

2013

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

*A Report
(July 9 – 11, 2013)*



Department of Elementary Education
National Council of Educational Research and
Training

Content

S. No	Content	Page No.
I.	Inaugural session	
II.	Technical Session One: State's presentation o Status of CCE implementation (Andhra Pradesh, Kerala, Karnataka and TamilNadu and Puducherry)	
III.	Technical Session Two: NCERT Presentation	
IV.	Technical Session Three: Analyse Critically CCE implementation plan, developed by each state.	
V.	Technical Session four: Discussion on Learning Indicators	
VI.	Valedictory and the way forward.	
VII.	Apendices	

Regional Workshop on CCE Implementation for Southern Zone of India

Inaugural Session: A three-day regional workshop on CCE implementation for Southern Zone, covering four states namely Andhra Pradesh, Kerala, Karnataka and TamilNadu and one UT; Puducherry was organized at RIE, Mysore from 9th to 11th July, 2013. In all, 40 participants attended the workshop. The names of the participants who attended the workshop are appended. The programme began with the welcome address by Prof. Upadhyaya, Head, Extension RIE, Mysore followed by self introduction by the participants and the faculty involved in this programme. Thereafter Prof. Manju Jain, Head, DEE, NCERT shared the need and objectives of the workshop. She mentioned that CCE is mandatory under RTE which is to be implemented in true spirit. CCE is more crucial as we have non-detention policy and thus CCE is to be used as a reflective tool rather than a compulsion. The prime purpose of this exercise is to involve various stakeholders and provide hand-holding with mutual learning on regular basis. The interaction with the states, analysis of CCE schemes and materials, and the field experiences suggested that there is lack of clarity on understanding of CCE and there are gaps in the implementation of CCE at the school level. The broad objectives of this exercise were to:

- *discuss and share* the status of CCE implementation in the respective States & UT.
- *develop a conceptual understanding on CCE* among various stakeholders, i.e., practitioners, administrators, and teacher educators for its implementation;
- *provide examples* how CCE could be used as an integral component of teaching-learning process;
- *critical analysis of the CCE scheme* followed in the states (strengths, weaknesses) and evolve a plan of action for further improvement.
- *discuss issues related to criteria of assessment* and an understanding on learning outcomes and learning indicators.

She mentioned that states are doing consistent efforts in this direction. NCERT has also developed package on CCE which is exemplar in nature. Each state can further review and improve its implementation by adapting it as per need.

Prof. D G Rao, Principal, RIE, Mysore in his inaugural address reiterated the need of this programme and shared with the participants that NCERT is doing the exercise with the state functionaries and this is the first workshop in this series. The underlying idea of organizing these workshops at RIEs is to take this process forward and collaborate with the states to provide support as per their needs and demand.

Dr. Kirti Kapur, Associate Professor, DEL, NCERT shared the focus of the three days workshop by mentioning that this exercise is interactive, collaborative and hand - holding activity. The workshop will focus on sharing of experiences and discussion on implementation of CCE in states and UTs. Curricular expectations (learning outcomes), Pedagogical processes and Learning Indicators would also be discussed to understand the assessment process in a holistic manner. Group work on critical analysis of CCE scheme, being implemented in the States and UTs will be conducted to evolve the strategies for its effective implementation.

Prof. Murthy, nodal officer of SSA at RIE, Mysore addressed the participants and said that this workshop would facilitate in developing a network among various partners and continue the dialogue on CCE. He said that we need to expand our team in the region to continue the meaningful engagement on CCE.

Dr. Anil Kumar, Assistant Professor, RIE Mysore, who coordinated the workshop at RIE level proposed the vote of thanks. He hoped that the concerns related to CCE would be spelled out and addressed meaningfully to move forward in this journey.

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

After the inaugural session, status of CCE implementation was shared and discussed.

(i)Andhra Pradesh:

- CCE is being implemented in Andhra Pradesh since 2012-13 in all govt. schools up to the elementary stage. A module has been prepared comprising its concept, subject – wise curricular standards, and conduct of assessment tests, recording and reporting. *All the teachers, teacher educators, supervisory staff have been provided training on various aspects of CCE implementation.*
- Four formative tests and three summative tests are being conducted as part of the CCE scheme. These tests are conducted in the months of July, Sept., Nov and Feb. yearly. Under the formative assessment, the assessment is being done through observation of oral work, projects, experiments, slip test, children's written work, etc. Under summative tests, a paper-pencil test and oral test (70+30marks) are being conducted. Curricular areas namely **Language, Maths, EVS, Arts and Culture Education, Health and Physical education, Work Education, Ethics were identified for assessment. Five point-scales are being followed (A+, A, B+, B, C) for grading for all the above curricular areas.**
- Teachers maintained CCE Register; child-wise records show the progress of children for four **Formative Assessments and three Summative Assessments**. Progress Card (report) indicates the Formative Assessment and Summative Assessment three times in a year. These reports are shared to the parents for information and feedback. *Formative Test items were prepared by the teachers themselves; where as summative tests were prepared at State level.* Grades were given to the children, class and school-wise. Child-wise progress are shared and discussed in the monthly School Management committee Meetings. New Text books have been prepared based on NCF-2005 and CCE i.e. exercises, assignments, project work, is given at the end of the each chapter.
- The major roles of the teachers have also been identified under CCE scheme as follows:
 - Diagnosing learning levels of children.
 - Assessing learning regularly, providing timely remedial measures to improve the learning Levels.
 - Using various tools such as teacher's diary, children written work, assignments for assessment.
 - Maintaining registers for recording child's progress.

- Reporting the progress to parents, SMCs, Authorities regularly.
- Action plan on continuous comprehensive evaluation
- Conducting meetings at State level with the faculty of SCERT and SSA to review the CCE implementation in 2012-13 and to get consensus on various aspects of CCE.
- Conducting workshops, programmes to review and revise the existing material.
- Conducting orientation for teachers and field functionaries on revised package on Continuous comprehensive evaluation.
- Conducting regular review meetings on implementation of CCE and to get feedback for further improvement.

(ii)Karnataka:

- CCE is an effective and powerful reflective tool which helps to understand the different dimensions of child's behaviour. It has wide scope for understanding the potentialities, attitudes and interests of children. Continuous and Comprehensive evaluation refers to a system of school based assessment that covers all aspects of student's development. It emphasizes multi - fold objectives. CCE includes formative (FA) and summative assessments (SA).
- Formative assessment (FA) is that system which is integrated with classroom processes. It considers the progressive expansions of each child. In CCE, the data gathered through FA as well as SA is used for final grading. Hence formative assessment becomes important in classroom by providing constructive feedback timely. As opposed to summative assessment, formative assessment can be carried out at any stage of the teaching learning process. **This means FA can be done in the beginning of the lesson, during the lesson or after completion of the lesson. Hence CCE is interwoven in teaching learning process.**
- Summative assessment (SA) conducted at the term end, which will be traditional oral and written examination. It summarizes the progress of children during the term. SA will be conducted at the end of each semester using written tests, oral tests and open book tests (Optional) for 30% of the total points. There will be exam for 50 marks converted to 30%. It comprises the following kind of assessments.
 - **Oral test:** Oral test needs to be conducted in the form of interviews, debates, role plays, discussions and question and answers. This carries 5 or 10 marks.(If open book exam conducted it will be of 5 marks).
 - **Written test:** Written test will not be just memory based test that encourages rote learning. In addition to textual (factual) questions, application based questions would be framed. Written test carries 40 marks.
 - **Open Book test:** In order discourage rote learning Open Book test is introduced for 5 marks. It will be optional. Otherwise teachers are free to conduct oral test for 10 marks. This is a written test in which learners can refer to books and write the test. This may be based on the prescribed textbook or any other books which are available in the library.
- **The process:** Assessment should not be viewed as a 'one shot' activity. Such an assessment procedure which is formative in nature can be carried out using various tools and techniques. There are many techniques and tools for assessment. Some of them are

observation schedule, portfolio, and assignments, groups/pair work in the classroom, role plays, debates, interviews, checklist, rating scale, Class work, Homework, Oral questions, Quizzes, Projects, assignments, oral test, written test and group projects. The Portfolios will be maintained of each child. Reflective portfolio would also be maintained for each child. The facilitator as well as the learners reflect over the progress and note their remarks. The reflective portfolio will be shared with parents. There will be tests but are limited to test writing. There will be exams at the end of term called summative assessments. Learners will be given extensive practice in those areas where they needed to support. They also assess their peers. It will be a free system where everyone is engaged in learning as per her needs, interests. The teacher acts as a facilitator.

- **CCE promotional policy in Karnataka**

There is no-detention policy in Karnataka till 9th standard. However, in 9th standard, Students who get total grade points in the range 30-49, may benefit by getting upgraded to the next higher grade in two subjects in scholastic areas

CCE for 1st to 3rd standard for Nalikali Schools; The Nalikali system uses CCE in the form of a progress chart called **Pragathi Nota** filled by children themselves.

CCE in Non nalikali Schools 1-4th standards: CCE comprises of 60% formative assessment and 40% summative assessment for 1-4th standard. Each formative assessment would be for 15% and summative assessment for 20%.

CCE for 5th to 9th standards: As already said there will be consolidation of FAs and 2 SAs. The progress of the child will be assessed and grades will be awarded as below:

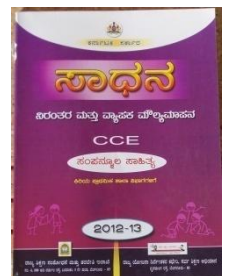
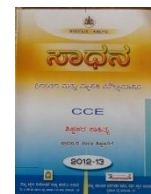
Grading system for scholastic activities:	Grading system for co-scholastic activities:																
<p>For all subjects 1st language, 2nd language, 3rd language, mathematics, science, social sciences including Work Education, Arts Education, Physical Education, cover 5 point grades.</p> <table> <thead> <tr> <th>MARKS</th> <th>GRADE</th> </tr> </thead> <tbody> <tr> <td>• 90—100</td> <td>A+</td> </tr> <tr> <td>• 70— 89</td> <td>A</td> </tr> <tr> <td>• 50—69</td> <td>B+</td> </tr> <tr> <td>• 30—49</td> <td>B</td> </tr> <tr> <td>• 29 & below</td> <td>C</td> </tr> </tbody> </table>	MARKS	GRADE	• 90—100	A+	• 70— 89	A	• 50—69	B+	• 30—49	B	• 29 & below	C	<p>For Attitudes, life skills and Values the Participation and Achievement will have 3 point grades.</p> <table> <thead> <tr> <th>GRADE</th> </tr> </thead> <tbody> <tr> <td>• A+</td> </tr> <tr> <td>• A</td> </tr> <tr> <td>• B</td> </tr> </tbody> </table>	GRADE	• A+	• A	• B
MARKS	GRADE																
• 90—100	A+																
• 70— 89	A																
• 50—69	B+																
• 30—49	B																
• 29 & below	C																
GRADE																	
• A+																	
• A																	
• B																	

- All aspects of child's behaviour in the form of three dimensions are considered. It includes Scholastic, co-scholastic and natural behaviour of the child. The child would be evaluated with two dimensions with in scholastic area. It is called as Cognitive part and Involvement part. This could be better understood with the following table:

Scholastic		Co- Scholastic	Natural Behaviour
Cognitive part	Involvement part	Indicators identified	Indicators transacted
Knowledge	Reference		
Understanding Comprehension	Skill		
	Values		
Application	Interest		
	Attitude		
Creativity			

- Training and other efforts:** Prior to RTE 09, the practice of CCE was in existence from 2003 in Karnataka. The activity based lessons called *Chaithanya* included CCE within the classroom process. The progress called *Pragathi Nota* had elements of cognitive, social personal skills in it. But it was not well structured. Focus was on to cognitive area of specific subjects. After RTE 09, there was an awareness training conducted in 2011-12 for all the elementary teachers on CCE for two days. The package was called as "Niranthara" (awareness package). It also covered NCF-05 and RTE-09 for another 3 days.

