Review of CCE Programmes of States and UTs

(A Study)

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(Project Incharge)

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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
PREFACE

Right of Children to Free and Compulsory Education Act (2009) mandates the States and UTs to implement Continuous and Comprehensive Evaluation (CCE). It envisages all-round development of children by enabling them learn and progress in a fear and anxiety free environment. Therefore, while prohibiting any external examination till elementary stage it mandates using CCE as a school based activity to ensure the right of each child to full time elementary education of satisfactory and equitable quality.

The States and UTs initiated steps in this direction, developed a variety of material on CCE and implemented it in schools. The CCE guidelines and the material developed shared some common features while differing from one another on certain lines. Two States, i.e. Mizoram and Chhattisgarh approached NCERT to evaluate their CCE schemes in 2012. The NCERT undertook this task and a theory driven programme evaluation study was completed by the department of the Elementary Education in 2013. In view of the gaps observed in the CCE scheme of these two states and recognising the need concerning the entire nation; the NCERT developed an exemplar package on CCE and shared with all the States and UTs through regional workshops during 2014 and finalised it.

To understand the extent to which the CCE schemes of the States/UTs incorporate and reflect the ethos of CCE, the study, supported by the MHRD, was taken up by the NCERT to review the CCE schemes of the States and UTs. I congratulate Dr. Kavita Sharma, the Project In charge, for the successful completion of this project and compiling the overall report. She developed the document review template, and shared with the RIEs. It was used by the RIE teams for reviewing the CCE material of the States from their respective regions. I am grateful to the principals of the RIEs, the task leaders and other team members at the RIEs for their valuable contributions. The report has State specific sections and an overall report on the review of CCE material of 11 States/UTs, which includes four north-eastern states, three eastern, two western and one state from each of southern and northern region. Hope the observations and suggestions will be received positively by the States to improve the CCE and its implementation. Any suggestions in this regard are welcome.

A. K Rajput
Head, DEE
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# ACRONYMS

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<thead>
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<th>Acronym</th>
<th>Full Form</th>
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<tr>
<td>ABL</td>
<td>Activity Based Learning</td>
</tr>
<tr>
<td>AIR</td>
<td>All India Radio</td>
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<tr>
<td>ALM</td>
<td>Active Learning Method</td>
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<tr>
<td>BRCC</td>
<td>Block Resource Centre Coordinator</td>
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<td>BRG</td>
<td>Block Resource Group</td>
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<tr>
<td>CA</td>
<td>Continuous Assessment</td>
</tr>
<tr>
<td>CBSE</td>
<td>Central Board of Secondary Education</td>
</tr>
<tr>
<td>CCA</td>
<td>Continuous Comprehensive Assessment</td>
</tr>
<tr>
<td>CCE</td>
<td>Continuous and Comprehensive Evaluation</td>
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<tr>
<td>CE</td>
<td>Continuous Evaluation</td>
</tr>
<tr>
<td>CEP</td>
<td>Child Evaluation Profile</td>
</tr>
<tr>
<td>CRC</td>
<td>Cluster Resource Centre</td>
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<tr>
<td>CRCC</td>
<td>Cluster Resource Centre Coordinator</td>
</tr>
<tr>
<td>CWSN</td>
<td>Children with Special Needs</td>
</tr>
<tr>
<td>D. El Ed</td>
<td>Diploma in Elementary Education</td>
</tr>
<tr>
<td>DEE</td>
<td>Department of Elementary Education</td>
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<tr>
<td>DIET</td>
<td>District Institute of Education and Training</td>
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<tr>
<td>ELO</td>
<td>Expected Learning Outcome</td>
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<td>EVS</td>
<td>Environmental Studies</td>
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<td>FA</td>
<td>Formative Assessment</td>
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<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>GOI</td>
<td>Government of India</td>
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<td>HPE</td>
<td>Health and Physical Education</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>HRD</td>
<td>Human Resource Development</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>LEP</td>
<td>Learning Enhancement Programme</td>
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<td>LP</td>
<td>Lower Primary</td>
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<td>MHRD</td>
<td>Ministry of Human Resource Development</td>
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<td>MSCERT</td>
<td>Maharashtra State Council of Educational Research and Training</td>
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<td>NCERT</td>
<td>National Council of Educational Research and Training</td>
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<td>NCC</td>
<td>National Cadet Corps</td>
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<td>NCF</td>
<td>National Curriculum Framework</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>NPE</td>
<td>National Policy on Education</td>
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<td>NSS</td>
<td>National Service Scheme</td>
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<tr>
<td>PCR</td>
<td>Pupil’s Cumulative Record</td>
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<tr>
<td>POA</td>
<td>Programme of Action</td>
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<td>PSQ</td>
<td>Personal Social Quality</td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
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<tr>
<td>PTM</td>
<td>Parent Teacher Meeting</td>
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<tr>
<td>RIE</td>
<td>Regional Institute of Education</td>
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<td>RTE</td>
<td>Right to Education</td>
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<td>SA</td>
<td>Summative Assessment</td>
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<tr>
<td>SCERT</td>
<td>State Council of Education Research and Training</td>
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<td>SIE</td>
<td>State Institute of Education</td>
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<tr>
<td>SLM</td>
<td>Self-Learning Material</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<td>SPO</td>
<td>State Project Office</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>SRG</td>
<td>State Resource Group</td>
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<td>SSA</td>
<td>Sarva Shiksha Abhiyan</td>
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<tr>
<td>TE</td>
<td>Teacher Education</td>
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<tr>
<td>TLM</td>
<td>Teaching Learning Material</td>
</tr>
<tr>
<td>TM</td>
<td>Teacher's Manual</td>
</tr>
<tr>
<td>TPCCE</td>
<td>Training Package on Comprehensive and Continuous Evaluation</td>
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<tr>
<td>UEE</td>
<td>Universalisation of Elementary Education</td>
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<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<tr>
<td>UP</td>
<td>Upper Primary</td>
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<tr>
<td>UT</td>
<td>Union Territory</td>
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<tr>
<td>VEC</td>
<td>Village Education Committee</td>
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</tbody>
</table>
Chapter 1

Introduction
Taking cognizance of the examination reforms by the Kothari Commission (1964-66) set up by the Government of India, the National Policy on Education (NPE) 1986, deliberated and considered assessment of performance as an integral part of any process of learning and teaching. It envisaged implementation of Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of teaching learning time emphasizing the use of grades over marks.

It also called for streamlining of the evaluation at the institutional level and reduces the predominance of external examination. The Programme of Action (POA) 1992 brought out a roadmap for the implementation of NPE, 1986 at the school level. Both the National Curriculum Frameworks, subsequent to this, developed in 2000 and 2005 recommended an evaluation system integral to the teaching learning to avoid any undue pain, anxiety, harassment and humiliation to help children grow as social beings.

The National Curriculum Framework-2000 envisaged the use of multiple techniques of measurement to reflect the outcomes of learning intervention in terms of grades predominantly as compared to marks in evaluation. The National Curriculum Framework-2005 portraying child as a natural learner emphasized giving space to children to find their voice and opportunities to nurture their curiosity to come up with knowledge as the outcome of their active engagement with the world around. Considering attitudes, emotions and values as the integral part of cognitive development, NCF-2005 recommended an internal school-based system of assessment that could provide information on a child’s overall development in a continuous and comprehensive manner. Continuously is in terms of during the teaching-learning process that informs teaching and areas that need improvement in learning along with assessment at the end of the term. Comprehensiveness is seen as considering the child’s overall development including spheres apart from typical curricular areas.

This system of Continuous and Comprehensive Evaluation (CCE) was recommended primarily for identifying the learning needs, difficulties and conceptual gaps to provide timely and appropriate interventions to reduce the stress and anxiety and enhance learning to help children progress. It was also intended to reduce rote learning, help teacher reflect,
review and improve her/his teaching and provide children with the feedback to improve their learning. However, it needed to be made more credible through various means suiting the context.

Despite the recommendations of various policy documents implementation of CCE was not up to the mark at the grassroots level in States/UTs until it became mandatory with the implementation of the Right of Children to Free and Compulsory Education Act (2009). While mandating free quality elementary education for all children in the age group of 6-14 years, we are aware that the RTE Act emphasizes on an all-round development of children, building up their knowledge, potentiality and talent with development of physical and mental abilities to the fullest extent through activities discovery and exploration in a fear, trauma and anxiety free environment using comprehensive and continuous evaluation.

To work towards its implementation, the RTE prohibits any external examination up to elementary level. As per its provisions, section 29(2) ensures the right of each child to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

1.2 Rationale of the Study

Under the obligation to implement the RTE Act, the States and UTs initiated steps in this direction which included the development of CCE schemes/guidelines, teacher training material, sample report cards etc. Many states introduced in schools and started practicing it as well. Although the states differed from one another on the respective schemes in terms of the duration, frequency and the weightage of assessment strategies, but drifting away from the spirit of the inherent purpose of CCE on certain aspects was apparent and was bound to affect their implementation as well. Two States i.e. Mizoram and Chhattisgarh approached NCERT to evaluate their CCE schemes. The NCERT undertook this task and a theory-driven programme evaluation study were completed by the department of the Elementary Education in 2013-14. The findings suggested that the State schemes were not very coherent with the core philosophy of CCE making it imperative that they may not provide much clarity to different stakeholders for its effective implementation.

With a huge demand from the field, on this issue concerning the entire nation, the NCERT was asked to throw some light on it. Consequently, an exemplar package on CCE at the
elementary level was developed at the behest of MHRD which was followed by an extensive
orientation of all the States and UTs through six regional workshops during 2013-14. These
workshops conducted by the NCERT, provided a platform to the key stakeholders from the
States/UTs to develop an understanding on CCE besides providing them with the
opportunities to analyse their CCE schemes to identify the gaps and strengths. Strategies
were suggested to overcome the gaps identified by them and the States and UTs were
expected to review/revise their CCE schemes/guidelines. The NCERT package on CCE was
provided as an exemplar resource material to them.

As a follow-up exercise to understand the extent to which the CCE schemes of the
States/UTs incorporate and reflect the ethos of CCE, this study was taken up by the NCERT
to evaluate their revised/new versions of CCE schemes as per the direction of the MHRD,
Government of India. In order to help the States and UTs understand and avoid a gap
between planning and implementation of CCE, the present study had the following
objectives.

1.3 Objectives of the Study
The objectives of the study are:

- To review the CCE schemes/guidelines of the States and UTs for the strengths and
gaps, if any.

- To suggest measures to address/overcome the gaps for effective implementation of the
  CCE.

Till March 2015, the CCE Material of eleven states was reviewed and the reports and
findings were shared with the stakeholders at the national and state level which they could
use for revising/reviewing their respective CCE guidelines to implement it as a school-
based system of assessment i.e. an integral activity to the teaching learning to help children
progress. In continuation, the study of CCE material of eleven States/UTs was undertaken
this year and the detailed report is given in the subsequent sections. The States are expected
to review/revise their CCE material in the light of the observations and suggestions to
implement CCE as per the intent of the RTE Act.
Chapter 2

Methods and Instruments
CHAPTER 2: METHODS AND INSTRUMENTS

2.1 Method and Instruments

The study being qualitative in nature was focused to evaluate the underlying assumptions of the CCE programme of the States and UT spelled out in the CCE documents of States. Therefore, it was restricted to document review approach. A document review template was developed in-house at the department of Elementary Education. In this regard the conceptual framework on CCE developed during the first phase of the theory programme evaluation study of the States of Mizoram and Chhattisgarh (2013) was used as the base, to develop items to analyse the CCE material of the States and UT. It was developed after careful selection, review and analysis of the national and international level documents on assessment and evaluation under the guidance of national and international experts. The document review template was then sent across to all the five RIEs for observations and suggestions and was finalized.

Different teams were constituted at all the five RIEs which used the tool to understand how well the CCE programmes in these States and UT incorporated the ethos of CCE as viewed by national/international literature and supported by empirical evidence. The study was limited to reviewing only the main documents of CCE provided by each State and UT with intent to provide suggestions for the planning of the State programme for the key principles on CCE instead of making a comment on each aspect of even the support documents developed which were referred to only if required. The Document Review Template developed by the NCERT, New Delhi consisted of four sections with each section seeking information on the General aspects, Specific Information on CCE, Usage of the Document and Overall comments respectively. The general information items were meant to look for the evidence related to the physical aspects such as the number of documents on CCE, their titles, the number of pages in each one, year of publication, the language used, target group etc. In Section B, 21 items were used to gauge specific information on CCE related guiding principles from the State CCE documents. Two items 22 and 23 from Section C were expected to dig out information on the extent of usage of the document(s) some overall comments from the reviewers were sought through D of the tool which had three items in it. It was sent to the Review teams at the five RIEs of the NCERT.
The CCE material from all the States and UT was sought through correspondence. As a result, the following ten States and one UT sent the following material mentioned in the table given below.

**Table 2.1: Details of CCE Material from States and UT**

<table>
<thead>
<tr>
<th>Region</th>
<th>States</th>
<th>CCE Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>North East</td>
<td>Assam</td>
<td>• Handbook on CCE (English) for Teachers: Ensuring every child learns was developed by SCERT and published by UNICEF.</td>
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<tr>
<td></td>
<td></td>
<td>• Two Training Modules-(at Primary Level and Upper Primary Level (in Assamese Medium).</td>
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<td></td>
<td></td>
<td>• Academic Calendar for Teachers and Trainer.</td>
</tr>
<tr>
<td></td>
<td>Arunachal Pradesh</td>
<td>• CCE Manual for Teachers of Arunachal Pradesh (Class I to V).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CCE Manual for Teachers of Arunachal Pradesh (Class VI to VIII).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A Training Package on CCE (Elementary Stage).</td>
</tr>
<tr>
<td></td>
<td>Sikkim</td>
<td>• Revised Guidebook on Continuous Comprehensive Assessment (CCA) Class I-VIII developed by the Pedagogy cell of SCERT and SSA.</td>
</tr>
<tr>
<td></td>
<td>Tripura</td>
<td>• Teacher’s Diary, SCERT, Tripura.</td>
</tr>
<tr>
<td>West</td>
<td>Goa</td>
<td>• Handbook on Active Learning and Continuous and Comprehensive Evaluation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A Handbook for Primary Teachers on Active Learning and Continuous and Comprehensive Evaluation Class I to IV.</td>
</tr>
<tr>
<td></td>
<td>Maharashtra</td>
<td>• Teachers’ Handbook’ on CCE developed by MSCERT- 2011.</td>
</tr>
<tr>
<td>East</td>
<td>West Bengal</td>
<td>• Peacock Model (CCE Training Module for Teachers) -Primary Level.</td>
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<td></td>
<td>Jharkhand</td>
<td>• Prathamik Kakshaon Ka Mulyankan (Classes 1 to 2).</td>
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<td></td>
<td></td>
<td>• Prathamik Kakshaon Ka Mulyankan (Kaksha III, IV, V).</td>
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<td></td>
<td></td>
<td>• Continuous and Comprehensive Evaluation for Jharkhand.</td>
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<td></td>
<td>Andaman and Nicobar</td>
<td>• Teacher’s Manual on CCE for Classes I &amp;II (Level- I).</td>
</tr>
<tr>
<td></td>
<td>Islands</td>
<td>• Teacher’s Manual on CCE for Classes III-V (Level- II).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher’s Manual on Continuous and Comprehensive Evaluation.</td>
</tr>
<tr>
<td>North</td>
<td>Haryana</td>
<td>• Prarambhik star Satatevam Vyapak Moolyankan lagoo kareneke liye Adhyapak Sandarshika (Adhyapakon Evam vidhyalaya record pyogarth) Evaluation Sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vidharthika CCE Report card</td>
</tr>
<tr>
<td>South</td>
<td>Tamil Nadu</td>
<td>• CCE guidelines and subject specific manuals up to the Elementary stage</td>
</tr>
</tbody>
</table>
The CCE materials from the respective States/ UT from each region were analyzed at each of the RIE in a workshop mode involving the representatives of the concerned States/UT.

