RMSA QUARTERLY NEWSLETTER

Catalyst

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Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Young people are the drivers of India's rapid economic and social progress. To fully realise this significant potential, the Government of India is committed to providing quality secondary education to all children so that they are prepared for higher education, world of work and as citizens of a progressive society.

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme initiated in 2009, demonstrates the government's ambition for a secondary education system that can support India's growth and development.

RMSA aims to increase the enrolment rate to more than 90 % at the secondary stage by the end of the 2017 through provisioning of a secondary school within a reasonable distance of every home. It also aims to improve the quality of secondary education making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, and providing universal access and universal retention in secondary level education by 2020. Above all, it aims to dramatically improve learning outcomes so that young people leaving school can play their part in the development of the country.

सत्यमेव जयते

Government of India

Ministry of Human Resource Development

Dear Readers,

This newsletter is created to keep you updated on developments in RMSA: delivering quality education, improved results and learning excellence in India's classrooms.

Read on for news from the Centre and the States on innovative science and maths teaching, achievement survey, tools to measure school performance, education-to-employability programme and more!

I draw your attention to the first issue of this newsletter. We had said that each edition will include 'Happenings', a roundup of all events and activities concerning RMSA, 'Spotlight', highlighting innovative practices carried out by the states under the RMSA scheme. Lastly there will be a 'Feature' section that will focus on issues and challenges related to the secondary education sector.

I am sure there has been a lot of action at your ends too. There would be a lot to celebrate also. Please do feel free to send in short articles, news, data, pictures,etc. that you believe would be of interest to the larger RMSA community.

We cannot do this vital work without you, so I look forward to your participation in building the newsletter into an active forum of debate and introspection, and more importantly celebration of our efforts in reaching out to children and teachers. Your comments and suggestions are always welcome.

Professor Rajaram S. Sharma
Chief Editor

IN THIS ISSUE

West Bengal
Education-to-Employability Programme

RMSA West Bengal launched an innovative project called 'Education to Employability', in association with NGO, Vikramshila Education Resource Society. The project aims to bridge the gap between school curriculum and industry needs by developing a sustainable intervention model. Covering 200 schools across 20 educational districts of West Bengal, the training offers specially designed inputs covering 4 areas- Communicative English, Soft Skills, IT and Career Awareness Building. The government is trying to scale up the project long-term by embedding it within the school curriculum, as it is different from standard vocational courses in visualising education as the key step towards employability.

Career hubs have been set up to provide students with information on a range of available careers The Nine step process for the project includes

1) baseline assessment,

2) Headmaster and teacher orientation

3) teacher capacity building

4) setting up Career Hubs,

5) roll out of English, IT and career guidance modules,

6) activation of career hubs,

7) monitoring and evaluation,

8) career fair and

9) end-line survey and impact assessment.

A career portal has been developed as an extension to the career hub, serving as a data bank to guide students planning their future careers through an ongoing process. The portal houses both static and dynamic pages supporting user interactivity and transaction features. The internet-enabled career portal also provides students with opportunities for real time assessments within and beyond the project boundaries.

Chhattisgarh
Quality Improvement Initiatives

One of the core principles of RMSA is to improve the quality of education imparted to students at secondary level. In this context, several important measures have been taken up in the state of Chhattisgarh which include:

Special coaching classes program under LEP

In August 2013, RMSA Chhattisgarh society conducted a baseline survey of all class VIII pass outs; ready to be enrolled in class IX. The objective of this survey was to know the learning level of students of the state and provide them with needful support. Covering all 6 subjects taught at class IX level, the survey identified weaker students in Maths, science and English and was followed by a program offering specialised coaching classes to students for 3 months.

In-service teacher training program

- The master trainers engaged in teacher training were selected by the process of written examination and interview through SCERT and were later oriented by SCERT.
- Both pre and post-test of State and district level master trainers were conducted at SCERT.

Preparation and practice of board examination

A new initiative was taken in the Durg district of Chhattisgarh for improving students' performance in board examinations. During the course of this, a question bank with 100 questions was prepared at the district level for all subjects taught in classes 10th and 12th. Subsequently, putting these question banks in use, a 2 hour long test series was conducted in each high and higher secondary school within the district and evaluation was primarily done by interchanging copies amongst students. Almost 10% of the copies were also collected and sent to other schools for evaluation by teachers. Over a period of time, this process helped in improving board exam result of students in the state.

