

2013

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

(Northern Zone)

*A Report
(September 4-6, 2013)*



Department of Elementary Education
National Council of Educational Research and
Training

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Regional Workshop on CCE Implementation for Northern Zone of India

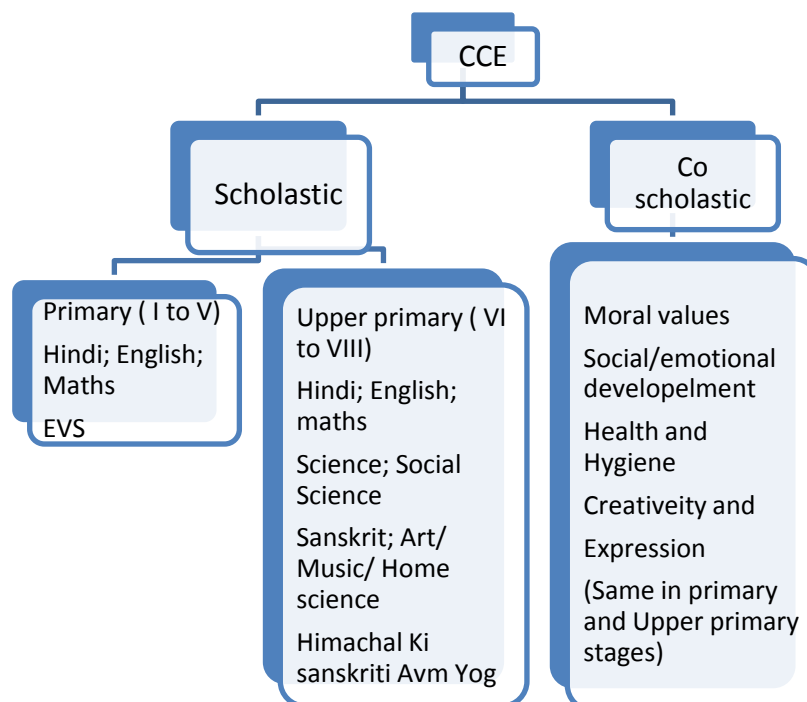
Inaugural Session: The need, objectives and the prologue of the workshop were discussed in the first session of the workshop on the inaugural day i.e. 4 September 2013 by Dr. A. K. Rajput and Prof. Lata Pandey. The resource persons presented the context in which the package on CCE and academic support to states on CCE have been planned by the NCERT. The pedagogy coordinators, ASPDs and faculty members from SCERTs and DIETs from Himachal Pradesh, Haryana, Chandigarh, Punjab, Rajasthan, Uttrakhand and Uttar Pradesh participated in the workshop (List at Annex.1) **Jammu and Kashmir and Delhi could not participate in the workshop.**

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

The session than was followed by presentation by participants about the CCE scheme in their respective states. The idea of CCE and the main features of CCE package developed by NCERT were discussed in the next session. The resource persons gave subject specific illustrations on implementation of CCE in classrooms. The participants critically analysed the CCE scheme of their respective states on a fifteen point proforma and presented it to get feedback and comments from the Resource persons and participants from other states. The participants also worked in group to develop an idea of learning indicators and later on presented their suggestions and comments on the Learning Indicators being developed by NCERT.

- **Himachal Pradesh**

The state of Himachal Pradesh implemented CCE programme in all (more than 15000) government schools up to elementary level since 2008-09 with its self developed format. The structure of CCE implementation is as follows:



Implementation;

Formative Assessment: is being done throughout the academic session with the help of check-list registers in which monthly recording is done on the learning indicators indicated subject-wise in the check-list registers. The teacher follows his teacher's diaries and the plans mentioned in these. At least 2 or 3 observations are done in a month which is thereafter registered in the Pupil Progress Report Cards and Quarterly average of the child's learning is calculated.

Summative Assessment: for this assessment the State has divided the academic year into 3 terms. The Ist Term in the 2nd week of August; IInd Term in the 2nd week of December; IIIrd Term in the 3rd week of March. The marks obtained in these 3 terminal examinations are also recorded in the Pupil Progress Report Cards (PPRC) in the form of grades.

The State has adopted an eight (8) grade system which is as under:

A+ 90-100	:	Outstanding
A 80-89	:	Excellent
B+ 70-79	:	Very Good
B 55-69	:	Good
C 45-54	:	Normal
D 35-44	:	Average
E+ 20-34	:	Unsatisfactory
E 01-19	:	Lowest

Material in use for CCE: The state Government schools are being provided with the following material of the effective implementation of CCE Programme.