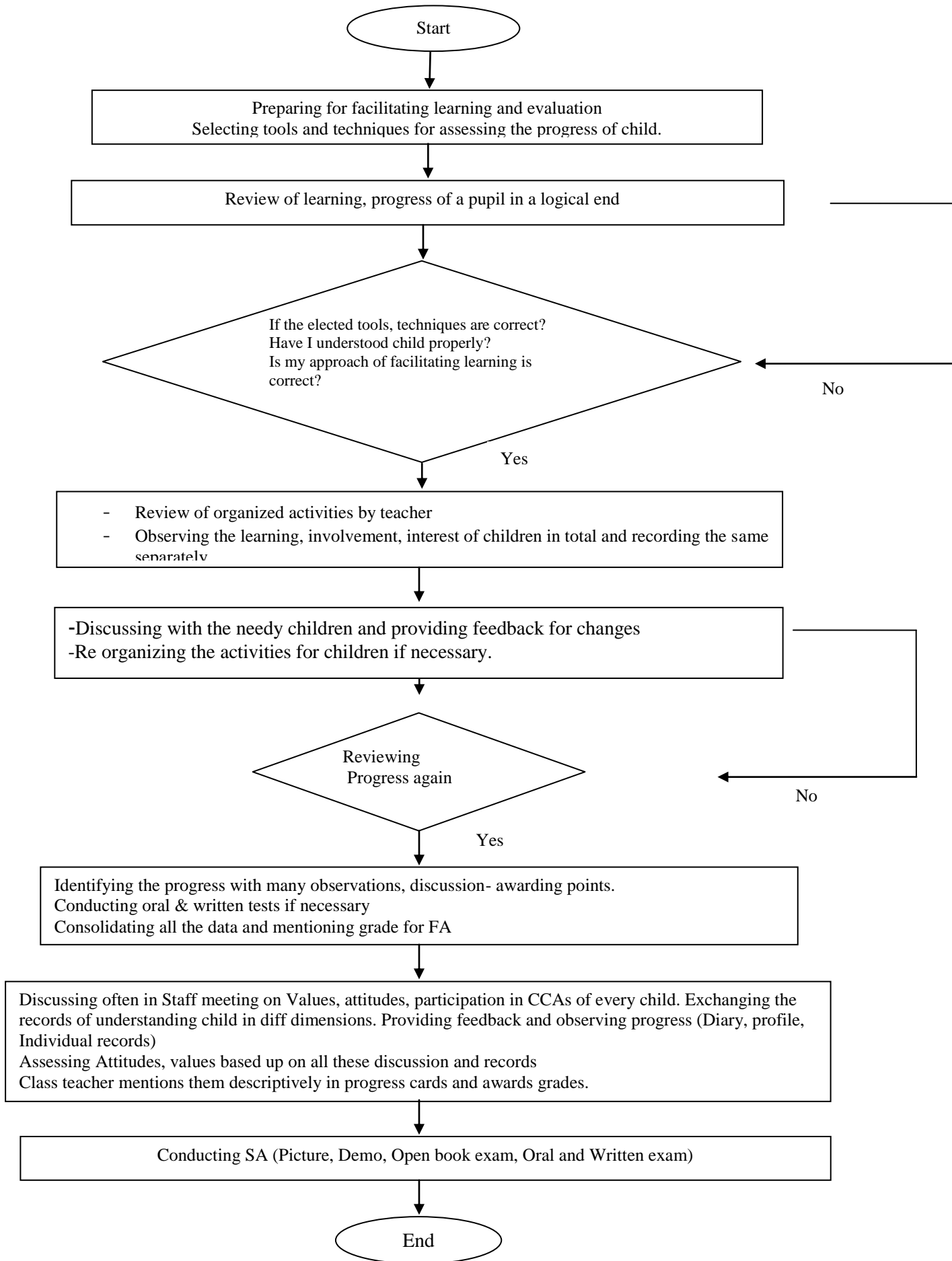
"Sadhana" is another training package which includes resource material, tools for conducting CCE, various activities and techniques of CCE. By 20/03/2013 it is aimed to train 228987 i.e. all the elementary teachers of Karnataka for 3 days to implement CCE as an effective reflective tool to understand children comprehensively.



There were two teleconferencing conducted followed by FAQs. The inputs are:

- **The state is opening special cell in DSERT with help of UNICEF for facilitating** to solve queries on constructivist approach and CCE. It also helped to open toll free helpline in all DIETs of the state.
- A tool for collecting opinions of teachers, supervising CCE at school level has been developed and distributed to all the supervisory staff in the state. The data was processed, based upon the feedback of field functionaries.
- two days training package called sadhana pushti has been developed in the state. The two day training programme would be imparted to all the teachers by the end of June 2013/first week of July 13.
- Other digital sources like KOER website, Radio talks, and telefilms are planned for the year 2013.

The process could be better understood with the following chart:



(iii) Kerala:

- Learning and Assessment are complimentary in nature. Placing assessment at the end of the learning process has been a long-standing practice in classrooms.
- A Road Map of Continuous Assessment Practices in Kerala was evolved in 1990s during the DPEP time onwards the continuous evaluation started in Kerala. During the last textbook revision there were little changes in the evaluation system and also in 2000s; where in the scholastic and co-scholastic areas were assessed. During 2000s the social constructivism took its significant role instead of cognitive aspects role. The next textbook revision paved the way for critical pedagogy and evaluation source books were brought in for the assessment called “*Padavnkal*” till class VIII.
- In the present curriculum practices, teachers use three intervened but distinct assessment purposes- assessment for learning, assessment as learning and assessment of learning. Based on these aspects teachers were given trainings under the leadership of SCERT, DIET and SSA. This has brought the absolute grading system followed a 3 point scale (A,B,C) in Lower Primary section and 5 point scale in (ABCDE) in Upper Primary Section.
- Regarding the strengths and gaps of this practices, it had a close reflection of NCF 2005 and KCF 2007. Of course it was done according to the present approaches that followed in the textbooks. The assessment process is complete only when it is done throughout the teaching learning process till the end of an academic year. The teachers are empowered with a source books and training programmes.
- The tools and grading indicators make the evaluation more successful. But the objectives of learning process in the class, the nature of the learning process, the aim of assessment, the strategy for evaluation, the support and help the learner should be given to decide what sort of tool should be used in a particular learning situation. **Worksheets, Checklist, observation, asking questions, portfolio etc. are some of these tools to be used for assessment.** This can be done in written or performance manner. The grading indicators assigned to each of these learning outcomes decided what the performance level is.
- Self assessment and peer assessment along with teacher assessment is done for the assessment and feedback. Even then a few gaps are found in the assessment practices. Though this changes in evaluation practices aimed at feedback of the learner it lead to awarding grades. *As a part of this work and number of formats and filling up the columns reduced the teacher interest and over burdened her with works. Thus it has become mechanical. The quality of education also comes down a little. A proper monitoring is also absent in answering the visioned assessment practices.* When it comes to the end of Board exam, there is great mismatch between the term and evaluation and continuous evaluation scores. The parents focus on scores and not on grades.

Some Suggestions for improvement could be:

- Assessment is not to be considered as evaluations.
- Assessment should lead to feedback for learner improvement
- The lengthy overburden formats may be reduced
- Teaching manual should reflect the growth/weakness of learners
- Teachers should be given proper and regular training and consistent monitoring as a follow – up of its implementation
- Learner responsibility and autonomy is given priority

(iv) Tamilnadu:

- Government of Tamilnadu issued Government Order for introducing trimester pattern and CCE implementation in the state up to the elementary stage.
- Core team was constituted to conceptualize CCE for the State. The core team developed general guidelines both in English and Tamil for Primary and Upper Primary levels. Subject specific core teams were constituted to prepare teachers' manual. The core team consists of educationists, faculty of SCERT, IASE, CTEs, DIETs and practising teachers. The constituted subject specific team developed modules/manual in languages and subjects for Primary and Upper Primary levels both in Tamil and English keeping the general guidelines as a source. All the developed modules /manuals were field tested and finalized based on the feedback. The CCE has been introduced from the academic year 2012-13 for standards I to VIII, for standard IX in 2014-15 and for standard X in the year 2015-16 along with the introduction of Trimester System. Before the commencement of the academic year 2012-13 in which CCE was implemented, in cascade model, all the teachers handling I to VIII classes have been undergone 2 days in-service training on CCE implementation. Faculty of SCERT, DIETs and personals from BRCs and CRCs provided on-site support during their school visit throughout the year whenever and wherever needed.
- Continuous and Comprehensive Evaluation the state is a school based evaluation of both scholastic and co-scholastic areas. It is continuous assessment of scholastic and co-scholastic activities of a learner's interest, endeavour, regularity, capacity and personality development with respect to all components of physical, mental and social aspects.
- Continuous refers to regularity and periodicity in the assessment. Comprehensive refers to holistic assessment of learners' growth and development. Scholastic Assessment conceptualizes evaluation of all academic subjects including physical education spread over the entire curricular framework of learning in relation to a learner's knowledge, understanding, analysis and application of content, through multiple tools and techniques. Co-Scholastic Assessment addresses to the following areas: (i) Life Skills (ii) Attitudes and Values (iii) Wellness & Holistic Exercise and (iv) Co-curricular Activities.

- Assessment is carried out under two categories: **Formative Assessment (FA)** and **Summative Assessment (SA)**. Formative Assessment is the continuous assessment of student's learning in scholastic and co-scholastic activities by the teacher both in the classroom and in the extended learning environment. Formative Assessment is carried out in two different modes namely FA (a) – Activity mode and FA (b) -Test mode.
- **Formative Assessment FA (a)** is a measure of the learner's active participation in a spectrum of learning activities. It can be conducted *through* each unit of learning. This may also include group evaluation wherever appropriate. It is assessment based on the teacher's observation/interaction around the student's participation/ presentation/creative effort. Out of four FA (a) activities the best two are taken for reporting. Each activity has a specified five descriptive indicators. Depending on the level of attainment of these five descriptive indicators for each activity marks to the maximum of 10 are given. *In general the following descriptive indicators have been kept in mind for assessing activities under FA (a): participation, Initiative, Involvement, regularity and Creative Effort.*
- **Formative Assessment FA (b)** is the method to assess the learning attainment of the students in a concept /unit through oral /written mode. This assessment is flexible spread over the entire term and includes various types of questions. FA (b) focuses on the assessment of learners' written work carried out during specified periods in the course of learning. In class I and II, apart from simple written work, oral work is also included. Out of the four FA (b) activities the best two are taken for reporting. Each activity carries a maximum of 10 marks. The sum of the scores of FA (a) and FA (b) gives the total score of formative assessment. Formative assessment has a maximum of 40% score in each term. The marks are then converted into grade based on 9 point scale.

Summative Assessment (SA) is the assessment of learning attainment at the end of the term. This assessment is based on blue print which reveals the learning objectives like knowledge, understanding, comprehension, application, analysis etc.,. It has a maximum of 60% in each term. The marks are then converted into grade based on 9 point scale. The scores of FA and SA are summed and the total scores for each term is arrived. Then the total marks are then converted into grade based on 9 point scale for each Term.

- **The co-scholastic areas include** Life skills, Attitudes & values, Wellness & Holistic Exercise and Co-curricular Activities. Assessment in co-scholastic areas is done in 5 point scale.

Issues and Problems in CCE

Implementation: Baseline survey on CCE was conducted before launching CCE. Recently, MAS on CCE was conducted. Most of the teachers have welcomed the CCE. Teachers have told that they have only a few problems and issues viz, designing FA (a) activities and recording & reporting data. The problems and issues identified will be addressed by revisiting the CCE concept and redesigning the CCE concept with

(v) Puducherry:

- The UT follows the same CCE model followed by Tamilnadu. The state is providing all support to UT.
- UT focuses on holistic development of the learner, special attention is given on developing skills through scholastic and co-scholastic areas, understand the weaknesses and strengths of the students, provide opportunities to improve the learner skills and immediate feedback of the teachers to modify their teaching strategies.
- All head teachers and teachers at primary and upper primary level were given 3- day training in association with *Azim Premji foundation*. Handbook on CCE for teachers-training module, subject - wise manuals provided to point scale for co-scholastic assessment. Implemented from class I –VIII.CCE is done in scholastic and co-scholastic aspects. The major aspects of CCE model are:
 - **Formative Assessment:** This is carried out in activity mode FA(a) and Test mode FA(b). Physical Education is an integral part of scholastic assessment 5pt grade.
 - **Summative Assessment:** This is carried out at the end of each term (trimester).Question papers prepared on blue print model with gradients of difficulty to assess different levels of learning achievement.
 - **Recording and Grading:** Activities under FA are designed based on the examples given in the text books and the student’s performance is recorded in the teacher’s diary and student’s cumulative record.
 - **Co-scholastic:** Co-scholastic assessment addresses attitudes and values wellness and holistic exercises, co curricular activities-yoga, club activities, folk arts, indigenous games and life skills. Exceptional skills appreciated and recorded in student cumulative record.
- **Issues:** Teachers are still not clear about CCE designing activities/projects they find it difficult for FA. Maintenance of record-work, time constraint, suitable only for slow learners, parents not convinced with grades.

(vi) DM School, RIE Mysore:

- CCE is being implemented in the school as per the guidelines provided by the CBSE. First, it was implemented at the Secondary stage for classes IX and X. The same has been followed in classes VI to VIII for the last two years.
- Although the guidelines for scholastic areas are being followed meticulously, there are problems in certain areas which are non-scholastic. Assessment in such areas is largely based on subjective impressions of the teachers.
- In scholastic areas, the recording and reporting is based on frequent multiple assessments which include four ‘Formative assessments’ and two ‘Summative assessments’. The average scores of the multiple assessments made for each ‘formative assessments’ is converted into grades and reported to the parents through progress report cards.

However, parent-teacher meetings are organised once a year wherein teachers and parents interact on the progress of the child.

