

## ACKNOWLEDGEMENTS

The NCERT has brought out the National Curriculum Framework (NCF)-2005 on the basis of which syllabi have been prepared and instructional materials are being developed/produced in a phased manner. The NCF-2005 propounds a significant shift in pedagogical paradigm for learning and teaching, which has necessitated suitable adjustments in textbook writing, classroom transaction and pupil assessment. It also attempts to take within its ambit the issue of systemic accountability for enhancement in the quality of learning of children in general and their learning achievement in particular. The NCF views assessment, especially at the primary level, as a meaningful and comprehensive account pertaining to the quality and extent of a child's learning, construction of knowledge and her interests and attitudes towards learning which may be manifested in various activities. In pursuance of this pedagogical shift, NCERT is preparing a Source Book on Learning Assessment at the Primary Level.

At the outset, I would like to take this opportunity to convey my gratitude to Professor Krishna Kumar, Director and Professor G. Ravindra, Joint Director, NCERT for their consistent guidance and support at every step in this important academic exercise.

The activities pertaining to the development of the Source Book and its trialling received great attention of the Elementary Education Bureau of the Ministry of Human Resource Development Government of India. The continuous support and encouragement from the Bureau in general and from Ms Vrinda Sarup, Joint Director in particular proved to be of immense value.

As a prelude to the preparation of this document NCERT constituted a core group of professional experts in the area of assessment in order to operationalize the development strategy. I am grateful to all the members of the core group for their academic support in launching this venture. A major outcome being the constitution of five subgroups in languages, mathematics, arts education, environmental studies and issues across the curriculum. The efforts of all the subgroup members contributed significantly in providing a new direction and focus in internal school based assessment. The wealth of ideas that came our way through interactions with teachers in the teleconferencing sessions for textbooks also contributed to the development of the Source Book, which are duly acknowledged and appreciated.

The making of the Source Book presents the consolidated views of a large group of teachers, teacher-educators, representatives of voluntary organizations, experts and eminent educationists in the field of primary education and assessment.

The process that followed in developing this document has been a very stimulating and an enriching experience for each one of the subgroup members both from outside NCERT and the faculty within. It involved ten months of intensive deliberations through a series of meetings among all members of different sub-groups and has therefore undergone several stages of drafting and redrafting of the manuscript.

It needs to be mentioned that significant and practical inputs were provided by the respective Principals, Head teachers and teachers working in schools in Delhi and some located in other states visited by different subgroup members. These visits helped in providing the necessary insights and understanding of the problems and current needs of teachers in actual practice. Some of the ideas suggested in the Source Book were also tried out in a few schools in Delhi and Haryana. We are grateful to the school authorities for their co-operation and support in this academic exercise.

We had the benefit of the collaboration of two leading international organizations UNESCO and UNICEF and are grateful to both for their support and assistance, which made our task of organizing the International Workshop much easier. In particular, the contributions made by Ms. Minja Yang, Dr. Samphe Lhalungpa, Dr. Huma Masood and Dr. Sushmita Dutt are gratefully acknowledged. The workshop was organized in collaboration with UNESCO, Delhi Office. Their partnership and support provided an apt platform for sharing of large-scale assessment practices across the world. The sharing of experiences in this workshop further enriched our understanding and helped in fine-tuning the document in the light of international and national innovations and experiments presented by national and international resource persons from different countries. The valuable contributions made by all the resource persons and those who attended the three-day workshop are sincerely appreciated.

I would like to place on record my sincere appreciation of the valuable contribution made by all our colleagues from within our department particularly Prof. I.K. Bansal, Prof. Kiran Devendra, Prof. K.M. Gupta, Prof. Manju Jain, Dr. Yogesh Kumar and Dr. Lata Pandey as well as from other sister departments particularly Department of Educational, Measurement and Evaluation, Arts & Aesthetics in Education, Department of Women's Studies, Department of Education of Groups with Special Needs, Curriculum Group, Department of Languages, and Department of Educational Survey & Data Processing of the Council and from the five Regional Institutes of Education. Their being with us helped in giving a final shape to the draft document.

I would be failing in my duty if I do not acknowledge with gratitude the invaluable support provided by Dr. Sandhya Paranjpe and Dr. Shabnam Sinha who very efficiently coordinated the entire exercise at all stages of the development of this document right from the inception to bringing it out in the present form. The support provided by the Senior Research Associates attached to the Source Book team and other support staff of the department is worth appreciating as it constituted a very cohesive group throughout the exercise.

This document is a draft for discussion and trial and therefore refinements and modifications will be undertaken on the basis of feedback received from the teachers and all those from the field who are interested in proper assessment of children's learning with a view to improving the quality of primary education in India.

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