

# Initiatives of DIET Gangtok, Sikkim in Capacity Building of Teachers and Education Functionaries in Alignment with Learning Outcomes and NAS Report

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**Abstract-** National Council of Educational Research and Training (NCERT) has been periodically conducting National Achievement Surveys (NAS) for Class III, V, and VIII since 2001 with the objective of monitoring the improvement in children's learning levels and periodic assessment of the government education system as a whole. The NCF-2005 and the spirit of RTE Act-2009 have also emphasized on the assessment as it benefits the children, teacher and other stakeholders in fostering better performances leading to learning achievement of the children. The large-scale assessments like NAS may be used to identify the lacunas in the teaching-learning processes and also be used for improving the quality of teaching and learning processes through various interventions. DIETs, Gangtok- Sikkim on its own initiatives have tried to study the NAS reports of the state and the learning achievement levels. This paper is an attempt to study the NAS report and Learning Outcome inclusive programmes and activities designed by DIET, Gangtok. The programmes include training and workshops (both pre-service and in-service), capacity building of elementary teachers, onsite support to schools on learning outcomes, mapping of innovative pedagogical practices and research. The paper is about how DIET, Gangtok has initiated the study on the inclusion of Learning outcomes in the programmes and activities of the institution. This process of initiation would benefit the children's learning achievement. The paper also talks about the study on NAS report and its utilization in onsite support to schools on learning outcomes. The paper has two sections. The first section gives an insight into Sikkim schools NAS Report, 2017. The second section highlights the Planning and Designing of programmes and activities of DIET.

**Keywords:** National, Achievement, Survey, Learning, Outcomes, Assessment, Training, Sikkim.

## **Introduction**

In the present context, the role of District Institute of Education and Training (DIET) is critical in providing quality Pre-service and In-service teacher training to student trainees and in-service teachers. It is time that DIETs rise up to the challenge and emerges as a robust unit for professional development of teachers and models for the other private institutions in the districts as well. Keeping this in mind the training and the capacity buildings of elementary

teachers for the entire DIETs of Sikkim was planned and designed by DIET, Gangtok focusing mainly on improving Learning Outcome based on NAS results.

The NAS (2017) was administered for classes III, V and VIII on 13th November 2017 on nearly 2.2 million children from 110,000 schools across all States and UTs in the country. The test instruments of National Achievement Survey (2017) were competency based and linked to Learning Outcomes developed by NCERT to bring uniformity among the states. The following table shows the participation of teachers, students, and schools for classes 3,5 and 8 from the sampled school.

**Table 1-Participation**

Class 3			Class 5			Class 8		
Teacher s	Student s	School s	Teacher s	Student s	School s	Teacher s	Student s	School s
677	2077	204	673	2434	207	995	4983	230

Learning outcomes are assessment standards indicating the expected level of learning that children should achieve from classes I-VIII. It has also suggestive pedagogical processes for the teachers to apply and also emphasizes on achieving the curricular expectations for the particular subjects. The learning outcome also focuses upon developing competencies/ skills and dispositions by the students over a period of time with knowledge. The outcomes are simple to complex in terms of cognitive abilities across the grade and in-terms of learning objectives i.e. knowledge, understanding, application and skills within the grade.

### **Objectives of the Study**

- To study the incorporation of NAS data in training (both in-service and pre-service) and capacity building of elementary teachers programmes conducted by DIET, Gangtok.
- To understand the process of alignment of learning outcomes in the training (both in-service and pre-service) and capacity building of teachers.

