

**Process documentation
of
Secondary School Readiness
Programme
in MP**

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1. Executive Summary

The numbers of students in secondary schools have increased in India since the introduction of SSA and RMSA. There had been many challenges as a result of all these reforms. There has been increase in the enrolment of children at both elementary and secondary levels, but students have not acquired the desired learning levels due to number of factors such as no detention policy, high transition rate, increase teacher-pupil ratio etc. These gaps are more when the students come from different socio-economic environment. It is very difficult for the teacher to minimise the gap. Skills in many subjects such as languages, mathematics and science are very poor. They are not able to cope up with the syllabus of class 9, the student starts rote learning without understanding the concept of the subject. On the other side, the teachers are constrained to complete the syllabus as per the timeline and hamper the learning of the students and there is no joy in the learning process. Due to these, the annual results of class 9 and 10 has gone down. The government of Madhya Pradesh has recognised this as a major challenge. Considering this, there is a concerted effort by the government to address this issue with the technical support of the RMSA-TCA.

The SSRP package was piloted with 773 students from 10 select schools (258 students in Hindi, 260 in mathematics and 255 in Science). Based on the analysis of the pre-test, the foundation camp was organised for 9-days in the selected 10 schools. The SSRP package is based on the activities based learning, group work and child friendly approach. This is called the ERAC (E= Experience, R= Reflection, A= Application and C= Consolidation) method in activity learning and was used throughout the package.

Just after the nine days foundation Camp, post-test were administered. The comparative scores of pre and post-test 5 are shown in tables below.

Level	Hindi		Mathematics		Science	
	% Pre Test	% Post Test	% Pre Test	% Post Test	% Pre Test	% Post Test
0	12.02	7.69	39.23	7.18	33.73	14.08
3	26.35	10.35	49.23	21.27	33.64	16.93
5	32.95	32.17	10.77	22.52	22.75	21.34
8	28.68	49.79	0.77	49.03	5.88	47.65

The analysis of the above table indicates that has been significant increase in all three subjects (Hindi class 8 from 29% to 50%, Mathematics 1% to 49% and for science 6% to 48%) as a result of the foundation camp.

During the workshop when the pre and post data were compared, the SSRP team outlined the need for scaling up the programme and expressed that if this is implemented, the quality of teaching could be enhanced and child friendly teaching-learning methods could be introduced which can address learning gaps. Keeping these factors in mind, the government of MP is proposing to incorporate this component in the AWP&B for the 2016-17 financial year. They are envisioning scaling up the programme to all secondary schools in the state over next three years.

2. Rationale of SSRP

The purpose of the initiative is to address the learning gaps of class 9; however, it does not include the whole curriculum of elementary education. It includes only bare minimum compulsory pre competencies and skills to enable students to cope up the class 9 syllabus.

3. Objectives

SSRP is the joint programme of and Department of School Education - Government of Madhya Pradesh, NCERT (RIE), and RMSA-TCA MP. . The objectives of the component are follows:

- Enhance grade level participation
- Increase basic learning level at initial phase of secondary Education.
- Improve final learning outcomes

4. Implementation Modalities of SSRP

4.1 Administration of Pre-Test

The programme was conceptualised after consultation between different stakeholders in Delhi and Bhopal. The implementation plan was as follows:

- SSRP process was initiated in consultation with NCERT at Delhi in 27th Sept. – 1st Oct. 2015 and master trainers were invited from NCERT, RIE, DPI, and RSK. During the workshop, indicators, methodology, tool framework and implementation strategies were discussed and drafted.
- The SSRP package was piloted in 10 schools of Bhopal district. The schools were selected by the education department considering geographical, socio-economic profile, and a mixture of both urban and rural. The list of schools is given at (**Annexure 1 : List of pilot school**)
- It was followed by two days workshop in Bhopal on 19-20th Oct. 2015 where the SSRP team finalised indicators, methodology, and tool framework specific to Madhya Pradesh requirement.
- Tool were then administered on 18-19th Nov. 2015 in 10 select schools that were suggested by the department in the Bhopal district.

