

2013

Academic Support to States/UTs in CCE Implementation at the Elementary Stage

(Eastern Zone)

*A Report
(July 23-25, 2013)*



Department of Elementary Education
National Council of Educational Research and
Training

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Regional Workshop on CCE Implementation for Eastern Zone of India

Inaugural Session: In all, three states namely-West Bengal, Odisha (Orissa) and Bihar participated in the Regional Workshop on CCE held at RIE, Bhubaneswar from 23-25 July, 2013. No one from Jharkhand could attend. There were teachers from the Demonstration School and the two members from RIE faculty as well.

The workshop began with a very warm welcome by Prof. B.N. Panda. In the opening remarks about Continuous and Comprehensive Evaluation, he highlighted its need in the context of RTE Act-2009. After this Prof. Rath, Principal RIE, Bhubaneswar apprised the participants about the background, its origin and meaning in the present context. He also highlighted the need to implement it to actually address the quality aspects of the education. Following this Dr. Lata Pandey informed about the need and objectives of the programme. She said that to implement the ethos of the RTE and NCF-2005, CCE needs to be implemented as an integral component of teaching learning and need not be segregated from it in any manner. She said it is more crucial to implement and practice CCE due to the Non-Detention policy and the prime purpose is to involve all states and evolve a consensus on critical issues across the country. Almost every practitioner especially the teachers are stressed out. The students are equally burdened. She said the NCERT has done many efforts in the past few years to address the problems related to assessment of students. To mention a few these include, the Source Books and now the Exemplar Package on CCE developed at the NCERT.

Thereafter Dr. Kavita Sharma briefed about the schedule and plan of the three days proceedings. She said that the expectations of the workshop were mutual sharing about the endeavours being done in CCE and evolve a common understanding and consensus on CCE through sharing and discussion about the status of CCE implementation in the eastern States. This would help develop a conceptual understanding on CCE among various stakeholders for its implementation. She said that some examples on how CCE could be used as an integral component of teaching-learning process would be shared by NCERT faculty. The critical analysis of the CCE schemes of the states would help evolve a plan of action for further improvement of CCE. She hoped that each representative would participate fully and freely express, discuss and debate the issues and problems being faced in implementation of CCE and be an agent of change in their respective states.

Technical Session One: States' Presentation on Status of CCE implementation

In the next session different states and DM school shared their CCE schemes and its status of implementation.

- **West Bengal**

In West Bengal two models were shared by SCERT and Expert Committee on School Education respectively. The following has the details of the Peacock Model shared by the West Bengal School Education Committee.

1. The Peacock Model: The Peacock model has been introduced in the state of West Bengal since the beginning of this academic session. The state has tried to incorporate the basic Principles of NCF-205 and statutory Principles of RTE Act-2009.

Continuous and Comprehensive Evaluation (CCE) refers to a school based evaluation system (both within and outside the classroom) that covers an aspects of a student's development. The term '*Continuous*' emphasizes that evaluation is a continuous and on-going process, spread over and beyond the entire span of academic session. The 'Continuous' aspect of evaluation means assessment of students in the beginning of instruction (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation. Periodically means assessment of performance done frequently at the end of unit/tem (summative evaluation). The '*Comprehensive*' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in scholastic as well as co-scholastic aspects of Pupil's growth. Formative Evaluation takes place at the time of classroom transaction. It gives feedback. To the learners and the teachers to understand what they need to work on further. Summative Evaluation wakes judgment on how well they have achieved particular learning outcome.

Five indicators have been set to measure the all round development of the child. The indicators are set in such a way that the partition-line between curricular and co-curricular areas gets blurred. Number of indicators is kept to five so that it remains user-friendly, both with the teachers and the students. There is a sense of plurality in the indicators as each of them reflects more than one quality of the pupils. The indicators are:

- Participation
- Questioning and Experimentation
- Interpretation and Application
- Empathy and Cooperation

- Aesthetic and Creative Expression

A rubric for each of the indicators, regaining qualitative statements from teachers during the assessment for learning stage, is meant to identify learning gaps and provide counteractive interventions from teachers.

Moreover, the line between the scholastic & co-scholastic areas has been blurred, ensuring the holistic development of the child. The Peacock Model take case of the ‘Learning to be’ and ‘Learning to live together’ concept along with the ideas of ‘Learning to know and ‘Learning to do.’ Therefore, the model caters to skills of learners in cognitive, psychomotor & international domains.

Our model attempts to provide a common assessment scheme for the state. Impact studies are going on, and we need inputs from different quarters to further develop the model and enhance its effectively.

The SCERT and DIET faculty shared their scheme which had been developed by a *academic inputs from* NCERT, New Delhi, RIE(Bhubaneswar), Homi Bhava Center of Science Education (TIFR) Mumbai and also incorporated material from Teachers’ manual on Formative assessment from CBSE.

