit).	5	After completion of every lesson/ unit the children write answers to the questions given in the exercise part under each unit/ lesson on their own in their notebooks. The children shall not copy the answers from guides/ study materials etc. They should think and write on their own.
3	Project works	5	Children write the project report in the notebooks and present/ share in the classrooms.
4	Slip test	5	This is an informal test without any prior notice to the children. The teacher conducts the exam in the given period of 45 minutes in one or two completed units/ lessons.
Total		20	

- A separate notebook for each subject for the formative assessment pertaining to three items of serial numbers 1, 3, 4 of the above table shall be maintained by each student. However, in case of serial number 2 i.e. a separate notebook may be maintained by each child. These notebooks reflecting children works must be preserved which will be the basis for awarding marks by the teacher and for the verification of officials whenever required.
- The same procedures of examination reforms now proposed for class X shall also applicable for class IX.
- Children must attend all the four formative assessments. In case any child is absent for any formative assessment, teachers should conduct the test whenever the child return to the school and accordingly award the marks.

Verification of internal marks and submitting to O/o Director, Govt. Exams:

- After completion of the 4th Formative Assessment in February, the headmaster should verify all the records for the above internal tests and keep ready for external moderation committee and submit the details of the marks to the SSC board in a fixed format through on-line. The programming part of this for submission of internal marks from schools will be done by Commissioner, Govt. Exams (CGE).

- HM is responsible for proper conducting of internals through Formative Assessment. The District Educational Officer shall constitute the moderation committees @1 per 10 to 15 schools which will be generally for two or three Mandals. The moderation committee members monitor and verify the evidences in terms of records, children work etc. Experienced HMs of aided/ recognized schools can also be included in this committee along with HMs working under government management. The Dy.EO and staff members of teacher education institutions will take up a sample check of work of moderation committee and submit reports to CGE and a copy to DEO. The SCERT also undertakes sample check of work of moderation committees in the districts and submit report to CGE and a copy to the DEO and RJD SE.
- Two or three Mandals shall be considered as a unit for monitoring and moderating. The moderation committee shall observe all the schools in the given Mandals both government and private.

4) Number of papers for each subject

- Even though 20% of marks are allotted to formative assessment, children must attend the public exam conducted for 80 marks and secure at least 28 marks in each subject i.e. 28 in single paper of language subjects and in case of non languages where the paper is for public examination is for 40 marks each and one should secure 14 marks to pass in each of the two papers of non language subjects and pass marks under internals are 3.5.
- In non language subjects, the students must pass in each of the two papers separately.
- Children must score a minimum of 35% of marks in each subject which includes both internals and externals. Students must secure 28 marks in external public exam and 7 marks in internals. Students will be considered as failed if they score full marks in formative assessment and score below 28 in public exams. Therefore, students must quality in both internals and externals. In case of Science in view of separate books for Biological Science and Physical Sciences, the formative assessment is for 10 marks each for Biological and Physical Sciences.

Pass marks in Second Languages:

- The pass marks for second languages i.e. Hindi and Telugu will be 35% on par with other language subjects.

5) Grading

- The marks based grading for classes IX and X with following range is given here under.

Grade	Marks in Languages (100 M)	Marks in Non Languages (50 M)	Grade points
A1	91 to 100 marks	46 to 50 marks	10
A2	81 to 90 marks	41 to 45 marks	9
B1	71 to 80 marks	36 to 40 marks	8
B2	61 to 70 marks	31 to 35 marks	7
C1	51 to 60 marks	26 to 30 marks	6
C2	41 to 50 marks	21 to 25 marks	5
D1	35 to 40 marks	18 to 20 marks	4
D2	0 to 34 marks	0 to 17 marks	3

Cumulative Grade Point Average (CGPA) will be calculated by taking the arithmetic average of grade points.

6) Other curricular subjects (Co-curricular areas) - Evaluation

- Co-curricular areas viz, Physical & Health Education, Arts & Cultural Education, Work & Computer Education, Value Education & Life Skills are the part of school curriculum. Periods have been allocated in the school timetable. These are the creative areas and develop skills, attitudes and improve the affective domain and character formation and help in the over-all development of children personality. Holistic development of students will be through inclusion of co-curricular areas as above in the areas of study.

Following are the actions to implement the co-curricular activities:

- Evaluation of co-curricular activities i.e. Physical & Health Education, Arts & Cultural Education, Work & Computer Education, Value Education & Life Skills are introduced in classes IX and X. Each area has 50 marks.
- Grade details of these subjects are to be recorded in the memorandum of marks of class IX and X.