2.2 Data Collection and Data Analysis
The CCE material of the States and UT from different regions was reviewed by the respective Regional Institutes of Education, the NCERT constituents in each of the five regions. The task was divided among the regional members with the overall supervision of the task leader at each RIE. The qualitative data, item-wise, on all the three sections using the document review template was compiled. This was followed by the data analysis. The methodology adopted during phase I of this study was continued during phase II also. A template developed in-house contained ten attributes on understanding and implementation of CCE as given below, which were used to extract information from the filled proforma. These were:

1. Continuous (Formative, Summative, Assessment, Evaluation)
2. Comprehensive (Holistic Assessment of Curricular, other Curricular, PSQs)
3. Criteria for Assessment (Learning Indicators/ Learning Outcomes)
4. Addressing Learning needs of all children (Styles, Development Level, Inclusive Aspect)
5. Multiple Evidence Based (Tools, Techniques of Assessment)
6. Process of Recording (Frequency, Ways, Log book, Teacher’s diary, Number of entries to be made per subject/ per child/ per quarter)
7. Feedback Mechanism (Clear, Specific, Timely, Use for different Stakeholders)
8. Reporting (effective communication to different stakeholders- child, parents, teachers, educational functionaries; frequency, at what time, reporting formats-simple/elaborate, qualitative/quantitative reporting, extent of usefulness for different stakeholders)
9. Flexibility (Non-threatening, adopt/adapt at the school level)
10. Implementation (Training modalities, Feasibility)

A colour code was used during all this process to highlight and separate specific points under different categories. The respective team members critically reviewed these to decide the strengths and gaps and also provided some suggestions to the individual State. The report includes the findings of the review of ten States and one UT mentioned in Table 2.1.
Chapter 3

Major Findings and Suggestions
The States and UTs have done significant efforts towards the implementation of CCE as envisaged in the RTE Act. An in-depth qualitative analysis of the CCE material of the individual States as per the items in the tool (details mentioned above) helped to identify the strengths and gaps against the research-based intent of CCE. Some patterns noticed during cross-state comparison of the observations helped to identify some common features across the CCE material of States and UTs. It also enabled understanding the gaps and challenges concerning the conceptualization of CCE which eventually affect its implementation on the ground. It is important for the stakeholders at the state and national level to understand and address these gaps so that CCE could be implemented as envisaged by different policy documents. This chapter pertains to the common features and gaps observed across the States/UTs along with overall suggestions for the different stakeholders and policy makers and for the individual states as well to help them review their CCE guidelines and the related material.

3.1 Some common Features

- All the States and UTs initiated their efforts on CCE initiatives post the implementation of the RTE Act 2009 and some of them have revised/modified in the light of new developments at the State/National Level.
- All the States/UTs developed CCE guidelines and stage-wise/subject-wise manuals/handbooks/modules for teacher on CCE except Tripura where only a teacher’s diary exists.
- The documents include apt elucidations of CCE terms; such as continuous, comprehensive, evaluation, assessment, summative, formative, etc. Eight States/UTs had their CCE guidelines as per the CBSE pattern i.e. four FAs and two SAs or four cycles of FAs only.
- The States of Assam and West Bengal are exceptions to this.
- The Assam documents envisaged CCE in consonance with the purposes; 'Assessment for Learning' and 'Assessment of Learning'. West Bengal PEACOCK Model on CCE has integration of scholastic and co scholastic components and selective skills and attitudes
such as ‘Questioning, Experimentation, Interpretation, Application, Empathy, Cooperation and Creativity’ as the core indicators that cut across all subjects for assessment.

- Many of them also provided examples to enable teachers to understand as to how to integrate assessment with teaching learning, identify learning gaps and address them suitably to help children learn and progress.
- Almost all the States/UTs introduced alternative modes of assessment such as debate, theatre, oral, art, field visits, projects etc., with some variations across States.
- The documents are suggestive in terms of these tools and techniques to be used for assessment with examples across different subjects to map the learning progress.
- Rubrics for evaluating the learning progress have also been suggested by some States. Teachers have also been given the flexibility to choose the tools suited to the need of the learners.
- The propositions such as not to label children, threaten or compare them with others also find a place in States’ documents. The comprehensive aspect of CCE has been addressed by including the assessment on Personal Social Qualities in addition to that on the cognitive aspects.
- Guidelines for the teachers also include as to on what kind of information needs to be recorded about children’s learning progress.
- Tripura is yet to develop comprehensive document/guidelines on CCE. Only a Teacher’s diary was shared with the research team.
- The State of Tamil Nadu made an attempt to address the concerns of CWSN.

3.2. Observations and Suggestions

In order to help the States and UTs strengthen their CCE initiatives some suggestions against the gaps and challenges are identified after a deep analysis of the CCE material mentioned in Table 2.1. Reviewing the existing practices of CCE in the light of the following suggestions can help the respective States and UTs plan and implement effectively.

* Arunachal Pradesh, Sikkim, Andaman and Nicobar Islands, Jharkhand, Maharashtra, Tripura have not developed any criteria against which learners’ progress could be mapped.
Those developed by the States of Haryana, Assam and West Bengal need to be rationalized as per the intent of the curriculum in each area.

- It is crucial for all the States to devise learning outcomes so as to help teachers plan and direct their teaching learning towards their accomplishment. The learning outcomes should be inclusive and holistic in nature.

* The inclusive aspect of assessment especially for Children with Special Needs (CWSN) has not been paid adequate attention by all the States except Tamil Nadu.

- Appropriate adaptation of the tools, techniques to accommodate the disadvantaged sections especially CWSN. The assessment procedure for children with special needs may be made more flexible with suitable accommodations such as the provision of extra time, special aids, etc.

* The terms continuous, comprehensive, formative, summative are defined appropriately but these definitions do not reflect aptly in the strategic details of their implementation. Lack of understanding of the terms formative, summative reflects in the manner in which Formative Assessments (FAs) and Summative Assessments (SAs) are dealt with. For example, one cannot claim implementation of continuous assessment based on four FAs and two SAs. Three states, i.e. Sikkim, Goa and Tamil Nadu have mentioned taking out cumulative average of four FAs only and reporting the yearly progress based on this. The recording and reporting on FAs and SAs emphasising the cumulative performance of children in grades leaves little scope for assessment for learning or assessment during the formative period, which is meant to identify gaps and offer timely feedback and support for further learning.

- More clarity for the terms ‘continuous, comprehensive, formative, summative’, are required for their implementation strategies. The continuous aspect needs to be clearly spelt out especially with respect to recording and reporting. There is a need to do away with giving any weightage to the FAs and adding it to cumulative assessment after SAs for the overall assessment. The documents need to bring better clarity to formative assessment that primarily aims at assessment for learning and not frequent or periodic tests.
The comprehensive aspect has been misconstrued to the extent that most documents offer little scope of gathering information on Personal Social Qualities (PSQs) as an integral component of assessment of different curricular areas. Arunachal Pradesh, Sikkim, Jharkhand, Haryana, Tamil Nadu, Andaman and Nicobar Islands mention evaluation of PSQs in isolation from that of the cognitive aspects. Arunachal Pradesh, Sikkim and Maharashtra even recommend separate co-scholastic areas such as art education, health education, etc. for the same. The assessment of PSQs in isolation from that of the curricular areas is inapt to holistic assessment.

- Compartamentalization of the curricular areas into scholastic and co-scholastic ones or those testing cognitive areas and PSQs separately are against the philosophy of holistic education. It creates a dominance of the cognitive attributes over PSQs in assessment making socio-emotional qualities as not just secondary to the cognitive attributes affecting their assessment and eventually the teaching learning as well. No demarcation in scholastic and co-scholastic areas should be encouraged. The assessment of Socio-Emotional Qualities should be judged in an integrated manner in the teaching learning of different areas and their compartamentalization into curricular/co-curricular or scholastic/co-scholastic needs to be re-looked into from the holistic perspective of assessment.

Further, the grading of the PSQs completely demeans CCE. Some States (Arunachal Pradesh, Andaman and Nicobar Islands, Jharkhand and Tamil Nadu) mention assessment of PSQs in marks which are then converted to grades as per the criteria provided whereas others recommend direct grading. Provision of a prescriptive list of the PSQs as given by Jharkhand and Haryana is also inappropriate as there will always be a scope of the extension of the same. This could further be taken as evaluating each child against each of the enlisted qualities with suitable activities, which would not just be tiresome for both teachers and children, but also a futile exercise towards obtaining ‘comprehensive’ picture of a child’s learning and development, no way in tune with the ethos of CCE.

- The quantification of assessment of PSQs as suggested by Arunachal Pradesh, Sikkim, Tripura, Andaman and Nicobar Islands, Jharkhand, Maharashtra are bound to bring biases as there is no rationale for awarding marks/grades. Instead, the teachers need to be
encouraged to write descriptive feedback about the learning progress after deeper observation of children’s performance on different learning tasks. The CCE training material needs to include suitable examples and capacity of teachers needs to be built for the same.

* In spite of citing different tools and multiple sources of assessment, weightage to the paper-pencil tests is exceptionally high. Moreover, alternative modes of assessment are suggested primarily for FAs whereas, SAs are mostly written exam based only. The State of Tamil Nadu has proposed only FAs which are of two types; one which are activity based and the other that are written exams based.

- There is hardly any difference between the formative and summative assessment. The purpose of formative assessment has not been addressed by the majority of the States. So it is difficult to accept the claim made by most States that dominance of written examination has been done away with. There should be an adequate focus on ‘Assessment for Learning’ and ‘Assessment as Learning’.

* The quantitative of information on learning progress of children completely shadows the qualitative progress if at all captured at any level as most of the CCE materials lack strategies to systematically collect and report such information. Further, quantifying assessment (e.g. by Arunachal Pradesh, Sikkim, Tripura, Andaman and Nicobar Islands, Jharkhand and Maharashtra) is only labeling children and in no way helping the teachers review their teaching learning or children with any constructive feedback to improve upon their learning gaps.

* To avoid labeling of children and obtaining an authentic picture of a child’s learning and personality an evidence-based assessment procedure using multiple uses of resources needs to be in place not just for the formative but also the summative assessment i.e. information needs to be gathered using various modes besides the written examination.

* Some of the State documents mandate selection of a particular number of tools and techniques of assessment out of a specific number provided, e.g. any three out of the given list of five. However, the choice of a tool(s) for both assessment and teaching learning
depends on the context, resources, needs of children and the curricular area/topic. Some of the documents even allocate a particular time and subject areas to assess some of the attributes of a child’s learning and personality e.g. morning assembly/zero periods and art and physical education to assess PSQs. This makes CCE a burdensome, rigid and prescriptive activity especially for the teachers and children.

- It should solely be the prerogative of a teacher and her children to select/adopt/adapt the tools, administer them at the convenience of her children besides giving the flexibility to decide anytime/duration to record and report assessment on socio-emotional attributes without compromising the quality of teaching learning and assessment. In no way, it should be a prescriptive activity.

* Recording and reporting of the assessment seem to be more tiresome activity for teachers. Report cards are to be filled predominantly with the quantitative description of the learning progress which itself a cumbersome activity as the teachers need to keep records of the performance of children in multiple tasks across different curricular/co-curricular areas and the assessment cycles. The recording of many aspects and making multiple entries( e.g. recording as per the CCE in Andaman and Nicobar Islands mention on life skills, attitude and values requires about 110-120 entries in the student’s report card and each entry has to be derived from several entries made in respect of each assessment area). The same is true for the states of West Bengal, Tamil Nadu, Jharkhand and some other states.

- The process of recording requires a critical contemplation by all the States. There is a need to reduce the burden on teachers by doing away with formal, prescriptive and rigid recording procedures of the FAs described in the CCE material of most States. There is a serious need to build a common consensus and understanding on informal and formal recording of children’s progress where the former intends to help the teacher identify gaps in children’s learning in order to review, reflect and modify her teaching learning whereas the latter is aimed at communicating different stakeholders about children’s performance and seek their involvement to help children develop. This gap needs to be addressed giving appropriate examples making the process of recording less cumbrous.
The documents also lack the space for constructive feedback mechanisms especially between children and a teacher and among other stakeholders i.e. parents, other teachers and even authorities at different levels where the latter are only at the receiving end with no major role beyond signing the Report cards. Arunachal Pradesh documents mention giving feedback to students once in two months and to the parents once in six months whereas, Sikkim has gone even beyond by reporting to students and parents only at the end of year. The states of Tripura, Jharkhand, Maharashtra, Haryana and Tamil Nadu also lack on this aspect.

Suitable mechanisms need to be suggested for effective communication among different stakeholders for reporting the learning progress and involve them to contribute towards children’s learning and development. The documents need better clarity towards the involvement and support of different stakeholders for identifying and addressing the learning needs and gaps of children.

It is extremely important to build an understanding of the significance of timely feedback; be it during/after a task or on the spot/ after an interval, is extremely crucial as most States despite agreeing logically, tend to somewhere neglect this notion while suggesting reporting formats where only tedious and mechanical calculation of marks/grades predominates with little focus on the qualitative feedback. Such a reporting often does not convey much to different stakeholders. Parent, child and teacher interaction may be on a regular basis for informing and making corrective measures. It may not just be restricted to handing over report cards.

The documents need to elaborate on this component of CCE so that not only the progress report conveys useful information on children’s learning that helps each stakeholder i.e. parents/guardians, other teachers, authorities besides the learner herself to act and improve it. Better elucidations on the approaches suggesting better communication among teachers, children and parents/guardians to help them understand and perform their roles meaningfully. Parental feedback may be utilized for developing the profile of each child. The neglect or the cosmetic allusion to qualitative assessment while reporting the learning progress in the child progress reports needs to be given due attention.
* Self-assessment and peer assessment have not been fully utilized in the assessment strategies of various curricular areas.

- Although these notions are defined by some CCE documents yet a better clarity in the implementation strategies can only help towards a wider acceptance and use by the teaching fraternity at the ground level. The guidelines for self-assessment, peer assessment and assessment by parents and community members should be explicitly stated and elaborated.

* Most of the CCE aspects laid out in the guidelines are mandatory without any scope of flexibility at the school level.

- Flexibility to adopt/adapt/design the reporting formats at the school level as per the contextual needs may be provided for effective implementation of the CCE as the rigidity to adopt them uniformly for each child and each school makes the whole process centralized and authoritative.

* The combining performance of different curricular areas to take out the average or cumulative grade is against the notion of CCE as the objectives of one curricular area are different from that of another and therefore needs to be as it will not serve much for the learners rather than helping the administrators and authorities.

- Reporting formats needs to be simple and clearly reflecting the child's progress, strengths and gaps both qualitatively and quantitatively wherein the qualitative reporting actually helps both children and parents to gain an insight on the existing level of learning and take steps to improve it further.
Chapter 4
State Wise Analysis of the CCE Material
CHAPTER 4: STATE WISE ANALYSIS OF THE CCE MATERIAL

The state wise analysis of the CCE material is given below.

4.1 NORTH EAST REGION

1. Assam

Section I: Status of Continuous and Comprehensive Evaluation
To implement CCE as mandated in RTE Act, 2009, the SCERT, Assam in collaboration with the UNICEF developed a booklet entitled, ‘Continuous and Comprehensive Evaluation: Ensuring every child learns in English Medium’ besides teacher guides at Primary Level and Upper Primary Level in Assamese Medium. An academic calendar has also been prepared by the Elementary Education Department, Government of Assam.