Looking at school as a unit free from tension with Student friendly ambience and enjoying institutional democracy they envisioned CCE in a System of school based evaluation that;

- Covers all aspect of students’ development
- Considers evaluation is a continuous process , not an event
- Spread over entire span of academic session
- Regularity in assessment
- Identification of learning gaps
- Remedial measures
- Feedback to teachers & students for self evaluation

They mentioned that Formative Assessment is a tool for monitoring the student progress in a non- threatening, supporting environment and

- It involves regular descriptive feedback
- A chance for the students to reflect on their performance, take advice & improve upon it.
- It involves students’ being an essential part of assessment.
- Assessing self or peers. it can improve students’ performance tremendously
- Raising the self esteem of the child
- Reducing the workload of the teacher

- facilitates diagnostic & remedial work.
- makes the provision of effective feedback.
- provide the platform for active involvement of students in their own learning & influences in self esteem.
- enables teacher to adjust teaching to take into account the result of assessment.
- build on students' prior knowledge & experience in designing what is taught, incorporates varied learning styles of children, help them to support peer learning.

Some tools that were suggested for FAs were

- **Language:** Listening & Reading comprehension, Debate, Group Discussion, Role Play, Writing story/ script, letter, Play
- **Mathematics:** Data handling & analysis, Group projects, Problem Solving, Math lab activities, Math puzzle.
- **Science:** Experiments, Presentation of concepts, Information gathering & deducing, Explanation of natural phenomena using scientific principles, Group assignments & projects.
- **Social Sciences:** Written assignments involving inference, interpretation & evaluation, Simple projects & Presentations (group & Individual), Role play, Debate & Dramatization of historical events.

They shared that Summative assessment is a sum up of how much a student has learned. It to be carried out at the end of a course of learning. It certifies the level of achievement and is not a valid measure of growth & development of a child. For Co-Scholastic areas they suggested life Skills in *Thinking skills, Social skills, Emotional skill need to be assessed.* They said that teachers will try to connect with text book, transform knowledge, expand the learning concept and help children discover the relevance of the topic; connect the text with outer world around them. Teacher would help in formation of concept & construction of knowledge by activity, worksheet, etc. She would evaluate whether the students are learning the method of learning a concept – the process of observing, questioning, hypothesizing, testing, finding evidence, analyzing, concluding etc as per CCE format as prescribed by Govt. of WB. There is no formal schedule or date of announcement of evaluation. The students would enjoy learning without any fear or trauma & ultimately Share their own evaluation with the teacher.

- **Odisha**

Following participants shared about the CCE scheme of Odisha with details as under.

Efforts have been made at different times in Odisha to bring CCE into teaching learning process at school stage. Continuous evaluation of student learning and progress refers to watching their learning and progress at short intervals throughout the academic session to identify their current standing, and the requirements of additional inputs and interventions to further expand the area of learning, development and progress. Comprehensive evaluation means that evaluation has to cover both curricular and other curricular areas of learning, Pupils' participation and performance in learning. That means learning and assessment activities should go together on a routine basis.

For comprehensive evaluation of a learner's growth and progress, the teacher needs to take a holistic view of the child by assessing his development along the cognitive, social, emotional, moral and spiritual dimensions of personality together. The following principles were taken into consideration.

1. A flexible framework of continuous comprehensive evaluation for elementary education has been conceptualized so as to accommodate the local specific features of the schools and individuals.
2. The components of CCE as conceptualize in understanding of the board dimension of all round development of child's personality i.e. curricular, co-curricular, and socio-personal are undertaken.
3. The progress in various dimension i.e. curricular, other curricular and socio personal qualities of learner shall be evaluated and recorded independently.

4 Areas of learner assessment are

1. Curricular areas (Subjects)
2. Other curricular areas
 - A. Health physical Education, Art Education, Work education
 - B. Activities (Language skill, nature activities, observation, scientific skills, Game and Sports
3. Socio-personal qualities (Cleanness, punctuality, leadership etc.)

Strategies of Assessment

- Informal-Everyday inside and outside the class ,a teacher shall watch each student learning and progress, identify the reasons of slow progress of children and provide remedial inputs then & there to ensure his/her progress For this oral test, written test, concept map are to be used.
- Formal-Curricular areas (Language, Maths, EVS/Science, Social science).Periodicity will be five times in a year. Marks and grades will be 05 point scale .Mostly formative evaluation including teacher made question are used for this area. More emphasis on oral, written, and other tools.
- Other curricular areas A (AE, HPE, WE) are main subjects for this area. Four times in a year. Mostly observation, checklist with reference to portfolio is used in the evaluation in this area.
- Other curricular area B (Curricular activities i.e. literary, game and sports etc.)
- Socio personal qualities- Four times year, 3 point grading and observation, checklist with reference to portfolio will be used in this area. Joint assessment will be taken by two teachers. In this area suggestive area for evaluation is mention.
- For class I & II- suggested area are 08,For class III,IV,V suggested area are 7,Similarly for class VI,VII,VIII suggested area are 12.
- Grading for the evaluation in curricular area are Grade A-81% to 100%,Grade B- 61%to 80%,Grade C-41% to 61%,Grade D-21% to40%,Grade E -21% to 40%

The following tools and techniques are used in CCE:

Oral and written, Observation schedule, checklist, Rating scale, project activities, Assignments, Discussion, Debate, Portfolio etc.

It clear that master trainer training programme is already conducted by respective DIETs and Block level teachers training programme will start from August-13.One guideline on CCE and a teacher training module for 4 days has developed by TE & SCERT which are circulated to each school for the reference.