- While administrating pre-testing in 10 schools, the total number of students available in all the schools were 773, The Hindi pre-test was administered on 258 students, Maths pre-test was administered on 260 students and Science pre-test was administered on 255 students. Students were given 1 hour to solve each question paper
- The pre-test was designed in such a way that total questions were divided in three equal proportion corresponding to class 3, 5 and 8 respectively (refer **Annexure 2: Pre-test papers**). The number of questions and level of pre-test items in each subject are in the following table:

Table No – 1 Subject wise number of question and students in Pre Test

Subject	Number of Questions	Number of Students	Level of Questions	
			Level /Class	Question Number
Hindi	15	258	3	1-5
			5	6-10
			8	11-15
Mathematics	18	260	3	1-6
			5	7-12
			8	13-18
Science	30	255	3	1-10
			5	11-20
			8	21-30
3	63	773		

The result of pre-test were analysed in term of the level of students in these three subjects. SSRP team analysed student wise Grade, however, it was not shared with the students as it will otherwise tag them as per their level and it could demoralise the student. The result is shown in table 2:

- Collected data was analysed at Delhi workshop on 30th Nov. – 3rd Dec. 2015. For carrying out data analysis results, cannon of measurement¹ was discussed among master trainers and finalised. In the same workshop, the master trainers were trained in activity based teaching / learning methodology.

¹ **The canon of measurement**

Based on the discussion within the SSRP team the cannon of measurement was adopted as given below:

- 50% question attempted correctly for Science and Mathematics of a particular level questions then the student would be treated as if she/he has achieved that level in science and mathematics.
- 60% questions attempted correctly for Hindi of a particular level questions then the student would be treated as she/he has achieved that level in Hindi.

- The result of pre-test were analysed in terms of the level of students in these three subjects. SSRP team analysed student wise score. However, there was a conscious effort not to reveal the data to the students to avoid students being tagged on their particular level. Since it could demoralised the student. The approved cannon of measurement were used in analysis to find the number and percentage of students at a particular level. The result of the pre-test is given below:

- **Table No -2 Subject wise analysis of Pre-test are as below.**

Subject						
Level	Hindi		Mathematics		Science	
	No of Students	%	No of Students	%	No of Students	%
0	31	12.02	102	39.23	86	33.73
3	68	26.35	128	49.23	96	33.64
5	85	32.95	28	10.77	58	22.75
8	74	28.68	2	0.77	15	5.88
	258		260		255	

The master trainers were trained in activity based teaching / learning methodology, which was fine-tuned in 2-days workshop in Bhopal on 15-16th Dec. 2015. Master trainers finalised material for the foundation camp.

- Teacher diary
- Student diary
- Monitoring format
- Based on the analysis of the pre-test, the foundation camp was organised for 9-days in the selected 10 schools.
- These master trainers further trained all 10 schools teachers and principals in a 3-day workshop organised in Bhopal on 17-19th Dec. 2015. Further to this, the workshop concluded with school wise activity timetable and submitted to the department for school based implementation and monitoring support
- Based on the analysis of the pre-test, the foundation camp was organised for 9-days in the selected 10 schools.
- All 10 schools principals were oriented for the foundation camp process, tools and methodology on 6th January 2016.
- 9-days Foundation camp was organised in 10 schools between 7-18th Jan. 2016. One master trainer was allotted to each school for facilitation and monitoring

4.2 Process of carrying out the Foundation Camp - Theory and Processes

- The SSRP package is based on the activities based learning. This is called the ERAC method in activity learning and was used throughout the package. Activities are not merely limited to gain experiences but go to all the four steps.
 1. Experience: - Getting experience from the activities
 2. Reflection: - Thinking about the experience and analysing for going ahead.
 3. Application: - To apply analysed experience in new situation
 4. Consolidation: - To generalize.
- Along with the ERAC, the following aspects were also considered to prepare an activity, which is detailed out in the (Annexure 3 : Theory and Processes)

4.3 Activities under SSRP Package

The SSRP package was implemented in incremental manner, which consisted of a number of activities as shown in the section. The Pre-test (diagnostic test) is taken at beginning of the program in order to assess the competencies of the students and their appropriate grade/level. Thereafter, the foundation course was designed and the camp was organized for nine days. Three subjects (Hindi, Mathematics and Science) were included in the package. The role of teachers, students, principal and monitors were defined at the outset. The students, teachers and monitors were provided a booklet to record their views and observations. Some of the observations are captured below:

4.4 Activities of teaching Learning in different subjects during camp

The SSRP package is based on activity learning. The listed below activities have been captured from the students' learning diary and the monitors' report.