1. **Teachers' Dairy:** The teachers are provided with the teachers diaries which they fill according to their lesson plan, week plan and month plan.
2. **Checklist Registers:** These are the most important part as all the recordings of learning are done in these. These registers are provided in the following manner:

Classes I & II and Classes III, IV & V → Primary Level (in a comprehensive mode)

Classes VI, VII & VIII – Upper Primary Level → (Subject-Wise : Hindi; English; Maths; Science; Social Science; Sanskrit; Arts/Music/Home Science ; Himachal ki Sanskriti Avam Yog;

Co-scholastic Checklist Register (total 9 in number)

In these checklist registers observations are divided skill wise achievements of the child.

These are filled month-wise and 2-3 observations are recorded in a month.

3. **PPRCs (Pupil Progress Report Card):** This is a card which reflects the overall achievements of the child in the form of grades. (A+ to E) subject-wise & co-scholastic achievements are recorded in the PPRC along with his month-wise attendance record. This PPRC is also shared with the parents of the child every month.
4. **Teacher's Quarterly Self-appraisal forms:** These are incorporated in the checklist registers and are meant for the self-appraisal of the teacher.

In this, he has to give details on the following aspects;

- Classes taught with subjects and no of students
- Any other duty performed
- What efforts made to improve students' performance?
- Period of absence from work with reason
- Trainings attended
- Teachers own grade on the basis of student's performance.

Baseline Achievement and End line achievement survey:

The state is conducting a baseline achievement survey from classes 2 to 8 in the month of May-June to check the existing learning level of the child and an end line achievement survey in Feb-March to check the final achievement of the child. For this purpose a third party evaluation is also done in the selected sample schools of the state.

Challenges: Despite the best efforts and inputs given to this programme, the state of Himachal Pradesh is still facing some challenges which are ultimately hindering the effective implementation and understanding of this CCE Programme.

These challenges can be summed up as:

- Understanding of curriculum and classroom processes
- Supportive supervision
- Enabling environment for CCE
- Community awareness
- Capacity building of teachers towards CCE
- and above all, the declining learning level of the child which is the prime concern today

To conclude with, Continuous Comprehensive Evaluation leads us to an environment which is child-oriented, child-friendly and child-focused and the state of Himachal Pradesh is trying to implement and refine this programme at its best.

- **Rajasthan**

Rajasthan started CCE as a pilot project in the year 2010 with two districts Jaipur and Alwar. In the second phase it is up scaled in 3000 schools of the state. In the third phase it is implemented in all blocks of 5 districts and 9 blocks.

CCE Format:

Presently 4 summative assessments are done in a year on the basis of classroom activities, check lists, portfolio, and teacher diary. The summative assessment sheet is then filled up by awarding grades with detailed comments. Teacher keeps the CCE as an integrated part of teaching-learning and works as follows:

- Assessment of base line by the teacher
- Group formation according to subjects and class
- Makes 15 days planning in consultation with head teacher
- Completes term module prepared by the state which include teaching plan, activities, five months syllabus sub indicators for each learning area and check list
- Implements the 15 days plan on the basis of last two months work

Material prepared for teacher's help:

- Source book on all subject areas
- Monthly meeting
- Handholding and support by DIET
- Resource Persons appointed specially for CCE
- Continuous support by SIERT to DIETs
- Regular Training
- Flexibility in assessment period
- Connections with school teachers and Anganwadi staff

- **Uttar Pradesh:**

School-based continuous and comprehensive evaluation system and its objectives are -

- (i) Reducing stress on children,
- (ii) Making evaluation comprehensive and regular,
- (iii) Providing space for the teacher for creative teaching,
- (iv) Providing a tool for diagnosis and for producing learners with greater skills.

Observation of members of 16th JRM July 2012: A good example of a workable framework for CCE, where the handbook was developed by teachers and emphasizes the assessment of learning progress on

specific tasks. Assessment seemed to be integrated into the teaching learning process, which provides feedback for improving teaching and learning

Road Map to CCE -Phasing of Roll-out

For developing an operational plan of CCE that addresses the academic need of the entire state and for its systematic implementation across the state, three phase roll out was chalked out.