- **Bihar**

RTE Act, 2009 has made elementary education a fundamental right of all children of age group 6-14 years. *It has been implemented since April 2010. RTE Act-2009, under Section 29* provides for Comprehensive & Continuous evaluation of Childs understanding, knowledge & his or her ability to apply the same. Various efforts have been taken by states to develop conceptual framework of CCE to evolve strategies for its implementation. No doubt

teachers are facing problem in understanding CCE in its transaction in class room. Bihar has taken several steps as per direction of RTE-2009 and guidelines of NCERT which are as follows:

- Create open discussion forum among teachers. Teacher educators & educational administration at state level.
- State has taken part in NCERT Workshops for conceptual clarity and development of CCE
- Workshop of CCE has been organized in collaboration with EDCIL & BEPC at state level.
- Training of Master Trainer has been organized at SCERT
- Try out has been organized in five district (First Phase) for the better understanding & implementation of CCE.
- State level meeting organized for analysis of data from respective district master trainer
- Series of workshops has been organized at state level
- Development of learning facilitation manual for the support of teachers to implement CCE in Schools.
- Development of Report cards of Child is done by teacher & schools according to RTE norms for required purpose of CCE
- Development of bridge material in Regional Languages for support of teachers during teaching learning process.
- Orientation programme has been organized for teacher educators, BRCC & CRCC.
- Monthly reflection meeting has been conducted regularly for understanding of CCE implementation & identify the learning gap.
- To ensure quality education in context of CCE “Mission Gunbanta” has been launched in April 2013
- “Mission Gunbanta” is an ambitious plan for enhancing learning capability of children at elementary level.
- To ensure quality in education, monitoring committee has been created at state, district & block level.
- For better implementation of CCE, teacher appointment process is going on in the state to compensate pupil-teacher ratio according to RTE -2009 norms.

Day-2 – Technical Session Two: Sharing of the NCERT’s Exemplar Package on CCE

Dr Kavita Sharma explained the genesis of CCE, different problems and issues raised by the teachers and different stakeholders and said that how CCE could be a tool to address all these. Laying emphasis on the Section 29 of the RTE Act 2009 and its various dimensions and discussing each of them one by one, she said that it is mandatory to implement the CCE and the academic authority of each state need to look at the development of Curriculum and evaluation procedures in order to take ensure overall development of all children.

The following points were discussed in detail in her presentation.

- CCE and RTE
- CCE is an integral part of learning process where efforts are made to help each child progress.
- Mandatory for all states to implement CCE and states are at different levels in its implementation. Some have prepared their guidelines including state specific training manual. Many states face difficulties in its implementation..
- To address the current problems on CCE it requires awareness and consciousness among all stakeholders and especially the teachers and parents.
- It is also learnt that most of the states have confusion with regards to word continuous, understanding of concept in assessment, formative and summative test, Assessment and Evaluation, grades/ Marks, Quantitative vs. qualitative assessment etc.
- Assessment is process related matter which reduces the burden of the teachers..
- Assessment for learning should be school based, on threatening, free from biases, continuous, integrated to teaching learning process and comprehensive to include all aspects of a child’s personality.
- It has a collaborative and participatory approach,
- Multiple evidence based, Timely, specific and clear feedback, not for formal reporting.

Further she explained the meaning of Assessment as learning and Assessment of learning.

Dr Lata Pandey shared the process of the development of the NCERT’s Exemplar Package on CCE. She informed that the work started from July 2012 and Finalization of package was done during July 2013. There is one comprehensive package for the Primary stage whereas the subject wise packages were develops for the upper primary stage. In addition to this one video film on CCE mathematics classroom has also been developed. One example each explaining different components of assessment for, as and of Learning in EVS was shared by

Dr. Kavita Sharma and in Language was shared by Dr. Lata Pandey and those were highly appreciated by the all the participants. Both the resource persons explained the process of recording and reporting as well through the examples of these areas.

Before organizing CCE activities all teachers must think about the following?

- Do I understand the child?
- How does the child learn?
- Whether I provided sufficient opportunities, time and space as per her need to enable her learn?

Dr. Lata Pandey also discussed the Role of the Teacher

- Emphasis on what children learn,
- Conducting assessment based on some criteria
- Data to be recorded and analyzed properly
- It should be shared with all stakeholders

Role of Teacher Educators

- Capacity of Teacher to use assessment inside the class and school
- They should behave in the process of mutual learning
- More emphasis on discussion, sharing of experiences,
- Emphasis on doing the assessment
- Context specific training and critical pedagogy

Role of Administrator and monitoring members

- They should feel that they have joint responsibility in assessment with HM /teacher*
- *Regular interaction with teachers and parents*
- *Faith on teacher and flexibility in time table of the school*
- Autonomy to teacher to conduct assessment in school.*
- Not to develop year long time table*
- Autonomy in preparation of lesson plan by the teacher*
- *Administrator are not supervisor or reporting officer rather facilitators*
- Create maximum opportunity to attend workshop on assessment*

Video clips-*In last session there was video clips on CCE in Mathematics*

The participants said that the video film in mathematics developed by the NCERT is full of new ideas on assessment. There was a lot of healthy mutual discussion where almost each one participated. They all appreciated the NCERT's efforts in sharing this package. All were provided a copy of the package and the video film.