- Recording of the scores/grades is a huge problem which is highly time consuming and laborious. **The teachers have to make no fewer than 1080 entries for each child. Some of these entries have no real assessment basis, and hence teachers feel that this exercise is rather futile.**
- Reporting in non-scholastic areas is being done only once in a year. However, parents do not seem to bother so much about the performance of their wards in these areas. **There is not much of clarity with regard to Formative assessment and its use as none of the teachers are trained in CCE.**
- CCE in Primary Section of DMS, Mysore CCE has been implemented in Primary section (I to V) of DMS, RIE, Mysore from the academic year 2012-13. CCE implementation included FA1, FA2, FA3 and FA4 and SA1 and SA2.

FA1 – 30 Marks, (Any number of activities could be conducted and reduced into 30 Marks)

FA2 – 30 Marks (Any number of activities could be conducted and reduced into 30 Marks)

SA1 – 40 Marks (Total, 100 Marks):- The marks are then converted into grades for reporting purposes. Similarly, FA3, FA4 and SA2 were also conducted. The socio-personal traits are under constant observation and recorded and reported as per CBSE guidelines. Also the child's progress is regularly discussed and required guidance. Every second Saturday of a month, a parent teacher' meeting is conducted where the parents are given enough time and opportunity to meet the teachers and discuss about the problems of their wards.

Technical Session Two: NCERT Presentation

Prof. Manju Jain, Head, DEE, NCERT made a presentation on CCE Package,

developed by NCERT in all curricular areas at the elementary stage. She shared the need, nature and salient features of the package. Before initiating the discussion on various issues related to CCE, process of development of CCE package was also shared to apprise the group about significance of systematic and scientific procedures of field testing. There was a discussion on conceptual meaning of continuous and comprehensive assessment by providing various examples related to various subjects. In order to follow CCE in schools, the essential steps to be followed were also discussed at length. Process of recording and reporting was discussed and how to make this aspect as simple as possible was also shared. A sample of recording and reporting formats was shared as an exemplar. CCE is a collective activity, therefore needs to be seen in a broader perspective for improving the system. The role various

The state presentations have shown that there are gaps in understanding in the and implementation of CCE, broadly in the following areas.

- lack of conceptual clarity regarding formative assessment i.e assessment for learning.
- Summative assessment is taken as an external activity and one time affair.
- focus more on quantification of child's learning rather than the process of learning.
- lack of understanding on assessing personal social qualities.
- assessing scholastic and non-scholastic in a segregated manner.
- Cumbersome and time consuming recording and reporting process at the cost of teaching learning time.

stakeholders need to play was shared as suggestive guidelines for teachers, teacher educators, administrators, etc.

After the presentation few questions were raised by the participants, First question was related to trailing of the package that how could it be done only in 3-week time. It was clarified that in this period examples suggested in the package (2-3 examples related to each curricular area) were field tested by the respective teachers in terms of using assessment as inbuilt part of the teaching-learning process, time required to complete the task, difficulties to use the example, etc. Another question was related to the examples on integrated and interdisciplinary nature of Arts education. It was clarified that in the primary package both kinds of examples have been given. The primary package has given emphasis on content - specific examples along with interdisciplinary nature of this area. Another query was related to clarity on nature of comprehensive assessment. Most of the states replied themselves and added that segregated nature of assessment should be avoided. Most of the states mentioned that in order to follow CCE effectively, enabling conditions for learning are prerequisites for this endeavour.

Dr. Kirti Kapur took a session on CCE in English classroom at the Upper Primary stage, Class VI, ***'Who did Patrick's Homework.'*** She highlighted how assessment for learning can go along with the teaching learning process. While conducting group work and pair work, social personal qualities can also be observed and said to make assessment not only continuous but also a comprehensive process. The issues raised were regarding recording and reporting. It was discussed that recording will be only for the teacher's purpose and reporting will be done after assessment of learning. Recording will also help the teacher reflect on her teaching strategies/methods and create learning situations as per the needs of the learners.

Discussion: After in depth discussion, all the participants agreed that there is a need to evolve some check-points for effective implementation of CCE. The following eleven check-points were raised:-

- (i) *CCE needs to be simple and teacher must get sufficient time for teaching learning as expected.*
- (ii) *A concept note on Understanding about CCE needs to be developed and provided to all teachers and CRC personnel's about the following areas:*
 - *Why should I use CCE?*
 - *What is it?*
 - *How to implement it in the classroom as an inbuilt part?*
 - *How to keep this data to observe child's progression?*
 - *How to compile data for reporting?*
 - *How to maintain the portfolio?*
- (iii) *School level formats need to be developed in place of state level formats for recording child's progress in consensus with the teachers, head teacher and CRC personnels within the broad frame of CCE scheme.*
- (iv) *Report card should be simple leading to meaningful communication to parents.*
- (v) *Criteria of the assessment need to be developed by the states.*

- (vi) *Minimum three documentary proofs are required: Reflective teacher diary, Recording Format, Report card*
- (vii) *Radical shift in the supervisory, monitoring role to be required by the CRCs/BRCs/DIET faculty. Their role needs to be visualised as hand – holding exercise and facilitating teachers to share their problems. Their role is that of a mentor and not as a fault finder.*
- (viii) *Systemic reform is needed at the school level. Flexibility in developing time table, monthly plan, and other aspects related to teaching learning.*
- (ix) *CCE is a joint responsibility, common plan needs to be developed at the CRC level about how to implement CCE.*
- (x) *Teacher training is crucial and needs modifications. Master trainers’ training on CCE is necessary.*
- (xi) *Banning external examination at the elementary level and CCE must be based on school based assessment.*

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

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

State- wise analysis is given in tabular form:

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
1. What are the strengths of continuous and comprehensive Evaluation (CCE) scheme of your state?	<ul style="list-style-type: none"> • Helps all round development through the timely feedback and support • Focuses on the process skill of the learning activities • Reduces the students stress and enhances learning • Self evaluation of the teacher and the teaching learning process is modified accordingly 	<ul style="list-style-type: none"> • CCE components are inbuilt in text book, SABL and ALM illustrative • FA activities have been designed and manuals are supplied to teachers • Physically challenged students are also addressed with suitable activities. 	<ul style="list-style-type: none"> • A module is developed and training was imparted to all teachers working in Primary and Upper Primary School for better understanding. • Formative Tests and three Summative tests were conducted and grades were given to the children based on their achievement levels, regularly to improve learning Levels 	<ul style="list-style-type: none"> • Since 2003 the school based assessment are in existence. -The efforts like Nalikali, Kalika yathna also helped state to come up with state CCE model. • CCE has been looked as reflective tool for Teachers, Pupils and for parents. As per the data collected, the teachers agreed with CCE philosophy, the concept clarity on CCE is to a large extent understood by teachers. • There are descriptive indicators suggested for reporting social personal skills of pupils. • Awareness training has been conducted a year before implementing CCE in the state. 	<ul style="list-style-type: none"> • CCE is the best tool which ensures 'that no child fails'. It facilitates the holistic development of the child through assessment and evaluation in a non-threatening environment. • All head teachers and teachers at primary and upper primary level were given 3- day training in association with Azim Premji foundation. • Hand book on CCE for teachers- training module, subject-wise manuals provided to teachers, and software for recording marks and grades was developed to facilitate teachers. 	<ul style="list-style-type: none"> • Follows CBSC Model • It takes several dimensions of child's development • Advantages to secondary school students as up gradation is given in subject areas based on their performance in other dimensions. • Engages children in the process of learning on a continual basis • Semesterisation of the course lessened the burden on children.

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
<p>2. What is the understanding of Continuous Assessment or Assessment for Learning in your state's scheme?</p>	<ul style="list-style-type: none"> It is designed to give teachers' information to modify the teaching and learning activities It helps to identify not only what learners know but also gaining insight into how, when and where the learner apply what they know 	<ul style="list-style-type: none"> It is carried out throughout the year for assessment for learning and is carried out through FA and activities during teaching and learning process. 	<ul style="list-style-type: none"> Assessing the performance of children in classroom during teaching learning process. Reflecting upon feedback to improve the learning. Recording the progress of the children through oral work, written work, projects, home work, etc. Conducting formative tests every quarter. 	<ul style="list-style-type: none"> Assessment for learning or formative assessment is to find out changes and progress take place in learners' over a period of time along with other dimensions of her/his personality. It helps in identifying individual and special needs of children; also as a reflective tool. It helps teachers to plan learning situations and review them timely. 	<ul style="list-style-type: none"> Assessment for learning measured in 9 point scale: 1.FA (a) Activity mode (10marks) 2.FA (b) Test mode (10marks). 	<ul style="list-style-type: none"> As practiced in the school and suggested by CBSE, continuous assessment is understood as periodic, frequent and multiple assessments relating to FA1, FA2, FA3 and FA4. <i>However there are disagreements among the teachers on what constitutes the assessment for leaning</i>

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
3. How does the teacher use this assessment data under CCE?	<ul style="list-style-type: none"> • Identify the status of the learners and give feedback accordingly • Make use of it for further planning in the teaching Learning Plan • To convince the parents about assessment practices followed in CCE 	<ul style="list-style-type: none"> • The teacher is able to understand the learning levels of each student. Based on this, teacher plans remedial measures. 	<ul style="list-style-type: none"> • To identify learner's strengths and weaknesses to give feedback then and there. • To change the strategies to suit the needs of children. • To give grades to children and also for remedial measures. • To know the level of learning of various children. 	<ul style="list-style-type: none"> • Teacher uses it to provide feedback to children. Teacher also uses it to grade the children (Though it is against to the principle of CCE - NCF) and report it to the Parents. 	<ul style="list-style-type: none"> • A teacher uses the data as a feedback not only improves and refines her teaching strategy but also to assess the learner's involvement in a spectrum of learning activities. 	<ul style="list-style-type: none"> • Currently the assessment data is used largely for reporting purpose. However, some teachers are using the data for diagnosis and remediation

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
4. How does the teacher record and report this data?	<ul style="list-style-type: none"> • It is done in the teaching manual itself term-wise (3 terms) recording with the help of grading indicators – 5 point scale • It is recorded in the Student Evaluation Profile which is presented before the learners and the parents and also to the educational authorities. 	<ul style="list-style-type: none"> • Teacher assessment record to enter FA(a) activities and FA(b) and SA scorings are recorded on format. • Student cumulative record to enter required information 	<ul style="list-style-type: none"> • The teacher is maintaining one register for recording children performance and the same is reported to the concerned authorities and School Management Committees (SMCs) 	<ul style="list-style-type: none"> • Teacher observes students during classroom processes, sometimes make mental notes, many times they record in tools like check list/rating scale. Almost all the teachers have child portfolio which also provide data. • Teachers convert the gathered data into state specified format. They award grades for reporting. 	<ul style="list-style-type: none"> • Teacher records this data in Teacher’s assessment record and also in student activity record. This is reported in the report card also. 	<ul style="list-style-type: none"> • As per the CBSE format, reporting is done twice a year in core subjects and once in a year on other dimensions through progress reports. Sometimes parent-teacher meeting are arranged once or twice a year. • For reporting purpose marks are converted into grades as per CBSE norms

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
5. What change do you think could be made for addressing assessment for learning data?	<ul style="list-style-type: none"> • Cumulative record to be maintained for class 1-8 • It should be burden less to the teachers • It should be a mirror to learners, teachers and parents 	<ul style="list-style-type: none"> • Merging FAa and FAb and teachers have to maintain reflective diary 	<ul style="list-style-type: none"> • Recording the data of assessment for learning through continuous observation of the children interaction and involvement in the teaching learning • Process needs more clarity to maintain this data. 	<ul style="list-style-type: none"> • There is a need to bring changes in the system and trust teachers. It would result in reducing records to a large extent. • The state needs to provide conceptual clarity on formative and summative assessment. • Enable teachers for facilitating learning with constructivist approach which takes care of CCE automatically. There is a need to replace the system of measuring FAs through Grades and make system believe that FA is ongoing process to understand students, as well as reflective tool for primary stake holders. 	<ul style="list-style-type: none"> • Assessment for learning need not be measured in 9 point scale but could be recorded in teacher's reflective diary which should be used to enhance teaching learning and scaffold the child to reach the next higher level of learning, teacher's autonomy is stressed. 	<ul style="list-style-type: none"> • Conceptual clarity is essential regarding assessment for learning. • An elaborate training on formative assessment and the ways of using the data for enhancing learning is strongly desired.

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
6. What is the understanding of the state about comprehensive assessment?	<ul style="list-style-type: none"> • Comprehensive is an inbuilt in the continuous evaluation • It is not considered as a separate unit of assessment • More clarity is required how to report this aspect 	<ul style="list-style-type: none"> • Both scholastic and co-scholastic areas are included in the curriculum for personal and social skills development. • More clarity is required 	<ul style="list-style-type: none"> • Comprehensive includes scholastic and non scholastic areas. • More clarity is required 	<ul style="list-style-type: none"> • The child is understood by different dimensions like curricular, co curricular activities, Child is also understood through the behavior in a natural set up. 	<ul style="list-style-type: none"> • It is an assessment of learner's growth and development of both scholastic and co-scholastic aspects. 	<ul style="list-style-type: none"> • Comprehensive assessment is holistic assessment which takes into cognizance several dimensions of learning and development which encompasses head, heart and hand (cognitive, affective and Psycho-motor domains) holistically • Comprehensiveness within and across the subject areas, and overall development of the child.


Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
7. What changes do you suggest on this component in your scheme?	<ul style="list-style-type: none"> The personal and emotional qualities are inbuilt in scholastic area. Art education, Work education, physical education are to be assessed separately as per the nature of the subject. Personal, social qualities must be assessed in qualitative manner 	<ul style="list-style-type: none"> Qualitative assessment is preferred in teacher's reflective diary to record this assessment. 	<ul style="list-style-type: none"> Learning levels rather than grades may be introduced at primary level. 	<ul style="list-style-type: none"> The child needs to be understood in totality instead of compartmentalizing the domains as Curricular, Co curricular, Natural behaviors. The understanding about student must also result in effective feedback which brings changes among the students. For this, feedback generating simple communicative tool with descriptive indicators need to be invented. 	<ul style="list-style-type: none"> Not to be done in a segregated manner, but to be done based on lessons objectives. The teacher should design activities to achieve that objective and also reflect the level of learning of the student. Personal social qualities to be assessed in the given context during the classroom transaction, outside classroom and evaluate the performance of the student over a given period of time. 	<ul style="list-style-type: none"> In Comprehensive assessment, the components in the affective domain need not be formally scored as many dimensions are quite intangible for measurement

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
8. What changes do you suggest to assess the personal, social qualities of children?	<ul style="list-style-type: none"> Tools need to be developed for teachers to give feedback and nurture the personal, social qualities among the learners 	<ul style="list-style-type: none"> At present personal and social qualities of children are assessed with performance indicators and graded in 5 point scale. It could be assessed as an integral part of scholastic subjects and it is to be assessed as qualitative description 	<ul style="list-style-type: none"> Assessing through projects, and group activities in class room teaching and learning process. Indicating assessment of the children in descriptive form. 	<ul style="list-style-type: none"> There is a need to replace grades with descriptive indicators for the said qualities. There is also a need to integrate the said qualities with curricular subjects. 	<ul style="list-style-type: none"> Should not be assessed with 5 point scale in a short period of time. To be done by observing the students during teaching-learning process, outdoor activities, peer interaction, group, team work, etc. 	<ul style="list-style-type: none"> Child's personality should be assessed as a whole and not in parts as such measurements are not feasible.

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
<p>9. What is the understanding about curricular and co-curricular area at the elementary stage?</p>	<ul style="list-style-type: none"> All the experiences received from class room and outside are included in the curriculum. Health and Physical Education, Arts Education and work Education are all to be considered as curricular area. However their nature of assessment could be different. 	<ul style="list-style-type: none"> For the standards I &II under curricular area, academic subjects like Tamil, English, maths and EVS & Physical Education. From III to VIII Standards. Tamil, English, maths, Science and Social science and Physical Education. Under Co-curricular area life-skill, attitude, value, wellness & yoga were dealt. 	<ul style="list-style-type: none"> Curricular I – V Telugu, English, maths, EVS VI-VII Telugu, hindi, English, maths, science, social studies Co-curricular I – V Physical and health education, work education, culture and art education, computer education, VI-VII value education 	<ul style="list-style-type: none"> The curricular areas are 1st language, 2nd language, 3rd language, mathematics, science, social science including and also Work Education, Art Education, Physical Education. Attitudes, life skills, values and interest comprise co-curricular area. 	<ul style="list-style-type: none"> At the elementary stage curricular area includes language, maths, Science, EVS, social studies and Physical education. co-curricular includes art education, yoga, club activities, values and life-skills. But after the workshop UT will consider all the above in the curricular area. 	<ul style="list-style-type: none"> Such distinction as curricular and co-curricular areas are not good because curriculum refers to child at a given grade level

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
10. What changes do you suggest in recording procedures?	<ul style="list-style-type: none"> We will reduce some of the recording procedures and make it in a simple format, which will save teachers teaching-learning time 	<ul style="list-style-type: none"> Recording procedure demands a lot of time and work from teachers. It should definitely be modified with qualitative measures and teacher's reflective diary. 	<ul style="list-style-type: none"> Maintenance of teachers diary Separate Register for children Progress (strengths & weaknesses) 	<ul style="list-style-type: none"> There is a need to bring changes in the system which believes the teachers. It would result in reducing records to a large extent. Teacher's reflective diary would be sufficient to record. There is a need to replace grades with descriptive indicators and also integrate all the qualities with curricular subjects. 	<ul style="list-style-type: none"> Recording should not be done under pressure but it should be an activity of pleasure. It should be made simple. 	<ul style="list-style-type: none"> It should be simplified. Items/indicators have to be reduced for scoring. Other than core subjects, scoring should be discouraged

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
11. What changes do you suggest for reporting procedures?	<ul style="list-style-type: none"> • Monthly PTAs, SRG meetings, Subject councils, clusters where the data analysis is presented 	<ul style="list-style-type: none"> • Teacher's reflective diary instead of teacher assessment records. • Cumulative grading will also be modified. 	<ul style="list-style-type: none"> • Children progress may be reported in Qualitative way to the parents and SMCs through progress report cards. 	<ul style="list-style-type: none"> • For reporting simple communicative tool with descriptive indicators need to be developed, but there is a challenge of communicating the same for those who are not literates. So discussion with parents with child's profile would benefit to consider the progressive expansion of every child. 	<ul style="list-style-type: none"> • Instead of giving grade, descriptive qualitative remarks, appreciating on the strengths of the child may be given. • Monthly Parent teacher meeting share students progress and seek parents help. 	<ul style="list-style-type: none"> • Reporting procedures should be largely descriptive and holistic. The observation in the report card should be specific & be clearly communicated to the stake holders (Parents).

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
12. What are the major gaps in the scheme which need improvement?	<ul style="list-style-type: none"> The teachers are quite aware of all theories, but unable to practice it The recording procedure makes a gap between assessment and learning process. It is very difficult to conduct the assessment as an inbuilt part in the class room learning process without intensive training Regular inputs are required to teachers through CRCs. 	<ul style="list-style-type: none"> Gaps in understanding CCE among the teachers, Monitoring mechanisms and in recording, reporting procedures 	<ul style="list-style-type: none"> Misconceptions on CCE. Categorizing students based on grades. More focus on testing rather than incorporating CCE in teaching learning process. 	<ul style="list-style-type: none"> Some of the teachers <div data-bbox="1064 343 1344 502" style="text-align: center;">  <p>Teaching: The behaviorist approach</p> </div> perceive CCE as a method, instead of perceiving it as a reflective tool. Except in English language text, other texts need to incorporate CCE in the text itself. Supervising staff needs to be oriented. Apart from it, naming FAs as 1 2 3 4 had resulted in assuming formative assessment as timely activity and to be reported. The notion needs to be changed. Summative assessment again has been reduced to paper pencil test. Demos, Pictures, Projects, Oral activities are also comprise of summative assessment. 	<ul style="list-style-type: none"> Gaps are in recording and reporting, child portfolio, providing academic support and monitoring. 	<ul style="list-style-type: none"> Lack of clarity regard to CCE with and formative assessment and its use. Too many dimensions leading to too many confusion. Consolidation of marks/grades is mammoth exercise in itself. Teaching-Learning time has come down as it is practiced today External exams have increased in secondary level CPSA Teachers are obsessed in maintaining records Supporting system is lacking. Teachers need exhaustive training in making test item

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
13. How to address these gaps in the scheme? (suggest strategies)	<ul style="list-style-type: none"> • Scoring scheme or the recording system needs to be simplified • Teacher's empowerment programmes to be organised • Development of teacher support materials • Effective on-site support to teachers 	<ul style="list-style-type: none"> • Refresher training on CCE to teachers. • Developing guidelines for monitoring and orientation of supervisory functionaries. • Revisiting CCE concepts and procedures. 	<ul style="list-style-type: none"> • Re-orientation to all the stakeholders • Qualitative Assessment of children 	<ul style="list-style-type: none"> • Both the gaps and suggestions are discussed in Question no 12. 	<ul style="list-style-type: none"> • Through Training, focusing on developing (a) in depth understanding the true spirit of CCE, the various key terms used (b)on how to provide rich input environment in class-room transaction. • For carrying out FA, scaffolding to children to attain higher learning levels and evaluate the performance of the children, maintenance of student's portfolio and student cumulative record. 	<ul style="list-style-type: none"> • Formal Training, Discussion and good academic support and leadership is necessary • Number. of dimensions should be reduced to few tangible, feasible dimensions. • Computation of marks/grades should be made simpler and may be avoided wherever necessary • School office should maintain the records of data • There should be a healthy mixed and time should be rationalized and should not be compromised • Support system should be given like question bank, typing facilities, photocopying, etc.

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
14. Overall plan of action of the state	<ul style="list-style-type: none"> • Now Kerala is undergoing a curriculum revision. As part of it, a simplified CCE package for various levels like Primary, high school and higher secondary will be developed, filling all the gaps in the existing CCE. • We are planning to develop a software package for recording. • Massive teacher empowerment programmes are being planned with regard to it. 	<ul style="list-style-type: none"> • CCE is implemented in all schools across the state for Standard I to VIII in 2012-13. All the stakeholders and educators were trained in CCE and SABL for std. I to IV and CCE-SALM for V std. and CCE-ALM for VI to VIII Standards. • Assessment is an inbuilt in ABL and ALM systems. An impact-study on CCE has been done during April 2013 after one year of implementation of CCE in the state. • Several shortcomings are observed from the study and the findings of the study is being analysed. Merging of FA(a) & FA(b) activities reducing the load on teachers 	<ul style="list-style-type: none"> • Developing a module on the concept of CCE, subject-wise standards and implementation process. • Orientation to teachers and administrator regular monitoring, Recording and reporting through qualitative remarks 	<ul style="list-style-type: none"> • During 2013 -14, though literature ‘Sadhana Pushti’ has been developed for training. Fortunately teachers are not yet trained. Thus while imparting training Teachers’ reflective diary would be focused which would reduce documentation. • Formative assessments would be viewed as assessment for learning in this package. We also commit with in this training that whatever the changes to be brought next year. • 3 Teleconferencing have already been planned with interactive mode. Help lines are opened in DIETs but teachers need to be made aware of these help lines. Tele- films are being planned. Radio phone-in are planned under TE plan of DIETs • DSERT will be opening an academic query cell. Popularizing KOER and Websites which will have ready materials for unaided schools. 	<ul style="list-style-type: none"> • Demo/exemplar module to be adopted while training teachers, teachers to plan an exemplar module on a topic in the workshop • continuous support, forum for sharing and updating on CCE with materials from NCERT and practices undertaken in countries like Bhutan, Malaysia, Finland and Turkey 	

Question	Kerala	Tamilnadu	Andhra Pradesh	Karnataka	Puducherry	DM School Mysore
15. Any other suggestions/observations		<ul style="list-style-type: none"> • Enough time should be given and should remain in the system so that the spirit of CCE percolates/internalized by the teachers, administrators and support faculty. 	<ul style="list-style-type: none"> • Subject-wise learning outcomes, recording and reporting system may be designed at National level and communicate to States to ensure effective implementation of CCE. 	<ul style="list-style-type: none"> • Coming up with national consensus on CCE framework with non negotiable. • Clear picture for Comprehensive evaluation is required. Coming out of Blooms taxonomy, and replacing them with Anderson-Krohthwolls' model. • Discussing on learning levels and getting consensus which may be via media with proper philosophy and effective strategy. 	<ul style="list-style-type: none"> • Enough time to be given so that the spirit of CCE percolates/internalized by the teachers, administrators and support faculty. 	

Technical Session Four: Discussion on Learning Indicators

This session was devoted on issues and concern related to development of Learning Outcomes and Learning Indicators at the Elementary stage in various curricular areas. The terminology used in this area such as curricular objectives, curriculum standards, curricular expectations, learning outcomes, pedagogical standards, assessment standards and learning indicators were also discussed. The prime purpose of this session was three-fold.