Unified quarterly and half-yearly exam

Durg experienced another quality initiative with question papers for quarterly and half-yearly examinations for classes IX, X, XI and XII being developed at the district level. These question papers were then sent to all high and higher secondary schools and examinations were conducted accordingly. Each district is divided into 21 zones and answer copies of these examinations were evaluated zone wise after interchanging them. This practice improved the quality of education and therefore will be adopted by other districts from this year.

Madhya Pradesh

Beyond the Classroom

Harrakheda village high school – approximately 38 kilometres from Bhopal, serving 850 students - has shown a holistic approach to education that stretches far beyond the classroom. Well-known for its first-class academic standards, management methods, and effective curriculum implementation, its innovative teaching practices have not only improved academic performance across the school, but brought parents and community into the entire learning process.

Principal Narendra Dubey has initiated innovative methods of teaching science and mathematics that continue to inspire students. Projects are based on real-life topics, motivating students to gather information, discuss and work on their assignments in groups. Teachers also facilitate, support and encourage students by asking them to share findings with their peers. These practices not only inculcate the value of participation in students, but engender a "scientific attitude separate from course completion", said Mr Narendra Dubey.

Using this approach, students have created models for teaching science and mathematics which have been recognised at various competitions and science exhibitions over the past 5 years. This exposure not only provides students with new experiences, but with the confidence to face the world and take on more challenging tasks. One student said, "I used to be very shy and found it difficult to talk to people. But now I am confident about meeting people and can easily explain my models."

The projects are based on scientific principles and revolve around day-to-day activities. Over the years, groups have prepared models on energy saving, solar energy, turbine electricity, organic farming, cleaning of ponds, water harvesting, and creating paper out of Gajar Ghass etc. Another student who achieved 94% in class 10, said he now appreciates the value of science and its methods. He added, "I like science because we can use it to solve many problems occurring in day to day life".

This curiosity among students has led many of them to create models that also contribute to their communities. One student for example, prepared a rain-water harvesting model after seeing the declining levels of water around him; another created an 100% steam energy multipurpose stove that could be used to purify and boil water, and cook food simultaneously. A staff member, who supports Harrakheda school to instil welding work practices, expressed his pride "I feel honoured when children at our school win prizes."

These innovative learning practices have also encouraged participation from outside schools as students seek support from parents and others. For example, Mr Hemant Kumar Nagar, an active social worker, planted more than 150 medicinal plants with the help of students and community after being inspired by a student's project on medicinal and organic products.

Acknowledging this new method of teaching, a proud parent claimed that "science and maths were the most difficult subjects when I was in school, but the paradigm shift over time has helped improve the way children are learning." He's also stunned by his daughter's performance — she's been selected for excellence school in Bhopal district after achieving an average of 92% in high school last year. The father is also very optimistic about his younger daughter's education prospects.

Ms Sudha Mishra,
Teacher Management Specialist,
RMSA TCA, RIE-Bhopal

Tackling Low-quality Education through Achievement Surveys

The Indian government has recently expressed concerns about lower indices of quality education in India. RMSA is focused on finding ways to address this problem. One way of tackling this is through testing; currently an integral part of educational programmes.

Testing can be done in several ways; the most familiar is the formal examination which most have experienced; a summative assessment usually external to the teaching-learning process in India. Examinations have several purposes; to test student achievement, to verify they have reached specific goals, and to aid further study selections. Here, the focus is on individual student performance.

A problem with traditional exams is that they do not explicitly measure what students know or have learned. We know that a student with an A has performed much better than a student with an E, but we don't know what skills or knowledge either of them has gained, relative to specific educational outcomes.

Popular as they are then, examinations are inadequate and unsatisfactory in several ways; they are never standardised and so results are ad hoc. Marks used to place students into divisions thus have no meaningful basis. This often results in a large percentage (almost 60%) of students failing at Class X examination. 60% of our students are thus unable to complete secondary school, owing to an erroneous scale rather than an absence of capabilities.