Technical Session Three: Analyse Critically CCE implementation plan, developed by each state. A Format was developed covering various aspects of CCE implementation

Format of Analysis of CCE Scheme

1. What is the understanding about Continuous and Comprehensive assessment in your CCE scheme?
2. What is the understanding about curricular and co-curricular area at the elementary stage?
3. How does the teacher collect the assessment data under CCE?
4. How does the teacher record this data?
5. How does the teacher use the assessment data under CCE?
6. How does the teacher report this data?
7. What change do you think could be made for addressing assessment for learning?
8. What is the understanding of the state about comprehensive assessment?
9. What changes do you suggest on this component in your scheme?
10. What changes do you suggest to assess the personal, social qualities of children?
11. What changes do you suggest in recording procedures?
12. What changes do you suggest for reporting procedures?
13. What are the major gaps in the scheme which need improvement?
14. How to you plan to address these gaps in the scheme? (suggest strategies)
15. Any other suggestions/observations?

During the last session of this day the participants were given a format analyse their CCE schemes in the light of the discussion on held last 2 days. They were provided a tool for the same which each of the member filled independently and then consolidated in one Performa. Following are some of the strengths and gaps shared by them.

State - West Bengal

(Presentation from DIETs)

1. Strength of CCE Scheme:

- a) Attempt is made for integration of Co scholastic with Scholastic areas.
- b) Well defined indicators have been selected for formative evaluation.
- c) For comprehensive evaluation multifarious tools have been suggested.
- d) Quality Text Books are being prepared as per recommendations of NCF-05.
- e) Steps have been taken for imparting teacher training in collaborations with all State Boards, SCERT & Sarba Siksha Mission.
- f) Training Modules are being developed for imparting training.

2. Major Gaps:

- a). Too much emphasis is given on procedural understanding i.e. Awarding grades, manipulation of marks, Record keeping & reporting to guardians.

- b) More focus is needed for conceptual understanding of teachers on spirit & rationale of CCE so that the teachers can enjoy autonomy.
- c). Distribution of marks in formative evaluation, its reflection in progress card & strict and prior announced evaluation schedule may increase trauma, anxiety of the children.

School Education Committee

Strengths of CCE Scheme:

- 1) CCE becomes an integral part of Teaching-Learning process
- 2) It takes care of inter personal skills along with skills in cognitive and psycho meter domain.
- 3) The line between scholastic and co scholastic areas has been blurred to provide holistic development of the learner.
- 4) The indicators and the rubrics provide the teachers with a sense of controlled freedom so that the evaluation is not overburdened with mechanical data connection, yet overriding the risk of inconsistency and subjectivity.
- 5) The 'Peacock model' of CCE provides enough scope to capture child's understanding of knowledge and his or her ability to apply the name in a very learner friendly way.
- 6) The informal tone of data capturing, as recommended in the model, helps to avoid anxiety; trauma and fear that conventional examination system usually bring with them.
- 7) The assessment for learning provides the scope to diagnose the learning gaps of children and further remediation with scaffoldings from the teacher.
- 8) The evaluation system helps the teacher to come up with some qualitative statements for every individual child (every child is unique, we know) which is course of time helps to track the progress of child and to take necessary corrective measures for the further empowerment of child, so to make him/her a capable and responsible citizen of this knowledge society.

Major Gaps:

The 'Peacock model' for CCE has been accepted as a dynamic and implementable one by the stakeholders of our state. It is working well with the students and the teachers of the state.

Though the model has been a success from the very beginning, the state is carrying on regular impact studies for further productive intervention.

These studies have helped us to evaluate the model, and we found that there are some areas where we can still improve.

- 1) Rubrics of some indicators may be reframed to focus on the positive sides and strength of the learner.
- 2) The data capturing Procedure for “Assessment for Learning” can be made more informal; we have to come out with a measure which doesn’t burden the child with any framma or anxiety of the arthodox examination system, yet provides the teachers the required information to track the actual progress of the child so that the teacher may provide necessary support to attain the learning goals.

Bihar

Strengths

- Development of Subject wise-class wise learning facilitation manual (LFM) for the support of teacher in class-room transaction.
- Development of regional language bridge material (e.g.: Maithali, Bhojpuri, Bajjika, Angika & Magahi)
- Mission Gunwatta for ensuring quality education
- Progress report card for teacher, student and school

Major Gaps

- Remarks with positive description in LFM.
- How to assess individual difference strengths and gaps.

Odisha

Strengths of CCE scheme

- Assessment is integrated with teaching learning process
- Assessment is conducted through in day to day activities both inside and outside class
- Formative assessment shall take place in teaching learning process
- Maintaining daily diary based on observation and interaction
- On the basis of cumulative notes from the dairy teacher can judge student’s performance and record their grade later
- CCE manual and teachers handbook have been prepared will circulated to school
- **Major gaps**
- Changing the mindset of the teacher and all stakeholders
- Address of CCE on large size class and MGT class
- Integration SPQ with curricular area
- Awareness of parents

Overall Plan of Action of the State of West Bengal

In compliance with the requirements of RTE ACT, 2009 and NCF-2005 our state with their expert committee on school education has framed 'PEACOCK MODEL' with respect to implementation of CCE. This model has been started for govt. and govt.-aided schools under west Bengal board of Primary Education and west Bengal board of Secondary Education from the year 2013 (for classes I – VIII).