- To know the *status and understanding of the state functionaries on development of curricular expectations/learning outcomes, learning indicators*
- To *discuss the issues and challenges* related to the development of curricular expectations, pedagogic expectations and learning indicators
- To *develop consensus* on issues related to curricular expectations and learning indicators for better understanding for effective implementation of CCE

After the discussion, the following points emerged:

- ❖ It was suggested by the group members that curricular expectations and learning outcomes are the same and these need to be developed stage-wise, rather than grade or class-wise. While developing curricular expectations/Learning Outcomes, bottom up approach should be taken into account. These learning outcomes need to be developed in a broader perspective taking into account of curricular concerns, core components of the curriculum and the subject-specific-expected learning. It would be useful and appropriate if the curricular expectations/Learning outcomes be developed
 - At the end of class III
 - At the end of class V
 - At the end of class VIII
- ❖ These curricular expectations or learning outcomes need to be derived from broad objectives or aims of the specific curricular areas, within the broad frame or strands of NCF-2005
- ❖ The written statements of curricular expectations/learning outcomes should not be either very vague/general or too much descriptive or lengthy. However, there is a need that curriculum expectations may be written as statements which can easily be understood by the users. These statements must capture the broader goals of each stage, derived from values of curriculum rather than the content-coverage of the specific stage.
- ❖ The curriculum standards progression between each stage (end of class III, class V, class VIII) needs to cover various dimensions as well as extension of these dimensions. For example in Language Learning, reading, writing, listening and speaking. Knowledge about Language and Communication, Language and disposition etc are broad strands or dimensions of Language Learning of the curriculum. As the stages progress, the dimensions would remain more or less the same but each dimension would have extension. Much focus needs to be given on extension of these dimensions.
- ❖ There was also a discussion on the terms to be used. Teachers felt that jargon like curriculum standards, etc. could be avoided to keep it simple. Learning indicators define or give direction to the scope and methods of assessment, therefore aligning objectives and assessment with pedagogy is crucial. Indicators provide signals of progress towards academic achievements of learning outcomes. These learning indicators will guide the teacher for timely intervention, change of transactional strategies and offer targets of improvement because it shows progress or lack of progress towards a

desired outcome. Each Learning Indicator is a combination of knowledge, skills and dispositions around which Learning Progression could be seen.

❖ It was also of the view of the team members particularly the practicing DM school teachers, that there is a need to have class –wise progression of child’s learning. This progression should not be in the form of assessment indicators/standards but should be the combination of process of learning (pedagogy) and the expected specifics of knowledge-sets, skills and dispositions at different levels of difficulty. These should be derived from curricular expectations and called “Learning Indicators”. The benefits of describing assessment standards in the form of “Learning Indicators” are:

- Focus would not be more on product of Learning, coverage of content, rather it would be more on processes of learning
- It would provide the holistic aspect of child’s behaviour rather than a segregated picture of child’s behaviour i.e. each learning indicator is a combination of abilities of child’s learning. These abilities would be developed through pedagogic standards
- Learning indicator would provide the comprehensive picture of the child’s learning

While reviewing the above points it emerged that:

- 1) Stage-wise i.e. at the end of class III end of class V, end of class VIII curricular expectations or learning outcomes needs to be developed subject-wise which provide broader understanding of curricular objectives at each stage
- 2) In order to see the progression of child’s learning, there is a need to provide pedagogical processes with examples
- 3) Learning Indicators across each class should not be depicted in the form of summative kind of assessment rather it should be in the form of process indicators.

Valedictory and The way forward:

Prof. G.D.Rao, Principal, RIE, presided over the function. Prof. Manju Jain, programme Coordinator gave a brief report about the proceedings of the three days programme. She briefly talked about the status of CCE implementation in southern states including DM School Mysore. She highlighted the major issues and concerns related to CCE that were emerged during the workshop. The following major issues emerged:

- All States and UT and DM school are following CBSE model, because of their compulsion due to affiliation of schools with CBSC
- There is a lack of conceptual clarity regarding formative assessment i.e assessment for learning. As practiced in the school and suggested by CBSE, continuous assessment is understood as periodic, frequent and multiple assessments relating to FA1, FA2, FA3 and FA4. Currently the assessment for learning data is used largely for reporting purpose. However, some teachers are using the data for diagnosis and remediation, more clarity is required.
- Assessing scholastic and non-scholastic in a segregated manner. All the States are still treating Art Education, health and Physical Education as co-curricular areas in their curriculum. They are also assessing these areas quantitatively.

- The focus more on quantification of child's learning rather than the process of learning. Cumbersome and time consuming recording and reporting process at the cost of teaching learning time. Teachers are obsessed in maintaining records and not able to use their data for improving learning and reporting child's progress.
- In Comprehensive assessment, the components in the affective domain need not be formally scored as many dimensions are quite intangible for measurement
- lack of understanding on assessing personal social qualities.
- Summative assessment is taken as an external activity and one time affair in the form of written texts.
- Forum for sharing and updating on CCE with materials from NCERT and practices undertaken in countries like Bhutan, Malaysia, Finland and Turkey, would be useful for the States to develop better understanding.
- Enough time to be given so that the spirit of CCE percolates/internalized by the teachers, administrators and support faculty.
- Coming up with national consensus on CCE framework with non negotiable.

Prof. Manju Jain shared the need and significance of exemplar package and mentioned how it could be useful to further improve CCE. She further added that this exercise is collective, collaborative and hand-holding exercise and thus each state is getting opportunity to learn from other's experiences and analyse our scheme. Teachers from DM school actively participated in the workshop and showed keen interest in the discussion that took place on curricular expectations, pedagogic processes and learning indicators. The film on CCE in the Mathematics classroom developed by NCERT was appreciated. She also mentioned that states desired that after completing the Regional workshops cycle a National Level meet may be organized and consensus should be evolved for effective implementation of CCE. Prof. Upadhyaya talked about the usefulness of the programme. Prof. Rao in his valedictory address said that such programmes help us to develop a vision and all should work together for quality education. The workshop came to an end with the vote of thanks from Dr. Kirti Kapur. She thanked everyone for their active and meaningful participation and contribution. Special thanks to the principal and faculty from RIE, Mysore for coordinating the workshop. Everyone looked forward to meaningful implementation of CCE in collaboration with NCERT.

Appendices

- (i) Background Note
- (ii) Time Schedule
- (iii) List of Participants
- (iv) States Presentation on CCE
 - Nagaland
 - Assam
 - Mizoram
 - Manipur
 - Meghalaya
 - Sikkim
 - Arunachal Pradesh
 - Tripura
- (v) NCERT Presentation

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 time. The reporting procedures of children's progress have also been found to be a mechanical and cumbersome exercise for teachers. Apart from this, there are misconceptions related to various terms such as a continuous, comprehensive, evaluation, assessment, formative and summative assessment, which created lot of confusions among various stakeholders in the system. As a result of this practitioners and other field level functionaries are interpreting CCE in their own way.

NCERT being an academic authority had also developed exemplar material 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 developing the exemplar CCE 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.* This material would address 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 this package can be conducted in a classroom having teacher-pupil ratio as per the RTE norms (1:30 for

primary stage and 1:35 for the upper primary stage). 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* (summative assessment) 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 use assessment as an in-built 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 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 has planned to orient nodal officers/representatives of States/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/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/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.

5. Participating States & UT- The following Southern states. Andhra Pradesh, Kerala, Tamil Nadu, Karnataka, and UT Pudducherry are participating in this workshop. From each state, 5-6 members have been invited, one member from SPO office has been invited, who is looking after pedagogy component under SSA while from each SCERT 2 members have been invited along with and 2-3 members from the DIETs in the respective state. These members will later act as master trainers to initiate the same process in the state.
6. Venue and Dates of the workshop: The regional workshop for Southern Zone states has been planned from 9-11 July, 2013, to organize at RIE Mysore with the expectation to do this exercise in a holistic way by involving RIE faculty, so that regular academic support could be provided to States and UTs as and when required for the Southern States/UTs.

Regional Workshop on Implementation of CCE

Venue: Regional Institute of Education, Mysore

Schedule of the Regional Workshop

Agenda

Day 1: 9th July, 2013

Sessions	Time	Resource Persons/ Speakers
Registration	09.30 am-10.00 am	
Inaugural Session <ul style="list-style-type: none"> • Welcome • Need and objectives of the Workshop • About the Programme 	10.00 am-10.40 am	Prof. D.G. Rao, Principal, RIE, Mysore Prof. Manju Jain, DEE, NIE Dr. Kirti Kapur, DEL, 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 and UTs
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	RIE and NIE Faculty
Tea Break 03.30pm – 03.45 pm		
Presentation and Discussion on subject specific examples CCE Package for Primary and Upper Primary Stage	03.45pm – 05.30 pm	RIE and NIE Faculty
Day 2: 10th July, 2013		
State-Wise Critical Analysis (Strengths and Weaknesses) of CCE Scheme of Elementary Stage	09.30am- 01.30 pm	Group Work: Representatives from States and RIE and NIE Faculty
Lunch 01.30pm- 02.15 pm		
Presentation and Discussion on Critical Analysis done by each States	02.15pm- 03.30 pm	Representatives from States
Tea Break 03.30pm- 03.45 pm		

Discussion on Curriculum standards (learning outcomes), Pedagogical standards and Assessment standards	03.45pm- 05.30 pm	Representatives from States and RIE and NIE Faculty
Day 3 : 11th July, 2013		
Evolving Action Plan for effective implementation of CCE and developing time line	09.30am-01.15pm	Group Work: Representative from States/UTs
Lunch 01.15pm -02.15pm		
Sharing and discussion on State's Action Plan for effective implementation of CCE	02.15pm -03.30 pm	Representatives from States
Tea Break 03.30pm -03.45pm		
Session Continued	03.45pm - 04.15pm	-
The way forward: Future course of Action	04.15pm -05.30pm	RIE and NIE Faculty

List of Participants

REGIONAL INSTITUTE OF EDUCATION, MYSORE
Regional Workshop on CCE Implementation in the Southern States
09-11 July, 2013

Sl. No	Name and Designation	Official Address	Contact Phone	Email	Area of Academic Interest
KARNATAKA					
1	Smt. B T Chandrakantha Sr Lecturer,	DIET, Chitradurga	09480388996	btchandrakantha@gmail.com	Mathematics & Science
2	Smt. Manjula Senior Lecturer,	DIET, Vasantha Mahal Nazarbad, Mysore	09611882346	manjula.mirle@gmail.com	CCE Training
3	Mr. Manjunatha M C Lecturer	DIET, Ramanahalli, Chikmagalore	09480545090	mmallapura@gmail.com	Teacher Education, ET and Science
4	Mr. Ravikumar V R Senior Lecturer	DIET, Ilkal Bagalakote	09945774150	ravikumardiet@gmail.com	Conducting Survey Computers
5	Mr. G V Hariprasad Senior Lecturer	DIET, Chikkamagalore	09964314575	harivana@gmail.com	Literature-Creative writing, Qualitative Researches,
6	Mrs. Triveni K Lecturer	DIET, Mysore	09980388955	Trivenik55@gmail.com	Mathematics & Science, CCE
7	Mrs. A Subhadra Sr. Asst. Director for Public Instruction (SADPI),	DSERT, #4, 100 Ft. Ring Road, Banashankari III Phase, Bangalore	09449648229	subhadsert@gmail.com	CCE Training
TAMILNADU					
8	K Mangaiyerkarasi Lecturer	DIET, Pullekarai Dharmapuri (Dist)	09443512190	mangaiyerkarasi1964@gmail.com	Teacher Education Mathematic Education
9	Dr C Rajeswari Assistant Professor	SCERT, DPI Campus, College Road, Chennai – 6	07373003344 09884325223	shrisureshkumar27@gmail.com	Teacher Education Science Education
10	Dr A Prabakar Devaraj Senior Lecturer	DIET, Oddanchatram Dindigul Dist	09965270532	a.p.devaraj2010@gmail.com	Brain Based Learning, Neuro Education Teacher Education
11	Dr S Vincent De Paul	SCERT, DPI Campus,	09443122483	drsvdp@gmail.com	Teacher Education

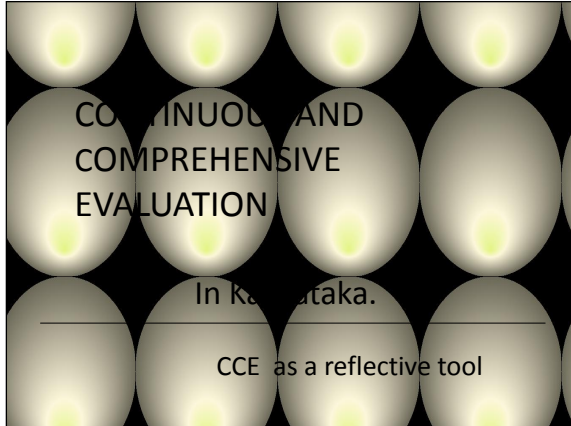
	Reader,	College Road, Chennai-600 006			Science Education Educational technology
12	S Sundara Raman Consultant	State Project Office SSA, Chennai-6	09788858891	Sundararaman.srinivasan@yah oo.co.in	Quality training
PUTHUCHERRY					
13	M Akila TGT, BRTE	Sarva Shiksha Abiyan (SSA)Vth Floor, PKGE Complex, Puducherry	9443122712	Akilassa78@gmail.com	CCE
14	P M Muthu Lakshmi Pedagogy Co-ordinator,	Sarva Shiksha Abiyan (SSA)Vth Floor, PKGE Complex, Puducherry	7373770036	Sreemuthu11@gmail.com	In-service Training and Capacity building
15	D Annarathinam Lecturer	DIET, Pondicherry	09585251835	swangem@rediffmail.com	Pre-Service and NIOS
KERALA					
16	Dr Jayalekshmi S Research Officer	SCERT, Poojappura Thiruvananthapuram-12 Kerala	09496365713	drsjayalekshmi@gamil.com	Pedagogical Practices and Evaluation
17	Mr. P L Anil Kumar Research Officer	SCERT, Vidya Bhavan Poojappura, Tiruvanathapuram,Kerala	9447554391	anilnilavu@gmail.com	Teacher Training
18	Mr. Joy T F Lecturer	DIET, Kozhikode, Vatakara Puthoor Post,Kerala	09447341545	joydcekkd@gmail.com	English Language Teaching and curriculum development
19	Mr. Gopinathan K P District Programme Officer	SSA, Kannur Kerala	9447739380	Gnathankp36@gmail.com	Malayalam Language Teaching
20	Mr. Ranjan Varies T S Pedagogic Co-ordinator,	SSA Project Office Nandavanam Thiruvananthapuram Kerala	9744881093	Rajanvarierts11@gmail.com	Reading
21	Mr. Pradeep Kumar P Lecturer,	DIET, Kannur(Dist), Kerala	9544470165	Pradeepkumar1965@yahoo.co m	Reading