To rectify this, we need a criterion-based learning assessment. This would mean student grades are not determined relative to

other students, but established by comparing his or her achievements with clearly stated criteria for learning outcomes. An example of a reading skills test in Vietnam reveals that a student who achieves Level 2 knows how to locate "text expressed in short, repetitive sentences and can deal with text unaided by pictures. Type of text is limited to short sentences and phrases with repetitive patterns" (World Bank 2004:Vol. 2, Table 2.1). This details what reading skills a student scoring Level 2 has. It is a measurable outcome of schooling, un-influenced by the performance of other students.

Another form of assessment- garnering much deserved attention - is Continuous Comprehensive Evaluation (CCE). CCE also focuses on individual students but is not linked to an external examination at the end of a certain study period. It takes into account the progress of the student throughout the course of study. CCE is being seriously considered as it is an essential component of the educational process in the National Curriculum Framework (NCF) 2005.

Although there are several weaknesses in the traditional examination system, the most important one is that current external exams do not reveal crucial information on systemic performance. Another method of evaluation - assessment surveys – generates test scores without focusing on the individual student, instead using rigorous sampling procedures. The survey generally measures and evaluates evidence on student achievement levels, teacher characteristics and school parameters.

We now need to decide what we need to monitor to know the progress of our education system more effectively; just like a health check-up. We need to know what levels our students have achieved, what the systemic inputs are, how far teachers have developed and what they contribute specifically to student outcomes. We also need to consider to what extent these levels are determined by students' social background and other factors. This achievement survey 'health check' can provide vital answers if conducted in a systematic and sound manner.

The learning assessment survey would comprise of the following key features:

- a survey of schools, students and sometimes teachers, either through a sample survey or by testing the full student population in the required category;
- conducted either nationally or internationally/regionally (if more than one education system is involved for comparative purposes);
- designed to measure student learning in identified curriculum areas or grades (for example, in reading, mathematics or science);
- typically conducted for a specific age group of the education system, such as Grade 4 or 15-year-olds

If we are serious about measuring learning achievement more effectively, we need to increase our efforts and conduct learning assessments purposely-designed with that aim in mind.

Taken from "A Strategic Directions report for National Achievement Survey" developed by NAS Review & Strategic Planning Committee

RMSA Website Launched

On 26th August, the Honorable Minister for Human Resource Development, GoI,

Smt. Smriti Irani, launched the RMSA website for wide public awareness of the programme at the Conference of State Education Secretaries held at Vigyan Bhawan, New Delhi.

Aesthetically designed and user-friendly, the www.rmsaindia.org website is accessible both in English and Hindi. Website is interactive with links to RMSA twitter feed, Facebook and feedback and discussion forums. Apart from providing updated information on the various components of the scheme, the website has useful features such high level fact sheets on key indicators for states with option to drill-down to district level data. It is envisaged that these state dashboards would help in easy access to useful summary data (from U-DISE) to state and district officers and other interested stakeholders such as teachers and parents.

The states also have an option to update the content on their pages, including uploading best practices (documents, presentations) and updating the important contact details through a state log-in.

The Conference focused on a wide range of issues related to improvement of quality of schools - learning outcomes, school leadership, assessments, teacher education and vocational education. Speaking on the occasion, the Minister urged the States to pay special attention to the girl's education and creating enabling environment for girls to come to school and complete their education. She also requested States to prepare an action plan for construction of toilets in all government schools within one year

Getting ready for Secondary school

Recent evidence points to extremely poor levels of learning readiness at Classes IX and X. Students transitioning to secondary school are known to have low levels of learning and vary significantly from one another in levels of competency (Class III and VIII). Furthermore, the Non Detention policy states that no child can be detained up to class 8 if he or she has been regularly attending school. This means that students are often promoted to the next class irrespective of their failure to acquire the required results, creating a negative impact on children who start secondary school with lower learning levels than they need to succeed.

NCERT – supported by RMSA Technical Cooperation Agency - conducted a two day workshop in May 2014, to initiate discussions and learning from ongoing efforts to address student learning readiness for secondary school.