This model has been prepared taken into consideration the implication of formative and summative evaluation in a continuous and comprehensive manner. This model has given due importance to formative evaluation at the initial stages at a higher rate and gradually moving on to summative evaluation at higher grades so that a learner can develop an overall personality without any external burden. It takes into account the parameters of 'Learning to be' and 'learning to live together' coupled with the other two parameters, 'Learning to know' and 'Learning to Do'.

West Bengal (SCERT and DIET)

Gaps in CCE Scheme:

- a) There is apprehension that the term Formative Evaluation might connote with examination in the mind set of teachers and that the very purpose of CCE might be defeated. It is better to present the idea of *Assessment For /As/Of learning* before the practicing teachers in order to impart more clarity on CCE.
- b) Training manuals to be developed in the light of *Assessment For / As / Of learning giving ample focus on Pedagogical issues & rationale on CCE with subject wise examples.*
- c) Instead of 'top down' approach in teacher training, emphasis to be given on sharing of ideas & experiences of the participant teachers & teacher educators. In training programmes, there should be enough scopes for the participants to reflect on emerging issues & to identify the professional challenges.
- d) It should be clearly addressed that the CCE is absolutely School based activity & hence there should not be imposition of a particular state specific rigid guideline on CCE.
- e) As the success of CCE totally depends on the honesty, integrity of the teachers, they should be granted total autonomy & at the same time state is to evolve a strategy for maintaining accountability of the teachers.

4. Tentative Action Plan:

- a) To Arrange state level workshop under supervision and guidance of NCERT experts by inviting all state level stake holders for relooking into the ongoing process of CCE as adopted by the state.

- b) A consensus on CCE at the level of state policy is to be arrived at regarding CCE.
- c) The training manual of high quality with lot of ICT inputs is to be developed by state and to be approved by the NCERT.
- d) Well planned training strategy to be arranged for all the teachers in a continuous way to remove the misconceptions, trauma & fear of the teachers on both CCE & RTE-09.

The state has decided to invite feedback involving positive and negative impacts as well as suggestions from various stakeholders from time to time. The model will be modified after taken into consideration findings from different corners facilitating in preparing a model which will be a benchmark for other states. At the same time the orthodox mindset regarding examination has to be changed and different stakeholders of education need to be oriented towards a proper goal.

Tentative/Action Plan

The state with the help of different wings associated with the process will take appropriate measures for implementation of CCE in an effective manner. It has the aim of giving comprehensive and rigorous framing to the teachers for its effective implementations.

Bihar

Addressing the gaps

- Redesigning of LFM
- Orient the teacher for sensitizing towards each & every individual child

Tentative Action Plan

- Development of CCE training module for teachers, administrators & stake holders
- Publicity the concept of CCE through different media
- A cell is set up in SCERT for supporting purpose of CCE

Odisha

Addressing the gaps

By awareness meeting with all stake holders

To organize a state level workshop to handle large size class room and MGT

To link the benefit of CCE with learning in SMC meeting in association Access intervention

To relook the guideline of CCE

Tentative action plan

One day meeting with DEOs, BEOs, BRCC, CRCC

-Four days training for HM and Teachers monitoring on CCE

-Orientation programme for the large size and MGT class room

-State has taken initiative for

Two days meeting of SRGs and Experts of field with at the State level

One day meeting with handouts to be prepared and circulated to the school

-Development of Video clips on CCE for SMC members and other stake holders

Expectations of the States from NCERT

- Resource persons may be required from National level
- Some literature material in this area may be provided by the NCERT
- Provide RP to guide the state to plug the gap
- NCERT should suggest a model plan of monitoring system of CCE
- Need resource person/experts support during the training on CCE
 - i) To provide a constant academic support to SCERT as it is not properly strengthened.
 - ii) Taking regular feedback from state.
 - iii) Providing support for taking remedial measures.
 - iv) Providing training to SCERT/ DIET faculty members.
- NCERT may review the model prescribed by the states keeping in view the regional and social environment so that we can proceed towards implementation of CCE in an effective and manner.

Appendices

- (i) Background Note
- (ii) Time Schedule
- (iii) List of Participants

Academic support to States and UTs in Implementing CCE at the Elementary Level

(Background Note)

1. Context

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), implemented since April 2010, has made elementary education a Fundamental Right to all children in the age group of six to fourteen years. Chapter V of the Act on *curriculum and completion of Elementary Education under Section 29 (2) (h) provides for comprehensive and continuous evaluation of child's understanding, knowledge and his or her ability to apply the same*. In view of this, various efforts have been made by States and UTs to develop CCE materials and evolve strategies for its implementation. The analysis of materials developed in this area and the field experiences suggested that teachers are facing problems in understanding CCE and its implementation in the classrooms. Different kinds of prescriptive formats are developed for teachers to record the progress of children. As a result of this, teachers are engaged more in compiling the data for CCE rather than in the actual teaching-learning. The reporting procedures of children's progress have also been found to be a mechanical and cumbersome for teachers. Apart from this, misconceptions on CCE due to misinterpretation of various related terms such as a continuous, comprehensive, evaluation, assessment, formative and summative assessment, which have added to the already existing confusions among various stakeholders in the system. Consequently the practitioners and other field level functionaries are interpreting CCE in their own way.