4.4.1 Hindi Activities

- Self-introduction:-The students learnt how to talk to others and refined their language.
- Game of bottle: - Learnt properties of bottle. Class work
- Game of the stick :- Learnt pronouns, In Group work
- Game of marble :-Making pairs
- Making words :-Used different letters and learnt new words, Group work
- Making sentences:-Used a word to make different sentences, class work
- Game of word pairing: - Paired a word with word to make new word. Discussion
- Word antakshary: Making and learning new word with meaning. Class work
- Making sentences using numbers:- Group work
- Letter writing: - Individual and class activity.
- Reading text: Reading with speed and flow. Class work
- Stories telling:-Learnt new stories, Made stories, sentences and words. Group work and class work.
- Noun pronoun and adjective: - learnt definition with example, Class work.

The Dream of Smart Village (Hindi)

It was the period of Hindi language in the foundation camp. The teacher asked the students to think about their village. What is in the village and what should be? A girl student who comes from a nearby village narrated about her own village that her village should have all such facilities, which are in town. There should be school, hospital, village panchayat, proper drainage and toilet system, proper and good roads, green trees, water and electricity for 24 hours, work for everyone in village, connectivity through internet. (Ratibadh School, Bhopal District)

Creativity through stories (Hindi)

It was the Hindi period in the foundation camp. The teacher narrated a story and asked some questions. After this activity was over. The teacher then asked all groups to think at least a story of similar type. The groups had discussed it for five minutes and they were ready to tell the story one by one. Following stories were narrated: (Ratibadh School, Bhopal District)

- The bird and mad elephant.
- Rat and the Lion.
- The story of a brother and sister.
- * Blue jackal.
- * Lion and the Elephant.

4.2 Mathematics Activities

- Decimal system and place value :-Questions by teacher
- Geometrical shapes :-Learnt different Geometrical shapes, Group work
- Activities of Quadrilateral. Game of Quadrilateral Class work
- Game of finding a number;-Learning writing number in ascending and descending order. Group work
- Pattern Learning Tangram Game :-Learning pattern by lines and drawing different shapes
- Square by pattern game :-Learnt finding square of large numbers, group Work
- Multiplications: - learnt tricks to multiply big numbers. Group work
- Construction of Multiplication tables ; Learnt table by game, Group and class work
- The angles of triangles :Finding and measuring angles Class work
- Square :- Learnt drawing Square Diagram Group Work
- Magic Wheel game :- Making pattern of Tables Group Work
- Cyclic Quadrilateral ; Learnt Properties of Cyclic Quadrilateral
- Diagonal of Quadrilateral: - Learnt Properties of diagonal.

Rectangle out of Cylinder (Mathematics)

During the foundation camp, in the maths lesson, the teacher had given each group some geometrical shapes made of paper to look and carefully open. A group opened the cylinder from the adhesive tape and were astonished to see that it was a rectangle in shape. This process was repeated in to all other groups. The students and the teacher discovered that the surface area of cylinder is same as the area of rectangle. Though the students knew the formula of finding the area of rectangle, they experienced it first hand. (Harrakheda School, Bhopal District)

4.4.2 Science Activities :

- Living and non-living:-Listing and classification. Group and Class work
- Health and nutrition:-Chart activity. Group work
- Practical Measurement game :- Learnt units, Group work
- Physical and chemical changes:-Learnt changes around us, Class work.
- Types of Motion game :- Learnt types of motion, class work discussion
- Heat and Temperature ; Examples by teachers and students
- Work and energy: - Game with cards, Group work.
- Environment Pollution :-Learnt pollution, Questions by teacher
- Natural resources :- Natural and man made resources, conservation of natural resources
- Sound and vibration game;-Learnt vibration. Class work.
- Transparency Game: Learnt Transparency. Class work.
- Plants Structure: - Work and structure of Plants, Class work.
- State of matter: - Learnt Solid. Liquid and gas, Class work, Questions and answers.
- Structure of Atom :-Learnt about micro particles, Class work
- Structure of cells :- Structure seen by Microscope, In groups

Beyond the classroom (Science)

During the science class, the teachers took the students out the school campus. They went near the village pond in the open field. They were very curious about many things and asked questions to their teachers. Then after they collected some flowers and leaves for classroom discussion. Students asked whether the pond water is safe to drink. They also discussed about the roads, drainage and toilets of the village. (Bagroda Higher Secondary School, Bhopal District)

4.5 Glimpses of the foundation camp.

The glimpses of the foundation camp have been captured from the teacher's diary, student's diary, monitoring formats and observations of the SSRP team. In addition to this, the SSRP team conducted a few FGDs with the teachers and parents of the students.