The details of the documents are following:

Table 4.1: Details of CCE Material from Assam

<table>
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<tr>
<th>S. No.</th>
<th>Title of the document</th>
<th>Developed &amp; Published by</th>
<th>Target Group</th>
<th>Year of development</th>
<th>Language</th>
<th>No. of Pages</th>
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<td>1</td>
<td>CCE Work Book for Primary Stage (Class I to V)</td>
<td>SCERT, Assam</td>
<td>Teachers/ Head Teachers/ Educational &amp; Administrators &amp; Functionaries</td>
<td>2015</td>
<td>Assamese</td>
<td>145</td>
</tr>
<tr>
<td>2</td>
<td>CCE Work Book for Upper Primary Stage (Class VI to VIII)</td>
<td>SCERT, Assam</td>
<td>Teachers/ Head Teachers/ Educational &amp; Administrators &amp; Functionaries</td>
<td>2015</td>
<td>Assamese</td>
<td>151</td>
</tr>
<tr>
<td>3</td>
<td>Academic Calendar</td>
<td>UNICEF &amp; adopted by SCERT Assam</td>
<td>Teacher Trainers/Teachers Parent/ Guardian</td>
<td>2015</td>
<td>English</td>
<td>61</td>
</tr>
<tr>
<td>4</td>
<td>Continuous Comprehensive Evaluation (Leaflet)</td>
<td>UNICEF &amp; adopted by SCERT Assam</td>
<td>Teacher Trainers/Teachers Parent/ Guardian</td>
<td>2014</td>
<td>Assamese</td>
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</table>
Section II: Understanding and Implementation of CCE

1. Continuous

The documents on CCE indicate a clear understanding of the word ‘Continuous’ in the context of evaluation as it emphasized the continuity in evaluating the students’ activities. In the preface of the document, a clear description of CCE, its needs and importance, advantages, its possibilities and requirements are highlighted. The workbooks have been developed in such a way that the content in each follows assessment questions, examples, activities for the learners, etc. that indicates the proper weighting to the continuous evaluation (Work Book for Primary Stage- pp.11-12).

2. Comprehensive

The documents refer to address the holistic development of the learners. Its concerns on the curricular areas, co-curricular areas as well as the development of personal, social qualities of the learners are indicators to address comprehensiveness. With curricular contents, the other areas like- art education, health and physical education, work education, environmental education, peace education etc., are also given due emphasis besides the traditionally known curricular areas. The documents mention the important personal and social qualities such as regularity, punctuality, respect to the elders, love to the young, truthfulness, discipline, empathy, co-operation, self-control, leadership, etc. to be inculcated among children for whom the school needs to provide adequate space and environment. The documents mention that evaluation of these areas needs to be done with core curricular areas in an integrated manner.

3. Criteria for Assessment

The documents mentioned competencies that are listed subject wise, lesson wise. The indicators of learning are also spelled out under each subject, which are expected to help teachers direct their teaching learning and assessment in the desired direction (Work Book for Upper Primary Stage, pp. 34–41).

4. Addressing Learning needs of all children

The document does mention the assessment of students with varied abilities and learning styles and developmental characteristics, however, the inclusive aspect has not been paid adequate attention and nor does the document include any clear guidelines for the same. It mentions that
assessment must be child based and following diverse techniques. (Work Book for Upper Primary Stage, pp. 45-48).

5. **Multiple Evidence Based**
The documents clearly encourage different ways, tools, micro and macro techniques of assessment like- oral and written questions, activities, projects, group works, observations, field study, quiz/extempore/debate etc. (Work Book for Primary Stage, pp. 46-49).

6. **Recording students’ learning progress**
The documents emphasise the process of recording of the students’ performance at regular intervals through continuous assessment. Lesson wise recording on a regular basis is shown in the documents. It suggests on minute observation and look for evidence using different tools. The documents suggest each teacher to maintain a diary and anecdotal record of children’s learning progress, their strengths and weaknesses in all curricular subjects including personal social qualities (pp. 4-9 of both Work Book for Primary & Work Book for Upper primary).

7. **Feedback Mechanism**
Scope for providing timely feedback in a qualitative manner to the students is included.

8. **Reporting**
After every quarter, a progress on the child’s performance is to be shared. The unit/quarter evaluation/progress may reflect the overall learning progress and gap in a qualitative manner, which is based on the analysis of the performance throughout. After completion of every unit evaluation, the teacher has to record the performance of each child in the Report Card. This reporting is not only based on paper-pencil work, but also on other criteria, i.e. regular observation of teachers, oral expression, experiments, projects and portfolios, etc., during that term period. Teachers need to provide qualitative statements about what and how the child is learning and about their personal-social qualities. The strengths of a child are highlighted along with the aspects that need improvement.

Quarterly PTMs are recommended for sharing the performance of children with their parents/guardians. For reporting on personal-social qualities the teacher must track the progress by taking the opinion of all other teachers.
9. **Flexibility**
Scope for flexibility is given in the following aspects:

- Holding classes on Sundays and other holidays must compensate the loss of academic time due to flood and other calamities/
  *bandhs*.
- Children with Special Needs (CWSN) should be taken special care of according to their
  needs or gaps in classroom situations.
- In the Barak valley/other districts, the number of *Puja* holidays can be increased by
  decreasing the number of summer holidays after taking prior permission from the
  concerned authority at the same time by maintaining the required number of working days.

10. **Implementation**
For implementation of the CCE, following strategies have been adopted in the state.

- An exemplar package has been developed by SCERT, Assam with financial assistance from
  UNICEF, Guwahati. Resource Material on CCE for Lower Primary (LP) and Upper
  Primary (UP) schools of the State has been printed and sent to schools in a few districts.
- Guidelines exist in the academic calendar for holding lesson-wise/unit-wise assessments at
  the elementary schools of the state.
- Tentative schedule for holding the four (4) unit evaluations along with weightage are
  mentioned in the academic calendar.
- Unit distribution of lessons for each evaluation is given in the academic calendar.
- An approximate of 40 numbers of DIET faculty and BPO’s have been given orientation on
  the developed CCE Resource Material in 2015.
- SCERT, Assam is planning to organise mass teachers training on CCE based on the
  developed Resource Material.
- SSA organised eight videoconferences where State Resource Group demonstrated classes,
  subject wise, so that Block resource Group (BRG) can directly get orientated on classroom
  transaction implementing CCE. BRG oriented the Cluster Resource Coordinators (CRCs)
  who can ultimately guide the teacher community.
- Some faculty members from SCERT and SSA visited Maharashtra, Gujarat and Kerala to
  understand the implementation of CCE in these states.
Section III: Strengths and Gaps

Strengths:
✓ The state material is largely in consonance with the intent of CCE.
✓ Text materials/References are also available at SCERT, SIE, DIETs and SSA, etc.
✓ The Directorate of SCERT has also taken measures for the publication of some materials on CCE.

Gaps
➢ Till date the State couldn’t organize Teachers’ Training on CCE effectively. As a result, the teachers are unable to implement CCE due to lack of adequate training.

Section IV: Suggestions
❖ Proper dissemination of the Resource Material on CCE in all schools at the elementary stage is needed.
❖ Capacity building of different stakeholders to understand, implement and use CCE as envisaged in the state documents is required.
❖ Use of ICT for larger reach out may be helpful.
❖ Co-ordination among various stakeholders is required to achieve quality education in the schools.

2. Arunachal Pradesh

Section I: Status of Continuous and Comprehensive Evaluation
The scheme of CCE has been implemented in the state of Arunachal Pradesh since 2011. The Pedagogy Cell of SSA Rajya Mission developed the CCE documents under Learning Enhancement Programme (LEP) of State Institute of Education, Itanagar. The state of Arunachal Pradesh, developed separate teacher's manuals on CCE for the primary and upper primary stages and one comprehensive training package for the complete elementary stage. Besides these three record registers are also developed under LEP, Pedagogy Cell of SSA Rajya Mission, Itanagar, in 2012. All the documents have been published in English language. The details are given below:
Table 4.2: Details of CCE Material from Arunachal Pradesh

<table>
<thead>
<tr>
<th>Number of Documents on CCE: (06)</th>
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<th>Details</th>
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Section II: Understanding and Implementation of CCE

1. Continuous

The documents mention/define the term Continuous at various places. For example, the document ‘Training Package on CCE (TPCCE)’ mentions “It is conducted at regular intervals in the form of daily, weekly, monthly or term-wise....” The document ‘Continuous and Comprehensive Manual for Teachers of Arunachal Pradesh Class I-V (CCETM1)’ explained the term ‘continuity’ in terms of ‘periodicity’ and elaborated the rationale of the continuous assessment (Chapter 1, pp.10-11).
2. **Comprehensive**

The document ‘CCETM1’ explained the term ‘comprehensiveness’ in terms of scholastic and co-scholastic assessment of pupil’s learning progress and further defined and elaborated the rationale of the comprehensive assessment (Chapter1, pp.11-12). The document ‘CCETM1’ has a separate chapter on ‘Assessing Scholastic and Co-Scholastic Areas’ to explain the things in details. The scholastic areas are to be assessed through marks and the co-scholastic areas will be assessed using grades. Assessment of co-scholastic areas is done through games, sports, art, health, etc. of summative and formative assessment cycles.

3. **Criteria for Assessment**

The document ‘CCETM1’ suggests that performance could be measured on a three-point scale with reference to;

- The learner’s previous progress, highlighting strengths and learning gaps.
- With reference to peer group through percentile rank.
- With reference to the criteria of learning, i.e. learning indicators.

(Chapter 4 and Annexure I-V, p.24)

The CCE documents allow mapping learning progress of a child in curricular areas against learning indicators, however, the learning indicators and outcomes are not spelled out clearly.

4. **Addressing Learning needs of all children**

The CCE scheme does not provide ample scope to address the learning needs of all children. The documents do not talk about the mechanism to implement CCE in inclusive set up. Although it is mentioned at one place “features of inclusive education must be kept in mind by the teachers so that differently-abled children must not feel segregated during the evaluation process” (CCETM1, Chapter 2, p. 17), but nowhere ways to implement are discussed.

5. **Multiple Evidence Based**

The documents present that assessment needs to be evidence based/unbiased; using multiple ways and sources for assessing the children’s learning progress. For instance, the document ‘CCETM1’ mentions various tools and techniques of assessment such as objective based questions, rating scales, inventories, checklist, schedule etc. (Chapter 2, p.17). It reflects in the document ‘TPCCE’ as “…tools and techniques of evaluation, not only need to be adjusted to the level/type of the learner, they also need to be multiple and appropriate …” (p.39) and
“formative assessment can be carried through using multiple methods of assessment such as assignment, quiz, debate, group discussion, project work etc.” (p. 21).

6. Process of recording
The documents suggested recording on a regular basis. As per the documents, recording should be done once in every two months in all the subject areas and finally in the CCE Record Register and in the Students’ Progress card.

7. Feedback Mechanism
It is reflected from the CCE scheme documents that feedback to students should be provided in every two months and feedback to parents should be provided in every six months after the end of Term-I & Term II.

8. Reporting
As per the documents, the focus is on quantitative reporting that is suggested once in every six months after the end of terms I and II. The academic performance in scholastic areas is to be reported in numbers (marks) and that on co-scholastic areas i.e. games, music/dance, personality, and health will be reported in a five-point grading system. The documents do not reflect on qualitative reporting.

9. Flexibility
The documents do not incorporate any flexibility for the teachers to be adopted at their own level or at the school level.

10. Implementation
Training Modalities and detailed Plan for Implementation of CCE not found.

Section III: Strengths and Gaps

Strengths
✓ Theoretical clarity on CCE is provided.
✓ Develops understanding of the expected roles and responsibilities of the teachers and Head teachers are there.

Gaps
➢ Not much clarity on continuous and comprehensive aspects appears. The theoretical intent does not reflect in the implementation strategies.
➢ There is no rationale for the periodicity mentioned to conduct assessments, record and report the learning progress, mentioned in the documents.
The pattern of CCE assessment is based on CBSE guidelines. The final (annual) assessment is based on the combination of FAs and SAs of the two terms during the academic year. The academic performance in scholastic areas is reported in numbers (marks) and that on co-scholastic areas i.e. games, music/dance, personality, and health will be reported on a five-point grading system (A+, A, B, C, D).

Scholastic Assessments primarily focus to check 'what' and 'how much' a learner has learned and to what extent the learning objectives have been realized.

Assessment of PSQs is in isolation from the scholastic areas and the PSQs are to be assessed using grades, whereas the scholastic areas are to be assessed using marks. In a way, complete emphasis on the quantitative aspect of assessment and the qualitative assessment is completely ignored.

No scope of timely feedback to the learners and the other stakeholders especially parents and guardians.

Not adequate attention to capture an authentic data as the use of appropriate tools and techniques has not been included.

Section IV: Suggestions

- The scheme lacks conceptual clarity of CCE.
- Assessment as Learning and Assessment for Learning through involvement of students in the assessment process needs to highlight.
- Appropriate strategies to make assessment of PSQs integral to scholastic areas may be considered and qualitative aspect of assessment must be included.
- Integration of assessment in the teaching-learning process needs to be further emphasized.
- Develops necessary skills of assessment of both scholastic and co-scholastic areas by making use of suitable tools and techniques implementation aspects of CCE are incorporating, community sensitization, and training.
- Modalities and other Plans and Strategies need to be integrated into the CCE Manual for effective implementation.
- Use of different learning resources in the process of assessment which has not been included needs to be integrated for improvement of students’ learning.
- A detailed CCE Guidelines to different stakeholders with their specific roles & responsibilities may be developed and be made a part of the CCE manual.
A Teacher’s Diary consisting of a detailed observation format in both scholastic and co-scholastic areas including a suggested list of activities to conduct of F1, F2, F3 and F4 may be developed and made a part of the CCE manual.

3. Sikkim

Section I: Status of Continuous and Comprehensive Evaluation

Table 4.3: Details of CCE Material from Sikkim

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Section II: Understanding and Implementation of CCE

1. Continuous

The documents suggested four formative assessments at equal intervals of two months and two summative assessments after every five months (CCA Calendar, p.3) but it does not ensure continuity of assessment rather it increased the frequency of assessments only.

2. Comprehensive

Indicators and grading schemes of art education, work education, health education and co-scholastic areas A & B (Chapter 4 & 5, pp. 125-131) covers all aspects of comprehensive assessment.

3. Criteria for Assessment

The document did not include curricular expectations and learning indicators for curricular areas. However, in chapter 5, some of the indicators for literary and scientific skills (pp. 1-7), may be correlated with mapping of learning progress of children. For example, indicator no. 3
under scientific skills reads as “is able to make toys out of locally available materials” may be considered as mapping learning progress of a child in science subjects.

4. Addressing Learning needs of all children

The guidebook has listed a number of activities under different classes. The activities as a whole have a proper progression in terms of the skills and abilities to solve the problem. Activities for a particular class are also framed on the various levels of capacities of children. For example, in class III (English), activities start from copying the letters, which are in the name of vegetables and fruits, next exercise is recognition of names of the fruits and vegetables. The next progression is made with the knowing of the names of the object along with the understanding of what material is used for making that particular object, then questions on occupation (two activities) which involves mastery of a certain level of language, knowing the days of the week and understanding of the sequence of days. These exercises were followed by a few more activities which are of varied difficulty level, even there are questions on exploratory kind (Questions 13 &15, p. 32).

The progression of activities was made properly, for example in class–I (p.11- Pasting picture of oneself) then Class –II(p.24, Making a family tree), Class–III (p.32 Drawing picture of favorite pet and Writing about it), Class –IV (p.39, Drawing a domestic animal and making web chart showing usefulness) etc.

The document does not address the concerns of children with special needs. No provision of using sign language, audible books, etc. is given in the CCE guidelines. There is no place of community involvement and peer learning.

5. Multiple Evidence Based

The guidebook does not mention anything about the tools and techniques to be adopted for assessment. A list of activities is provided. However, the document lists the indicators for the scholastic area –B and co-scholastic area A and B.

6. Process of recording

There are altogether seven formats for keeping records of the students including the Achievement card of the students which is a final format which almost tells everything about the
students’ achievement in scholastic and co-scholastic areas, attendance and health status. Achievement in scholastic area- A, is measured in terms of marks and later converted into grades (pp.132-133), but for Scholastic area–B, co-scholastic area A& B are measured in grades. For Scholastic area-A, recordings are made for FA-1 and FA-2 together and FA-3 and FA-4 are combined in a sheet. A consolidated record sheet for all the students is derived from it.

7. Feedback Mechanism
No feedback mechanism has been developed.

8. Reporting
The document lacks in effective communication to the students and parents. Formative assessment is not designed to implement in its true spirit. The document did not mention anything specifically about the reporting. Reporting format or achievement card (Chapter 7, p.138) is one time reporting at the end of the year, which is not achieving the purpose of CCE. It seems that only the achievement card is shown to the students. The format of the report card is quantitative in nature.