NCERT being an academic authority had also developed exemplar material in the form of package on CCE for the elementary stage in all curricular areas. The material has been developed with wide consultations with subject experts, practitioners and educationists in a series of meetings and developmental workshops at NCERT. This endeavour has been done with the support of MHRD. The package has been field-tested in schools by the teachers after orientation by the members involved in the development of the package. *The underlying idea of this material is to provide some examples on how CCE can be used effectively by the teachers in various curricular areas till the elementary stage. The package would facilitate and equip the teachers to implement CCE meaningfully in the classroom.* In addressing different facets of CCE, that is, how to carry out assessment *during the teaching-learning process*, assessment after teaching-learning process, recording *and* reporting the child's progress, etc. At the primary stage, generally one teacher teaches all the subjects. Therefore, for this stage, a comprehensive package has been developed covering examples from different subjects. This would not only help primary teachers to follow an integrated approach to teaching-learning across different subjects but also get the space to reduce the curricular burden by avoiding overlap of the content. However, at the upper primary stage, subject-wise material has been developed in Science, Mathematics, Social Sciences, Hindi, English, Urdu and Arts Education. The examples given in the package will help teachers to develop understanding related to pedagogical and Assessment practices in the light of NCF-2005 and RTE-2009 as per RTE norms conducted in a classroom having teacher-pupil ratio as per the RTE norms. These examples may be adapted/adopted by the States and UTs as per their needs.

2. Need of the Package

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), has been implemented since April 2010. *The Act requires that CCE be implemented for each child till the completion of elementary schooling.* Thus, CCE is a mandatory requirement under RTE which is to be implemented in true spirit. In implementing CCE, the role of teachers becomes central. The field experiences and interaction with teachers informed that

teachers are facing problems in the implementation of CCE. Teachers are largely engaged in compiling the data and keeping the records of children's test results rather than integrating assessment with the teaching-learning process as an essential component of CCE. CCE is generally considered by them as an external activity to be performed separately.

The RTE Act prohibits any public examination up to Class VIII and 'no detention' policy has to continue. It must be clear at this juncture that implementing non-detention policy should not lead to the absence of teaching-learning in schools. On the contrary, CCE can play as a powerful instrument in respecting the intent of RTE on the one hand and ensuring learning for all children on the other hand, as assessment during teaching-learning process would provide for necessary and timely feedback for further improvement. CCE in turn would encourage all to focus on child's progress with her/his own performance over time.

Apart from this, there are misconceptions related to various terms used in CCE implementation. 'Continuous' is generally considered by teachers as a regular conduct of 'tests'. Many schools are practicing weekly tests in the name of continuous assessment in all subjects. 'Comprehensive' is considered as combining various aspects of child's behaviour in isolation from the curricular learning. Personal-social qualities (empathy, co-operation, self-discipline, taking initiatives, etc.) are judged in isolation and are being graded on four/five-point scale which appears impractical. Evaluation is equated as record keeping exercise. As a result of this, teachers are highly confused and they complain about being engaged in compiling the assessment records/data of CCE during their teaching-learning time, resulting in the loss of time meant for 'actual' teaching-learning. The package would address these issues and suggests some ways for effective implementation of CCE.

3. Nature of the Package:

Each package is composite in nature and consists of three sections.

- **Section I:** It begins with an overview which clarifies the need of this package and some misconceptions about CCE that are prevailing in the system. The section develops an understanding on continuous and comprehensive evaluation in the context of Right to Education Act, 2009.
- **Section II:** This section provides subject-wise examples which show how assessment process needs to be followed so as to use assessment as an in-built component of teaching-learning process focusing on assessment for learning (formative assessment). This section also provides criteria for assessment for each subject, spelt out in the form of 'indicators' given in Annexure I. These indicators are purely suggestive in nature. The examples also elaborate how and when *assessment of learning* can be used by the teachers. This section highlights various methods/ways that can be used to assess child's progress rather than depending on paper-pencil tests only. The section also suggests what kind of data needs to be recorded by the teacher and what kind of assessment data needs to be reported in the report card so as to present a comprehensive picture of child's progress.
- **Section III:** Based on the examples given in Section II, this section provides guidelines for practitioners about necessary steps to be followed for implementing CCE. It informs the teachers about using assessment as an integral part of teaching learning process, what kind of preparedness is required, what type of methods to be used for assessment, what can be the various sources for collecting data, what kind of information is to be recorded for reporting and how to communicate the progress of children in a comprehensive manner. This section also provides guidelines for teacher educators and administrators on their role to make CCE as meaningful as possible.

- The package also includes a video film on ‘*CCE in mathematics classroom*’, focusing at the primary stage. The film depicts through examples how a teacher assesses children while teaching-learning process is going on, and what are the ways to provide feedback to children during the process itself. This would also clarify some misconceptions related to various aspects of CCE.