4.5.1 Views of the Students

Every student was given a Learning diary to record his or her reaction. Most of the students used their learning diary to record the daily activities they have done in the classroom. The student recorded their views regarding the camp activities in their diary. Some of the views are given below:

- The students learnt many new things in camp.
- They liked the activities of Hindi
- They have handled microscope for the first time for seeing cells and they liked it.
- They enjoyed the camp. They felt that, it should be held every year.
- The activities of shapes and magic number were good. They stated that it was one of the best activities.
- The learning was done by game and they also liked this activity.
- They worked in groups for the first time and it was the good experience.
- They had find the conclusion by discussion with peers and teachers.
- They could understand the concepts without difficulties.
- This is good system of teaching.

4.5.2 Views of the teachers

The teachers were given a teacher diary to record their daily reaction. This diary also helped them as the classroom guide. The details of SSRP are given in the teacher diary. The detail of steps of ERAC also explained in the diary. The planning continues evaluation and the class management is included. The activities of all the three subjects were also given in the diary to help teachers in their class teaching. Teachers were expected to write the different activities they could do in the class but most of the teachers have not written. The views of some teachers regarding the program and learning of students are given below;

4.5.3 Hindi Teacher

- The story telling was the activity by which the students learnt many component of Hindi language like word meaning, make sentences, asking questions, making new and similar stories, writing on the chart and black board, Hindi grammar etc.
- They enjoyed the activities in Hindi language and wanted to continue SSRP for rest of the session.
- The students had given opportunities to learn themselves.
- The learning level of the students will be increased in Hindi by SSRP.

4.5.4 Mathematics Teacher

- Learning Mathematics by activities was made easier and they could understand the difficult portion also.
- The students accepted these activities based learning. They had learned the concept of sphere, cone, rectangle, square etc by drawing them by clay model.
- The students enjoyed the teaching during the camp.
- They could learn about some formula in mathematics by activities.
- The play and learning are going simultaneously.
- Students are of the view that this should be continuing for the whole session.
- We as teacher had experienced good during the camp time.
- The fear of mathematics becomes lesser.
- Interest in camp activities increased and difficulty level of subjects decreased.
- It was practical based learning. Role of the teacher became minimum.
- They learned to work in small groups and making presentations.
- The students began to ask questions. They do not hesitate now.
- The basic of some topics, like the geometrical shape has understood by the students well.
- Interaction between the peers has becomes more in camp.

4.5.5 Science Teacher

- The students feel difficulties by direct reading science from the book. They could learn concepts by doing themselves and doing project on their topic. The thinking and understanding of the topic enhanced.
- The teacher said they encouraged the students for doing activities and not to learn merely from the book.
- When the students learn the difficult concept by doing activities on the first day they got interest in science subject.
- The students were more vocal, putting questions to the teacher without any hesitation.
- The students presented the work done in the class, they were more willing by completing the activities and their self-confidence enhanced.
- The students wanted to do more activities.

4.5.6 General Views of Teachers

- The camp should be extended to 15-20 days.
- The class 9th student are not happy continuous five hours attending class. They do not take interest in last periods.
- Other subjects like English and Sanskrit should also be taught by this approach.
- The program should be in start of the academic session.
- There should be extra class for students who are unable to read and write in Hindi.
- This program should also be in the beginning of class VI.
- It is suggested that SSRP should be at the beginning every year.
- The VIII Board examination should also start.
- SSRP has created interest in the students regarding learning.
- The teacher liked the camp activities.
- The students participated in the camp with interest.
- The students said that they enjoyed doing activities and they liked to work in group.
- SSRP is easier, natural to learn, joyful and with entertainment.
- It is useful and with certain objectives.
- Tried to fill the learning gaps.
- SSRP should be monitored strictly.

4.5.7 Views of the monitors

The master trainers were the monitors in the foundation camp. They were in the schools for all 9 days. They have recorded all the activities of the foundation camp, and how students are carrying out various activities and learning out of it.