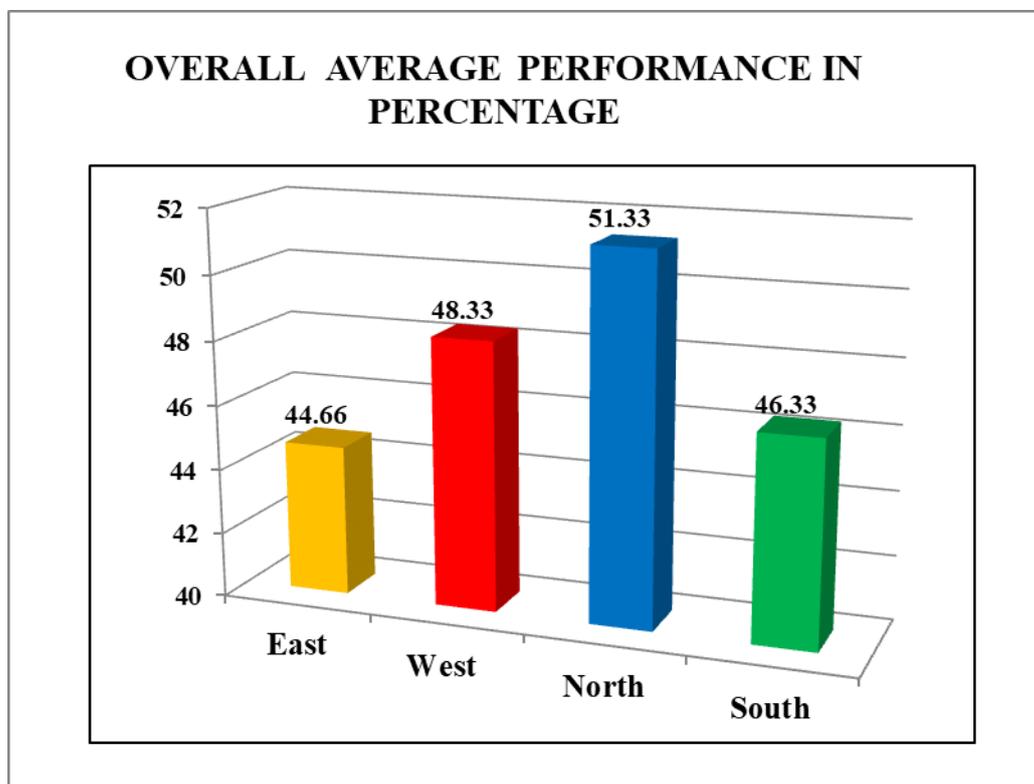
### **Analysis and Interpretation**

The detailed District report card of Sikkim was published in January 2018 which shows that our students have below 50% of learning competencies as per the Learning Outcomes. The overall average performance of East district is 44.66%, west is 48.33%, south is 46.33% and north is 51.33 % respectively. The following bar graph shows the overall average performance in the district:

The District wise report card has been analyzed and interpreted from the NAS report card as overall comprehensive findings as below:

- The average achievements for all classes and in all subjects are not at par with the national average.

- In Class 3 students have scored below 50% in some LOs of EVS and Mathematics in all the Districts.
- In Class 5 also students have scored below 50% in some LOs of EVS and Mathematics in all the Districts.



**Bar graph on overall average performance in %**

- In Class 8 students have scored below 50% in LOs of Mathematics, Science and Social science in three Districts except for South in which students have scored below 50% in English too.
- In North District, Govt. managed schools performance is better than govt. aided schools and SC student's performance is comparatively less in all the classes and subjects. In other areas, there is no such significant difference.
- In the West District, the urban students' performance is comparatively better than rural students in most of the subjects of Class 8. Rural students have performed better in class 5 Maths and class 3 Language than Urban.
- In almost all the classes and subjects, the percentage of students achieving above 75% is very less.
- The performance of the students in all the subjects declines as the class progresses.
- There is no significant difference in the achievements level in-terms of gender, category, management of the school, the location of the school in the East and South District.