- No public exam shall be conducted in these subjects. However, these areas will be evaluated for three times in an academic year i.e. quarterly, half yearly and annually. Teachers shall observe and award marks. The average will be taken into account and the details of grade must be submitted on-line by HM to CGE.
- HM should allot the responsibility of conducting these co-curricular activities followed by assessment to the teachers. Initially, choice may be given to the teachers to select the areas based on their interest. If it is not possible, the HM should allot co-curricular activities to the working teachers as suggested here under.

Ex:

- Value Education & Life Skills to language teachers/ Social Studies teachers.
- Art & Cultural Education to Social Studies teacher/ language teacher
- Work & Computer Education to Physical Science/ Biological Science teacher.
- Physical & Health Education will be conducted by Physical Director/ Physical Education Teacher. In case PD/ PET is not available other teachers like Bio sciences etc. may be considered.

However, the co-curricular areas shall be shown separately and will not be counted for grading the students in curricular areas.

B) Qualitative Aspects

1) Nature of the question papers

- The nature of questions must be open ending, descriptive, analytic which tests children abilities of thinking, critical analysis, judgments and leads to self expression and away from rote memory. Children must be trained to think critically and construct the answers on their own. No weightage will be given for the representation of text from the textbooks/ guides as such.
- The questions should make the children think and write. The questions should be analytical, application oriented and open ended.
- The questions once appeared in public exams should not be repeated.
- The questions given in the exercises of the textbook under each unit and lesson must not be given as such. They should prepare questions reflecting the academic standards.

2) Academic standards/ competencies to be achieved

- The questions in the public exam should be in relevance to the laid down academic standards/ competencies to be achieved in the subjects concerned.
- Weightage for the competencies of the subjects shall be developed and blue print/ weightage table prepared and accordingly questions shall be developed (by SCERT).

3) Types of test items

- Following are the nature of test items proposed as given here under.

A) Non language subjects (Science, Mathematics and Social Studies)

- o Essay type questions.
- o Short answer questions.
- o Very short questions
- o Objective type questions - Multiple choice questions.

B) Languages subjects - Telugu and other Indian languages

- o Reading comprehension
- o Writing
- o Creative expression
- o Vocabulary
- o Grammar

C) Language - English

- o Reading comprehension
- o Vocabulary
- o Creative writing
- o Grammar

- Essay type questions:- Answers to these must be written in 3 to 4 paragraphs or 12 to 15 sentences.
- Short answer questions:- Answers to these must be written in 2 or 3 paragraph or 6 to 10 sentences.
- Very short answer questions:- Answers to these must be written in two or three sentences.
- Objective type questions which are multiple choice in nature.

4) Questions - Choice

- Each question paper may contain internal choice for essay types of questions only.

5) Questions - Weightage

- Blue print will be developed reflecting weightage to the nature of questions and academic standards. No weightage to the lessons/ units and questions may be given from any lesson/ any part of the textbook.
- The weightage tables must be kept in view while preparing question papers. Type of questions (essay, short answer, very short answer and objective questions) and academic standard wise questions (how many marks and questions to each academic standard).

6) Single answer booklet and no additional papers

- It is proposed to give one answer booklet to the students to write the answers since suggestion given for the extent of answer in the form of paras/ sentences/ words. No additional answer papers will be entertained.

7) Correcting the answer scripts

- A teacher must correct 20 papers in the morning and 20 papers in the afternoon i.e. only 40 papers must be corrected per day.
- As the questions are thought provoking and open ended, correction must be done carefully. Appropriate guidelines will be given from SCERT to the teachers along with key for undertaking proper correction of answer scripts.
- Transparency in paper correction must be made by way of facilitating for re-counting of the answer scripts if students represent.
- Guidelines for correcting the papers will be framed from SCERT. Model answers to the questions will be framed to evaluate the answers to different questions i.e. essay, short answer, very short answer etc. The children self expression, power of analysis, self writing, application and explanation, argument and representation of their perspective etc. will form the basis for the correction instead of subject matter alone.

8) SSC Memorandum of Marks

- Following are the items represented in the class X public examination memorandum of marks.

Part I:- General information about the student.

Part II:- Grades for the curricular areas i.e. languages and non languages - both internals and externals and over-all grade.

Part III:- Grades for co-curricular activities with qualitative description.

Information on the grades and grade point average may also be given on the other side of the memorandum of marks.