- Learnt how to write and tell stories, draft leave application in process using the right punctuations.
- Sharing ideas, concepts, learning through peer groups, which they enjoyed a lot. This is the first time experience that students learnt new things by holding discussions in a small group.
- The students could differentiate between protein, fat and vitamins.
- Students absorbed complex topics through activity-based learning. How to calculate various mathematical problems such as calculating square and square root.

Feedback given by the monitors

Suggestions

- This activity based learning could be incorporated in elementary education (especially in the class 5 & 8).
- Activity based education could be for all other subjects, such as English.

Challenges

- Mobilising all students to participate in camp was a big challenge.
- Teaching all indicators of mathematics in 15 hours is not possible.
- Students still making mistake in writing but can answer orally.
- Most of the teachers used the activities and example given in text, therefore, teachers may need further training on activity based teaching
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4.5.8 Feedback from Parents

During the group discussions the parents had with the monitors, the following information was recorded

- Some different type of teaching is going on in the school, teachers are teaching by easier method.
- The students informed to their parents that teaching is being done “learning while playing”. In addition, the students are taking interest in this type of teaching.

4.5.9 Administration of Post Test

Just after the nine days Foundation Camp, post-test was administered in the same 10 pilot schools.

The post-test had the same number of question as were in pre-test, difficulty level of the questions in the post-test were same, however the questions were different. The same canon of measurement was followed to assess the level of the students. The detail analysis of the post Test results was carried out and it is given below.

5 Comparison of Pre and Post test results

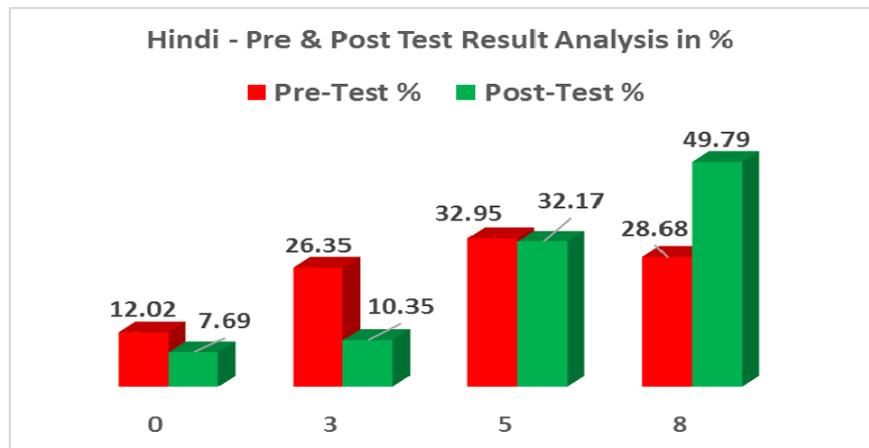
Immediately after the foundation camps, the post-tests were administered on 19-20th January 2016. The details of the tests are given in the table no. 3:

Table No – 3 Number of Student appeared in the pre and post test

Hindi		Mathematics		Science	
Number of students		Number of students		Number of students	
Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
258	715	260	724	255	703

Based on the canon of measurement the percentage of students scored in different level in different subject are given in tables below.

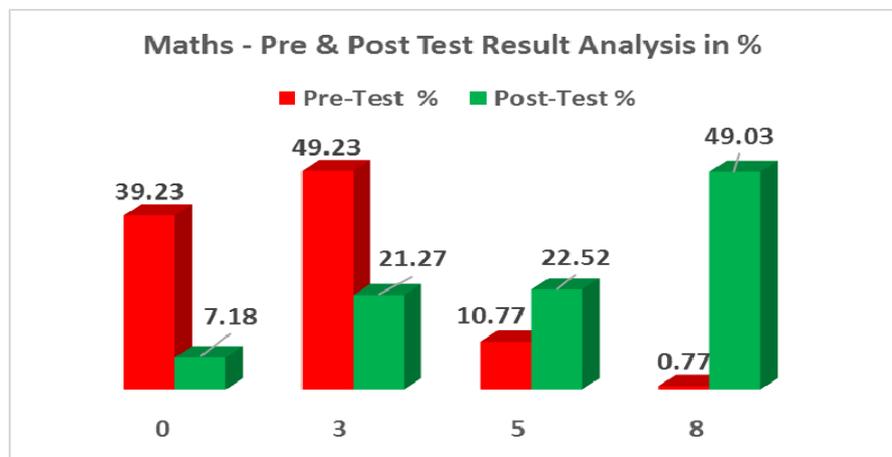
5.2 Hindi - Pre and Post Test Comparison