The workshop aimed to develop a deeper understanding of the challenges of assessments, individual learning, and teacher support materials and training, to better prepare students for secondary school transitions (Class IX and X).

Strengthening Research Capacity in the North-East Region

The North-East Regional Institute of Education (NERIE), Shillong, organised a six-day workshop from 9th-14th June, 2014 to strengthen research capacities in the North-east. Designed to provide insights into the second module, the capacity building workshop was supported by RMSA Technical Cooperation Agency. It was conducted following the success of the first module; where 54 participants from research institutions across the North-east developed 10 research proposals to understand local issues affecting secondary education. The findings are intended to provide necessary information for the creation of policies and practices based on contextual needs.

Titled as 'Data Analysis and Interpretations', the 2nd module centred on the philosophy of constructivism and helped participants acquire knowledge through establishing group and individual goals. Sharing his views as a part of the closing ceremony, Mr P.K. Srivastava, IAS, Principal Secretary of Education, Government of Meghalaya expressed his extreme satisfaction at being able to participate in this highly enriching and useful programme. He emphasised the urgent need to strengthen the secondary school sector and highlighted the need to conduct more secondary education research studies to understand the existing problems and find suitable solutions.

Overall, the workshop proved practical and successful, confirmed by one participant who said "even in my sleep I dream about data and the various methods of data analysis."

National Centre for School Leadership (NCSL)

The National Centre for School Leadership (NCSL) was established in the National University of Educational Planning (NUEPA), New Delhi, under the auspices of SSA and RMSA, MHRD. The primary goal of the Centre is to build leadership capacities to transform schools through the School Leadership Development Programme in every Indian State. The Centre recognizes the school as the basic unit of change and development, placing the child at the centre of the transformation process.

The Centre has the following vision and mission:

VISION: To develop a new generation of leaders, committed to transforming schools into centres of excellence that serve every Indian child

MISSION: To enhance leadership capacities to build schools delivering high-quality education.

To achieve this, the Centre is currently gathering perspectives on School Leadership development across the country. The leadership programs are targeted at existing and newly inducted School Principals, current and aspiring School Heads as well as senior teachers from elementary to higher secondary levels, working in government and government-aided sectors.

The School leadership development movement was initiated in ten States in 2013-14 through the preparation of state-specific action plans. States covered are Andhra Pradesh, Chhattisgarh, Gujarat, Himachal, Pradesh, Kerala, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh, and West Bengal (Phase I). This year, State-level activities will be expanded to ten more State: Bihar, Haryana, Madhya Pradesh, Maharashtra, Meghalaya, Orissa, Punjab, Puducherry, Tripura and Uttrakhand. State Resource Groups have been formed in each state to carry forward the School Leadership Programme at a local level.

Partnerships have also been forged with international organizations such as the National College for Teaching and Leadership, Nottingham, on School Leadership in India under UKIERI. The project began with a one-year scoping phase in April 2012 and in the year 2013-14, the project launched the NCSL-NCTL collaborative programme in Rajasthan and Tamil Nadu. This year the programme will expand to elementary schools in both States and will also be rolled out in Maharashtra and Puducherry.

The Centre has made significant progress at national and state level, towards establishing itself through various activities conducted under the four strands outlined in the NCSL Programme Framework.

Strand 1: Curriculum and Material Development

In 2013-14, the Centre published two National-level documents:

1. National Programme Design and Curriculum Framework
2. A Handbook on School Leadership Development

These were developed following a number of workshops held with the National College for Teaching and Leadership (NCTL) partners, National Resource Group and State Resource Groups in 2013-14.

The National Programme Design and Curriculum Framework on School Leadership Development recognizes that School Heads in India need a curriculum grounded in their school context and addresses the multitude of issues School Heads face on a daily basis.

It is envisioned that the School Leadership Development Programme will be provided by a network of experienced professionals in every state. To support facilitators, a handbook has been created containing details on six key areas drawn from the curriculum framework on school leadership development:

i) Perspective on School Leadership
ii) Developing Self
iii) Transforming Teaching-Learning Process
iv) Building and Leading Teams
v) Leading Innovations and
vi) Leading Partnerships

Beginning with Hindi and Gujarati, the materials will be translated in all local languages by the end of 2014. Case studies from the field will be documented and incorporated into materials. Through a series of workshops with the State Resource Group, the curriculum framework and materials will be further contextualized at the state level.