22	Dr M Balan District project Director	I/c Dist Project Director, SSA, Kasargod, Kerala	09447402980	balanmaniyeri@gmail.com	Flokllore
ANDHRA PRADESH					
23	K Rama Subba Rao Lecturer	DIET, Bnakkapatam Ananthapuram Dist	09441950525	karanamrsrao@gmail.com	Teacher Education P&M and Maths Education
24	Dr Venkatachary AMO	AP RVM(SSA), Hyderabad	09618888154	Pvchary152@gmail.com	Mathematics
25	K Narayana Reddy Lecturer	SCERT, A P	09989334932	nrkankanti@gmail.com	Planning, Evaluation Teaching Maths
26	Dr. Usha Rani G Principal	DIET, Neredmet Hyderabad, AP	09949993716	govtdiethyd@yahoo.com	Teacher Education and Evaluation
DMS, MYSORE					
27	Mrs. Vijaya Lakshmi C V TGT(Mathematics)	DMS, RIEM	09449885935	viji_mly@yahoo.co.in	Mathematics
28	Mrs. M Remya PRT	DMS, RIEM	09449324326	Remya8023@rediffmail.com	Science
29	Parvathammani S WET in Drawing and Painting	DMS, RIEM	0821-2410765	amniviraya@gmail.com	Drawing and Painting
30	Mrs. C Santhi Grace TGT in English	DMS, RIEM	09448551319	S_g_benny@yahoo.com	English
31	Mr. G Krishna Nayak TGT	DMS, RIEM	09741453233	-	Social Science English
32	Dr Geetha R PRT	DMS, RIEM	09845452056	chinnigeethanazar@yahoo.co.in	Biological Science
33	Mr. Sankeshwa Bedar TGT	DMS, RIEM	07204821555	b.sankeshwar2005-06@yahoo.in	Languages
34	Mr. Santhosh M R PRT	DMS, RIEM	09480958729	santoshmr2434@gmail.com	English Language Evaluation
35	Mr. Satheesh H L	DMS, Mysore	09449489895	hlsatheesh@gmail.com	Science

RIE, MYSORE					
36.	Dr. Anil Kumar K Assistant Professor	RIE, Mysore	09448459768	dranilkumar67@gmail.com	Teacher Education Learner Evaluation Guidance and Counselling
37.	Mrs. Sujatha B Hanchinalkar Assistant Professor	RIE, Mysore	09448407449	sbhncert@gmail.com	Pedagogy of Science Teaching Teacher Education
38	Prof. CG Venkatesha Murthy Professor	RIE, Mysore	09448959012		Psychology Action Research
NIE Faculty					
39	Dr. Kirti Kapur Associate Professor	DEL, NCERT New Delhi	09350874109	kkapur07@yahoo.com	ELT CCE
40	Prof. Manju Jain Professor	DEE, NCERT New Delhi	09810491629	mjainncert@yahoo.co.in	Elementary Education

States Presentation on CCE Karnataka

1



4

CCE - Efforts

- UNICEF is helping in establishing Academic cell in DSERT, toll free help lines in DIETs

Other digital materials are

- KOER
- Website
- Radio talks in KOER
- Plan to bring out video clippings/ a telefilm

2

CCE - Efforts


- CCE was in practice as part of Chaithnya since 2003, but it was not structured.
- An awareness training 2011-12 on CCE for two days - **"Niranthara"**.
- **"Niranthara"** also covered NCF 05 and RTE 09 for another 3 days.

5

No detention policy in Karnataka

3

CCE - Efforts



- **"Sadhana"** is CCE implementation training programme which was provided to all teachers for 3 days of Karnataka. (228987)
- Feedback forms/ supervision tools developed and data has been collected from Schools, BRCs and DIETs
- **"Sadhana-pushti"** - For consolidation of CCE. 2 days training has been planned during June 13-14

6

As a policy

- Prior to RTE 09, 1-7th there was no detention policy
- As per section 16, sec 31, sec 32 of RTE 09 - No detention policy has been adopted in Karnataka.
- Detailed circular instruction has been issued to all managements. All Govt teachers are trained .
- Deviation , violations and redress will be addressed as per sec 32
- Learning deficits are addressed during post lunch second session every day (*Pooraka bodhane* with multi level learning situations).
- Cumulative learning deficiencies are addressed in bridge course in June ie beginning of the academic year.

CONCEPT AND PROCESS OF CONTINUOUS AND COMPREHENSIVE EVALUATION

In Karnataka.

CCE as a reflective tool

Comprehensive

- Scholastic : Subject specific areas.
- Co-Scholastic : Life skills, attitudes & values and other co curricular activities
- Includes a variety of tools and techniques for understanding and assessment of the learners.

CONTINUOUS COMPREHENSIVE EVALUATION ?

- Continuous and Comprehensive evaluation refers to a system of school based assessment that covers all aspects of student's development .
- Continuity in evaluation and assessment of broad based learning.
- It is treated as reflective tool

COMPONENTS

Scholastic -Thinking skills, Scientific skills are embedded

- **Academic – Languages, Math, Science, Social Science**
 - **Work experience**
 - **Physical and Health Education**
 - **Art Education**
- Co Scholastic
- **Life Skills**
 - **Attitudes and Values**
- (Observation includes Out door Activities)

FEATURES OF CCE

Continuous

- **Continual—from the beginning , during the instructional process and in a natural set up**
- **Periodicity—frequency /term**

Co-Scholastic Areas

- Life Skills (Many of them embedded in scholastic areas.)
 - Social skills
 - Emotional skills
- Attitude towards
 - Teachers
 - Schoolmates
 - School programs
 - Environment
 - Value systems

Co-Scholastic Areas

- Activity
 - Literary and creative skills
 - Aesthetic and performing arts
 - Clubs (Eco, Health, Wellness and others)
- Health and Physical Education
 - Any 2 out of Sports/Indigenous sports, NCC/NSS, Swimming, Gymnastics, Scouting & Guiding, Yoga, First Aid, Gardening / Shramdaan

Scholastic Evaluation

Formative Assessment : its for Understanding pupil

- Assessment is carried throughout the year by the teacher formally and informally
- It is diagnostic and remedial

Summative Assessment:

- End of term or end of the year exams
- Feedback on learning (assessment of learning) to teacher and parents

Will comprise of 1 or more of :

- Child portfolio
- Class work
- Home work
- Oral questions
- Quizzes
- Projects
- Assignments/Tests
- Observations through Check list, Rating scales, anecdotal records.

SUMMATIVE ASSESSMENT(SA)

- It is assessment of learning through - Picture, Demo, Open book exam, Oral and Written exam (Will be Term End Examination)
- Question papers and Exams to be conducted by schools,
- Evaluation of Answer scripts is done in schools.

SUMMATIVE ASSESSMENT SA2 – CLASS X

CCE will be till 9th standard.

10th Std had term end examination/paper pencil test for the year 2012-13.

CCE 1-4 stds in KARNATAKA

Term I	FA	FA	SA1	=
	15%	15%	20%	50%
Term II	FA	FA	SA2	=
	15%	15%	20%	50%

CCE 5-9th std in KARNATAKA				
Term I	FA	FA	SA1	=
	10%	10%	30%	50%
Term II	FA	FA	SA2	=
	10%	10%	30%	50%

FINAL ASSESSMENT 1-4 th std (other than nalikali)					
	FA	FA	FA	FA	=
Formative	15%	15%	15%	15%	60%
Summative		SA1	SA2		=
		20%	20%		40%

FINAL ASSESSMENT 5-9 th std					
	FA	FA	FA	FA	=
Formative	10%	10%	10%	10%	40%
Summative		SA1	SA2		=
		30%	30%		60%
For Physical education FA is for 60%+SA is 40%					
For Art education FA is for 80%+SA is 20%					

Summative assessment

It comprises of term end exam for 50 marks (30%).

Theory exam for 40 marks

*Oral exam for 05/10 marks

*Open book exam for 05 marks - optional

GRADING SYSTEM for SCHOLASTIC In Karnataka

MARKS	GRADE
91—100	A+
70— 89	A
50—69	B+
30—49	B
29 & below	C

For all subjects including Work Education, Art Education, Physical Education

Attitudes, life skills & Values Participation & Achievement

GRADE	GRADE POINT
A+	3
A	2
B	1

PROMOTION RULES of Class IX

- Total points earned by students to be calculated by adding marks/points for all co-scholastic areas
- Students who get total grade points in the range 30-49, may benefit by getting upgraded to the next higher grade in two subjects in scholastic areas

Challenges ahead

- Assimilating it as reflective tool
- Reducing documentation and making tr feel as documentation is not for others sake.
- Communicating the progress to parents.
- Coming out of the shadow of CBSE
- Convincing 10th board to adopt the system – making board to conduct SAs twice in a year.

The Process ...

Teachers individual marks reg..

S N	Name of the pupil	Unit 1		Unit 2		Unit 3		Unit 4		FA cons		10%		Ave rag e gra de
1	Priya	4*	A	4	A	4	A	5	A+	17	A	8.5	A	A


Cognitive part and involvement of the child like Skill, attitude, values, interest, & Emotional balance would be observed to understand the child.

Average grade will go to progress card which will be shared with the parents.

Tamilnadu

1

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)



SCERT
Chennai -6

4

NATIONAL POLICY ON EDUCATION (1986) ON CCE

- ❖ National Policy on Education (NPE, 1986) states that evaluation is to be
 - continuous and comprehensive
 - incorporated with both scholastic and co-scholastic areas
 - undertaken throughout the academic year

8/6/2013

4

2

ADVANTAGES OF CCE

- Learning without burden
- Avoids rote learning
- Reduces book load
- Reduces mental stress
- Involves activity based education
- Child centered Education

8/6/2013

2

5

NATIONAL CURRICULUM FRAMEWORK-2005 ON CCE

- ❖ National Curriculum Framework (NCF, 2005) also recommends that evaluation under CCE should be
 - stress free, simple, flexible and implementable in any type of school (rural and urban)
 - able to provide scope for creative teaching
 - a tool for diagnosis
 - able to link content knowledge to the life outside the school


8/6/2013

5

3

ADVANTAGES OF CCE

- Evaluation is continuous
- Individual and group evaluation is possible
- Performance is assessed throughout the year
- Possible to implement remedial measures



8/6/2013

3

6

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009 ON CCE

- ❖ Right of Children to Free and Compulsory Education Act, 2009 also mandates
 - Continuous and comprehensive evaluation of the child's understanding of knowledge and ability to apply the same
 - Building up child's knowledge, potentials and talents
 - Learning through activities, exploration and discovery in a child friendly and child-centred manner
 - Making child free from fear, trauma and anxiety and helping the child to express views freely

8/6/2013

6

TRIMESTER PATTERN AND CCE

- ❖ Hon'ble Chief Minister of Tamil Nadu announced on 26.08.2011 in the floor of State Legislative Assembly that the Trimester Pattern and Continuous and Comprehensive Evaluation (CCE) will be introduced in all schools from the academic year 2012-13 for the classes I to VIII and for the classes IX and X in 2013-14.
- ❖ Based on this announcement, a G.O No. 143 has been issued to implement the Trimester Pattern and CCE
- ❖ This policy decision has been taken to reduce the academic burden and the physical and mental strain of students
- ❖ Text Books would be developed separately for each term

8/6/2013

7

FORMATIVE ASSESSMENT (FA)

- It takes place during the course of learning
- It provides continuous feedback to teacher and taught
- It recognises the needs of students to be able to assess themselves and understand how to improve
- It helps students to support the peer group
- It is diagnostic and remedial
- It is done with flexible time schedule
- It has two components, FA(a) and FA(b)

8/6/2013

10

WHAT IS CCE?