9. Flexibility
There is enough room for flexibility in assessing the students. There is a list of around 7-11/12 activities in each chapter from which the teacher can choose any three activities for the assessment, however, at the same time this does not limit the number of activities that can be done in the class. (CCA Calendar at a glance. p.3).

10. Implementation
The document does not spell out about training modalities, strategies and a plan of implementation.

Section III: Strengths and Gaps

Strengths:
✓ Enough provision of concern for the immediate environment as found in the activities
  (Example of activity no.3 in class VII, p. 41)
✓ A separate section of activities on adolescent education, and other activities of day to
day life through which learners can enhance their life skills.
✓ Flexibility in assessment methods.
✓ Good number of activities catering to the children of varied levels, room for self-learning.
✓ Extensive use of other resources for learning.
✓ Interconnectivity and maintaining the progression of activity in terms of complexity.

Gaps:
➢ The document emphasises on quantitative assessment and qualitative aspect is neglected.
➢ The pattern of CCE assessment is based on CBSE guidelines. The final (annual) assessment is based on the combination of four FAs (two in each semester) collected during the academic year. To co-scholastic areas, behavioral indicators are prescribed.
➢ There is no provision for facilitating knowledge construction, observation, listening to children, informal discussion with students, asking questions, preparation of learning materials by the students.
➢ No provision of individual assessment for child’s self-learning during teaching-learning activities
➢ Recording and feedback giving pattern.

4. Tripura

Section I: Status of Continuous and Comprehensive Evaluation

The State of Tripura has developed CCE guidelines titled “Teacher’s Diary”. This training material has been prepared by State Council of Educational Research and Training (SCERT) Tripura in the year of 2014. It has about 22 pages which provide the framework for CCE, tools for CCE in scholastic and co-scholastic areas, Recording and Reporting mechanism and sample tools for assessment in both scholastic and co-scholastic areas.

Table 4.4: Details of CCE Material from Tripura

<table>
<thead>
<tr>
<th>S. No</th>
<th>Title of the document</th>
<th>Developed&amp; Published by</th>
<th>Target Group</th>
<th>Year of development</th>
<th>Language</th>
<th>Number of Pages</th>
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<tr>
<td>1</td>
<td>Teacher’s Diary</td>
<td>SCERT, Tripura</td>
<td>Teachers</td>
<td>2014</td>
<td>English</td>
<td>22</td>
</tr>
</tbody>
</table>
Section II: Understanding and Implementation of CCE

1. Continuous
As per the document, the scheme of assessment is spread throughout the academic session, including both formative and summative assessment (pp.3-4). Therefore, it may be interpreted that the document reflected the understanding of continuous assessment to a large extent.

2. Comprehensive
The document also reflected the understanding of a comprehensive assessment by mentioning the assessment of scholastic and co-scholastic areas (p. 2, 3, 5, 7).

3. Criteria for Assessment
The document does not talk about the learning criteria/learning indicators for mapping of children learning progress in curricular areas. It only discusses the evaluation indicators mentioned on page 4.

4. Addressing Learning needs of all children
Since the document mentioning the terms like ‘slow learner’ and ‘weak learner’ which was found in teachers’ observation and teachers’ monthly observation (pp.9-12), it may be interpreted that the document does not have the spirit of inclusiveness. Therefore, it may further be interpreted that the document does not cater to the learning needs of all children.

5. Multiple Evidence Based
The document has given much stress on the teacher’s observation as it has two separate units on teachers’ observation, namely ‘Teacher’s Monthly observation’ (pp.11-12) and ‘Teacher’s observation’ (pp.9-10). The document hardly talks about other tools and techniques of assessment.

6. Process of recording
The process of recording the children’s learning progress is not very clear in the document. Though the document mentions that teacher will observe the children’s learning progress on a daily basis, which seems to be a tiresome process, but the format for teachers’ observation does not give clear idea what is to be observed as mentioned on page 9 and 10. The format has only two entries. The first entry is for teacher’s general observation and the second entry is to mention the name of slow learners.
7. Feedback Mechanism
The document mentioned the feedback of students in the sample of a weekly lesson plan of ‘English’ for class VI on page 15. But, it lacks a proper mechanism of feedback to be given to the students.

8. Reporting
The document does not talk about reporting formats, and the mechanism of reporting the children’s progress.

9. Flexibility
Not applicable, since it is only ‘Teacher's Dairy’.

10. Implementation
Since the document is a diary for teachers, it is focused on the teachers’ ways of assessment. It does not talk about the training of teachers regarding the implementation of CCE.

Section III: Strengths and Gaps

Strengths
✓ The document is written in a very simple language and easy to understand.

Gaps
Since it is a teacher’s diary only, it is not a proper document of CCE. It lacks on many things such as:
➢ It does not reflect the inclusive spirit in true sense.
➢ It does not reflect proper reporting and feedback mechanism.
➢ It does not talk about much on qualitative assessment.

Section IV: Suggestions
➢ Lesson plan should be based on constructivist approach.
➢ Teachers’ monthly observation should not be restricted to only weak learners.
➢ Supplementary FA test (p.17) should not cater to only slow learners, but should meet the needs of different types of children.
➢ There are many other activities based learning method to be included in the document such as group discussion, quiz, debate and others and brain storming should not be only for advanced learners.
Transparency should be maintained in CCE. For e.g. in assessment methodology (p.2) it mentioned that the students will not be aware that they are being tested (the word assessment should be used instead of tested).

4.2 EASTERN REGION
1. Andaman & Nicobar Islands

Section I: Status of Continuous and Comprehensive Evaluation

Two ‘Expert Committees’ were constituted separately by the Govt. of Andaman and Nicobar Administration in the year 2011 to suggest an overall improvement in all levels of school education beginning from the Primary to Elementary School stage in the state and entrusted with the responsibilities to prepare CCE handbooks (One for primary and another for Elementary Stage) in accordance with provisions of the National Curriculum Framework, 2005 and the Right of Children to Free and Compulsory Education Act, 2009 under the guidance of the Director, SIE, Port Blair. The developed materials were reviewed by a committee and finally printed/published by the Director, SIE, Port Blair/Andaman and Nicobar Islands in the year 2011 and 2013 respectively.

The material provided in the form of manual for primary stage to develop skills during the learning process. Both scholastic and co-scholastic assessment is done periodically to get a holistic picture of the child. More or less the UT has followed the pattern of CBSE model for assessment. The manual also covers the concept of CCE, objectives of the scheme, features of CCE, functions of CCE, understanding children and how they learn, understanding the school and the classroom, and why should children be assessed under the heading Introduction for the clarification for the teacher. It is hoped that the manual will equip the teacher, learner to meet the challenges of the system. The challenges related to the area of learners’ evaluation such as: What is the necessity of learner evaluation? Which are the aspects of the learner need to be evaluated? At what time the learner can be evaluated? In what ways is it possible to evaluate the learner? How can the results of learner evaluation be utilized afterwards?

Similarly, for Classes VI to VIII initiatives was taken by the Director, SIE, Port Blair based on the guidelines issued by CBSE for classes VI-VIII to enable the teachers to implement the same easily and successfully. The handbook comprises syllabus division with tools for each
formative assessment (tools like assignments, quizzes, debate, group discussion, project, peer assessment, experiment and activities) as well as examination structure for summative assessment. It has also a format of a report card and detail explanation of grading the co-scholastic areas and a broad conceptual understanding on CCE as an introduction.

Section II: Understanding and Implementation of CCE

1. Continuous
The document specifies the structure of continuous and comprehensive evaluation for each of the classes VI to VIII in English (pp. 2-11), Hindi (pp.12-18), Science (pp.19-24), Mathematics (pp.25-36) and Social Science (pp.37-53) and also in co-scholastic. The annual assessment framework in each of the scholastic areas consists of four formative assessments and two summative assessments spread throughout the academic session with 40 percent weight given to formative assessments and 60 percent weight given to summative assessments.

In case of co-scholastic areas and co-curricular areas, the teacher assesses the performance of students round the year. For example, in case of physical education, to reinforce day to day observation and quarterly behavior, rating, tests and inventories will be administered either half yearly or annually depending upon the attribute under assessment.

The analysis of records emanating from periodic observations is done to validate the attainment of quality resulting in growth in co-scholastic areas. The grades and descriptive indicators are assigned on the basis of the degree of attainment of a particular skill/ behavioral outcome. The provisions reflect the guiding principles of continuous assessment.

2. Comprehensive
The document orients teachers not just for assessing students on a continuous basis, but also making the assessment, comprehensive in the sense of capturing a wide range of competencies and skills of students. Besides assessing student performance in scholastic areas, it creates scope for assessment in co-scholastic areas including life skills (self- awareness, problem solving, decision making, critical thinking, creative thinking, interpersonal relationship, effective communication, empathy, managing emotions, dealing with stress), work education, visual and performing arts and attitudes and values and in co-curricular activities such as literary, creative and scientific skills (pp. 54-55).
Hence, provisions have been made in the document for assessing all aspects of student knowledge and personality both formally and informally using a wide range of tools. The document, thus, makes provision for comprehensive assessment of students.

The term ‘PSQ’ has not been explicitly used in the document. Page 54 lists out 10 life skills (self-awareness, problem solving, decision making, critical thinking, creative thinking, interpersonal relationships, effective communication, empathy, managing emotions, dealing with stress) and page 55 lists out attitudes and values (attitude towards teachers, schoolmates and school; respect for the country, culture, environment, etc.) under co-scholastic areas. These subsume the PSQs and detailed behavioral indicators have been specified to assess these student qualities. In this sense, the document addresses the importance of assessing the personal qualities of the students.

This is partly addressed in answering item 10. It has been pointed out in answers to item 10 that PSQs as such has not been addressed in the document. Certain student qualities in the form of life skills, attitudes and values assessed in this document overlap with PSQs. The behavioral indicators of these qualities are given in pages 70-80 and can be observed while the student is engaged in curricular tasks, but their integration with curricular areas has not been directly taken care of in this document.

3. **Criteria for Assessment**

The format of the student progress report card given in page 58 records, student performance in curricular areas in formative and summative assessments conducted throughout the session. It tells how the student is progressing throughout the year using a 9-point scale. Qualitative descriptions of student performance are missing.

The grading points reveal a holistic quantitative evaluation of students in curricular areas. The learning indicators in respect of each curricular area are not available in the progress report, though they are available to the teachers while they make formative assessments.

The self-learning and self-assessment components have been built into the document, but there is no explicit mention of how self-learning and self-assessment procedures would be followed and integrated by teachers into CCE. However, the exemplar activities (pp.43-53) and the tools for FA (pp.93-98) incorporate provisions for self-learning and self-assessment.
At the introduction stage, the document emphasizes the significance of self-assessment and self-learning. In exemplar activities in page 51, it is mentioned that the 7E model of project-based learning uses seven phases of learning. These activities give enough scope to learners for learning. Suggested activities like the one mentioned on page 52 ‘Read newspapers for a week and note down the coverage given to the matters of your LGB”; “Let learners build their own understanding from these experiences” and “Let them explain to their classmates what they have learnt so far” are few activities that give scope to learners for self-learning.

4. **Addressing Learning needs of all children**

The document is a general format of CCE to be used by teachers. A wide range of tools and techniques has been suggested allowing enough scope for teachers to bring in variations and adopt activities to suit the learning needs of children coming from different categories or having different learning styles. However, specific suggestions and procedures to cater to student diversities are not available in the document. Only a brief mention has been made in the first paragraph of page 64 in the form of diagnosing learning difficulties of students through formative assessments to plan suitable remedial measures. Children operating at different developmental levels or with different learning styles can benefit from the activities provided that they are used creatively rather than mechanically by teachers. But the inclusive aspect has not been explicitly addressed in this document.

The document prescribes continuous monitoring of learners’ progress in a non-threatening supportive environment (p. vii). It must be diagnostic and remedial and must recognize the profound influence it has on motivation and self-esteem of learners (p. viii). It also contains section 17 of RTE Act, which prohibits any child being subjected to physical punishment and harassment. Use of multiple tools has an inbuilt component of human and non-threatening evaluation. But the manner in which the beneficiaries can ensure that assessment can be made humane and non-threatening has not been stated in the document. These issues need to be addressed in teacher trainings.

5. **Multiple Evidence Based**

Resources can refer to persons involved in the assessment process, environments creating opportunities for a comprehensive assessment and tools/activities used for assessment purpose. The document orients teachers to multiple tools and activities (test, observation,
project, portfolio, debate, rating scale, checklist, anecdotal record, field visit, assignment, rubrics, etc.) and their uses in the context of student assessment have been designed to assess the developmental level of students. The purpose of these many kinds of assessments is to diagnose learning gaps of learners so that corrective measures may be taken to reduce or remove such gaps. Though the document talks about use of school resources, but it does not talk about the use of parents and the local community as resources.

Local community may be actively used in schools having inadequate teachers. Experts from different fields may well be invited at times to expose students to different scholastic as well as co-scholastic areas. The use of IT as a resource is highlighted here (p. 80).

Activity-based assessment tools have been designed for both formative and summative assessments in the scholastic, co-scholastic and co-curricular areas, learners would remain actively engaged throughout the year.

The document gives due cognizance of the fact that teaching-learning is not just a one-way process. Projects, assignments, debates, quizzes, seminars, group-work, peer assessment, etc. keeps students engaged in the assessment process. The structure and techniques suggested for formative and summative assessments invite active participation of learners in scholastic areas (pp.43-53), co-scholastic areas (pp. 64-98) and co-curricular activities. Assessment through 7E model of project-based learning (pp. 50-53) has been designed, which provides ample opportunities to learners to remain actively engaged. Some of the activities are individual in nature and some others are group activities, inviting learner’s active engagement in the learning process throughout the year.

6. Process of recording
There are seven pages (pp. 57-63) of student progress report which need to be filled by the teacher. Entering the outcomes of assessments in the progress card would not be a difficult exercise for the teacher. But the recording of the student performance, according to the indicators suggested for different areas would be a time-consuming and tiresome activity for the teachers. The formative and summative assessments in scholastic areas would not pose much of a problem for the teacher. But the recording of performance and progress of every student in the class in co-scholastic areas, co-scholastic activities and attitudes and values
would require keen engagement of the teacher to observe children along multiple dimensions and therefore may be a tiresome process for the teacher. There would be about 110-120 entries in the student’s report card and each entry has to be derived from several entries made in respect of each assessment area. Pages 108-121 provide calculation sheets for co-scholastic areas with descriptors, which require a lot of time to be filled by teachers. The tables have been systematized to make the task easier for teachers and possibly cannot be made easier keeping in mind the principles and philosophy of CCE. On an overall basis, it can be said that teachers may find the task to be tiresome because multiple entries need to be made on a timely basis at regular intervals.

7. Feedback Mechanism
In pages VII and VIII of the ‘Introduction’ chapter, there is a mention of continuous feedback and follow up of student performance. On page 52, it is mentioned that productive feedback may be provided to learners at regular intervals during the project about what they need to do for learning further. The provision of formative assessments implies that students would be informed and guided to improve their performance. However, no specific guidelines on feedback have been explicitly given to teachers.

Besides this brief remark regarding the importance of feedback to students and parents, the document does not present in detail the manner in which communication would be made and feedback would be sought. Communication to students and parents should have received greater attention in the document.

8. Reporting
It is mentioned on page 64 that the level of student attainment would be communicated to students and their parents. In order to help students, improve their performance, the schools shall diagnose their learning difficulties through formative tests right from the beginning of the academic year and bring it to the notice of parents at appropriate intervals of time.

9. Flexibility
Not much scope of flexibility exists in the document to adapt the guidelines as per the context and needs of the students.
10. Implementation
The document provides detailed and systematic plans for the teachers regarding how CCE would be implemented in the schools and how student performance would be recorded in a seven-page format (pp. 57-63). The instructions are not given to all beneficiaries. No mention has been made in the document regarding training and capacity building of beneficiaries. The training modalities including strategies and plan for effective implementation have not been addressed in the document. Training modalities are perhaps addressed in another document.