Phase I

- Involving teachers of 25 different schools from selected 5 districts Ghaziabad, Lalitpur, Raebareili, Varansai, Balrampur in developing work plan / handbook for CCE.
- Piloting the developed work plan / handbook in these 25 schools for 5 months.
- Taking regular feedback and providing onsite support to these 25 schools.

Phase II

- Analysis of feedback,
- Refinement of the work plan / handbook
- Training all the teachers of 8186 schools of 5 districts Ghaziabad, Lalitpur, Raebareili, Varansai, Balrampur for CCE
- Piloting the modified work plan of CCE in all the 8186 schools of the five for two entire academic years
- Close monitoring, support and taking regular feedback

Phase III

- Finalisation of the work plan / handbook, Training module and implementation process.
- Training of all the teachers for CCE
- Implementing CCE across the state

- **Uttrakhand:**

Introduced CCE in primary classes in the year 2006 and in Upper Primary classes in 2009

Evolved CCE model, conceptual understanding and operational strategies after rigorous consultation and three workshops. State has developed a Core Team to monitor CCE implementation in the states.

50 schools of different districts of the states have been identified to evolve state specific CCE process. An exclusive five days CCE teacher training manual has been developed in the year 2012-13.

Work in process to implement CCE in the state:

Developing indicators, report card and CCE framework in collaboration with SCERT, Dept. of Education, identified SMCs and civil society. Orientation of all stake holders, has been done issuance of a comprehensive govt. orders to implementation CCE; Final execution planned from 2013-14. Working out operational aspects like tools, processes, record keeping, report cards etc.

- **Haryana:**

Implementation plan for CCE in the state has been developed stage wise keeping in view the curricular outcomes as laid down in the syllabus.

Classes 1 and 2:

The assessment will be done on the basis of daily observations and teacher will record subject wise in the monthly proforma along with detailed comments on the basis of the rubrics. The six monthly comprehensive observations will be recorded two time in a year (September and March) in the CCE assessment report card by the teacher

Classes 3 to 5

The assessment will be done on the basis of rubrics, observations and bi monthly (May, August, October, December and February) written examination and will record in prescribed proformas.

Classes 6 to 8

The assessment will be done in two parts: Evaluation 1 and 2. In each part teacher will conduct two term tests. Each test will be for 50 marks and will contain MCQs, SA, LA etc. The marks obtained will be recorded on the report card in the form of grades ranging from A⁺ to D. The child getting grade D will be provided remedial teaching.

The assessment will also include Project work (having 20 marks and recorded in grades A to C), workbooks (graded A to C or 3 to 1) and classroom participation (graded A to C or 3 to 1). All of these will be recorded on monthly basis in the CCE report card.

The co-scholastic areas will be also be assessed by the teacher and recorded in the report card.

- **Punjab**

CCE is implemented in all schools state to all elementary classes. Generally covers all aspects like studies, discipline, soft skills, behaviour and regularity. The recording is being done on bi monthly basis on two record registers at the school level. One is for the subject teachers and the other is for class in charge to keep the track record of child. The report is shared with parents at regular intervals.

General Status: Almost all states in North Zone except J&K and Delhi, who could not participate in the workshop, have started working on implementation of CCE in their respective states since

2008. The format of CCE in these states is based upon the assessment of learning through formative and summative assessments. The assessment of scholastic and co-scholastic areas is still done in isolation and is being done at regular intervals. Teachers are expected to fill up teacher's diary, checklist registers, pupil progress report cards and teachers quarterly self appraisal forms and more such forms during a quarter. The cumulative record of marks/grades obtained by students in formative and summative tests and teachers comments is presented in the end of the year in annual report card of a child. Few states like Rajasthan and Uttar Pradesh have started developing their own CCE models in order to use CCE for assessment as learning, assessment for learning and assessment of learning.

Technical Session Two: NCERT Presentation

Continuous and Comprehensive

- Providing a range of learning opportunities as per the learners' needs.
- Providing space for mutual learning, scaffolding, timely feedback
- Assessing child's progress w.r.t her/his previous progress
- To view a child's progress in cognitive and personal social qualities holistically

Purpose of Assessment

Assessment for Learning; Assessment as Learning; Assessment of Learning

Assessment for Learning

- Understanding where children are
- Being done during T-L
- Provides timely feedback
- Comprehensive –aspects of personality
- Record in Teacher's Diary, Logbook, Portfolio
- Not for Formal Reporting