- Continuous and comprehensive evaluation is the school based evaluation in a non-threatening environment
- It covers learner's growth and development in both scholastic and co-scholastic areas
- It reduces learner's stress
- It also includes physical education, life skills, work experience, visual and performing arts, values and personality development.

8/6/2013

8

FORMATIVE ASSESSMENT, FA (A)

- It is a measure of the child's enjoyment, participation in learning activities
- It need not be a measure of child's cognitive skills
- It can be conducted in each unit
- It includes group evaluation
- It is an assessment based on teacher's observation and interaction

8/6/2013

11

SCHOLASTIC ASSESSMENT

- Scholastic Assessment includes all academic subjects [Tamil, English, Maths, Science, Social Science] & Physical Education throughout the year
- It involves both Formative Assessment (FA) and Summative Assessment (SA)
- FA is for diagnostic (understanding the problems of students in learning) and remedial (solving their learning problems)
- SA is traditional and norm based assessment

8/6/2013

9

FORMATIVE ASSESSMENT, FA (B)

- It is the simple written test conducted by teacher- *[Classes I and II have only oral assessment]*
- It evaluates child's cognitive skill
- It is content based and diagnostic
- It involves written response at the end of each learning unit and sub-unit
- It assesses learner's development in all areas of curricular learning (Knowledge, Understanding, Comprehension, Application, Analysis, Evaluation and Creativity)
- It has scope for multiple modalities of evaluation.

8/6/2013

12

13

SUMMATIVE ASSESSMENT, SA

- It is conducted at the end of each term
- It is formal and certifies the achievement of learner at the end of the term
- It is an individual and Blue -Print based test
- It is time scheduled

13

16

LIFE SKILLS

- Life skills facilitate the physical, mental and emotional well-being of individuals. It includes
 - ✓ Self awareness,
 - ✓ Assertion and refusal skills,
 - ✓ Analytical skills,
 - ✓ Communication skills
 - ✓ Team work

16

14

COMPARING FA AND SA

Formative Assessment

- ❖ It is 'for learning'
- ❖ It is both informal and formal
- ❖ It is through each term
- ❖ It is diagnostic and remedial
- ❖ It has flexible timing

Summative Assessment

- ❖ It is 'of learning'
- ❖ It is formal
- ❖ It is at the end of each term
- ❖ It is for getting feedback on learning
- ❖ It has scheduled timing

14

17

ATTITUDES AND VALUES FOR PRIMARY LEVEL

- Attitudes and values are what inform the quality of life the child chooses for himself/herself
 - ✓ Respect for values of National and State Symbols,
 - ✓ Courteousness (Polite behaviour),
 - ✓ Respect for school and community property,
 - ✓ Compassion for all living creatures
 - ✓ Compliance with safety and Road Rules

17

15

CO-SCHOLASTIC AREAS

- It includes
 - ✓ life skills,
 - ✓ attitudes and value system,
 - ✓ wellness and yoga/holistic exercise,
 - ✓ co-curricular activities

15

18

ATTITUDES AND VALUES FOR UPPER PRIMARY LEVEL

- ✓ Respect for values of National and State Symbols,
- ✓ Upholding Constitutional Ideals,
- ✓ Appreciation for Diversity of Cultures,
- ✓ Respect for school and community property,
- ✓ Courteousness (Polite behaviour),
- ✓ Compassion for all living creatures,
- ✓ Environmental values,
- ✓ Pursuit of excellence
- ✓ Compliance with safety and Road Rules

18

CO-CURRICULAR ACTIVITIES

Co-curricular activities are built around areas of special interest or talents to the child

- ✓ Folk arts (*Oyilattam, Karagam, Thappattam, Silambattam, Kummi, Kolattam, Poikal kuthirai, Koothu* etc. / Indigenous games (Kho-kho, kabaddi etc.),
- ✓ Club Activities
 - Literary club
 - Science club
 - Eco club
- ✓ NCC, NSS, Scouts and Guides , Cubs and Bullbuls
- ✓ NGC, RRC, JRC and First Aid

19

GRADES FOR SCHOLASTIC AREAS – SA (ASSESSED FOR A MAXIMUM OF 60 MARKS)

Marks	Grades	Grade Point
55-60	A1	10
49-54	A2	9
43-48	B1	8
37-42	B2	7
31-36	C1	6
25-30	C2	5
20-24	D	4
13-18	E1	-
12 & below	E2	-

22

MARKING SCHEME

- ◇ FA (a) – 2 best activities out of maximum of 4 for each child for each term should be assessed for 20 marks each with 10 marks
- ◇ FA (b) – 2 best slip tests /Classroom Activity Tests (CAT) out of maximum of 4 for each child for each term should be assessed for 20 marks each with 10 marks
- ◇ Hence, FA (a) and FA (b) altogether constitute 40 marks
- ◇ The same method is to be adopted for each term (Term 1,2 and 3)
- ◇ Every teacher should record these marks in the **Teacher Assessment Record**
- ◇ Marks are to be converted to corresponding grade and entered in the **Teachers Mark and Grade Register**
- ◇ The corresponding grades will be carried over in the **Student Cumulative Record**

20

GRADES FOR SCHOLASTIC AREAS – FA AND SA (MAXIMUM OF 100 MARKS)

Marks	Grades	Grade Point
91-100	A1	10
81-90	A2	9
71-80	B1	8
61-70	B2	7
51-60	C1	6
41-50	C2	5
33-40	D	4
21-32	E1	-
20 & below	E2	-

23

GRADES FOR SCHOLASTIC AREAS – FA (ASSESSED FOR A MAXIMUM OF 40 MARKS)

Marks	Grades	Grade Point
37-40	A1	10
33-36	A2	9
29-32	B1	8
25-28	B2	7
21-24	C1	6
17-20	C2	5
13-16	D	4
9-12	E1	-
8 & below	E2	-

21

TERM-WISE GRADING PATTERN

Term	FA(a) 20	FA(b) 20	FA Total 40	SA 60	Total FA+SA 100	Grade
1						
2						
3						
Average of Term1+Term2 +Term3= 300/3 = 100						Corres - ponding Grade

24

SUBJECT WISE GRADING FOR EACH TERM

Term	Subject	Grade for SA	Grade for FA	Combined Grade
1.	Tamil English Maths EVS/Science Social Science			
2.	Tamil English Maths EVS/Science Social Science			
3.	Tamil English Maths EVS/Science Social Science			

8/6/2013

PART- 2 (C) – WELLNESS & YOGA/HOLISTIC EXERCISE

Area	TERM - I	TERM - II	TERM - III
Health and Hygiene			
Yoga / Holistic Exercise			
Grade			



GRADES FOR DESCRIPTIVE INDICATORS FOR CO-SCHOLASTIC AREAS

Excellent	A
Very Good	B
Good	C
Satisfactory	D
Needs Improvement	E

Note : In co-scholastic areas if all 5 indicators are present give 'A' Grade, for 4 indicators 'B' Grade, for 3 indicators 'C' grade, for 2 indicators 'D' Grade, 1Indicator 'E' grade

8/6/2013

PART- 2 (D) Co-Curricular Activities

Area	TERM - I	TERM - II	TERM - III
Folk arts / Indigenous Sports			
Club Activities			

Specify any one activity and grade it based on the descriptive indicators given below: Effort, Initiative, Persistence, Involvement, Regularity.

Student's Exceptional Talent / Ability / Skill, if any:



PART- 2B – ATTITUDES AND VALUE SYSTEM

Area	TERM - I	TERM - II	TERM - III
Respect for the values of National / State Symbols			
Courteousness			
Respect for School / Community Property			
Compassion for all living creatures / Integrity			
Compliance with Safety and Road Rules			
Grade			

8/6/2013

PART- 2 (D) CO-CURRICULAR ACTIVITIES

Indicators	TERM - I	TERM - II	TERM - III
Effort			
Initiative			
Persistence			
Involvement			
Regularity			
Grade			

8/6/2013

PART- 2 – CO-SCHOLASTIC AREAS

PART- 2 A – LIFE SKILLS

Skills	TERM - I	TERM - II	TERM - III
Communication Skills			
Assertion & Refusal Skills			
Rational Thinking Skills			
Self-Awareness & Emotional Management Skills			
Team Work			
Grade			

8/6/2013

37

PART-1B- SCHOLASTIC AREA -PHYSICAL EDUCATION

PART-1(B)- SCHOLASTIC AREA -PHYSICAL EDUCATION

TERM - I					TERM - II					TERM - III				
Physical fitness	Knowledge of sport	Initiative & Interest	sportsmanship	regularity	Physical fitness	Knowledge of sport	Initiative & Interest	sportsmanship	regularity	Physical fitness	Knowledge of sport	Initiative & Interest	sportsmanship	regularity
Grade					Grade					Grade				

8/6/2013

38

STUDENT CUMULATIVE RECORD

PART- 1 – ACADEMIC PERFORMANCE : SCHOLASTIC AREAS

Subject	Term-1			Term-2			Term-3		
	FA	SA	Total	FA	SA	Total	FA	SA	Total
Tamil									
English									
Maths									
Science									
Social Science									
Physical Education	**	**		**	**		**	**	

PART- 2 CO-SCHOLASTIC AREAS

Area	Term 1	Term 2	Term 3
Life Skills			
Attitudes and Values			
Wellness & Yoga / Holistic Exercise			
Co-Curricular Activities			

8/6/2013

39

STUDENT CUMULATIVE RECORD

PART- 1 – ACADEMIC PERFORMANCE : SCHOLASTIC AREAS

Subject	Term-1			Term-2			Term-3		
	FA	SA	Total	FA	SA	Total	FA	SA	Total
Tamil									
English									
Maths									
Science									
Social Science									
Physical Education	**	**		**	**		**	**	

PART- 2 CO-SCHOLASTIC AREAS

Area	Term 1	Term 2	Term 3
Life Skills			
Attitudes and Values			
Wellness & Yoga / Holistic Exercise			
Co-Curricular Activities			

8/6/2013

40

STUDENT CUMULATIVE RECORD

PART- 1 – ACADEMIC PERFORMANCE : SCHOLASTIC AREAS

Subject	Term-1			Term-2			Term-3		
	FA	SA	Total	FA	SA	Total	FA	SA	Total
Tamil									
English									
Maths									
Science									
Social Science									
Physical Education	**	**		**	**		**	**	

PART- 2 CO-SCHOLASTIC AREAS

Area	Term 1	Term 2	Term 3
Life Skills			
Attitudes and Values			
Wellness & Yoga / Holistic Exercise			
Co-Curricular Activities			

8/6/2013

40

YEAR END GRADE

Scholastic Subjects	Grade
TAMIL	
ENGLISH	
MATHS	
SCIENCE /EVS	
SOCIAL SCIENCE	
PHYSICAL EDUCATION	
Co-scholastic Activities	Grade
Life Skills	
Attitudes and Values	
Yoga, Health and Wellness	
Co-curricular Activities	

DETAILS	TERM - I	TERM - II	TERM - III
No. of Working Days			
Student's attendance			
Signature of the Class Teacher			
Signature of the H.M			
Signature of the Parent			

RESULT _____

8/6/2013

41

NOTE TO TEACHERS

- The areas for co-scholastic assessment would be intrinsically linked to all subject-learning interfaces in various ways.
- Each subject teacher would use the opportunities provided in the class to assess co-scholastic skills and attainments. He/She would briefly note relevant details in the Student Assessment Record.
- At the end of each Term, the class teacher would arrange a meeting of all subject teachers/class and award grades in the Mark and Grade Register for each child after due discussion.

8/6/2013

42

DESCRIPTORS AND INDICATORS

- **Descriptors and Indicators** for Assessment for the formative activities and co-scholastic areas have been provided in the General Guidelines Manual for CCE
- Guidelines for assessment of **children with special needs** has also been provided in the General Guidelines Manual for CCE

8/6/2013

43

INCORPORATING CCE WITH ABL, S-ALM, AND ALM

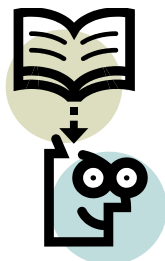
- The new initiatives of the State to make learning even richer for the child have been integrated into the ABL framework while keeping the core of child-based, child-initiated learning intact. Thus the CCE framework has been incorporated into the already embedded continuous and comprehensive assessment present in the ABL Milestones

8/6/2013

44

MATERIALS PREPARED AND DISTRIBUTED

- CCE Guidelines for Primary
- CCE Guidelines for Upper primary
- Subject-wise CCE manual for Primary
- Subject-wise CCE manual for Upper Primary



8/6/2013

45

Pudduchery

1



4

SCHOLASTIC ASSESSMENT

SCHOLASTIC		
9 Point Scale		
FA		SA
FA (a)	FA (b)	
ACTIVITY	SLIP TEST	
CO-SCHOLASTIC	CONTENT	
BEST 2 / 4	BEST 2 / 4	
20 MARKS	20 MARKS	60 marks

2

FOCAL POINT

- ▶ Holistic development of the learner
- ▶ Special attention in developing skills in scholastic and co scholastic areas.
- ▶ Understand the weakness and strengths of the students.
- ▶ Provide opportunities to improve the learner skills
- ▶ Immediate feedback of the teachers to modify their teaching strategies.