	0	3	5	8	Total
Pre-Test %	12.02	26.35	32.95	28.68	100
Pre-Test - Students	31	68	85	74	258
Post-Test %	7.69	10.35	32.17	49.79	100
Post-Test - Students	55	74	230	356	715

A randomly selected 258 students from 9th class from 10 schools had attended the pre-test designed by the SSRP team, of which the lowest 12 % were found at 0 level and about as high as 33% were found of 5 % grade. However, class 3rd and 5th were about 26% and 29% respectively. All these students went through 9-day foundation camp for Hindi that was designed by the subject specialists and technical experts. After the 9-day camp, all students from the select 10 schools were given post-test questionnaire. The result shows in the green bar, which is reduced for level 0 and 3rd grade (8% and 10% respectively), almost same for 5th grade (32%) and significantly higher for class 8th (50%).

5.2 Mathematics Pre and Post Test Comparison

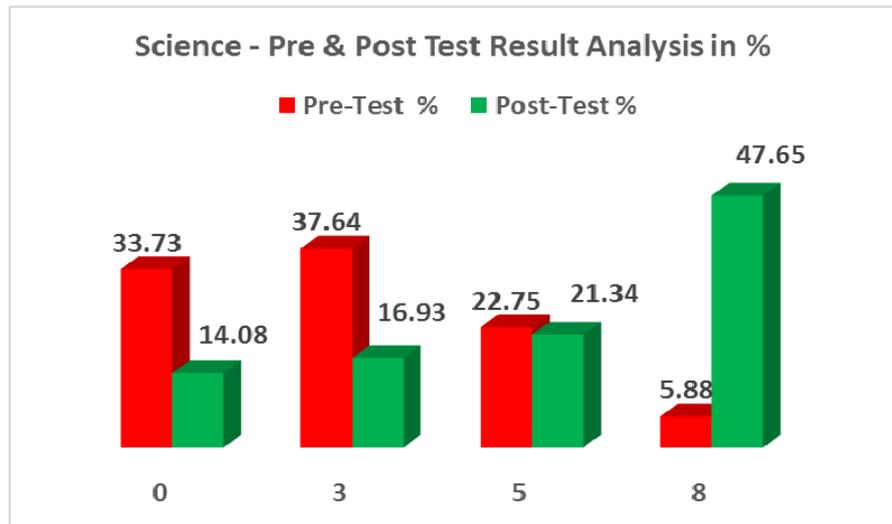


	0	3	5	8	Total
Pre-Test Students	102	128	28	2	260
Pre-Test %	39.23	49.23	10.77	0.77	100
Post-Test Students	52	154	163	355	724
Post-Test %	7.18	21.27	22.52	49.03	100

Out of total 260 students selected randomly from 10 select school for SSRP programme, almost 89 % students could not clear level 5th. They found at class 0 and 3rd level (39 % and 50 % respectively). 11% could clear 5th level and less than 1% students reached to 8th grade standard. All students of 9th grade were invited for 9-day foundation camp and almost 3 times more students, total 724 students had participated in the post-test exercise. A very positive trend was seen in the result. 40% students which were at 0 level that has come down to 7%, and likewise 50% students that were at 3rd level, has shown improvement and come down to

21%. On the other side, the result of both grade 5th and 8th has gone up to 23% and 49 % respectively, almost reverse situation from the pre-test analysis.