Strand 2: Capacity Building

In 2013-14, the School Leadership Development Programme was initiated in 10 States under Phase I. A National Resource Group was formed at National level, and State Resource Groups formed at the state level. A two-tier strategy was envisaged for building capacities at the state level; the Centre will develop the skills and capacities of the State Resource Groups or facilitators, who will then work with School Heads to build their capacities. The School Leadership Development Programme is being implemented at the state level in collaboration with state level institutions such as SCERT, SIEMAT, DIET, professional institutes and civil society partners. The objectives of the capacity building programme are:

- To create a critical mass of experts prepared to take leadership development forward in their respective states and UTs;
- To build capacities of School Heads in the six key areas of the curriculum framework;
- To develop a professional learning community of School Heads who share best practice, experiential learning and problem-solving.

The NCSL organized a Capacity building Programme for School Heads of Uttar Pradesh, Daman & Diu and Dadar & Nagar Haveli in 2013-14 on a pilot basis. A one-month long Summer Programme on School Leadership was then conducted for School Heads of seven Hindi speaking states in June 2014.

Strand 3: Networking and Institutional Development

The State Resource Groups are a group of professionals with diverse backgrounds and a wide range of experience in school education or teacher education, educational administration, management and leadership. They either serve in government, semi-government, non-governmental organisations or autonomous bodies such as Secondary School Teachers Institute (STTI) DIETs, College of Teacher Education (CTEs), IASEs, SCERTs, SIEMATs, School Heads (both current and retired), CRPs and BRPs, CRCs and BRCs, or university education department faculties and retired professionals.

The Centre will also explore networking prospects with other government organisations that have offices in the States. Initial meetings have been held with Zonal Institutes of Education and Training (ZIETs) of KVS and Regional Institutes of Education, NCERT to explore institutional collaborations for carrying the school leadership agenda forward in each State.

Strand 4: Research and Development

The purpose of research and development is to deepen existing understanding and fill knowledge gaps in the area of school leadership, which will inform curriculum development and other interventions for school-based transformation. Collaboration through joint research studies is planned with research organisations and independent experts.

A major study - Roles and Responsibilities of School Heads: A National Perspective - is underway. In addition, seven work areas have been identified for collaborative research with national and international partners such as the University of Edinburgh.

Dr Sunita Chugh, Associate Professor, NCSL, NUEPA

Prof Rashmi Diwan, Head, NCSL, NUEPA

RMSA Quality Assessment Tools

One of Rashtriya Madhyamik Shiksha Abhiyan's (RMSA) major goals is to provide quality secondary education to all adolescents between the ages of 14-16, with a focus on gender equality. To achieve this, RMSA has undertaken a number of quality interventions since the programme's inception, such as the recruitment of secondary stage teachers, In-service teacher training, establishing integrated science laboratories, arts and crafts centres, libraries and computer rooms, and organising extended teaching sessions, science exhibitions, and book fairs etc., which are reflected in the Annual Work Plan and Budget of all the states/UTs.

However, unlike areas such as access (enrolment, attendance, infrastructure etc.), there is no mechanism currently in place to measure quality amongst different stakeholders which prevents us from making efficient use of data or quality interventions. Also, while structures are in place under SSA (from states to cluster levels) to monitor the effectiveness of tools and feedback, such structures are currently not available under the flagship program of RMSA; particularly lower than the district levels. Thus, to gauge the extent of correspondence between planning, execution and impact (to some extent) of the various quality interventions, the NCERT has undertaken the development of Quality Assessment Tools (QATs) through a series of workshops with the representation of the states/UTs. Another advantage of QATs is that they will enable national and state levels to quickly identify and correct quality issues, such as policy changes or implementation methods.