9) Training Programme

- The SCERT shall design the training programme for the teachers teaching classes IX and X along with supervisory staff. SCERT develop teacher handbooks on entire process of examination reforms and new textbooks and train the District Level Resource Persons in every subject area for the teachers teaching classes IX and X including supervisory staff in collaboration with RMSA. The RMSA shall meet the expenditure towards developing teacher handbook, conducting training to District Resource Persons and actual conduct of training to the teachers in the field.
- Training to the teachers and supervisory staff on the nature of questions and the process and criteria for assessment.
- The summative assessment for class IX and 1st and 2nd Summative Assessment in class X must be on the lines of public exams.
- Teachers and officials must be trained on nature of summative question papers for classes IX and X and the methods of evaluating those papers.
- Training must be given on conducting formative assessment, extracurricular activities and their evaluation, methods of submitting these details through on line. All the officials and teachers must be given training in this regard.
- Teachers must be given training on 10th class textbooks, conducting exams, methods of evaluation, learning problems of children etc. through teleconference once a month. Their doubts in this regard must also be clarified and sharing of good questions.

10) Responsibilities of D.C.E.B

- D.C.E.B. shall take up the responsibility of preparing question papers for classes IX and X (except public exam paper) and also sending them to schools.
- One Headmaster with sound academic background and commitment must be made as in-charge of D.C.E.B. Subject wise district teams must be formed with expert teachers to prepare the question papers under D.C.E.B. The team members should include the textbooks writers from the district, SRG members, subject experts, teacher educators, experienced teachers.
- The subject groups of DCEB shall develop question papers and also examine the good questions furnished from schools and teachers. These teams must conduct subject wise trainings in the district and also monitor the practice of assessment in the schools. They may be considered as members in the moderation committee.

- SCERT should conduct orientations and trainings to the DCEB Secretaries and subject groups at regular intervals and build their capacity and also monitor the functional aspects of DCEBs.
- Action must be taken in the direction of interested teachers preparing summative question papers and submitting them to DCEB. Such question papers must be observed by the subject-wise teams, question papers must be prepared choosing.
- D.C.E.B. should conduct seminars and training programmes on awareness of correcting the answer scripts.

11) Others

- District Educational Officers, Regional Joint Directors must conduct education seminars and workshops to create awareness among teachers and parents about the reforms of class X exams to be conducted in March, 2015.
- Publicity must be given through media to make everyone aware of the reforms.
- The teacher education institutions like DIETs, CTEs and IASEs shall coordinate with DCEBs and provide necessary support with frequent field observations and studies. .
- The SCERT shall develop a handbook on the processes and guidelines on the proposed examination reforms for class IX and X along with a booklet on the model papers and criteria for the corrections and feedback (key).
- The DRGs must be from the districts must be oriented at State and District Level. The DRGs are the subject-wise groups formulated for DCEB. The DRGs may be selected by the DIET/ CTE/ IASE in collaboration with DEO, DCEB Secretaries and Dy.EOs.

ROLES AND RESPONSIBILITIES

SCERT:

- The Director, SCERT develops and submit the proposals to government in consultation with Director, Government Exams.
- Develops guidelines on all aspects of examination reforms in the form of handbooks to the teachers and supervisory staff along with additional booklet on subject-wise model papers.
- Develops guidelines for the valuation of answer scripts as a part of teacher handbooks.

- Proposals to the government on the required facilities to the schools to implement the curriculum so as to meet the examination standards.
- Guidelines on the moderation for internals.
- Monitoring and studies on the implementation of SSC examination reforms at various levels and take up follow up action.

Director, Government Exams:

- Collaboration with SCERT in finalizing the proposals based on the feasibility and for submission to government for orders.
- Development of programme for the on-line submission of internals to the CGE and designing the memorandum of marks/ certification.
- Monitoring the submission of internal marks and other nominal roles.
- Correction of answer scripts and declaring the results.
- Post examination work, revaluation etc.

RMSA:

- The RMSA shall support SCERT in developing teacher handbooks, material and conduct orientations to the teachers and supervisory staff.
- The RMSA shall support high schools with the required teaching learning material, resources to teach new textbooks, library and reference books based on the suggestive lists of resources, TLM and library books both for teachers and children.
- The RMSA shall take up printing of teacher handbooks on new textbooks, examination reforms, model papers, syllabus copies and material on co-curricular activities and provide to the schools.

RJD SEs and District Educational Officer:

- Conducting orientation to the teachers and supervisory staff on the new evaluation procedures. This also includes training to teachers and headmaster of private schools.

Restructuring and strengthening the DCEB with one in-charge i.e. Secretary and constitution of subject specific groups with expert teachers @10 to 15 teachers per subject.

- Constitution of two member moderation committee for @1 for two or three Mandals. Steps for the capacity building of these moderation committee members with the help of SCERT and DIETs/ CTEs/ IASEs.
- Developing question papers printing and monitoring for the implementation for class IX and X except class X public examination.
- Focus on thinking and self expression of answers from the children and do away the practice of memorizing answers from the guides and textbooks.
- Gradual nurturing of self expression from class I onwards and focus on quality curriculum transaction and children learning outcomes rather than focus on class X alone.