Assessment of Learning

- Provides Comprehensive information of student learning vis-à-vis curricular objectives
- No Labelling
- No Comparison with others
- To be reported
- Issues with assessment and learning of mathematics
- Sense of fear and failure in mathematics
- Emphasis on formulae and algorithms

- Non Detention Policy
- Large Teacher- Pupil Ratio
- Exhaustive Recording and Reporting

Role of NCERT

- To address the Issues, concerns and misconceptions related to CCE
- To generate awareness among various stakeholders and their role in CCE
- To develop consensus among state partners for CCE implementation

Issues

- Non Detention Policy
- Large Teacher- Pupil Ratio
- Exhaustive Recording and Reporting

Process of CCE in classroom



Reporting process: Mapping the progress

- Sharing on quarterly basis
 - Assigning the levels in each subject area indicate the range within which the child's learning and performance lies on these four performance/learning levels
 - Learning Level I: Even with support the child's performance has not yet reached the expected level*
 - Learning Level II: Child needs support from elders to reach the expected level*
 - Learning Level III: Child's performance as per expected level*
 - Learning Level IV: Child's performance beyond the expected level*
- Sharing with the child on regular basis
- Sharing with parents in monthly/Quarterly meetings

What role teachers need to play?

- ❖ **Essential elements of continuous assessment (assessment for learning)**
 - ✓ Assessment during teaching-learning be used as a process for learning
 - ✓ Not to be used for making judgments/ comparisons
 - ✓ Identify strengths /learning gaps of children
 - ✓ Opportunity for mutual learning (Teachers & Children) Devote more time on assessment for learning
 - ✓ It is a tool for teacher to teach better and for learner to learn better(Zone for Proximal Development)
 - ✓ Create non-threatening environment
 - ✓ Discourage rote-learning
 - ✓ Purpose is self progress
- ❖ **Essential elements of Comprehensive assessment (assessment of learning)**
 - ✓ Focus is on what children have learnt
 - ✓ Comprehensive assessment is based on some criteria
 - ✓ Conducted by the teacher after consistent efforts of continuous assessment
 - ✓ Data to be recorded for reporting purpose
 - ✓ Essentials for evaluating child's progress
 - ✓ Could be done 2/3 times in a year
 - ✓ Purpose is to judge child's learning based on common criteria
 - ✓ Instead of marks, grades/levels should be given. It should be substantiated by remarks or descriptions
 - ✓ Communicate progress in a simple manner

Role of Teacher Educators, BRC/CRC Personnel

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

Guidelines for Administrators

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

Comments of the participants on CCE module prepared by NCERT

1. CCE module presented by NCERT does not provide any details about logic and reason behind suggested steps. For example the Science booklet at UPS level suggest –
*“The ‘comprehensive’ part in CCE envisages that the student is seen holistically by the teacher along with her personal and social qualities. The on-going assessment (especially through observation) of regular pupil activity in class can and should also cover development in these areas. This is what makes it **comprehensive**.”* But why this is required, what is its relation to children learning, are there some theoretical explanation for doing so.? All these are missing in the exemplar materials of NCERT.
2. There are clearer descriptions about what CCE isn't. Under these sections there is a critic about ongoing assessment process and it is expected that teachers may adopt new methodology of evaluation which includes observation and some other kind of suggested way. There are some serious problem in this approach :-

- The suggested activity hardly able to explain how teachers may derive lesson for improvements in her class room strategies. Moreover the suggested method actually ignores child capacity, in term of her memory.
 - There is an assumption that teachers are not incorporating classroom feedback in their teaching learning , particularly in presentation of class room observation.
 - The terms like – “enthusiasm, cooperation, patience, concentration, interest and motivation, being helpful and sensitive to others “are being utilized in the exemplar materials but how they are interrelated it is not described.
3. Ignores reality about what are a collective pedagogy, if change is required how it should be managed.
 4. The CCE Modules, actually assumes that class room process will get change according to the assessments need , in principle this is problematic because assessment is not ultimate purpose, and on other hand it also ignore the classroom requirements/ reality eg. of teachers availability / capacity.
 5. The suggested activities are actually utilized by our sensitive teachers in their class room, but how to consolidate it is a big challenge.
 6. No suggested means to asses child engagement pattern outside the class room
 7. Activities outside classroom are less emphasized
 8. Though there are suggestion about continuous assessments but the formats are tending towards summative assessments
 9. There are description about learning indicators in PS booklet but how teachers will utilized these formats is missing