The first workshop from 16th - 18th June, 2014 was held with the objective of perspective building of the team identified for developing the tools at New Delhi. It was conducted by the NCERT in collaboration with the RMSA-TCA. Forty seven participants attended the workshop and represented a number of organizations, including the NCERT, RMSA-TCA, state RMSA functionaries, Ed CIL, MHRD etc., thereby building a common perspective amongst varied institutions.

What constitutes 'Quality' in secondary education from the view of students, parents, teachers, school administrators and policy makers? Participants envisioned the meaning of 'Quality' as applicable to various stakeholders before applying these perspectives in the rest of the workshop. The RMSA interventions follow a programme-based approach and therefore the Programme Logic Model (PLM) was used to make clear the planning, organization and execution of these interventions. The participants developed Programme Logic Models for several RMSA quality interventions like science fairs, science exhibitions, social science exhibitions, book fairs and libraries with an intention of improving secondary education holistically.

The second workshop in the series was held from 21st to 23rd July, 2014, in collaboration with RMSA-TCA and included 42 participants mainly from the RIE's and the state RMSA functionaries. The management cycle was used to represent the implementation stages of the RMSA interventions. The participants were engaged in the preparation of items of various tools (questionnaires, checklists and interview questions), dividing them into planning, organizing, executing and monitoring stages for state, district and school levels.

Learning Indicators for the Secondary Stage

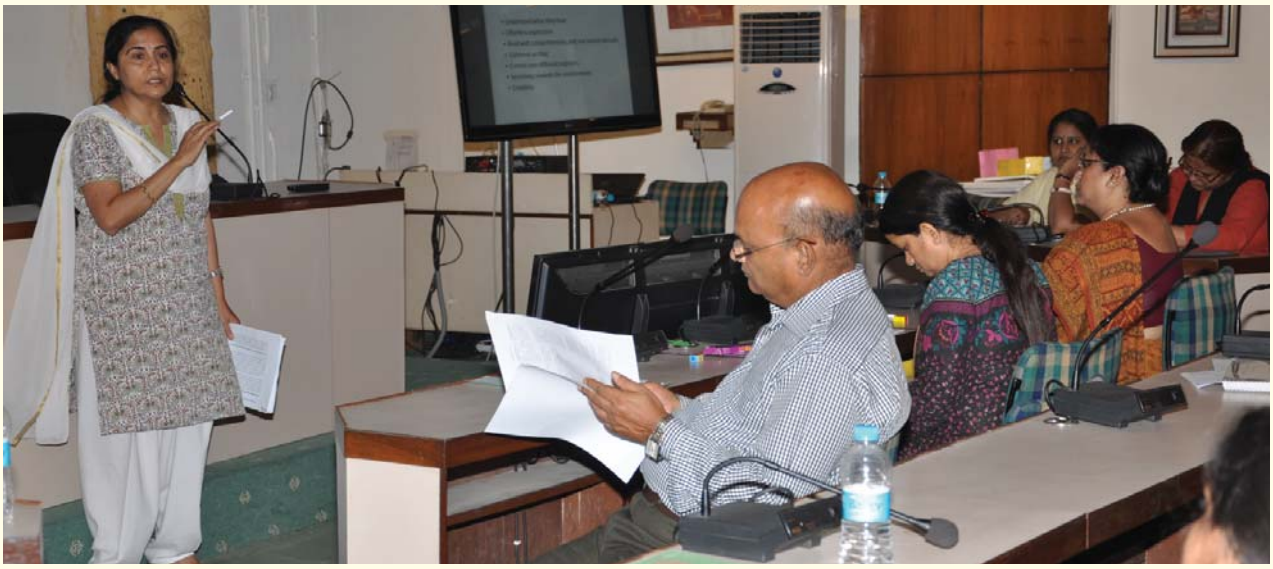
Learning occurs in a continuum and needs to be seen as a process rather than just as a product. In recent years, this perspective of learning is being given emphasis in academic discourses as a follow-up of National Curriculum Framework (NCF-2005). With the introduction of Continuous and Comprehensive Evaluation (CCE), it is now becoming more important that everybody concerned with education understand that children learn in many ways, not in a uniform and rigid manner. It is therefore necessary to relook at our present ways of test-centric assessment. In this process of deepening knowledge and understanding, faculty from NCERT and State Institutions attended a 3-day workshop on Perspective Building in Curriculum, Pedagogy and Assessment Standards and their linkages. The workshop was supported by RMSA-TCA and led by Professor David Scott, Department of Curriculum, Pedagogy and Assessment, University of London.