5

Life skills

- ▶ Communication skills
- ▶ Assertion/refusal skill
- ▶ Rational thinking skill
- ▶ Self awareness and emotional management skill
- ▶ Team work

3

STATUS OF IMPLEMENTATION

- ▶ All head teachers and teachers at primary and upper primary level given 3- days training in association with Azim Premji foundation.
- ▶ Hand book on CCE for teachers- training module, subject wise manuals provided to teachers
- ▶ sw for recording marks and grades provided -9pt scale for scholastic & 5pt scale for co-scholastic assessment.
- ▶ Implemented from class I - VIII

6

CO-SCHOLASTIC

5 Point Scale

- LIFE SKILL
- ATTITUDES
- YOGA & HEALTH
- CO-CURRICULAR
 - Games
 - Folk
 - Club

7

FOR LEARNING –{FA (a)}

- ▶ INTEREST
- ▶ INVOLVEMENT
- ▶ PARTICIPATION
- ▶ CREATIVE EFFORT
- ▶ REGULARITY

8

OF LEARNING {FA (b)}

- ▶ SLIP TEST
- ▶ DICTATION
- ▶ SEQUENCING
- ▶ MISSING LETTER
- ▶ LABELLING
- ▶ DRAWING
- ▶ MAP MARKING

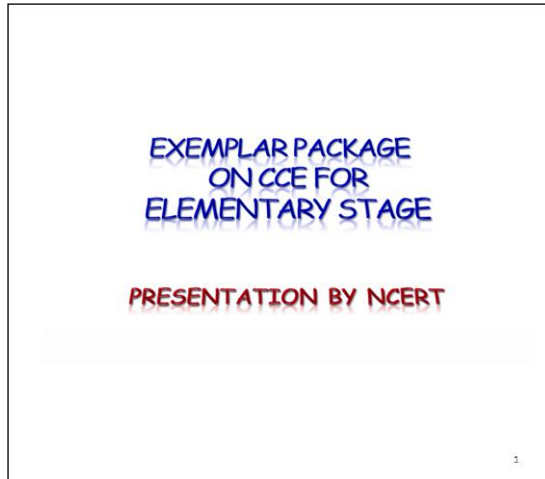
9

ISSUES

- ▶ Still Vague about CCE
- ▶ Designing activities/projects seems difficult for FA.
- ▶ Maintenance of records-work load
- ▶ Time constraint
- ▶ Suitable only for slow learners
- ▶ Parents not convinced with grades

NCERT Presentation

1



4

About CCE Package

- Exemplar Package on CCE for Primary and Upper Primary Stage
- One comprehensive package for primary stage
- Subject-wise package for upper primary stage- Hindi, English, Urdu, Mathematics, Science, Social Sciences and Arts Education
- Video Film – CCE in Mathematics classrooms

4

2

Need of the package (1):

- CCE is a mandatory requirement under RTE
 - Understanding Non-detention policy in the context of CCE
 - Understanding on process of implementation of CCE
 - ✓ Assessment during Teaching-Learning process
 - ✓ Assessment for reporting
 - ✓ Clarity on process of recording and reporting
 - Understanding on process of implementation of CCE in context of construction of knowledge by children

2

5

Process of developing the Package

1. Analysis of existing CCE material and Process of implementation
2. Constitution of Core group and organization of Planning meetings (July, 2012)
3. Constitution of Working groups (8 sub-groups, subject-wise)
4. Organization of developmental workshops (Aug-Sept 2012)
5. Organization of sharing meetings with core group & working groups (Oct, 2012)
6. Review Workshops to finalize the drafts (Nov, 2012)
7. Field Trialing of Package: (30th Nov.- 21st Dec. 2012)
8. Workshop to incorporate feedback received from teachers and principals (22nd Dec – 27th Dec 2012)
9. Finalization of draft package (Jan 2013)

5

3

Need of the package (2):

- Develop conceptual *understanding about CCE* among various stakeholders, i.e., practitioners, administrators, and teacher educators, for CCE implementation
- National Advisory Council on curriculum and pedagogy suggested to evolve concise CCE package for teachers
- Task given to NCERT for elementary stage

3

6

Salient features of CCE Package (1)

- Understanding on CCE – *What CCE is and What it Isn't*
- Providing examples on *how CCE can be used as an integral component* of teaching-learning process; (assessment for learning) and how assessment could be used as an external activity (assessment of learning)
- Addressing *subject specific issues* in CCE.
- *Depicting entire process* of CCE implementation.
- Providing *suggestive learning indicators* for various subjects as criteria of assessment.
- Addressing issues on *how to assess personal social qualities*.
- Providing *opportunities for children performing beyond expectation*.

6

Salient features of CCE Package (2)

- Providing examples on assessment of various ways of child's learning.
- Suggesting ways of providing timely feedback, scaffolding and peer assessment.
- Providing suggestive format for recording and reporting process.
- Provide a *model and broad guidelines* for teachers, teacher educators, and administrators, for Implementing CCE.
- Each package comprises 3 sections:
 - Understanding of CCE
 - CCE in classrooms
 - Some essentials for CCE for Practitioners, Teacher Educators and Administrators.

7

CCE-Comprehensive Assessment

Comprehensive Assessment **is not**

- Assessment of child's behavior in a segregated manner
- Addition of cognitive and personal social qualities
- Term – end assessment
- To be assessed over a short-term

Comprehensive assessment **is**

- Provides comprehensive picture of child's progress
- Assesses child's progress based on identified criteria
- Purpose is what child has learnt
- Conducts after completion of unit/ theme (**summative nature**)
- Paper pencil tests, oral work, group work, experiments/ activities, etc. are ways of comprehensive assessment
- Need to be recorded for reporting child's progress.

10

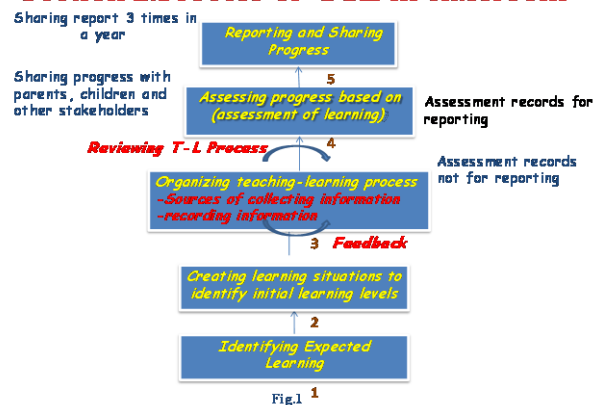
Section-1: Understanding CCE

Purpose of CCE

- Improving Child's Learning
- Helping children to their holistic development
- helping teachers to determine child's strengths
- Identifying learning gaps during the process
- providing timely feedback during the process of teaching – learning
- Helping teacher to review/modify T-L process to suits children's need
- reflecting children's progress based on identified criteria in a simple manner

8

Section 2: Process of CCE in classroom



11

CCE- Continuous Assessment

Continuous assessment **is not**

- Weekly tests
- Add-on – activity
- Paper pencil test
- For reporting purpose

Continuous assessment **is**

- ✓ Inbuilt part of teaching learning process, one of the components of Teaching-Learning cycle
- ✓ Having formative purpose
- ✓ Providing space for mutual learning, scaffolding, timely feedback
- ✓ Sharing experiences, discussions, asking questions, written work, peer interaction, class work/homework are some ways of continuous assessment
- ✓ Assessing child's progress in context of her/his previous progress
- ✓ Having purpose to improve child's learning (assessment for learning)

9

Section 2: What are the essential steps for CCE implementation in the classroom?

Step I- Identifying expected learning – **Significance is:**

- focusing on and understanding children's learning as a continuous process;
- providing a reference point for parents, children and others to understand the progress of every child in a simple way; and
- providing a framework for monitoring and reporting the progress of the child

Step II- Creating learning situations to know existing learning levels of children – **Significance for:**

- Connecting existing knowledge with new knowledge
- Scope for spiral learning
- Contextualize Teaching-Learning process

12

Step III- initiating teaching-learning process

3.1 Transactional processes

- Each lesson is nothing but a series of learning experiences
- Need to follow various ways of learning (Group , peer, individual and self learning, etc.)
- Identify gaps and timely feedback
- Identifying strengths among children
- Teacher's own record not for reporting
- Focus on improving child's learning

13

Step V – Reporting process: Mapping the progress

- Sharing on quarterly basis
 - Assigning the levels in each subject area indicate the range within which the child's learning and performance lies on these four performance/learning levels

Learning Level I: Even with support the child's performance has not yet reached the expected level

Learning Level II: Child needs support from elders to reach the expected level

Learning Level III: Child's performance as per expected level

Learning Level IV: Child's performance beyond the expected level

- Sharing with the child on regular basis
- Sharing with parents in monthly meetings

16

3.2 Sources for collecting information/data on child's learning

- Source could be teachers, parents, child's peer and friends
- Portfolio is a rich source of child's performance.
- Child's homework, project work, other assignments
- Parent-teacher meetings are a very rich source of getting information about different aspects of child's behavior.

3.3 Recording of Information (Two Kinds)

- Teacher's own record in her diary for improving learning
- Recording special observations for child's profile

- Data on assessment of learning
- Data need to be recorded in format.
- Keep samples in portfolio
- Use this data for reporting

14

Suggestive Format of Progress report of one quarter

Name of the child ... Class.....Quarter* - I/II/III**

Subject	Broad* Indicators	Learning Level**	Description/ Profile of the child
Hindi			
English			
Mathematics			
Environmental Studies			
Arts Education			

*If required broad indicator may be given.

**Learning Level I: Child's performance has not reached the expected level

Learning Level II: Child needs support from elders to reach the expected level

Learning Level III: Child's performance as per expected level

Learning Level IV: Child's performance beyond the expected level

***The progress report of each quarter may be developed as suggested above and the compiled report of all the three quarters may be kept in the cumulative record of each child.

17

Step IV: Record of one quarter (teacher's record) of Assessment data (assessment of Learning)

Name of the child	Observations during one quarter						Qualitative remarks /description
	Obs-1	Obs-2	Obs-3	Obs-4	Obs-5	Obs-6	
	Oral Expression	Written work	Drawing activities	Project work	Picture-reading tasks	Creating writing	
Assessing progress as per the related Indicators							

15

Section – 3: What role teachers need to play?

- ❖ **Essential elements of continuous assessment (assessment for learning)**
 - ✓ Assessment during teaching-learning be used as a process for learning
 - ✓ Not to be used for making judgments/ comparisons
 - ✓ Identify strengths /learning gaps of children
 - ✓ Opportunity for mutual learning (Teachers & Children) Devote more time on assessment for learning
 - ✓ It is a tool for teacher to teach better and for learner to learn better(Zone for Proximal Development)
 - ✓ Create non-threatening environment
 - ✓ Discourage rote-learning
 - ✓ Purpose is self progress

18

Section – 3: What role teachers need to play? (2)

- ❖ **Essential elements of Comprehensive assessment (assessment of learning)**
 - ✓ Focus is on what children have learnt
 - ✓ Comprehensive assessment is based on some criteria
 - ✓ Conducted by the teacher after consistent efforts of continuous assessment
 - ✓ Data to be recorded for reporting purpose
- ❖ **Essentials for evaluating child's progress**
 - ✓ Could be done 2/3 times in a year
 - ✓ Purpose is to judge child's learning based on common criteria
 - ✓ Instead of marks, grades/levels should be given. It should be substantiated by remarks or descriptions
 - ✓ Communicate progress in a simple manner

Guidelines for Administrators (2)

- School is a unit for CCE implementation, thus, school level formats needs to be developed within the broad framework of quality of elementary education.

With the support of all stakeholders

CCE is doable !!

Role of Teacher Educators, BRC/CRC Personnel

- Build capacity of teachers to use assessment as a process (assessment for learning)
- Believe in process of mutual learning
- More emphasis on discussion, sharing experiences participatory approach
- Focus on do-how rather than on do-know
- Context specific trainings and critical pedagogy is crucial
- State specific formats should be discouraged
- More focus on Teaching-Learning process less focus on record keeping
- Provide inputs for creating atmosphere for group learning
- Develop clarity on how to follow classroom transaction

Guidelines for Administrators (1)

- Joint responsibility of school- their role is crucial
- Regular interaction with teachers is a part of CCE implementation
- Flexibility in timetable
 - ✓ *autonomy to teachers*
 - ✓ *not to develop year-long timetables*
- Sharing by teachers about in-service training programmes
- Flexibility and *autonomy to teachers* to take up lessons/teaching-learning process
- Administrators are not supervisors or reporting officers rather as a facilitator, guide, partner
- Opportunities to be given to attend workshop/ conferences