

**GOVERNMENT OF ANDHRA PRADESH
ABSTRACT**

SCHOOL EDUCATION DEPARTMENT – S.C.E.R.T, A.P, HYDERABAD – Examination Reforms for class IX and X from the academic year 2014-15 onwards – Permission Accorded - Orders issued.

SCHOOL EDUCATION (P.E – PROG.II) DEPARTMENT

G.O. Ms. No. 17

Dated: 14.05.2014

Read the following:-

1. GO MS No. 169, School Education (PE – Prog-II) Dept. Dt. 29.12.2011
2. GO MS No. 62, School Education (PE – Prog-II) Dept. Dt. 23.07.2012
3. GO MS No. 60, School Education (PE – SSA) Dept. Dt. 24.10.2013
4. From the C & DSE Lr. Rc. No. 302/E1-1/2009, Dt. 17.04.2013
5. From the Director, SCERT, A.P, Hyderabad Lr. No. 185/D1/C&T/SCERT/2013, Dt. 08.05.2014.

ORDER:

In the reference 1st and 2nd read above, orders have been issued for undertaking curricular reforms and revision of syllabus and textbooks for the classes I to X in a phased manner to meet the requirements of National Curriculum framework-2005 and Right to Education Act-2009 provisions. In the reference 3rd read above orders have been issued for the implementation of Continuous and Comprehensive Evaluation (CCE) in the State. Accordingly the Director, SCERT has taken up curricular reforms in a big way based on National Curriculum Framework-2005 and Right to Education Act-2009 and revised the syllabus from class I to X followed by revision of textbooks in all the subjects and curricular and co-curricular areas from class I to X in a phased manner. The class X new textbooks will be introduced from the coming academic year i.e. 2014-15. As new books are introduced the evaluation process also needs to be modified. This has already been done for Classes I to VIII.

2. The Director, SCERT vide reference 5th read above has submitted proposals for the revised evaluation process and scheme of examination for classes IX and X and stated that the proposed examination reforms will facilitate for a shift in the teaching learning process and improved transaction of new textbooks and transforms the ways of learning with activities, projects, dialogue and discussions, experiments etc. and hence requested the government to issue orders for the implementation of examination reforms in all the secondary schools in the State viz., government, government aided, panchayatraj bodies, recognized private schools on the following items:

a) Number of papers for each subject

- Single paper for each language subjects i.e. Telugu, English, Hindi, Urdu etc.
- Two papers for non language subjects i.e. Science, Social Studies and Mathematics viz., **Science**– Paper 1 Biological Science, Paper 2 Physical Science; **Social Studies**– Paper 1 Geography and Economics, Paper 2 History and Civics; **Mathematics**– Paper 1 numbers, sets, algebra, progressions, coordinate geometry and Paper 2 geometry, trigonometry, mensuration, statistics, probability etc.

b) Papers and Marks:

Subject	Total Marks	Marks for final public exam	Internal assessment marks [FA]
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

c) Marks weightage and duration of examination

- **Language subjects**– 100 marks per paper and the examination duration will be 3.00 hours in addition to 15 minutes for reading the question paper.
- **Non language subjects**– Mathematics, Science and Social Studies – Every subject will have two papers and each paper is for 50 marks and the examination duration is 2 hours and 30 minutes in addition to 15 minutes for reading the question paper.
- The summative examinations which is school based for class IX and the final summative is of public exams at class X conducted by Director, Govt. Examinations. 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.
- The summative assessment for class IX and 1st and 2nd Summative Assessment in class X must be on the lines of public exams.

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

d) Internal and external weightages – Formative and Summative:

80% of marks in each subject for the summative/ external public examinations and. the 20% of marks for the proposed internals under formative assessment. The areas and marks for the formative assessment is given here under.

Sl. No.	Item for Formative Assessment	Marks
1	Language subjects – Reading storybooks, children literature, newspapers etc. and reflecting in terms of writing and presentation in the classroom.	5
	Science – Doing the experiments and writing in the record.	5
	Mathematics – Generating Mathematical problems under various concepts – Writing and presentation in the classroom.	5
	Social Studies – Reading the text and interpretation and reflections on contemporary social issues through writing and class room presentation	5

2	Children's written work in their notebooks – Self expression/ writing to the questions/ tasks given in the exercise part under each unit/ lesson. The children shall not copy the answers from guides/ study materials etc. but they should think and write on their own.	5
3	Project works	5
4	Slip test	5
Total		20

- A separate notebook for each subject for the formative assessment pertaining to three items of serial numbers 1, 3 and 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 average of four FAs will be accounted for 20% of marks in public examinations under each subject.