It is under this backdrop that the NCERT developed stage-wise curriculum expectations and class-wise learning indicators at the elementary stage. (These are available at the NCERT website - www.ncert.nic.in).

It is under this backdrop that the NCERT developed stage-wise curriculum expectations and class-wise learning indicators at the elementary stage. (These are available at the NCERT website - www.ncert.nic.in).

Broadly, curricular expectations define what each child should know, be able to do, and the disposition that should be acquired over a period of time. Curricular expectations are not to be measured class-wise, but need to be achieved by the end of a particular stage as these are long-term targets of the curriculum, i.e., abilities, attitudes, values etc. Learning Indicators along with the pedagogical processes will help achieve these curricular expectations.

Now the NCERT is in the process of developing learning indicators and a CCE exemplar package for the secondary stage. Three consecutive workshops (21st - 23rd May, 3rd - 4th July and 13th-14th August, 2014) were conducted by the RMSA Project Cell, NIE, NCERT. A draft framework of curricular expectations and learning indicators was been developed for Science, Mathematics, Social Sciences, Languages, Health and Physical Education and Arts Education keeping in view the expectations from the secondary stage learners as envisioned by our policy and curriculum documents. The indicators themselves are being arranged in such a way that they are an exemplar guide to teachers to develop their own specific indicators.



SCHOOL LEADERSHIP DEVELOPMENT PROGRAMME (SLDP), NUEPA			
Month	**Proposed Activity/ Workshop**	**For Whom**	**Location**
2014			
August, 29 -30	State consultation on planning for SLDP	NCSL faculty	Bihar
August, 12-13	National Consultation on Developing ties with the Anchor Institutes for Leading the Programme in the States {all 28 states)	Representatives from Anchor Institutes across 28 states, Nodal officers of states, state officials	NUEPA New Delhi
August, 12-14	State consultation on Planning for SLDP	NCSL faculty, State Officers, faculty of Professional Institutes and Support and Monitoring Team, experts from the field of school leadership.	Punjab
August, 11-13	State consultation on Planning for SLDP	NCSL faculty, State Officers, faculty of Professional Institutes and Support and Monitoring Team, experts from the field of school Leadership	Odisha
August, 5-7	Workshop for translation of curriculum and programme design and handbook	Members of the State Resource Group along with Language experts	Karnataka
August, 4-14	Capacity Building of State Resource Group	NCSL fatuity, State Officers, faculty of professional Institutes and Support and Monitoring Team, experts from the field of School Leadership	Uttar Pradesh
September, 22- 26	Workshop for translation of curriculum and programme design and handbook	Members of the State Resource Group along with Language experts	Tripura
September, 15-17	State consultation on Planning for SLDP	NCSL faculty, State Officers, faculty of Professional Institutes and Support and Monitoring Team, experts from the field of school leadership	Meghalaya
September, 15-19	Workshop for translation of curriculum and handbook	Members of the State Resource Group along with Language experts	Odisha
September, 15-26	Capacity Building of State Resource Group	NCSL faculty, State Officers, faculty of Professional Institutes and Support and Monitoring Team, experts from the field of school leadership	Chhattisgarh
NATIONAL ACHIEVEMENT SURVEY, NCERT			
August -September	Try out of class X NAS items	Institutional Coordinators from various State Boards of Secondary Education	Various states
September-October	Try out data entered into statistical software	Data entry agency	NCERT, New Delhi
September	Data analysis workshop	ESD faculty	NCERT, New Delhi
September-October	Analysis of try out data.	ESD faculty	NCERT, New Delhi
RMSA PROJECT CELL, NCERT			
September	Capacity Building Programme (Science and Mathematics)	Key Resource Persons	Goa
September	Capacity Building Programme (Social sciences and Languages)	Key Resource Persons	Goa
October	Workshop on development of CCE Package at secondary stage	State Representatives	NCERT, New Delhi

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