This document on CCE is primarily for teachers. The teachers can learn about the implementation aspects of CCE from this document. They would be able to appreciate the benefits of CCE as against the traditional methods of evaluation. The document would not be of help for parents, community members and other interested stakeholders to learn about CCE. The document is primarily meant for teachers and contains detailed guidelines for them to implement CCE in schools. There is also a degree of flexibility for teachers to adopt the practices as per their requirements. The document does not mention how it can be help to other stakeholders to implement CCE. The provisions in the document require constant observation, training and monitoring at the field level to find out its suitability and flexibility for implementation.

Section III: Strengths
Strengths of the document for level I (for classes I & II)

✓ The document is the first-time effort to provide basic principles, detailed guidelines and operational modalities on and about CCE for use by the teachers.

✓ A detailed analysis of curriculum has been presented.

✓ Quite a broad list of the parameters of scholastic assessment of EVS for classes I and II have also been included.

✓ Similarly, rating scales for language for classes I and II have also been given for teachers.

✓ Strengths of the document for level II(for classes III- V)

✓ This document is systematically formatted, edited and prepared keeping in view the importance of child-centered approach.

✓ It could be useful at the initial stage for the transaction as well as assessment.
Document covers almost all areas under scholastic and co-scholastic domains.

The document provides a lot of learning experiences, which are very relevant at primary school for children to develop their socio-cognitive, socio-linguistic, and socio-emotional skills.

The material visualized different tools and techniques for assessing students’ learning experiences and progress.

Adequate scope for learners’ active engagement.

Scope for establishing rapport between students and teachers and students and students.

Scope for using multiple resources

Material provides opportunity to develop learners’ multiple intelligence such as linguistic, mathematical, interpersonal and intra personal etc.

Strengths of the document for level III (for classes VI -VIII)

The 121-page document is quite exhaustive in many aspects such as delineating the domains to be assessed along with specific indicators, exposing teachers to a wide-range of tools and techniques, suggesting exemplar assessment activities in social sciences and recording student attainment in a systematic seven-page format.

Meaning of CCE is clearly explained in the ‘Introduction’ section.

A detailed and systematic structure of formative and summative assessments in scholastic areas is given for each class incorporating the number of types of questions to be asked.

Appropriate and balanced attention given to different domains (scholastic, co-scholastic, life skill, attitudes and values) in evaluating student performance.

Exemplar assessment activities in social sciences and other areas have been given appropriately.

An exhaustive list of tools and techniques for formative assessments and Clear guidelines for awarding grades in different domains of learning has been given.

Adequate explanation of different tools and techniques that teachers can use in assessing student achievement in different domains has been given.

Assessment in respect of areas pertaining to co-scholastic, life-skill, values and attitudes are given in operational/ behavioral terms with criteria for conversion into grades.
A well-formulated seven page format for recording student performance and progress is given.

Reference to RTE Act to conduct CCE in a non-threatening and supportive environment is given.

Section IV: Gaps and Suggestions

Gaps and Suggestions for improvement level I (Class I-II)

The formative and summative assessments are just not tools only to assess. They can be meaningfully used to help the child to analyze and refine his/her existing cognitive structures and construct better and more reliable structures. This objective of formative and summative assessments under CCE should have been functionally and explicitly included.

For every level, class and subject area, examples and strategies of assessment could have been given to help teachers. Otherwise, teachers find it difficult to relate to theoretical aspects.

CCE could be used to augment conceptual continuity and cognitive linkage for meaningful and valid conceptual knowledge. This parameter can be highlighted.

Assessments should help children broaden their cognitive domain, sharpen creativity, and promote thinking skills. These three parameters are essential to help children develop the skill to “learn how to learn”. The focus needs to provide such examples in the document.

Gaps and Suggestions for improvement level III (Class VI-VIII)

Learning difficulties and disabilities of children in curricular areas need to be identified.

Learning indicators/ criteria need to be identified and learning progress need to be monitored against these criteria.

Interactions between student, teachers and parents should have been highlighted.

More emphasis may be given to the use of local resources.

Scope for self-learning, self-assessment, peer-learning and peer-assessment need to be encouraged through appropriate assessment activities.

There should be guidelines to follow learners’ profile, and the same can be used to assess students’ learning progress, learning difficulties and areas of interest.

The outcomes of formative assessments may be more qualitative in nature where the focus should be more on learning improvement and remediation.
Alternative modes of assessment should have been highlighted for addressing the learning needs of children with disability.

Due emphasis should be given to qualitative descriptions of learner’s performance in recording, maintaining and reporting.

Collaborative assessment approach between teachers and students is preferable for recording and sharing the results.

The assessment should be practiced in such a way that the learner should not free of stress, fear and anxiety.

To make the document user friendly, some frequently asked questions (FAQs) may be incorporated.

**Gaps and Suggestions for improvement level III (Class VI-VIII)**

However, certain aspects such as making CCE inclusive, using multiple sources of information, qualitative description of student performance, making use of self and peer assessments, using formative evaluation outcomes for diagnostic and remedial purposes are not explicitly addressed in the document. The chapters in the document should be more logically sequenced to be able to lead teachers’ thinking in a systematic way without leaving the burden to the teachers to connect many pieces of information scattered through the document. Under no circumstances, teachers should perceive CCE as a burdensome exercise. Therefore, the document may be placed for an elaborate discussion with teacher representatives and modifications may be effected on the basis of their feedback to give them a sense of ownership of the CCE format. The utility of the document finally rests on field-level reports to be received regarding how and to what effect the CCE is implemented at the school level.

At the end the detailed analysis of CCE review material is given below:

- Guidelines for self-assessment, peer assessment and assessment by parents and community members may be explicitly stated and elaborated.
- Besides reporting grades in a quantitative form, qualitative description of student performance and recommendations for improvement should receive appropriate emphasis in student report card.
- The manner in which the evaluation outcomes from formative assessments are to be used should be explicitly stated and elaborated.
Guidelines and illustrative examples to assess the learning needs and performance of
differently-abled children and socially backward children should be incorporated to make
CCE inclusive in nature.

A clear mention of training modalities should be incorporated into the document.

Handling challenges of CCE in a multi-grade setup would be of great help to the teachers.

The document does not deal explicitly with personal-social qualities (PSQs). On the other
hand, it speaks of life-skills, attitudes and values. In order to be inconformity with the
national pattern, it should make provisions for assessment of PSQs.

The pattern of CCE assessment is based on grading (clues are underlined in this section),
and no clear information is given on the use of FAs/SAs/PSQs.

3. West Bengal

Section II: Understanding and Implementation of CCE

1. Continuous
The concepts associated with ‘Continuous Assessment’ have been exhaustively discussed on
page 16 of the document.

2. Comprehensive
The concepts associated with ‘Comprehensive Assessment’ have been exhaustively discussed
on page 21 of the document.

3. Criteria for Assessment
Use of ICON and 5E models in the classroom teaching learning process is indicative of
encouraging active engagement of learners in constructing their knowledge (pp.29-39).

Besides, the following techniques have been suggested for the purpose of assessment: quiz,
debate, project work, extempore, group discussion, experimentation different programmes of
the school, nature study, activities related to cleanliness, drawing, making wall-magazines,
taking part in activities related to social responsibilities and different types of programmes
(dancing, singing, drama, games etc.).

4. Addressing Learning needs of all children
Since the formative assessment is based on observing multiple characteristics of individual
learners using a variety of techniques, it necessarily takes into consideration the individual’s
needs, styles of learning and levels of learner’s development.
5. **Multiple Evidence Based**
From the report cards for different classes of the elementary stage (sample report cards on page 25-26), it would be possible to have ideas about the progress of a child on the specified learning indicators.

But, the learners’ progress in curricular areas, both in formative and summative assessments, during the early primary school classes (as shown in the model report card for class II on page 25) would be difficult to map as assessment of the curricular subjects are not shown separately during this period.

6. **Process of Recording**
The assessment uses qualitative statements during informal observations (pp.51-53) and reporting these observations along with the report cards using scores and grades require time and skill from the teachers.

Further, the use of the Peacock Cards (CCE-A & B) on a regular basis seem to be quite time demanding and may be tiresome for the teachers.

7. **Feedback Mechanism**
Feedback to teachers, students and their parents on a regular basis (time not specified) have been proposed (pp.14-15).

8. **Reporting**
The reporting has been prescribed quarterly.

There is a schedule of three day training of teachers teaching in classes I-IV (p.124). However, the details of the session plans and activities are not available.

9. **Flexibility**
No document was available

10. **Implementation**
No document was available

**Section III: Strengths and Gaps**

**Strengths:**

✓ CCE is recommended as an integral part of the Teaching-Learning process.
✓ It takes care of interpersonal skills along with skills in cognitive and psychomotor domain.

✓ The evaluation of CCE assessment is not based on a grading system. The line between scholastic and co-scholastic areas has been blurred to provide holistic development of the learner. FA is used as a tool for monitoring the student's progress in a non-threatening manner. It also provides:
   a) regular descriptive feedbacks,
   b) a chance to reflect on one's performance,
   c) assessment of self and peers,
   d) the platform for building self esteem, and
   e) involvement in the teaching learning process.

SA is a sum of how much a student has learned. It only certifies the level of achievements and not as a valid measure of growth and development of a child. Co-scholastic areas, primarily consists of skills; skills which are vital for the growth of mental, emotional and social.

✓ The indicators and the rubrics provide the teacher with a sense of controlled freedom so that the evaluation is not overburdened with mechanical data connection, yet overriding the risk of inconsistency and subjectivity.

✓ The informal data capturing, as recommended in the model, helps to avoid anxiety; trauma and fear that conventional examination system usually bring with them.

✓ The assessment for learning provides the scope to diagnose the learning gaps of children and further remediation with scaffoldings from the teacher.

✓ The qualitative statements for the learning progress of a child (every child is unique, we know) which in course of time helps to track the progress of the child and to take necessary corrective measures for the further empowerment of children, so as to make him/her a capable and responsible citizen of this knowledge society.

**Gaps:**
There are some areas for further improvements are:
- Rubrics of some indicators may be reframed to focus on the positive sides and strength of the learner.
The data capturing procedure for “Assessment for Learning” can be made more informal; we have to come out with a measure which doesn’t burden the child with any fear or anxiety of the orthodox examination system, yet provides the teachers the required information to track the actual progress of the child so that the teacher may provide necessary support to attain the learning goals.

Section IV: Suggestions

Suggestions:

- In spite of the definitions of ‘assessment’ and ‘evaluation’ provided at the beginning of the document (pp.3-6), the confusion between the two (mostly used synonymously) persists throughout the document.

- From the designs of the CCE given on page 22 and 24, the scores/marks have been given precedence over grades. From this, it is implied that the responses of observations are to be scored first and then to be converted to the appropriate grades (as detailed in p.24). It is important to emphasize that most of the performances of the learners during formative assessments can directly be graded.

- Areas of assessment as per the provisions of the NCF 2005, i.e., Curricular, Other Curricular, Co-curricular activities and PSQs have not been adhered to in the document.

- Although, integrated textbook is being used in classes I and II, no justification has been provided for not assessing progress in curricular areas like Language, Mathematics and EVS. Focusing on various skills may not ensure assessment of learning progress in curricular subjects. Assessment of co-curricular activities and PSQs does not find an adequate place in the document.

- The presentations of the two teaching learning approaches i.e., ICON in the first part and 5E model in the second part of the document are quite confusing. Are only these two approaches being followed in the classroom transactions in the primary classes of the state? What is the justification of presenting the two approaches in two different parts of the document?

- The word ‘rubric’ has been used in two different manners. While it is used to mean ‘guidelines’ at some places (pp.18, 23, 48), it is discussed as a tool of scoring at other places (pp. 41-42). Such avoidable confusions should be taken care of.
The document only focuses on the assessment of children in classes I to IV, although the design has been framed for the classes I to VIII (p.22).

The modules for teacher training need to specify clear objectives (session-wise) and activities addressing those objectives, which are missing in the document.

Monitoring and follow up programmes of the training need to be spelt out.

3. Jharkhand

In the year 2010-11, the State of Jharkhand started preparation to implement CCE in all government elementary schools. Administrators, teachers, and NGOs were also involved in the preparation of guidelines for the State. After finalization of the guideline, subject wise training modules were developed for training of teachers. The State has organized several teacher training programmes to orient the teachers to implement CCE in the classroom. After training of teachers, the State has implemented CCE in all government schools in 2012-13.

During the implementation of CCE in the schools, Monitoring, Research and Evaluation Department of Jharkhand Education Project Council have obtained feedback from the teachers. The field experiences and interaction with teachers it is understood 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. CCE is generally considered by them as an external activity to be performed separately after the completion of a topic/lesson rather than an integral part of teaching learning process.

After analysis, it was found that children are unable to achieve the desired level of learning. On the basis of the result, the State took initiative and organized a workshop to discuss about the improvement of the methodology of evaluation with the administrators, teachers, SMC members, NGO for effective implementation of CCE in the state of Jharkhand.

After three to four deliberations and presentations of CBSE and NCERT, CCE guidelines before the implementers the previous CCE guidelines were amended and tryout was carried out in a few elementary schools. The revised/modified guideline of CCE was placed before the secretary, HRD, Govt. of Jharkhand for approval and finally it is implemented in all the government schools in the state. CCE circular is issued to all districts in hard and soft copy.
with the permission to print as per their need of their district. Every district has printed at least one set for each school and used in teacher training. Before implementing the modified CCE scheme all district officials were requested to organize orientation programmes for teachers. The present CCE scheme is being implemented in all elementary schools of Jharkhand from 2015-16 academic session onwards. The detail of the analysis is given below.

**Section I: Status of Continuous and Comprehensive Evaluation**

**Table 4.5: Details of CCE Material from Jharkhand**

<table>
<thead>
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<th>Number of Documents on CCE: 03</th>
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<tr>
<td>Details</td>
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<td>2</td>
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<td>3</td>
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</tbody>
</table>

**Section II: Understanding and Implementation of CCE**

1. **Continuous**

The term ‘continuous assessment’ is meant by an assessment process through different tools for diagnosing the learning gap and providing feedback for improving learning. As per the documents, summative assessment for scholastic or curricular areas will be carried out twice a year and formative assessment four times in a year (two in each term). The co-scholastic or co-curricular aspects of students will be observed round the year and will be assessed twice a year (at end term, half yearly) and recorded using grades. The detailed scheme of assessment for the co-scholastic area is not discussed in the document.
2. **Comprehensive**
The document gives the meaning of comprehensive evaluation in brief, covering scholastic and co-scholastic areas. Detailed discussion on CCE is given for understanding the concept. Though the term PSQs is not explicitly used in these documents, but the co-scholastic aspect, activities have been prescribed for various life skills such as punctuality, self-discipline, awareness, health and sanitation, moral values, sports activities, leadership ability, critical and creative thinking, etc., specifying the significance of PSQs in the document, but the scheme and modalities of integrating PSQs with curricular area is lacking.

3. **Criteria for Assessment**
The criteria/learning indicators for mapping learning progress of a child in curricular area are missing.

4. **Addressing Learning needs of all children**
The document caters the learning needs of children as per their developmental level, but inclusive aspects are not focused. There is very less scope for collaborative learning in this document. However, group discussion among peers is suggested for Hindi, English and Mathematics. Further, project work is prescribed for Science and Social Science, which may be done in a group with the help of the teacher.

5. **Multiple Evidence Based**
The document mentions using different strategies, but the details are not mentioned.

6. **Process of Recording**
As all activities of a child are to be observed and recorded by the teacher, so it may be tiresome for the teacher. In case of scholastic area, there are two terms in an academic year. Each term has two formative assessments and a summative assessment. All the assessments with regard to the academic status of the students shall be done in marks and then it is converted into a nine point scale. In co-scholastic area, students are assessed in ten areas in marks and then the marks are converted to a five point grade once in each term (twice a year). All these need a lot of time to be filled in by teachers.
7. **Feedback Mechanism**
In the document, assessment of child’s progress will be done on a regular basis. However, component of helping children to improve learning is found very less. Provision for providing feedback to children on a regular basis for improving child’s performance is not given due importance.