Dy. Educational Officers:

- The Dy.EOs are responsible for 100% implementation of examination reforms of in their division and monitoring the internals. This is for both government and private schools.
- Identification of expert teachers in all the subjects and communicating list of such teachers to the DEO to consider for DCEB.
- Monitor the work of headmasters in monitoring the correct work of internals and implementation of curriculum and co-curricular activities.
- Record the nature of curriculum implementation and examination practices in the inspection book of every government and private school.
- The Dy.EO shall supervise the implementation of new textbooks, teaching learning process and implementation of formative and summative assessment procedures before moderation committee visits the schools.
- The Dy.EO is responsible for arranging training programmes and create awareness on curriculum transaction and examination reforms.
- Develop the knowledge on the basic aspects of curriculum, pedagogy, assessment duly reading and referring teacher handbooks, source books from SCERT and from other sources/ internet.

Headmaster:

- Headmaster is the first level supervisory officer to ensure proper implementation of curricular and co-curricular activities, teacher preparation, lesson plans, teaching learning process and conduct of exams properly by all the teachers.

- Identify and encourage teachers and children for their best efforts and talent and take it to the notice of higher officials and SCERT.
- Using of guides and study material by the children and memorizing the finished answers will damage the children's thinking capacities and self expression. Therefore, guides and study material shall not be used. HM should ensure this.
- Allotment curricular and co-curricular subjects to the teachers available and see that all these areas must be transacted.
- Headmaster must check the evidences for internal exams i.e. proper conduct of formative and summative assessments at school level and offer suggestions on the records and registers prepared by teachers and children. He should verify all the children and teacher records on FA and SA and satisfy himself before placing it to the moderation committee.
- HM to furnish internal (FA) marks and grades on co-curricular activities to the Director, Govt. Exams through on-line as per the schedule from Director, Govt. Exams.
- The HM should follow the schedule for the conduct of internals and other exams and maintenance children cumulative records and communicating the progress to the parents at regular intervals.
- The HM must ensure for quality classroom transaction by utilizing available TLM, equipment and library books in the schools.
- The HM should conduct monthly review on the performance of the teachers and children and record in the minutes book along with suggestions for each teacher and review follow up action on the minutes of the earlier meeting.
- Arrangements for proper feedback to the children and their parents on children performance and school activities.
- The HM is the first teacher and must be sound in academic knowledge by way of reading teacher handbooks, new textbooks and other source books and conduct frequent sharing workshops within the school on teacher readings and other academic issues and concepts.
- The HM should observe the classroom transactions of each teacher and offer further suggestions and guidance for improvement.

Teachers:

- The teachers are responsible for the proper implementation of new textbooks i.e. activities, projects, experiments, field investigations, information tasks etc.
- The exercises given under each unit/ lesson are analytical and thought provoking in nature and children should think and write on their own. There shall not copying of answers from the guides, study materials, copying from other children notebooks etc. This is one of the items under formative assessment with appropriate interest and care. Teachers should not encourage purchasing and using of guides, study materials etc.
- The questions in the box items are meant for discussions in the classrooms where children express and share their thinking and ideas. The box items are on the contemporary issues and situations where children are expected to reflect their experiences and prior ideas. This is helpful for application of textbook knowledge in their daily life situations.
- Prepare and implement curricular and co-curricular subjects assigned to them and transact in a qualitative way with a focus on interactive teaching, discussions with active participation of children. Read resource books and additional reference material to get more clarity on concepts and develop teaching notes on each lesson. Thus, add value to the textbooks. Teachers
- Conduct formative assessments (internals) and summative assessments and value the children notebooks and other records on regular basis. Give marks and grades based on children performance and maintain evidences of children performances in the form of children notebooks, records and keep ready for the observations of headmaster and moderation committee. The teachers shall take up remedial teaching and support children based on the gaps identified through formative and summative assessments.
- Keep and read the teacher handbook, modules provided during training programmes and take up follow up action. Teaching is a profession and teacher is a professional and constant updation of knowledge and skills is a must for any profession. Therefore, the teachers efforts for self development through reading resource books, magazines, journals, attending seminars/ trainings, visiting subject specific websites, sharing in teacher meetings etc.
- Develop and use annual and lesson/unit plans and improve over time.
- Furnish children and teacher records pertaining to FA and SA to HM for his verification and for further guidance and suggestions.
- Encourage children for their initiatives and attempts to improve and support them.