5.3 Science – Pre & Post test Analysis

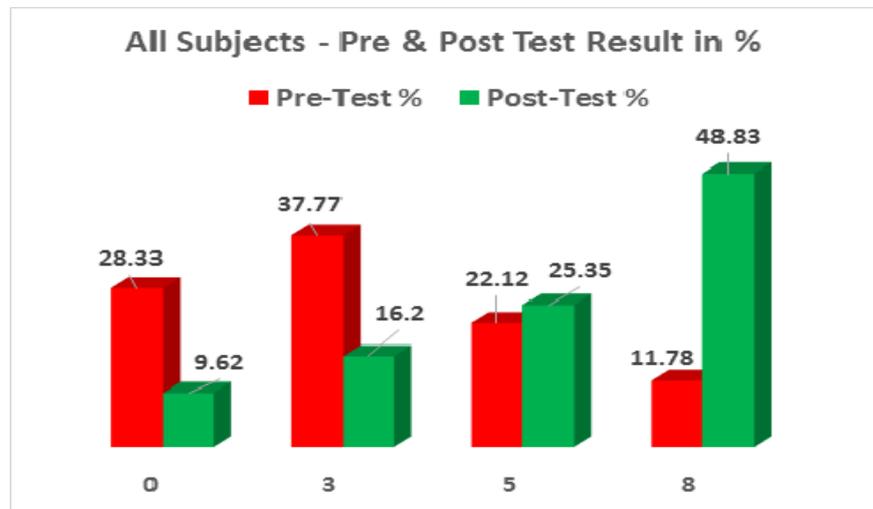


	0	3	5	8	Total
Pre-Test - Students	86	96	58	15	255
Pre-Test %	33.73	37.64	22.75	5.88	100
Post-Test - Students	99	119	150	335	703
Post-Test %	14.08	16.93	21.34	47.65	100

255 randomly selected students from 10 select schools participated in science test, of which 34% and 38% students could not clear 0 and 3rd level respectively, which is about 71% of total class 9 students appeared in the pre-test. While hardly 6% could clear 8th grade level questions and 23% could reach up to 5th grade. The level of students' understanding increased after the structured 9-day foundation camp. All students were invited for the foundation camp and of which 703 students attempted the post-test, it was roughly 3 times more students than pre-test. The result was as surprisingly as Maths subject. Both levels 0 and 3rd grade shown drastic decline and come down to 14 % and 17% respectively. The result of 5th level stand same with minor decline, whereas grade 8th shot up from 6% to 48% showing very positive impact of the foundation course.

The result of all three subjects has shown positive impact on the students. However, it is overall subject results and not specific to each school or student.

5.4 All three Subjects Combined



	0	3	5	8	Total
Pre-Test Students	219	292	171	91	773
Pre-Test %	28.33	37.77	22.12	11.78	100
Post-Test Students	206	347	543	1046	2142
Post-Test %	9.62	16.2	25.35	48.83	100

This is the comparison of all three subject combined. It is clear from the above table that before the foundation camp 28.33% (219 out of 773) students were at zero level in the pre-test whereas after the foundation camp 9.62% (206 out of 2142) were left at zero level in the post test. Also, before the foundation camp 37.77% (292 out of 773) students were at 3rd level in the pre-test whereas after the foundation camp 16.20% (347 out of 2142) were at 3rd level in the post test in all the subjects. The decrease at these two level shows that the students are shifted to the upper level after the foundation camp activities. Now the 48.83% students are at the 8th level in comparison with the 11.78% of students in the pre-test. This clearly indicates the increase of 37.05% at the 8th level after the foundation camp in all the subjects. There is some increase at the class 5th level by 22.12% to 25.35%. Some of the students are shifted to 5th level from zero and 3rd level. The result of pre and the post tests in all the three subjects infers that the decrease in % of zero and 3rd level and increase in % of 8th level is due to the input of SSRP activities for the 9 days. The objective of the SSRP seems to be fulfilling in the present study for three subjects.

The results also indicate that SSRP package had worked on the students of class 9 students. The increase of 37.05% at the 8th level after SSRP Foundation Camp merely for 9 days is encouraging and the package may be replicate on a larger sample.

6 Way forward

During the workshop when the pre and post data were compared, the SSRP team outlined the need for scaling up the programme and also expressed that if this is implemented, the quality of teaching could be enhanced and child friendly teaching-learning methods could be introduced which can address learning gaps. Keeping these factors in mind, the government of MP is proposing to add this component in the AWP&B for next financial year. They are envisioning to scale up the programme to all secondary schools in the state over next three years.

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Annexure -1
List of Pilot Schools –
SSRP

1	Govt.Model School,Harra Khera Model School	Bhopal
2	Govt. High Schools.Jamunia kala	Bhopal
3	Govt. H.S.S.Ratibadh	Bhopal
4	Govt.High School, Tarasevaniya	Bhopal
5	Govt. Higher .S.S. Bagroda	Bhopal
6	Govt. High School, Nehru Nagar	Bhopal
7	Govt. High School, Lalghati (Nayapura)	Bhopal
8	Govt.Girls H.S.S.Sarojini Naydu	Bhopal
9	Govt.H.S.S.Gandhi Nagar	Bhopal
10	Govt.H.S.S. Phanda	Bhopal

Theory & Principals

1. Generic: Think of questions or theme which is not in the text book at one place. For example; how many place the Sun or Light was used in the book? List, compare and find the use.