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

- After completion of the 4th Formative Assessment, 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 after committee verification and approval, in a fixed format through on-line. The programming part of this for submission of internal marks from schools will be done by Director, Govt. Examinations.
- 10 to 15 schools in two or three Mandals shall be considered as a unit for monitoring and moderating. The moderation committee formulated by the DEO, shall observe all the schools assigned in the given Mandals both government and private and verify the marks, grades awarded for internals and as well as co-curricular activities.

e) Pass marks and minimum marks for passing

- 35% is the pass marks for all the language and non language subjects. Students must qualify both in internals (FA) and summative examinations separately.
- In non language subjects, the students must pass in each of the two papers separately.
- In case of formative assessment (internals), 20 marks each for all the subjects except Science i.e. 10 marks for Biological Science and 10 marks for Physical Science. One should secure 3.5 marks out of 10 marks in internals.
- Student 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.

Pass marks in Second Languages:

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

f) Grading

- The marks based grading for classes IX and X with the 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.

g) Other curricular subjects (Co-curricular areas) – Evaluation

- Co-curricular activities i.e. Physical & Health Education, Arts & Cultural Education, Work & Computer Education, Value Education & Life Skills are the part of the school curriculum. Periods have been allocated in the school timetable for transaction of these areas. These areas are now included for assessment 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. The 5-point grade scale is applied to these areas i.e. A+, A, B, C and D.
- 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 Director, Govt. Exams after verification by the moderation committee.
- 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 Biological 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.

QUALITATIVE ASPECTS

h) Nature of the question papers and questions

- The nature of questions are to 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. Ensuing that learning is shifted away from rote methods and memory oriented, focus on self expression and do away with using of guides and study material and memorizing of answers.
- 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. The questions must reflect the academic standards.

i) 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 question papers shall be developed.

Types of test items:

- Following are the nature of test items.
 - A) Non language subjects (Science, Mathematics and Social Studies)**
 - Essay type questions.
 - Short answer questions.
 - Very short questions
 - Objective type questions – Multiple choice questions.
 - B) Languages subjects – Telugu and other Indian languages**
 - Reading comprehension
 - Writing
 - Creative expression
 - Vocabulary
 - Grammar
 - C) Language – English**
 - Reading comprehension
 - Vocabulary
 - Creative writing
 - Grammar

- Objective type questions which are multiple choice in nature.

j) Questions – Choice

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

k) Questions – Weightage

- Blue print will be developed reflecting weightage to the nature of questions and academic standards. No specific weightage to the lessons/ units. 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 etc.).

l) 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.

m) Correcting the answer scripts and the facility of revaluation

- 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 on examination reforms and for correcting the papers will be framed from SCERT. The children self expression, power of analysis, self writing, application and explanation, argument and representation of their perspective etc. will also form the basis for the correction in addition to subject matter.

n) 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.

o) 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.
- Trainings may also be through teleconferences at regular intervals and sharing of good practices, doubts etc.

p) 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 with 10 to 15 expert teachers must be formed 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 etc.
- 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 shall 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. The DIETs, CTEs and IASEs shall support and supervise the work of DCEBs.

- DCEB should conduct seminars and training programmes to the teachers to develop awareness on the examination processes and correcting the answer scripts.

q) 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 and co-curricular activities to the Director, Govt. Exams and designing the memorandum of marks/ certificate.
- Monitoring the submission of internal marks and other nominal roles.
- Correction of answer scripts and declaring the results.
- Pre and post examination work, revaluation etc.

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, Government Examinations 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.

3. After careful examination of the matter, government here by agreed the proposal of the Director SCERT, A.P, Hyderabad as mentioned at Para 2 above, and accord permission to the Commissioner & Director of School Education, A.P., and the Director, SCERT for the implementation of the examination reforms as mentioned above for classes IX and X in all schools in the State i.e. government, local bodies, aided and private recognized schools.

4. The Commissioner & Director of School Education, Director, SCERT, Director Government Examinations are requested to take further necessary action accordingly.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

POONAM MALAKONDAIAH
PRINCIPAL SECRETARY TO GOVERNMENT (PE)

To
The Commissioner & Director of School Education & E.O. SPD, RMSA.
The Director SCERT.
The Director Government Examinations.
Copy to P.S. to Principal Secretary to Government (PE).
SF/SC

//FORWARDED :: BY ORDER//

SECTION OFFICER