Appendix - F  - Board of Secondary Education, Assam, Gauhati.

W.E./Notification No. I/1975-76/

From: Shri D. Gogoi, M.A.
Chairman,
B.S.E.A.,
Gauhati- 1

To : All Heads of Secondary Schools.

Sub : Records of work -Experience activities and its assessment.

Dear Sir/Madam,

Now that the programme of work-experience introduced in 1973, is two years old, it is necessary for the Board assess its implementation in the secondary schools of Assam. This has become all the more important since the first batch of pupils with its compulsory subject in the curriculum will appear in the high school leaving certificate examination of 1976.

It is not proposed to go once more into the philosophy of introduction of work-experience on which several hand-outs, booklets etc., and a teachers hand-book must have reached you till date. The implementation process being a subject under your direct organisation, influence, guidance and control can also be treated in an advisory manner only. Hence this circular intends to do a bit of stocktaking and your co-operation in this regard is very much necessary.
Firstly, the Board had earlier taken into consideration the availability of resources for the implementation of work-experience and had made it open for schools to undertake any activity. It also did not insist on performance of activities par excellence by all pupils but a willful, solid and positive beginning, however small. Every pupil should have to be engaged in some sort of productive activities and be made to develop an attitude towards work. It is still considered that this bit of job is possible ever for the school with the humblest of amenities.

Secondly, in the same classroom, a common activity is neither possible nor desirable. Hence a preliminary classroom survey is necessary. This is important since we mean to serve out those pupils who are already engaged in a productive venture at home or elsewhere. The schools in this case will be:

i) to keep track of the child activities outside the school and encourage him/her to keep a true diary of his/her work.

ii) to help the pupil in gathering information about any connected improvement programme in the work so that the production process may be forward looking and more towards perfection.

iii) to examine their diaries in the school periods and guide them how to write it better. It is to
be remembered that when one writes one's own experience, the language flows freely. This may, however, had the pupils to lay emphasis on producing a neat diary rather than the work. The diary is meant to be a faithful record, the successes and failures observations etc. in the work engaged in, for future reference and guidance. The diary must never be considered as the end in itself. Hence a check must be administered by the school in all such cases.

iv) to test skills within the school, wherever the work allows it (e.g., in sewing or cane and bamboo work)

The second set of useful pupils to be selected out are those with artistic bent and use them to prepare charts, models, maps etc., that would be useful for the school and to the pupils. This being within the range of other courses of studies, will automatically involve the concerned teacher/s and will attract more and more pupils in course of time.

Thirdly, a few of these pupils may be given some work that could be taught by a teacher in the school and extended to the pupils homes. Science Clubs would provide grounds for such work.

Fourthly, the few pupils not covered by the above processes would either be medically unfit for hard work or pupils who never had any experience. The first category may be given light jobs like paper work. The pupils without any experience could be given an important responsibility to start with - the maintenance of the classroom and the surroundings. This group will
will be called a SAFAI-Group who will be left with the option of selecting and joining any activity in consultation with fellow pupils, guardians and the teachers. It must be noted, however that safai work will be the responsibility of every pupil in the school and everyone in the class will work with the safai group when necessary. It must also be ensured that a safai group pupil does not remain there alone all through the year. He/She must pick-up some work to do independently. Those who keep a diary only i.e., those who work outside will be required to present evidence of actual work in the best manner possible. The teachers observe his/her work while doing safai and maintenance work in the school, during a school function, or other situations that will be observed during the school and outside school hours. Many skills can be tested within the school too, and this should be done. A pure and simple diary work without evidence will always be discouraged. It may be necessary for a teacher required. But since evidence will be pouring in from fellow pupils, teachers and other persons connected, such cases needing personal supervision may be rare. It must be pointed out that in many schools throughout the state, such observations of pupils at work has been made and with success.

The Safai group should be a temporary phenomenon. The boys/girls in this group will find their own interests and take up some productive work.

In any work undertaken, the input and output of the process must be clear to the pupil in terms of time, money, planning and success or failure.
Kindly note that the maintenance of the school and the campus for beautifying it will be an important activity which will be externally assessed and grades transferred to those who would appear in the final H.S.L.C. Examination. This is an avenue that should receive your personal attention along with the teaching staff and the Managing Committee, so that your pupils of Class-X may plan to take action in order to get higher grade.

The above is an arrangement to help a school not equipped to provide more experiences. Where vocational subjects are there, these could be organised to become productive and provide work experience activities that could lead to community - not a single teacher subject. The teacher's workload can be judiciously adjusted by you so that no one is overburdened but everyone takes part in it.

I would now like to draw your kind attention following :-

1. Contribution of the schools:— All schools have made at least some efforts at the introduction of work-experience by way of skill development, skill refinement and improvement alongwith increase in production of some useful articles. However humble such an attempt might have been, it is now proposed to add the total of all
these efforts and present the total output as a contribution to the national efforts at increasing production. A proforma to this effect has been provided at Appendix-A which is self explanatory. This may kindly be sent direct to Shri B.D. Phukan, Education Officer of the Board immediately.

2. **Assessment Cards:** The assessment procedure of work-experience was despatched to the schools last year. The Board would insist that you maintain the records of progress of the pupils of the classes VIII to X open for inspection throughout. Kindly lay special emphasis on Class-X this year. The following documents would be inspected:

(i) The activity list of every work undertaken.
(ii) The Grade-Cards as given in the assessment procedure - one per pupil.
(iii) Classwise sample pupil's Diary.

Please take the following into consideration when grade cards are filled in:

1) That through the assessment of work-experience the Board means to pave the way for internal-assessment to be used in the other curricular subjects, so that those who teach could also evaluate. This should be a point of serious discussion along you and your teachers and it also calls for well-planned action. The procedure sent to you will be of help in this regard.
ii) That the Board does not propose to held a full-fledged external examination in work-experience but would administer a few checks in order to assess the objectivity and effectiveness of the internal assessments. The checks would be through inspecting Officers and persons appointed by the Board for the purpose. These persons will have the normal upkeep of the school and the surroundings and will, often by outside enquiry assess the progress of the work-experience activities. A norm to that effect would be very well developed in the school.

To sum up, it is expected that the records of assessment will be maintained for inspection and the school activities invigorated in order to give the work-experience programme the necessary support. This is all the more important since it is an examination subject and it is necessary to prepare the pupil as we do in other core curricular subjects.

We are maintaining a schoolwise record of work-experience activities. I would like that you hold a monthly meeting with your teachers and keep the proceedings recorded and sent to us. This will immensely help in understanding your difficulties and in setting further-course of action. These are
also necessary to keep the education Department informed as and when necessary.

I would like to close by requesting you to send the proforma back early so that the whole programme is not left incomplete through lapses in any quarter.

Yours faithfully,

( D. Gogoi )
Chairman,
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