2. Inside the Subject: Which type of activities giving strength to learning?

- Activities from the book or out of book.
- Project
- So many activities for one objective.
- Self-evaluation while learning.

3. Concept Learning: There was emphasis on concept learning in the teaching during the camps including all the four competencies (Knowledge, Understanding, Skill, and Application).

4. ERAC: At the time of reaction between teacher and students the experiences were created with reference to ERAC. In short it was the start of thinking, analysis and application.

Basic principles for conducting foundation camp

Learning Flow

Learning flow had been developed in the foundation camps to make learning of students easier. In the leaning Flow list of activities and list of material used were also given.

Material: Those activities are selected in which the student choose the material from the environment and give opportunity to use them. For example the text book and supplementary books are sufficient and may be used frequently. No more material may be created.

Process according to the Students: The teacher starts with knowledge what the student have and students' actual experiences.

Group Work: The opportunities to work in group were given. Worked with other peers, understood them, given importance to ideas of group members. This is the training of building the society.

Active and Thoughtful Participation: every student were tried to bring them to participate in the teaching learning process. The teacher talked to the students who were not active in class and tried that they also participate.

Planning of Activities: The teacher had planned the activities according to the step of learning. The ERAC method was used. The teacher has planned according to the time, teaching points, material used, sequence of work and evaluation.

The Language of Teacher: The teacher used such language so that the students were ready to continue learning and not the students get discouraged. For example:

- If there been different inference of two groups, the teacher encouraged to think the student that a third opinion may be there and tried to make co-ordination.
- I will again try to explain you in simple language different example.
- I think you understood well now tell me in your own words.
- Can you re- think about your answer. Do you want to consult your group?

Co-operation of the Students: This was important in the camp. If the student could not do or understood then the teacher given some hint to reach the proper answer by the students himself. The teacher always

encouraged the students that know things. The teacher helped the students where they really needed

Consolidation: The day's work was consolidated by the teachers in the form of feedback or presentation by the group in the end.

Planning, Continue Evaluation and Management Foundation Camp in School

Planning of teaching Learning process and arrangement The teachers had decided their teaching strategies well in advance, collected the required material/thing every day in advance. The day's work was planned in such a way that every student definitely completes the basic and minimum required work.

Assessment

The teachers had pre-decided to achieve day wise indicator for. The teachers of all the three subjects complete format at the end of the day. The teachers used symbol (√) for complete,(?) for partial complete and (×) for not completed. If the work is partially completed or not completed then have to do next day. The teacher had to see that:

- All teachers participated in teaching learning with joy.
- The work was done in the small groups.
- There was balance between oral and written activities.
- The students presented their work in small group.

The teachers had continues discussion with the others teachers regarding the session. At the end of the day the teachers normally asked following questions to the students:

- How much we could achieved from the indicator targeted for today.
- What was the heard portion? Do they wanted to repeat?

- Do they need any change of session time? Whether the students are near to the level what the teacher thought.
- How can the teacher help those students who are difficult or challenging? Whether the teacher should be slow or fast?
- How can be keep the record of feedback? Can we use the CCE proforma?

Students' Learning Diary

Every student were provided a learning diary. This diary have following information regarding the student:

- Name ,school name, address and contact number
- Father's and Mother's name, date of birth and details of the family
- Details of daily routine, study time at home
- Who help in study at home, The subject of interest and disinterest
- Daily date wise experiences of student about learning

Teachers' Diary

The teachers were given a teacher diary to record their daily reaction. This diary also helped them as the class room guide. The details of SSRP are given in the teacher diary. The detail of steps of ERAC also explained in the diary. The planning, continues evaluation and the class management is also included. The activities of all the three subjects were also given in the diary to help teachers in their class teaching. Teachers were expected to write the different activities they could do in the class.

Monitors' Diary

The monitors were asked to see the activities of a school at least for half day. They were provided a diary to record what is going on in the camp. There are some general observations like:

- Increased Participation of Students in class.
- Work is done in small groups.
- ERAC steps are followed.
- Attendance in school increased. Etc.

The monitors have also to record that which indicators are being completed in Hindi, Mathematics and Science subjects separately