4. Organizing Regional Workshops: Methodology of Capacity Building

All states and UTs have consistently been making efforts to improve the quality of elementary education through various programmes. Most of the states have evolved CCE scheme and rolled out across all schools while some states and UTs are in the process of developing CCE material and scheme. Efforts have also been initiated by concerned states and UTs to make the scheme usable and useful from the benefit of children and practitioners. In order to do so there is a need to, develop consensus on various issues related to CCE. These workshops are being planned with the following expectations.

- ▲ develop conceptual *understanding about CCE* among various stakeholders, i.e., practitioners, administrators, and teacher educators, for CCE implementation;
- ▲ provide examples *how CCE could be used as an integral component of teaching-learning process*;
- ▲ suggest teachers/teacher educators *what kind of information needs to be recorded about the child’s progress*;
- ▲ guide teachers on what *type of reporting would be useful for child’s progress* and
- ▲ provide a model and broad *guidelines for teachers, teacher educators, and administrators*, for implementing CCE.

These workshops have been planned with key functionaries of states and UTs, to provide support in implementing CCE.

- Teacher educators have a crucial role to play in the professional development of teachers. While implementing CCE, some points need to be considered by teacher educators and BRC/CRC personnel who would orient teachers and monitor the teaching-learning process in the classrooms regularly. Professional development of teachers and teacher educators needs to be considered as a continuous and an inbuilt part of teacher preparation programme. This would help teachers to become *reflective practitioners and agents of change with a view to improve learning process among children*.
- This would require that education officials and inspectors respect the teacher’s autonomy, making her feel responsible and worthy of taking charge of children’s learning. CCE can only work in non-threatening situations, for both the teacher and the children, where the charge of teaching-learning is given to them. Here administrators can encourage teachers to concentrate more on assessing *the process and interaction in her classroom, rather than products outcome*.

The major agenda of this workshop is to share CCE package developed by NCERT, which is exemplar in nature. The package expectation is not only to develop understanding on many issues related to CCE but also provide examples how to use CCE in elementary classrooms in various subjects. These examples would provide how to use continuous assessment as a process of learning. The examples would also discuss how to use assessment of learning data in one quarter to make the evaluation more comprehensive. The workshop would also provide opportunity to participants/key functionaries to share and discuss their scheme. This process would facilitate to identify strengths and gap areas to further improve the scheme. Each state would also evolve the action plan to improve CCE implementation process in the state.

Keeping the above in view the NCERT plans to orient nodal officers/representatives of all States and UTs responsible for the implementation of CCE system and provide hand holding on a regular basis. The NCERT (NIE & RIEs) would organize CCE capacity building workshops for each State and UTs in smaller groups within 2-3 months, through RIEs and will submit the workshop reports to MHRD. The workshops would focus on sharing of experiences and discussion on implementation in States and UTs. The Exemplar Package developed by the NCERT will be shared subject specific examples. Curriculum Standards (learning outcomes) Pedagogical Standards and Assessment Standards will also be discussed to understand the assessment process in a holistic manner. Thereafter a group work on a critical analysis of the schemes being implemented in the States and UTs will be done to evolve the strategies for effective implementation of CCE. All the States & UTs will then share their action plan. The reports of these workshop will be shared with the MHRD

5. The participating States are Eastern States, Orissa, West Bengal, Jharkhand and Bihar. From each state 6 members have been invited, two members from State Project Office, who is looking after pedagogy component under SSA while two members each from SCERT and two from each DIETs of the respective states are invited. These members will act as master trainers to initiate the same process in the state.
6. Venue and Dates of the workshop: The regional workshop for the state of Eastern Zone states has been planned from 23-25 July, 2013, at RIE Bhubaneswar with involving RIE faculty, so that regular academic support could be provided to States and UTs as per the requirement of the region by the RIEs.

Regional Workshop on Implementation of CCE

Venue : Regional Institute of Education, Bhubaneswar

Date: 23rd -25th July, 2013.

Schedule of the Regional Workshop

Agenda

23rd July, 2013

Day 1:

Sessions	Time	Resource Persons/ Speakers
Registration	09.30 am- 10.00 am	
Inaugural Session <ul style="list-style-type: none"> • Welcome • Keynote Address. • Need and objectives of the Workshop • About the Programme 	10.00 am- 10.40 am	Prof. B. N. Panda, Head, Deputy Education, RIE, Bhubneswar Prof.K.B.Path,Principal, RIE, Bhubaneswar Dr Lata Pandey, DEE, NIE Dr Kavita Sharma, DEE, NIE
Tea Break 10.40 am-11.00 am		
State-Wise Sharing of Experiences on CCE Implementation and discussion on issues related to CCE	11.00 am- 01.15 pm	Representatives from States
Lunch Break 01.15 pm -02.00 pm		
Sharing and Discussion on Exemplar Package on CCE Developed by NCERT	02.00 pm- 03.30 pm	Dr.Kavita Sharma Dr.Lata Pandey
Tea Break 03.30pm – 03.45 pm		
Presentation and Discussion on subject specific examples CCE Package for the Elementary Stage	03.45pm – 05.30 pm	Dr. Lata Pandey Dr. Kavita Sharma
Day 2: 24th July, 2013		
Analysis of CCE Scheme of states	09.30am- 01.30 pm	Group Work: Representatives from States and RIE and NIE Faculty
Lunch 01.30pm- 02.15 pm		
Presentation and Discussion of the group work	02.15pm- 03.30 pm	Representatives from States
Tea Break 03.30pm- 03.45 pm		