## **Planning of Training and Capacity Building of Elementary Teachers Based on NAS 2017 Results**

The overall findings from the NAS report have further helped DIET, Gangtok to plan annual work plan on training (both in-service and pre-service) and capacity building of elementary teachers focusing on learning outcomes for 2018-19 as follow:

### **In-Service Training of Teachers and Resource Persons**

For the financial year 2018-19, the theme for short term in-service training was "Aligning Learning Outcomes with Content, Pedagogy, and Assessment". As per Samagra Shiksha, the teachers and RPs will be trained for Classes I-II, III-V, and VI-VIII. The key areas for the training are:

- Preparation of training modules.
- Background on Learning Outcomes aligning with NAS and initiatives of MHRD for school education.
- Discussion on Nature, Curricular Expectations, Pedagogy and Assessment for each subject.
- Exercise on how Learning Outcomes are derived from Curricular Expectations of each subject.
- Demonstration sessions by trainers on aligning Learning Outcomes with Pedagogy and Assessment followed by Group activity of teacher participants on designing a lesson based on learning outcomes.
- Demonstration of the lesson by the teacher participants aligning Learning Outcomes with pedagogy and assessment.
- Lesson observation of teacher participants by trainers.
- Session on other miscellaneous topics like CWSN and POCSO act will also be incorporated.

### **Pre-service Training**

Orientation on Learning Outcomes is also planned for the Pre-service trainees of D.El.Ed. in their regular classes. An intensive 10 - Day Workshop on aligning Learning Outcomes with Content, Pedagogy, and Assessment will also be conducted for the Pre-service trainees of D.El.Ed. 4<sup>th</sup> Semester before they proceed for SIP wherein the focus will be on Lesson Plan/ Learning Design incorporating learning outcomes followed by Micro-teaching.

### **On-site Support to the Block Resource Centre**

On-site support of two to three days' duration on learning outcomes was planned and conducted for far-flung blocks from DIET. Two BRCs i.e. Chungthung (North Sikkim) and Regu (East Sikkim) were identified and provided 2 days On- site support on the same theme. The key areas of the sessions were:

- A brief introduction to Learning Outcomes in the backdrop of NAS.
- Subject-wise discussion on Nature, Pedagogy, and Assessment.
- Exercise on how Learning Outcomes are derived from the Curricular Expectation of each subject.

- Demonstration class by trainers aligning Learning Outcomes with Pedagogy and Assessment.
- Group presentation on any lesson aligning Learning Outcomes with Pedagogy and Assessment.

### **Mapping Innovative Pedagogical Practices**

A Teacher Conference is planned and will be held on mapping innovative pedagogical practices of primary teachers fulfilling Learning Outcomes. The mapping will be a kind of study on the impact of the short term in-service training and capacity building of teachers by DIET, Gangtok in consultation with BRCCs and CRCCs. The main objectives for the conference would be to encourage and facilitate teachers towards professional development. The criteria for the classroom assessment of teachers on innovation would be:

- Novelty in Teaching Learning Process
- Creativity
- Use of Cost effective TLM
- Impact of the novel teaching learning process upon learners in achieving Learning Outcomes
- Teamwork

### **Research Work**

Based on the data of NAS 2017, research works were also planned and the faculties are undertaking research on the following topics.

- Training Needs Survey of the elementary teachers (in co-ordination with BRCCs and CRCCs.)
- Status of Monastic schools of Sikkim (Monastic schools also participated in NAS 2017)
- Status of Morning Shift Schools of Primary Level of East Districts.
- Impact study on Action Research Training conducted for Elementary Level Teachers (in co-ordination with BRCCs and CRCCs.)

### **Conclusion**

The National Curriculum Framework (NCF) 2005 states a comprehensive approach to child-centered education. The perspective on education has shifted from rote-based transmitting of information to making teaching a means of harnessing the child's creative nature. There is an unprecedented public demand for quality education. This is possible only when teachers are able to play an active role in the design of learning materials, and have the knowledge and skills to organize meaningful learning experiences and to use evaluation as means to improve their own performance. For this to happen, the DIETs of Sikkim can provide and organize quality training and capacity building to support the teachers and to finally improve the learning achievements of our students. Improvements in academic achievements of learners based on objective and reliable data are a way to improve the education system of our state.

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