8. **Reporting**
No detailed descriptions are given for the parents except report card.

9. **Flexibility**
Not much scope of flexibility to adapt the guidelines at the school level exists in the documents.

10. **Implementation**
Brief guidelines and timeframe have been given in the document for teachers on the frequency and timing of conducting both formative assessment and summative assessment. Training modalities, strategies and plan for effective implementation of CCE are not mentioned. The modality and roles and responsibilities of different stakeholders in implementing CCE are not clearly mentioned in the document. The document is not so flexible in adopting CCE at the school level.

**Section III: Strengths and Gaps**

**Strengths:**

- ✓ A genuine attempt has been made through this document to improve teaching and learning process.

- ✓ Subject-wise variety of assessment techniques/activities has been prescribed in the document.

- ✓ Focus has been given for co-scholastic aspects besides scholastic aspects for the development of the learners.

- ✓ The document mentions that the assessment process should be for holistic development of the child and should help the child learn and progress.
A brief guideline has been provided for teachers to conduct formative and summative assessments.

The document aims at creating good citizens possessing good health, creative thinking, positive attitudes and moral values besides academic performance.

Indicators are given for assessment of co-scholastic aspects.

Guidelines for converting marks into grades are given.

Gaps:
The pattern of CCE assessments follows grading system. The grading is based on two components: Scholastic and Co-scholastic areas. In case of scholastic area, there are two terms in an academic year. Each term has two formative assessments and a summative assessment. All the assessments with regard to the academic status of the students are recorded in the forms of marks and then converted into a nine point scale. In co-scholastic area, students are assessed in ten areas in marks and then the marks are converted to a five point grade once in each term (twice a year).

Section IV: Suggestions

Suggestions:
Detailed guidelines for teachers on the mode of implementation should be given.

- Scope for self-assessment, peer-assessment needs clarity.
- Qualitative aspect of assessment has been ignored. It needs to be addressed.
- Portfolio assessment should get an appropriate place.
- Feedback mechanism and reflection of the learner should be focused for assessment and in teaching-learning process.
- The modalities of the learners’ participation are not addressed.
- Learning needs of diverse learners and the inclusive component should be addressed.
- Feedback as an important component of CCE should be clearly given.
Teachers’ autonomy is very much essential for effective implementation of the CCE and teacher training on the modalities of implementing CCE should be organized on a regular basis.

CCE document should be flexible enough so that the needs of diverse learners are addressed and according to situation, it could be modified. Feedback of practicing teachers should be taken into account.

4.3 NORTHERN REGION

1. Haryana

Section I: Status of Continuous and Comprehensive Evaluation

Table 4.6: Details of CCE Material from Haryana

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Title of the document</th>
<th>Developed &amp; Published by</th>
<th>Target Group</th>
<th>Year of development</th>
<th>Language</th>
<th>No. of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prarambhik star par State evam Vyapak Moolyankan lagoo karene ke liye Adhyapak Sandarshika.</td>
<td>School Education Department, Haryana</td>
<td>Primary and Upper Primary teachers</td>
<td>2013</td>
<td>Hindi</td>
<td>73</td>
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<td>2.</td>
<td>Adhyapakon Evam vidhyalaya record prayogarth.</td>
<td></td>
<td>For Class I to II</td>
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<td></td>
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<tr>
<td>3.</td>
<td>Evaluation Sheet</td>
<td></td>
<td>For Class III to V</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluation Sheet</td>
<td></td>
<td>For Class VI to VIII</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>Vidharthi ka CCE Report card</td>
<td></td>
<td>For Class I to II</td>
<td></td>
<td></td>
<td>5</td>
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<tr>
<td>6.</td>
<td>Vidharthi ka CCE Report card</td>
<td></td>
<td>For Class III to V</td>
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<td>5</td>
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<tr>
<td>7.</td>
<td>Vidharthi ka CCE Report card</td>
<td></td>
<td>For Class VI to VIII</td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
Section II: Understanding and Implementation of CCE

1. Continuous

The document suggests that the observation of students’ specific skills and competencies as mentioned in rubrics should be observed daily and cumulative record of such observation is to be mentioned in the CCE report card. The CCE report card is to be filled bi-annually, i.e. April-September and October-March. Marks and grades are not awarded to the students of class I and II. For class III to V there is a provision of periodic tests, which are to be conducted once in every two months. The detail is mentioned below.

For class VI to VIII there is provision, project work, and work book beside periodic tests. Two summative evaluations have been prescribed. Four formative assessments during the month of July, September, December and March are to be conducted.

2. Comprehensive

The comprehensiveness of the document can be viewed stage wise.

Class I to II

- **Academic Aspects** (Evaluation sheets, pp.1-7)

  In language (Hindi & English) four major skills are covered, namely- listening, speaking, reading and writing. Understanding and interest are to be covered under listening skills. Conversation and recitation are covered in speaking skill. Fluency and pronunciation are in reading skill and vocabulary, dictation, spelling and neatness of writing are covered in writing skill. In Mathematics three basic skills are covered, these are counting and tables, Mathematical concepts and shapes.

- **Co-curricular Activities** (Evaluation sheet, pp. 7-10)

  Co-curricular activities are divided into four parts that are literary, cultural, creativity and games and sports. Literary activity covers rhymes, storytelling and writing skills. In cultural activities, singing, dancing and acting are included. This part includes a sense of rhythm, facial expression, body language and characterization. In creativity interest and innovation are two sub-skills which covers toy making by using papers and clay, colour painting, Rangoli, Mehandi, etc. Innovation also covers the originality and sincerity of students. Games and sports cover interest, enthusiasm, discipline and team spirit in both types of games (Indoor and Outdoor).
• **Personal and Social Qualities** (Evaluation sheet, pp.10-11)

Regularity and punctuality, cleanliness, initiation and co-operation and confidence are the personal and social qualities highlighted in the document. These qualities cover habit of doing home assignment timely, wearing neat and clean uniform, keeping the school bag, books and note books in a presentable manner (neat and tidily). Consciousness towards personal hygiene, co-operating with peers and teachers and showing self-confidence are the remaining qualities.

**Class III to V**

• **Academic Aspects** (Evaluation sheet, pp.1-8)

In Language four major skills are covered namely- listening, speaking, reading and writing. In addition to understanding and interest, at this stage comprehension has been added in listening skill, which is related to students’ careful listening in order to derive the conclusion from formal classroom transaction (p.1).

In speaking skill, assessment is to be done not only in conversation and recitation but in pronunciation also (p.2). In reading skill, a student will also be assessed in understanding of reading material, fluency and pronunciation (pp. 2-3). In writing skill, grammar part has been included along with vocabulary, dictation, spellings and neatness of writing (p.3). In mathematics, problem-solving ability of students is to be assessed which includes not only numerical understanding but to solve mathematical problems easily with interest (p. 7).

Environmental Studies (EVS) is introduced from class III onwards. There are two major skills, recall and recognition and conceptual understanding. These skills are to be assessed on the basis of recalling, ability to labeling diagrams correctly, ability to recognize objects, understanding and comprehension and correlation (p.8).

• **Co-curricular Activities**

There are three major components under the co-curricular activities. Those are literary, cultural, creativity and Games and Sports. Debate/speech and essay/poetry are two other activities covered under the literary component. Singing, dancing, acting and instrumental music are covered under the cultural activity. Under creativity, interest and innovation are two sub skills which covers toy making by using papers and clay, colour painting, Rangoli, Mehandi, etc.
innovation also covers the originality and sincerity of students. Games and sports cover interest, enthusiasm, discipline and team spirit in both types of games (Indoor and Outdoor).

- **Personal and Social Qualities** (Evaluation sheet, p.12)

Regularity and punctuality, cleanliness, initiation and co-operation and confidence are the personal and social qualities highlighted in the document. These qualities cover habit of doing home assignment timely, wearing neat uniform, keeping the school bag, books & note books in a presentable manner (neat and tide), consciousness towards personal hygiene, co-operating with peers and teachers and showing self-confidence.

**Class VI to VIII**

**Academic Aspect**

i) **Language (Hindi & English)**

- Memory, understanding and expression are assessed through periodic test.
- Cleanliness, interest, regularity and activity/assignments are assessed through workbook.
- Innovation, observation, teamwork and presentation are assessed through project work.
- Participation, concentration, enthusiasm and curiosity are assessed through classroom participation.

ii) **Science & Technology**

- Memory, understanding, analytical ability, numerical ability and figural ability are assessed through periodic tests.
- Cleanliness, interest, regularity and activity/assignments are assessed through workbook.
- Innovation, observation, teamwork and presentation are assessed through project work.
- Participation, concentration, enthusiasm and curiosity are assessed through classroom participation.

iii) **Social Studies**

- Memory, understanding and ability to draw diagrams are assessed through periodic tests.
- Work book, Project and classroom participation is same as in language.
iv) Mathematics

- Memory, understanding, application and problem-solving ability are assessed through periodic tests.
- Work book, Project and classroom participation is same as in language.
- There are two optional subjects other than Hindi, English, Math, Social Studies, and Science and Technology. These optional subjects can be chosen by the students out of Sanskrit, Punjabi, Urdu, Physical Education, Home Science, Drawing & Painting and Music. Periodical tests are conducted for both optional subjects by the teachers as per schedule. The concern teachers are supposed to identify subject specific skills expected to be acquired by the students in optional subjects.
- Under the co-curricular aspects activities such as literary, cultural, creativity, games & sports and PSQs are same as in class III to V.

v) Science and Environmental Awareness

- Science and Environmental Awareness at classes VI to VIII is assessed through a number of activities like- quiz, exhibition, plantation, performing skits and celebrating special days related to the environment.

3. Criteria for Assessment

The document allows mapping learning progress of the child in curricular areas based on different learning indicators. The document identifies class-wise as well as subject-wise different learning indicators which are assessed wing three/four-point scale (Evaluation sheet).

4. Addressing Learning needs of all children

- To a large extent, the document caters to the learning needs of the students as far as developmental levels are concerned. There are three levels, namely; class I to II, III to V and VI to VIII for which separate evaluation sheets are developed. According to age appropriate developmental needs of the students, the document suggests different strategies to assess the subject specific skills of the students.
- There is a limited scope for catering the learning needs of students with reference to learning styles and inclusion aspect. The document does not speak about the aspects with
special reference to those very desirable activities, specially, designed for the differently abled children.

5. **Multiple Evidence Based**

The document suggests the use of multiple tools like periodic written tests, observation, project work/assignment, workbook, debate, classroom participation, rubrics, cumulative record and rating scales. It also suggests the assessment through the grading system on three-point scale followed by descriptive comments.

The document shows the limited use of different resources (Adyapak Sandarshika, pp. 48, 49, 61, 62, 63). For class I to II observation and oral Examination are suggested in the document. In class III to V, assessment in language, Math, and EVS are done through written tests once in two months. Monthly work book is another source of assessment. In class VI to VIII various subject specific strategies of assessment are suggested by the document like- periodic tests, work book, project work and classroom participation.

Some topics are suggested to be taught by using some other resources. The scope of using different resources, with reference to social studies needs to be increased. Community resources like functioning of *Gram Panchayat, Nagar Palika* can be explored.

6. **Process of Recording**

The recording of students’ learning progress under academic, co-curricular aspect, PSQs and attendance are to be recorded on a monthly basis, but same is to be reflected twice a year on the CCE report card. Furthermore, stage wise and subject wise skills and sub skills are assessed either through three point or four point scale followed by descriptive comments. This makes the record keeping process tiresome to some extent for the teachers, who are supposed to maintain the record of each child separately.

7. **Feedback Mechanism**

The document seems to create space for clear and timely feedback at the primary level. Although, monthly record of students’ progress is mentioned in evaluation sheet, this is kept for school records and not shown to parents. Parents are provided feedback with descriptive comments through CCE report card bi-annually.
For class VI to VIII, the progress of students is communicated to the parents twice a year. The document advocates that marks should not be mentioned. Academic, co-curricular and PSQs aspects along with attendance record is communicated to parents through report card.

8. Reporting

The document describes effective communication to student and parents as far as the frequency are concerned because CCE report card is shown to parents twice a year. It is significant to mention here that the reporting format includes both quantitative and qualitative ways to make communication effective to parents/guardians and students, but because of inadequate frequency it becomes ineffective to some extent.

9. Flexibility

The mode of assessment may be feasible in a classroom with appropriate student-teacher ratio otherwise it will be difficult to ensure feasibility of assessment. The document seems to be prescriptive, allowing little flexibility at the school level.

10. Implementation

Neither the document provide with the planned and systematic support mechanism by which teachers can adequately be trained as how to implement CCE, nor does, it talks about strategies to capacity building of teachers. The document doesn’t spell out training modalities strategies and plan for effective implementation of CCE. To a large extent, the document is suitable to help beneficiaries learn about CCE. But in order to implement CCE successfully some adaptation is to be done.

Section III: Strengths and Gaps

Strengths:

Strengths of the document are as follow:

- Monthly record keeping.
- Subject-specific, class wise learning indicators.
- Descriptive comments on academic, co-curricular, and PSQs.
- Class wise, subject wise and month wise rubrics, which includes teaching days and revision days as well as periodic test.
- The document helps beneficiaries to ensure that assessment will be non-threatening.
- A wider range of tools and techniques have been suggested in the document with reference to implement CCE.
Gaps:

The document requires some improvements in the following areas:

- To promote the reporting at different levels should be increased and better communication with students and parents on a monthly basis is required instead of twice a year. The document suggests assessment of a student through written test once in two months (for class III to VIII) and on the basis of monthly workbook. However, there is no reporting of such strategies of assessment in the students’ CCE report card. Therefore, it is suggested that it should be mentioned in the CCE report card.

- There should be planned and systematic capacity building and training programmes for teachers, especially for newly recruited, as to how effectively CCE can be implemented in its real spirit.

- Document needs to highlight strategies to ensure collaborative learning among teachers like team teaching. An active parental role for collaborative learning is also required.

- The document should suggest more strategies to use other resources to make the teaching learning process more lively and interesting for e.g. Excursion, Exhibition, and Community work, etc.

- No need to provide a rigid and prescriptive list of PSQs namely regularity and punctuality, cleanliness, co-operation, self-confidence and initiation. Therefore, developmental and age appropriate qualities should be incorporated. Better strategies to assess PSQs integrate to the curricular areas are needed.

- The pattern of CCE evaluations of children in classes I-V are primarily based on the teacher's daily observation, and on the basis of rubrics. This observation is recorded daily/monthly and a comprehensive evaluation is recorded twice in a year. However, the assessment for students in classes VI-VIII is based on grading. (A+ to D for term tests and A to C for activities like projects, class performance, etc.).

- A student's CCE Report is based on two evaluations (1&2) conducted in the form of tests. Each test carries 50 marks and contains MCQs, SA, LA, etc. The assessment also includes project works, work books and classroom participation. PSQs includes regularity and punctuality (habit of doing home assignment timely), cleanliness (wearing neat uniform, maintaining and upkeep of the school bag, books and note books), initiation and
co-operation and confidence, consciousness towards personal hygiene, co-operating with peers and teachers and showing self-confidence.

4.4 WESTERN REGION

1. Goa

Section I: Status of CCE in Goa

State Council of Education Research and Training, Goa has developed ‘handbooks’ on CCE. The first is ‘Handbook on Active Learning and Continuous and Comprehensive Evaluation’. It was published in 2012-13. The second was titled as ‘A Handbook for Primary Teachers on Continuous and Comprehensive Evaluation (CCE) Classes I to IV’. It was published in 2015. Both the handbooks were published by SCERT, Goa. The activities related to CCE have been started, since 2012-13. Both the documents were in English language. The handbook published in 2012-13, consisted of 78 pages, whereas the handbook published in 2015, consisted of 49 pages. The structure of CCE was decided by considering NCF-2005, RTE 2009 and CCE literature published by NCERT. The first handbook consisted of nine chapters and the proformae for recording the evidences. The second handbook has nine chapters including, the recording and reporting proformae. Handbook-wise descriptions of contents are given, below.