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

Format of Analysis of CCE Scheme

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

Critical Analysis of CCE scheme

• Chandigarh

1. Strengths:

- Reading of children assessment
- Freedom to teachers

2. Understanding about CCE

- Activity based learning
- Project work
- Daily assessment of students recorded in the child-profile

3. Use of assessment data:

- The assessment data is recorded four times during an academic year

4. Process of recording:

- Assessment registers with grades and comments

5. Change planned:

No change

6. Comprehensive assessment

- Different types of subject tests
- Subject activities in addition to art education, physical education, work experience, indicators and daily based assessment

7. Change in the component of the scheme:

No change

8. Change to assess social and personal qualities:

No change

9. Curricular and co-curricular areas:

Both are equally important

10. Change in recording procedure;

Suggestions to minimize recording procedure

11. Change in reporting procedure:

Reporting with in very few time

12. Major gaps in the scheme:

Lack of funds; Time consuming; Monitoring of teachers

13. How to address gaps;

No suggestions/ plan

14. Over all plan of action:

Satisfied with present plan

15. Any other suggestion/observation:

Need based suggestion is required

• **Haryana**

1. Strengths:

- CCE divided into three levels according to personality development of child class I & II, Classes III to V, Classes VI to VIII
- No test
- No grading/ no marks
- Grading with descriptive remarks
- Diagnostic in nature and remedial in action
- Emphasized on Rubric based assessment

2. Understanding about CCE

- State refers to CCE in a spirit of all round development of child assessing scholastic and co-scholastic & PSQ at reasonable intervals taking care regularity and learning gaps in child's growth

3. Use of assessment data:

- Teacher assesses the child as well him/her self to find out teaching methodology/ strategies to develop particular skills. Also use it as feedback to develop continuous growth of the child.

4. Process of recording:

Recording is being done on monthly basis in prescribed evaluation sheet based on observation and evidences.

5. Change planned:

No change

6. Under standing of Comprehensive assessment

Covering of child's development in cognitive, affective and psychomotor domain

7. Change in the component of the scheme:

No change

8. Change to assess social and personal qualities:

No change

9. Curricular and co-curricular areas:

Curricular- Academic Aspects

Co-curricular -Co-scholastic, personal & social qualities, literary, cultural, creative aspects, environmental awareness.

10. Change in recording procedure;

No change

11. Change in reporting procedure:

No change

12. Major gaps in the scheme:

Teacher-Pupil ratio; Teachers engagement in non teaching works; Rationalisation of staff

13. How to address gaps;

No suggestions/ plan

14. Over all plan of action:

Scheme implemented in 2011; 90% teachers have been trained; 1500 BRCs trained; To provide academic support to 600 BRPs; At DIET level two faculty members are trained to provide academic support to school teachers

15. Any other suggestion/observation: No suggestions

• **Punjab**

1. Strengths:

- It is on bi monthly basis
- It generally covers all aspects of child's overall growth
- Role of teacher changes to a facilitator

2. Understanding about CCE

- CCE is a tool/programme for diagnostic and remedial teaching for all round development of a child

3. Use of assessment data:

- The student is assessed in curricular and co curricular domains and the data is used by teacher to uplift the student in all ventures. It has shown good result through which child could be turned into a better human.

4. Process of recording:

- In two registers:
 1. Subject teacher to record scholastic progress
 2. Class teacher to record child data, regularity and other co-scholastic areas

5. Change planned:

No change

6. Under standing of Comprehensive assessment

CCE is followed in every school of the state. The basic theme is focused on all round development of a child as holistic (in scholastics and co=scholastic sectors) to turn him/her in a better human being by assessment of different traits.

The main idea is based on diagnostic-remedial process through which teacher can identify grey areas of child's performance in particular field And do needful to uplift him/her

7. Change in the component of the scheme:

No change as observation of outcome of current CCE system is in progress

8. Change to assess social and personal qualities:

No change

9. Curricular and co-curricular areas:

Curricular- Cognitive/academic domain (knowledge about subject, aptitude
Co-curricular – Different life skills (personal, social and national)

10. Change in recording procedure;

No change, as teachers are happy with the current system (i.e.bi monthly)

11. Change in reporting procedure:

No change

12. Major gaps in the scheme:

Motivation of teachers to follow CCE in true spirit to draw the best in child

13. How to address gaps;

No suggestions/ plan

14. Over all plan of action:

To apprise all teachers and stakeholders of state education system CCE as a mission
By teacher training programmes via DIETs/GISTCs with necessary guidelines through website.