Evolving Action Plan for effective implementation of CCE and developing time line	03.45pm-05.30 pm	Group Work: Representatives from States
Day 3 : 25th July, 2013		
Sharing and discussion on States' Action Plans for effective implementation of CCE	09.30am-01.15pm	Representatives from States
Lunch 01.15pm -02.15pm		
Discussion on Curriculum standards(learning outcomes), Pedagogical standards and Assessment standards	02.15pm -03.30 pm	Representatives from States and RIE and NIE Faculty
Tea Break 03.30pm -03.45pm		
Session Continued	03.45pm -04.15pm	-
The way forward: Deciding future course of Action	04.15pm -05.30pm	RIE and NIE Faculty

List of the Participants
(Academic Support to States on CCE - Regional Workshop at RIE Bhubaneswar)
(23-24 July, 2013)

S. No.	Name of the Participants	Designation	Residential Address
1.	Mr. Somenath Roy	Principal	DIET, Nadia, W.B. P.O.- Barajaguly (741221)
2.	Ms. Madhu Sudan Kayal	Principal	DIET, Abdaupur, Barabagan, Berbhu
3.	Mr. Pramod Bihari Prasad	Lecturer	DIET, Nawada (Bihar) Hanuman Nagar, Kankarbagh Patna, Bihar
4.	Mr. Benkat Gopal	Principal	DIET, Bhojpur (Bihar) East Indira Nagar, Road No.- 1 ... Lotria Nagar, Patna-800020 (Bihar)
5.	Mr. Emteyaz Alam	Lecturer, SECRT Bihar	402, Mahamaya Apartment, Ashok Raj Path, Ramna Road, Patna-4
6.	Dr. Swapna Ghosh	Principal	DIET, Baruipur, Northern Parganas, West Bengal
7.	Ms. Ritanjali Dash	Associate Prof.	D-45, Maitri Vihar, Bhubaneswar-751023
8.	Dr. Laxmidhar Behera	Asstt Prof.	4R-22, RIE (NCERT), Sachivalay Marg, Bhubaneswar-751022
9.	Mr. Prasanta Kumar Rath	Asstt. Director	Plot No. 1189, Mayapalli, BBSR, Odisha
10.	Dr. Purnendu Chatterjee	Nominee, West Bengal Board of Secondary Education (Asstt. Master.)	Ogg. Road (By Lane), Noopara, P.O. Garulia, Dist (N) 24 lgs-743133, West Bengal
11.	Mr. Ratul Kumar Guha	Nominee, WBBPE	Saradapally, Daspara P.O.-Batanagar, D.T. -24 PNS (South), Dis.-Mahirtala Pin-700 140, West Bengal
12.	Dr. Sandip Roy	Board Nominee, WBBSE, (Asst. Master)	Baniniketan School Road, Baluria (N), Nabapally, Barasat, Kolkata-126
13.	Mr. Saumya Sunder Mukhopadhyay	Member, Expert Committee	Star Enclave 577, P.S., Bye Lane, Kolkata-30

14.	Prof. Subhasish Karan	Deputy Secretary (Academic)	Rerpayan Place, P.O.-G.2.P. Colony Dist-Howrah Pin-711112
15.	Dr. Snehasish Das	Lecturer	Flat No.8, Vishal Niket Appartment, Bazar Samiti Road, Bahadurpur, Patna-16 (SCERT)
16.	Mr. Brendaban Satapathy	Deputy Director, OPEPA	Qrs No-IV B, 9/3, Unit-III, Khanveenagar, Odisha, BBSR
17.	Dr. Minakshi Panda	Sr. Teacher Educator	Puri, VIP Road, Odisha-752001
18.	Mr. Prasana Kumar Sahoo	Sr. Teacher Educator	DRC, Nuapada, Odisha
19.	Ms. Rudramani Meher	TGT (Maths)	Qtr. No. 3R.-24, RIE, Campus, BBSR
20.	Mr. Pankaj Kumar Mishra	TGT (Hindi)	Q. No 1R-15, RIE Campus, Unit-09, Bhubaneswar (Odisha)
21.	Mr. Gyan Ranjan Mishra	Primary Teacher	H.No. LB,-342, Bhimatangi Housing Board , P.O.-Bhimatangi, Bhubaneswar
22.	Mr. Anil Kumar Jena	TGT (Chemistry)	VIM-481, Sailashree Vihar, Bhubaneswar, Odisha
23.	Mr. Rajendra Kumar Singh	TGT (Social Science)	Qr. No. 3R-22, RIE Campus, Unit-IX, BBSR
24.	Dr. Nandita Mishra	Asstt. Director	D-17/6, Doordarshan Colony, PO-Sainik School, BBSR, Dt-Khurda
25.	Dr. P. Senapati	Asstt. Director	D-15, Kalpan Flat, BBSR-14

NCERT Faculty

Prof. B N Panda
Head, Department of Education
RIE, Bhubaneswar, Orissa

Dr. Lata Pandey
Professor, DEE
NCERT, New Delhi

Dr. Kavita Sharma,
Assistant Professor
Programme Coordinator,
DEE, NCERT