Handbook-I

The introductory part of CCE was described in chapter I. It describes the aims of education, learning: its features and constructivist classroom. Active learning was dealt chapter II. Exemplars were presented to demonstrate how to identify competencies and develop activities to make students acquire the identified competencies. Class-wise and subject-wise exemplars were presented, comprehensively. In the chapter III, topic plans are given subject-wise and standard-wise by identifying the competencies along with the learning experiences/active, outcomes and formative task for the assessment. The cost of evaluation was described in chapter IV. The concept and definition of CCE are mentioned in chapter V. Formative Assessment and its tools and techniques for different subjects are mentioned in chapter VI. Subject areas and weightages are given in chapter VII. Chapter VIII deals with the grading and chapter IX dealt with the recording and reporting procedures including the different proformae.
**Handbook-II**

Chapter I dealt with the introduction and the chapter II described the assessment areas and weightages. Marking and grading was dealt in chapter III. Subject-wise and standard-wise learning objectives and outcomes are given in chapter IV. Chapter V, VI and VII dealt with the exemplar materials and the worksheets for different subjects and standards. Chapter VIII consisted of recording reporting proformae. Chapter IX dealt on the proformae related to students’ grade sheet and health records.

**Section II: Understanding and Implementation of CCE in Goa**

The document agreed that the evaluation practices must change if the constructivist paradigm was to be adopted in the classroom. First and foremost is that the uniform standards of evaluation cannot be used for all the students as these methods test knowledge of the students against that of the teachers/paper designers or test the ability of the students to recall and to reproduce. Methods that come under the constructivist paradigm include; self-evaluation, criterion-based evaluation, concept mapping and V diagrams. There is a need, therefore, to change the standardized, objective tests to performance-based assessments which can be done under the Continuous and Comprehensive Evaluation approach. (Handbook-I, p.39; Constructivist Approaches to Teaching and Learning, NCERT)

1. **Continuous**
   Continuous includes ‘continual’ and ‘periodic’. The former means assessing students at the beginning of instruction (placement) and during the period of instruction (formative). ‘Periodicity’ means at the end of instruction (summative). Hence, evaluation, which includes all three types i.e., placement, formative and summative done in a particular order is called continuous. (Handbook-I, pp. 39-40). The concept was described to some extent.

2. **Comprehensive**
   Comprehensive includes both scholastic as well as co-scholastic areas. Scholastic comprises of subject specific areas whereas, co-scholastic would comprise of co-curricular as well as personal and social qualities, interests, attitudes and values. (Handbook-I, p. 40). The concept was described to some extent.

3. **Criteria for Assessment**
   Twenty-two learning outcomes are identified with the help of subject experts/teachers for the subject English for both the semesters of standard I & II (Handbook-II, Chapter-4, p. 8), while
for standard III & IV twenty learning outcomes are identified (Handbook II, Chapter-4, p. 9). Subject-wise and standard-wise exemplars are given in the handbook along with the samples of worksheets.

4. **Addressing Learning Needs of all Children**

To a limited extent, the document addressed the learning needs of all the children. Although, it addresses different domains, it does not address on inclusive education.

5. **Multiple Evidence Based**

To fulfill the purpose of CCE, teachers are guided and instructed to keep the evidence they have implemented for evaluation of the children with them. The teacher has to maintain the record of students’ performance on the basis of the evidences like student portfolio, teacher’s logbook, student copy book, textbook in which space is given to children, project report, teacher made tools and unit test, planning of co-curricular activities, activities register, photograph of activities and various programme, assignment, free writing, issue book register of library and evaluation formats (Handbook II, pp.32-49). Different proforma were developed for recording of information related to the students’ performances.

6. **Process of Recording**

The academic year was divided into two semesters. Semester I will be, tentatively, from June to October and semester II will be, tentatively, from November to April of the following year. There will be two areas: Scholastic and Co-scholastic. Scholastic, further, divided into academic and non-academic. The scholastic (non-academic) includes art/craft education, physical and health education, computer education and moral. Co-scholastic was divided into areas and Activities.

Different formats are to be used by all subject teachers to maintain their individual subject-wise records. Semester-wise and subject-wise records are to be maintained in different proforma. The descriptions are given below:

- The format-A (Handbook II, p. 32) is to be used as recording sheet for classes I & II to assess scholastic academic areas for semester I/II. In this format, the FAs are to be done in two terms viz., first and second.
• The format-B (Handbook-II, p.33) is to be used as recording sheet for classes I & II to assess scholastic non-academic areas for semester I/II. In this format, the FAs are to be done in two terms viz., first and second.

• The format-C (Handbook-II, p. 34) is to be used as recording sheet for classes III & IV to assess scholastic academic areas for semester I/II. In this format, the FAs and SAs are to be done. The FAs is to be done in two terms viz., first and second. Whereas, the summative assessments are to be done in two terms viz., theory and oral/activities.

• The format-D (Handbook II, p.34) is to be used as recording sheet for classes III & IV to assess scholastic non-academic areas for semester I/II. In this format, the FAs are to be done in two terms viz., first and second.

• For the recording of information related to co-scholastic areas and activities seventeen proformae were given (Handbook-II, pp.35-43). These co-scholastic areas and activities are divided into four categories. These are as follows:
  a) life skills,
  b) personal skills,
  c) participation in creative and other activities, and
  d) participation in health and other activities.

• Life skills are divided into thinking skills, social skills and emotional skills. Thinking skills are divided into self-awareness and decision-making whereas social skills have inter personal relationships and effective communication skills. Emotional skills have managing emotions and dealing with stress.

• Personal skills include attitudes, values and habits. Attitudes has two categories, i.e., towards teachers and towards school programmes and environments. Values have two categories, such as, national/constitutional and safeguarding public property. Habits has one category, i.e., personal.

• Participation in creative and other activities have categories like, literacy, scientific, aesthetic and clubs. Participation in health and other activities have been divided into two categories, such as, healthy behaviour and, health and physical activities.

• A consolidated recording sheet for subject teachers for co-scholastic subjects are maintained semester-wise for each learner (Handbook-II, p. 44).
• Semester-wise records are maintained for scholastic (academic), scholastic (non-academic) and co-scholastic areas and activities. Each semester has two formative assessments (FA1 and FA2).
• At the end of the session, the cumulative progress report is prepared in which grades for academic and non-academic categories are mentioned.

7. Feedback Mechanism
For all around development of the children feedback mechanism was developed under CCE. Feedback regarding the children’s performance is given to parents at the end of semester and in case need arise teacher approaches the parents time to time to aware the parents and get support to help the child.

8. Reporting
The parents are given student’s cumulative progress card, having an entry of student’s good qualities and weak points for improvement at the end of the year. Student’s progress card having achievement in grade standard and subject-wise is given to parents.

9. Flexibility
Teachers were given freedom to decide the learning outcomes on which they feel the need to achieve those among the children.

10. Implementation
For implementation of CCE all the teachers were given training/orientation by experts of the state level. The document is suitable to help the different stakeholders successfully implement CCE to some extent (Flexibility to adopt, adapt at the school level, convenience for implementation).

Section III: Strengths and Gaps

Strengths:
✓ The CCE in Goa has been implemented in a very smooth manner. The teachers were given adequate training, guidelines, through teacher handbook and they are also provided printed formats in enough quantity by the Government. The concept of CCE I fully explained and some examples are given in the materials. The strengths of the document at the exemplars provided subject-wise, portfolio formats presented and the detailed procedure for recording the information for the formative assessment.
Gaps:

- It is observed that the process of recording the information may be simplified. The teachers may be oriented, properly for the implementation of CCE in the state. It should be extended up to class VIII.
- The pattern of CCE assessment is based on grading. An academic year is divided into two semesters. Semester-wise records are maintained for scholastic (academic), scholastic (non-academic) and co-scholastic areas and activities. Each semester has two formative assessments (FA1 and FA2).
- At the end of the semester, the cumulative progress report is prepared in which grades for academic and non-academic categories are mentioned.
- The scholastic (non-academic) includes art/craft education, physical and health education, computer education and moral. These co-scholastic areas and activities are divided into four categories:
  a) life skills,
  b) personal skills,
  c) participation in creative and other activities, and
  d) participation in health and other activities.

2. Maharashtra

Section 1: Status of CCE in Maharashtra

Maharashtra has developed a ‘Teachers’ Handbook’ on CCE, which is titled as “Continuous Comprehensive Evaluation: Teachers’ Handbook”. This handbook was in English language. On the cover page, it was mentioned that the handbook was developed on the basis of recommendations of NCF-2005 and the RTE Act- 2009. The Maharashtra State Council of Educational Research and Training (MSCERT), Pune published it, in 2011. It consisted of 96 pages. It has six chapters and appendices. The scheme was implemented in the state in a phased manner, since 2010-11. Again, in 2013 a document entitled “All round Development: Continuous and Comprehensive Evaluation” (Teacher Guide) in three parts were published. These were in Marathi language. Part-I, II and III consisted of 103, 40 and 84 pages respectively. Part I was, initially, developed to explain the concept of CCE and the teachers and teacher trainers were informed in detail about the Government’s decision on implementation of CCE. After training modalities, it was found that teachers face specific difficulties in making
entries on various aspects related to CCE in case of students. For solving these difficulties and for simplifying the procedures of entries and for explaining modalities of formative and cumulative evaluation, Part II was developed with suitable examples of daily inspection, oral work, class work, self-study and practical work, programme and projects and related tests. Part II, also, contained the copies of the Government orders issued in this connection from time to time. Training was, also, provided on the basis of Part II of the teacher guide.

The document acknowledged constructivism-learning processes. The concept of active engagement of learners was well developed and to a large extent it fulfilled that. Some examples are given on page 27-29 of Part I and on page 26-32 of Part III are given more illustrations could be added. The document incorporates the aspects of collaborative learning to some extent (teacher-students, peers, teacher-teacher, student, parents- pp. 27-47 of Part I). The document agrees with the assessment as an activity integral to teaching learning, to a large extent. The document ensures that assessment is reliable and valid. It is transparent and includes self-assessment and peer assessment.

The implementation of the training was monitored. It was thought that the teachers should be provided with tools of evaluation to be used in learning/teaching in different subjects. In view of this Part III of teacher guide was developed, which explained the relationship between teaching/learning and assessment, portfolio, cumulative record, etc. All the three parts were taken together to explain the concept of ‘evaluation for what’, ‘evaluation of what’, ‘when and by whom’, ‘which evaluation tool should be used and when’, 'how to record the specific entries'. It is expected to affect the ‘all round development’ of the students through their timely assessment, through both formal and informal means and after identifying the obstacles to the development of individual students and their timely removal. CCE is, also, supposed to promote the hidden talents, hobbies of the individual students through the intervention of guardians and the society at large.

Section II: Understanding and Implementation of CCE in Maharashtra

1. Continuous

As shown in the document of NCERT regarding CCE, evaluation is an integral part of teaching learning process. Keeping this point in mind, the teacher evaluates the learners’ performance through observation, formative and summative ways of evaluation and by employing different evaluation techniques while she/he teaches. The idea was to assess the learners’ performance,
continuously, i.e., throughout the session (Teachers’ Guide, Part I, pp.6-43). The document reflects understanding of continuous assessment to a large extent. The concept has been properly developed and planned for continuous formative evaluation.

For formative evaluation, Format-A has been designed (p. 46 in Teachers’ Guide, Part I) for example in mathematics. Further daily, monthly and annual evaluation proformae are given for different subjects for a certain class in pages 46-55. Similarly, exemplars of proformae for cumulative evaluation are also outlined on pages 56-61. An exemplar proforma of a single student is also included.

2. Comprehensive

For a comprehensive evaluation, a teacher has to evaluate students’ performance in all curricular areas such as Marathi, Science, Social Science, Work experience and Physical education. Their exemplars are provided in the Part-I of the Teachers' Guide. Variety of learning experiences and their classification is discussed in chapter-3 of Part III of Teachers' Guide. The document, also, reflects the understanding of comprehensive assessment to a large extent. Examples from all the curricular areas have been well illustrated.

3. Criteria for Assessment

In Part II of the Teachers' Guide on CCE, daily observations, oral works, experiments, programmes and activities, and projects have been identified. Subject-wise exemplars are provided and criteria for assessment are outlined for each activity. The criteria of the assessment were also mentioned on the basis of participation, continuity and neatness (Part-II, p.30 under the programme and activities). Sample of projects have been given subject-wise as well as class-wise from pages 28-31(Continuous and Comprehensive Evaluation: Teachers’ Handbook, 2011). Even the document states the criteria for assigning the marks for the project work.

Written tests, also, form the part of the assessment. The document states, “It is not possible to achieve all objectives of evaluation using any one tool or technique. It is necessary to use one or more techniques depending upon the nature of the objectives” (Continuous and Comprehensive Evaluation: Teachers’ Handbook, p.31, 2011). The objectives of using the written test and the nature of the tests for different subjects were clearly mentioned
The samples of tests were also given in this teachers’ handbook. Provision of Open Book Test was also one of the techniques of evaluation. Sample of Open Book Test related to language was given along with the criteria of award of marks for it (Continuous and Comprehensive Evaluation: Teachers’ Handbook, p.35, 2011). Class work/homework exercises also formed the part of the criteria of assessment. The nature of the Class work/homework along with the samples (subject-wise and class-wise) and the criteria for award of marks were well illustrated in the document (Continuous and Comprehensive Evaluation: Teachers’ Handbook, pp. 37-41, 2011).

4. Addressing Learning Needs of all Children
The documents acknowledge a heterogeneous group of students in each class. Each student has different learning styles and needs. Teacher is supposed to give justice to all different kind of students. Keeping all these points of diversity in mind, the teacher has to apply different techniques in teaching as well as evaluation. The document addresses to some extent the learning needs of all children in terms of style and developmental level. However, no example for inclusive aspect has been mentioned. Examples of all curricular areas are given on page 27-47 of Part I.

5. Multiple Evidence Based
To fulfill the purpose of CCE, teachers are guided and instructed to keep the evidence they have implemented for evaluation of the children with them. Teacher has to maintain the record of students’ performance on the basis of evidences, like student portfolio, daily observation, experiments, practical work, activities and programmes, project work, Cumulative Record Card, etc. Different formats were used for the recording of the evidences of the learners.

6. Process of Recording
For continuous evaluation, teacher has to make appropriate entry of learning outcomes as per the performance of a child in different formats. These formats are given in the Appendix- I and II (CCE: Teachers’ Handbook, pp. 82-92, 2011). The formats are for the different terms. The whole academic session has been divided in to two, i.e., first and second. The format is named as Formative Evaluation: descriptive Record Book. Subject-wise descriptions are to be entered in the format for the individual learner. In appendix-III, the sample of the format is given in
It illustrates that there are nine subjects. The format is vertically divided into two parts, i.e., (i) Formative Evaluation and (ii) Summative Evaluation. In Formative Evaluation part, there are eight categories of evidences to be recorded, such as, daily observation, oral work, practical/experiment, action/activity, project, test (written), home work/class work and others. The Summative Evaluation part has been divided into two categories, i.e., written and oral/practical. On the basis of the total (A+B) the grade of the learner is decided. Similar records are also maintained for the second term.

On the basis of the evidences mentioned, the progress report of the student is prepared. Subject-wise grade is mentioned. Descriptive remark is made on special progress, interest/hobby and improvement needed. The attendance for the entire session of the individual learner is also to be mentioned.

The grade is assigned to the learner in nine categories. These are based on the percentage of marks secured in the summative and formative evaluation.

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<td>91%-100%</td>
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<td>81%-90%</td>
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<tr>
<td>71%-80%</td>
<td>B-1</td>
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<tr>
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<td>D</td>
</tr>
<tr>
<td>21%-30%</td>
<td>E-1</td>
</tr>
<tr>
<td>20%-&gt;20%</td>
<td>E-2</td>
</tr>
</tbody>
</table>

7. Feedback Mechanism

For all around development of the children feedback mechanism is developed under CCE. The feedback is given from the students to a large extent. Formative Assessment takes care of that. Feedback regarding the children’s performance is given to parent at the end of first term and second term. The parents get feedback only at the end of the term (Part-I, p. 10) or through school management committee (Part-II, p. 68).