15. Any other suggestion/observation: No Suggestions

- **Rajasthan**

- 1. Strengths:**

to allow the child to learn at her own speed for which subject wise modules have been prepared.

Flexibility in the time period of the test taken. Only 4 summative test are there to be held in the whole session.

Introduction of CCE scheme in phases. It is developed with experienced teachers working in the field.

Strong monitoring.

Good reference materials 4 teachers.

- 2. Understanding about CCE**

Continuous assessment in our state is taken as “Formative Assessment” which includes daily observation by the teacher performance of the child in group work, project work, oral test, reading, pen-paper test, work sheet.

The teacher registers his/her observation regarding all children in his “Anubhav Diary”.

Assessment is an integral part of teaching learning process.

- 3. Use of assessment data:**

The teacher uses this data in planning for different level groups.

Under CCE scheme, 4 summative pen-paper tests are taken in one session. There is a gap of two and half months between 2 summative tests. During this period, the experiences with children are noted down by the teacher in his/her diary. While recording the child’s performance in assessment format the teacher uses his experiences plus performance in pen-paper text then allots grade (A, B or C)

- 4. Process of recording:**

Assessment format for summative evaluation are developed for each subject each child of each class in the school. After every two and half month the teacher records the performance and progress of each child in these formats. Descriptive comments are writing keeping in mind the different indicators prepared for each subject.

Monthly meetings with parents (SMC Meeting) are held were these formats are shared with parents.

- 5. Change planned:**

No change

- 6. Under standing of Comprehensive assessment**

Comprehensiveness of subjects which includes main subject as well as art, work experience and health.

It also assesses personal-social aspects of the child.

Comprehensiveness in providing opportunities, flexibility in the timeline for assessment of the child.

Comprehensiveness regarding tools and techniques of assessments as observation, child profile, experience diary, project work, group work, descriptive comments by the teachers.

7. Change in the component of the scheme:

No change

8. Change to assess social and personal qualities:

Proper detailed guidelines to assess these qualities to be provided.

9. Curricular and co-curricular areas:

At primary as well as upper primary stage curricular and co-curricular areas as core subjects have been integrated.

10. Change in recording procedure;

The format of the teachers diary to be changed.

11. Change in reporting procedure:

No change

12. Major gaps in the scheme:

Irregular students and very slow learners are a very big challenge for implementation of CCE.

It is very difficult for the teacher to make them achieve the required level.

There is no provision to channelize the talents of extraordinary students.

We are not able to sustain the quality of education at block level.

13. How to address gaps;

No change

14. Over all plan of action:

Monitoring all CCE schools in the state.

Strengthen the monitoring system.

On site support to teachers.

Reforming and improving the CCE material.

Incorporating the suggestion of the teachers.

15. Any other suggestion/observation:

PTR should be according to RTE Act.

Subject Teachers at upper primary stage.

• **Uttar Pradesh:**

School-based continuous and comprehensive evaluation system and its objectives are -

- (i) Reducing stress on children,
- (ii) Making evaluation comprehensive and regular,
- (iii) Providing space for the teacher for creative teaching,
- (iv) Providing a tool for diagnosis and for producing learners with greater skills.

1. Strengths of CCE model of U.P.

- Flexible and pragmatic scheme which takes into account the social environment and the facilities available in the school.
- School based Workable framework
- Assessment integrated into the teaching learning process
- Assess the 'whole' child and each child.
- Developed by practicing teachers.
- Generation of ample number of example for wider understanding of CCE
- Manual and training module for teachers
- Reduce stress and anxiety which often builds up during and after the examination.
- Provide better tools for diagnosis .
- Provide space to the teacher for creative teaching.
- Greater focus on learning rather than teaching of the text.