8. Reporting

The parents are given student’s Cumulative Progress Card having entry of student’s strengths and weakness for improvement at the end of year. The progress report of the students is presented is given in Appendix-IV (CCE: Teachers’ Handbook, pp.92-93). Student’s progress card having achievement in grade standard and subject-wise is given to parents. On the backside attendance of the whole session of the individual student is given. Grade Chart is also given.
9. Flexibility
Teachers are given freedom to decide the learning outcomes on which they feel there is a need to do so. However, the learning outcomes were given in the teacher handbook for their reference for continuous evaluation. Teacher can decide the topics for projects, assignments, competitions and co-curricular activities. The sample is given in the handbook.

10. Implementation
For implementation of CCE all the teachers were oriented. As mentioned the CCE materials were also developed. The doubts of teacher regarding the CCE were made clear during the training. All kinds of required printed formats and teachers' handbooks are given to all the elementary teachers.

Section III: Strengths and Gaps
Strengths:
The CCE in Maharashtra is implemented and scaled up in a very smooth manner. Monitoring as well as review of the CCE in the state is also done regularly. The teachers were given adequate training, guidelines, through teacher handbook and they are also provided printed formats in enough quantity by the Government. Teachers have dedicated their inputs to success CCE with understanding that the evaluation is for learning. Teachers are given flexibilities to decide the learning outcomes, some learning indicators, and activities on their own. The concept of CCE is fully explained and some examples are given in the materials.

Gaps:
It was observed during monitoring that somewhere the evidence is not maintained, properly, and somehow few teachers don’t have enough understanding of CCE to the extent what we expect from them. More case studies of filled in proformae for all curricular areas need to be showcased. Difficulties about recording entries along with management of class work have to be also showcased from actual classroom situations. Varying views of students and guardians may also be incorporated. The concepts of Practical work, Programme and Project should be more clearly distinguished and examples that illustrate the differences should be showcased. The pattern of CCE assessment is based on grading. The academic year is divided into two terms and in each term; the report card is prepared based on the marks secured in Formative Evaluations (A, 50 marks) and Summative Evaluations (B, 50 marks), i.e., A child's CCE Report card is based on the result of A+B. The marks are further converted into corresponding
grade. There are nine grade points. The lowest grade is E2 (20% and below) and A1 (91 to 100%) is the highest.

The Formative Evaluation primarily consists of eight categories of evidences to be recorded (daily observation, oral work, practical/experiment, action/activity, project, test (written), homework/class work and others). The Summative Evaluation part has two categories (written and oral/practical).

4.5 SOUTHERN REGION

1. Tamil Nadu

Section I: Status of Continuous and Comprehensive Evaluation

The State developed CCE guidelines and subject specific manuals up to the elementary stage.

Section II: Understanding and Implementation of CCE

1. Continuous

Definition and objectives of 'continuous' assessment were given in general guidelines prepared during the year 2012 based on NCERT norms in the page 1-4. Continuous refers to regularity and periodicity in the assessment. The continuous assessments of formative and summative were explained clearly in subject modules for both primary and upper primary. It reflects the growth and development of learner by formative and summative in subject wise module. Activities are updated in the revised subject wise CCE modules prepared during the year 2014. For example, some of document evident were listed in English module FAs are listed with simple illustrations (2014). In science module, activities like role play help the students to learn the content thoroughly (2014).

2. Comprehensive

The concept of 'comprehensive' was trying to explain in general the guidelines developed during the year 2012 and 2014. Comprehensive refers to the holistic assessment of learners’ growth and development. SA 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 and Holistic Exercise and (iv) Co-curricular Activities
It can be concluded that the concept of continuous and comprehensive was tired to explain in the general guidelines of CCE to a satisfactory level.

3. Criteria for Assessment
No document was available.

4. Addressing Learning needs of all children
It is crucial that children with disabilities participate and learn the curriculum to the extent possible. They have to be provided many opportunities to reach that potential. Limiting children’s learning based on a disability should be avoided. As a part of the CCE, the following documents have been provided for assessing Children with Disabilities are given in the general guidelines (Primary, pp.17-22) and in the general guidelines (Upper Primary, pp.21-26). FA activities like singing song, drawing, collection of albums, classification, scrapbook etc., in the subject wise module prepared in the year 2012 and 2014 to enhance the learner's aptitude level. The Descriptive indicators were given in the revised general guidelines in the year 2014 (pp. 16-19) to assess skills, interest and favorable attitude of the learner. Alternative assessment for CWSN such as hearing impairment, visual impairment, cerebral palsy, mental retardation and autism were given in the revised general guidelines in the year 2014 from page 21-24. Also, how to assess are mentioned.

5. Multiple Evidence Based
The idea about techniques and tools are modified in the revised general guidelines (2014). The document encourages activities such as field visit, collecting information, group discussion etc., which allow the learner to use different resources. In all documents examples encourage the aspects of collaborative learning such as feedback to the children, feedback to the parents, peer assessment and assessment by parents. Some evident are activities like pair work, small group activity and whole class activity given in the Mathematics module (pp. 5-6, 2014), which promotes good understanding among learner. Model making in the social science module (p.21, 2014) promotes peer group learning. Group discussion in the Tamil module (pp.21, 2014) helps good relation among teacher–students. Life skill activities given in the Co-scholastic activities module (pp. 70-71), promote interest among students and parents.
6. Process of Recording
In the revised general guidelines in the year 2014, how to record the assessment are mentioned. Also, it explains how formative and summative evaluation will be conducted in scholastic and co-scholastic areas. The marks and grades awarded for various FAs and SAs conducted during each term are to be recorded in the Student FA Record and Student-Term Assessment record given in the general guidelines (Primary, pp.3-24) and in the general guidelines (Upper Primary, pp. 5-26).

7. Feedback Mechanism
In order to improve the quality of the CCE general guidelines and all the subject specific manuals, with the help of expert in CCE and experienced Resource Persons in CCE, SCERT has conducted series review workshop. The revised general guidelines and manuals for Primary and Upper Primary are utilized for the booster training on CCE to be organized in 2015 to teachers of Primary, Upper and Primary handling teachers. Evaluation rubrics were mentioned clearly in the revised subject wise modules developed in 2014, which will be useful to practice in the classroom. Steps for assessing co-scholastic area were very specific in the revised co-scholastic module, (p.10, 2014).

In revised general guideline document clearly given about the assessment of PSQ’s. It is also integrated with the subject wise modules (2014). Teacher before assessing the student in the given criteria they will discuss with the class teacher about their observation. Then final grades were awarded based on indicators. Assessment of social qualities is given in the revised subject wise modules developed in the year 2014.

8. Reporting
Feedback is continuous to students then and there at the end of each activity (subject wise); communication with parents is done thrice in a year at the end of each term. During self-assessment and assessment by parent, student's progress is discussed. Reporting formats are simple and easy to understand (Primary, pp. 31-35), (Upper Primary, pp. 39-44). Documents clearly reflects assessment helps for students self-learning, for teachers’ self-reflection, gives feedback to parents and to follow-up group were given in general guidelines (Primary pp.28-
Teacher’s individual records and progress cards will give the brief picture about progress of a child. Documents clearly reflect assessment helps for students self-learning, for teachers’ self-reflection, gives feedback to parents and to follow

9. **Flexibility**

Comprehensive and Continuous Evaluation manuals help to learn and acquire desired skills related to different subject areas, given Subject wise in modules/manuals. Also, the subject wise manuals help the learner to acquire an appropriate level of achievement in different subject areas, to develop individual interests and motivation, to lead a healthy and a productive life. Respond to different situations and opportunities both in and out of school, to apply what is learned in a variety of environments, circumstances and situations, to work independently, collaboratively and harmoniously and to participate in social and environmental projects and causes.

10. **Implementation**

To help teachers follow easily the subject specific modules/manuals (Tamil, English, Mathematics, Science, Social Science, Physical Education) and co-scholastic manual were developed in Tamil regional language by SCERT. There is scope for self-assessment, peer assessment, assessment through activities that are child friendly. SCERT organized a two days training to empower the teachers at secondary level on CCE. The KRPs training was given to the faculty of DIETs covering general guidelines, five curricular subjects and co-scholastic areas. Revised general guidelines for primary and upper primary were prepared with the help of educationist. Also, the subject specific modules/manuals (Tamil, English, Mathematics, Science, Social Science, and Physical Education) and co-scholastic manual were prepared with help of educationist. In turn, headmasters of High and Higher Secondary Schools and teachers of various subjects and standards were given CCE training. Also, through group discussion, with a model class training was given to clarify the spirit of CCE and its implementation. It helps teachers to follow up easily as the subject specific modules/manuals and co-scholastic manual were developed in the Tamil regional language by SCERT.
Section III: Strengths and Gaps

Strengths:

- The state has developed a base document for CCE (general guidelines) in the year 2012 and it was further revised in the year 2014 along with other supporting documents (subject wise modules) for effective implementation of CCE in Tamil Nadu.
- The document also states how to integrate CCE with Activity Based Learning (ABL) (Primary Classes) and Active Learning Methods (ALM) (Upper Primary Classes).
- State focuses more on two types of assessment namely, Assessment for Learning and Assessment of Learning and are practiced under CCE in Tamil Nadu.
- Formative assessment has been classified into two i.e., FA (a) and FA (b). FA (a) - Activity Mode and FA (b) - Pen and Paper Mode.
- Assessment in Scholastic areas includes six major subjects (Tamil, English, Mathematics, Science, Social Science and Physical Education).
- Assessment in Co–scholastic Assessment addresses to the following areas:
  a) Life Skills
  b) Attitudes and Values
  c) Wellness and Holistic Exercise and,
  d) Co-curricular Activities.
- Alternative assessment for CWSN such as hearing impairment, visual impairment, cerebral palsy, mental retardation and autism were given in the revised general guidelines.
- The document encourages activities such as field visit, collecting information, group discussion, etc., which allow the learner to use different resources and use of multiple ways of assessment procedures.
- Separate Assessment forms have been prepared for FAs and SAs with the criteria for assessment and grading the scholastic and co-scholastic areas.
- Feedback is provided on a continuous basis to students then and there at the end of each activity (subject wise); communication with parents is done thrice in a year at the end of each term.
- The CCE document materials are also used as the training package for the teachers and other functionaries. Trainings are also provided to the teachers before implementation of CCE during the year 2012-13.
Gaps:

- Though the state has prepared the general guidelines for implementing CCE, it needs to be further refined, based on the feedback sent by the teacher.
- Flexibility in terms of using assessment procedures at student’s convenience is yet to become a reality.
- Learning needs of the students, learning styles and developmental aspects of the students are not fully reflected in the process of assessment.
- Socio-emotional aspects are not specified. There is a need to assess certain personal qualities such as regularity, punctuality, truth fullness, and cooperation etc.
- Recording and reporting of assessment on social, emotional aspects are done only once at the annual progress record. It needs to be reflected in each term so as to understand the progress/non-progress as it is in a more descriptive way.
- Personal, social qualities must be assessed in a qualitative manner by recording at appropriate intervals of time.
- The teacher-teacher and students-parents collaboration on assessment is very little mentioned in these documents.
- Recording and reporting of the assessment seems to be more tiresome activity for teachers. As such teachers are not in a position to provide proper feedback in time.
- The necessity of providing the consolidated overall grade for scholastic subjects needs to be justified.
- The pattern of CCE assessment is based on grading system. The yearly CCE report card is based on 40% and 60% marks of FAs and SAs respectively. The marks are further converted to corresponding grade. E.g., there are grade points, beginning with 4 (the least grade) and ending at 10 (the highest). Further, the grades are scaled into 9 points with E (12 marks and below) the least and A1 (55-60 marks) the highest.
- The Co-scholastic areas include life skills, attitudes and value system, wellness and yoga and other co-curricular activities (Folk Arts, Indigenous games, participation in literary, science and Eco clubs, NCC, NSS, etc.).
- Formative Assessments are assessed primarily based on 'child's enjoyment in learning activities, group evaluation, teacher's observation and interaction. It also include written test, evaluating a child's cognitive skill.
Scholastic Assessments includes subjects like Tamil, English, Math, Science, Social Sciences and Physical Education.

Section IV
Suggestions:
The present analysis of CCE documents developed in the state of Tamil Nadu reveals that the state has made a beginning, to introduce the continuous and comprehensive evaluation since the academic year 2012-13. There is a well-planned strategy developed by the state to have uniform implementation across the state in terms of training the teachers and providing support to the teachers. However, the following suggestions are put forward to re-look into the existing practice of CCE for making the assessment more learners friendly.

- The true spirit and the purpose of Continuous Assessment (CE)/FA should be made clear to the teachers.
- Assessment procedures may consider the needs of the learners, learning styles and developmental aspects of the learner.
- Flexibility in assessment in terms of the learner’s convenience/readiness may be considered while undertaking assessment.
- Assessment of PSQs integrated with curricular and co-curricular subjects must be reported on a continuous basis.
- Wider use of self-assessment and peer-assessment in curricular areas may be explored by the teachers to have credibility to the assessment procedures.
- Combining of grades obtained in each semester and presenting it as a cumulative grade needs to be re-considered as it will not serve much for the learners rather than helping the administrators and authorities.
- Use of qualitative description rather than using grades in all areas to be practiced showing the actual progress of each student against his/her abilities.
- May practice individual and school based reporting forms to serve the immediate needs of the target groups. Flexibility needs to be provided for teachers to design their own reporting forms in their context of school and learners environment.
- Providing feedback on a continuous basis needs to be adopted and recorded for knowing the actual progress of the learner. Reporting formats needs to be simple and clearly reflecting the child’s progress, strengths and weakness.
- Parental assessment may be utilized for developing the profile of each student.
- Parent, child and teacher interaction may be on a regular basis for informing and making corrective measures.
- Use of diagnostic test/assessment procedure may be adopted for remediation of various persistent learning difficulties of the learner.
- Reduce the burden of teachers in recording and reporting of student’s performance by using simple and workable formats with inbuilt flexibility.
- May provide sufficient training for the teachers to implement the CCE its true spirit.
- The above mentioned are only suggestive and are not prescriptive.
Annexure
## ANNEXURE

### 1.1 Members from RIEs

<table>
<thead>
<tr>
<th>RIE, Ajmer</th>
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</table>
| Task Leader | Prof. V.K. Kakaria, Principal, RIE, Ajmer  
Dr. Nagendra Singh, Head, Department of Education |
| Members | Dr. Pragya Gupta  
Ms. Jully Tyagi  
Dr. Ayushman Goswami (Asst. Prof.) |

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<tr>
<td>Task Leader</td>
<td>Prof. B.N. Panda, Head, Dept. of Education</td>
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| Members | Dr. L. Behera, Assistant Prof., Dept. of Education  
Dr. (Mrs.) R. Dash, Associate Prof., Dept. of Education  
Dr. S.K. Dash, Associate Prof., DESM |

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<td>Task Leader</td>
<td>Prof. Subhas Chandra Roy, Head, Dept. of Education</td>
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</table>
| Members | Dr. Ph. Brajyanti Devi, Head, DESM  
Dr. Tulika Dey, Assistant. Prof., DESM  
Dr. Abhay Kumar, Assistant. Prof., DESM  
Mr. Mohd. Mamur Ali, Assistant. Prof., DESM  
Mr. Arnab Sen, Assistant. Prof., DESM  
Dr. B. Umesh Kumar Sharma, Assistant. Prof., DE  
Dr. Melisa Wallang, Assistant. Prof., DOL |
### 1.2 Members from NIE, New Delhi

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<tr>
<td>Overall Support</td>
<td>Dr. A.K. Rajput</td>
</tr>
<tr>
<td></td>
<td>Professor and Head, Department of Elementary Education</td>
</tr>
<tr>
<td>Compiling the Report, Cover Design and Lay Out of Report</td>
<td>Mr. Sarangthem R Singh, Junior Project Fellow</td>
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<td>Mr. Anil Kumar, P.A</td>
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<td>Ms. Sana Munawwar, DTP Operator</td>
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<tr>
<td>Project In charge</td>
<td>Dr. Kavita Sharma, Associate Professor,</td>
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