Observation of members of 16th JRM July 2012 : A good example of a workable framework for CCE, where the handbook was developed by teachers and emphasizes the assessment of learning progress on specific tasks. Assessment seemed to be integrated into the teaching learning process, which provides feedback for improving teaching and learning

2. Understanding of Continuous Assessment

We believe continuity in assessment means that the teacher's work should be continuously guided by the child's response and participation in classroom activities. In other words assessment should be seen as a process whereby the teacher learns about strength and weakness of the child in order to be able to teach better

3. Use of Assessment data by Teachers

- To make continuous and comprehensive evaluation systematically, process indicators have been developed in accordance with curriculum in all subjects.
- These indicators are used by the teachers to evaluate the progress of child.
- Analyse child progress on the basis of his/her participation and response against each learning indicator and prepare and implement appropriate measures to improve child's progress
- Implement CCE as per the work plan
- Share with children/ parents their progress and area for improvement.
- Share issues and concerns with respect to implementation of CCE with CRC/BRCC/DIET

4. Recording and Reporting of Assessment data by Teachers

- **Child Profile** : Teacher maintains profile of each child which consist of the following :-
 - **Personal Information**: Class Teacher records basic information about the child on the basis of his discussion with child and parent at the time of enrollment / beginning of session / first week of July.
 - **Qualitative analysis** of student performance in various subjects. Teacher records his/her qualitative remarks on basis of observation and understanding of written work on child progress on various curricular indicators.
 - **Collection of Children's remarkable work** (Drawing, Poem, Story, etc)
 - **Student Report Card** (Student Progress is recorded in the Report Card thrice in a Year on the basis of Teacher's observation, anecdotal record and child performance)
- **Child Cumulative Sheet**: Teacher records response, participation and engagement of children in individual and group work regularly in Child Cumulative Sheet till the completion of his elementary education. When a child is promoted from one class to the other his /her progress is recorded in continuation with previous Class.
- **Teacher's Diary**: Every teacher maintains a teacher's diary which contains information about the teaching-learning process. S/he updates teaching plan on the basis of feedback recorded in student's Cumulative sheet.

5. Change thought for addressing Assessment for learning data

Objectivity in recording qualitative remarks on basis of observation and understanding of written work on child progress on various curricular indicators.

6. Understanding of Comprehensive Assessment

We believe that Comprehensive evaluation implies the assessment of child from a holistic perspectives rather than merely in-terms of a learner of different school subjects, so that aspects such as child's health, self-image, sensibility, etc. are also perceived in the context of development and growth.

7. Changes thought for comprehensive Assessment + qualities of child+ recording + reporting

State has revisited work plan of CCE on the basis of feedback of field trial. Currently we want to sustain the modified plan.

8. Change to assess social and personal qualities: No Changes

9. Understanding about curricular & co-curricular area

We believe in assessing the 'whole' child. All areas are core in respect to child's progress.

10. Change in recording procedure; No Change

11. Change in reporting procedure: No Change

12. Major Gaps

- Lack of deeper and common understanding among all stake holders.
- The education system follows a disjointed approach to curriculum formulation, viewing its core components of syllabus formulation, textbook development, teacher training, learner assessment and classroom management as discrete and isolated interventions, rather than inter-related and integral.
- The education system has adopted a subject based approach to the organization of curriculum, focusing on areas which readily lend themselves to being formulated as 'subjects'. Areas which do not lend themselves to being organised in textbooks, for example visual and performing arts or work education are relegated to 'extra' or 'co-curricular' activities.

13. How to address Gaps

- Regular dialogue
- Proper and ample print/audio/video material and **platform** for sharing
- Inter institution dialogue
- Reforms in whole not in piece meals
- **Uttarakhand**

1. Strengths:

Competency based evaluation instead of marks/grade.

Self assessment of students as well as teachers.

Scholastic and co-scholastic assessments is integrated with subject wise indicators.

Report card is self explanatory.

Applying core principles – flexibility, fearlessness & faith.

2. Understanding about CCE

To assess the children as a part of classroom teaching learning processes.

3. Use of assessment data:

To make effective lesson plan.

Improve teaching style, do self assessment through this data.

Discuss with parents and other teachers.

4. Process of recording:

Through prescribed formats and self develop formats.

Through various tools and techniques like Box file, Activity book, self assessment records by the child.

5. Change planned:

Assessment should be school specific and teacher specific.

6. Understanding of Comprehensive assessment

Assessment of child in a holistic approach, which consider all aspects from education as well as social and personal interest.

7. Change in the component of the scheme:

To assess primary/essential co-scholastic areas in initial stages.

8. Change to assess social and personal qualities:

Through self assessment and self awareness by children.

9. Curricular and co-curricular areas:

Integrated with subject wise.

10. Change in recording procedure;

Recording continuously as per need through teaching learning process.

Minimizing the record keeping

11. Change in reporting procedure:

Report card filled twice in a year (October & March).

12. Major gaps in the scheme:

Format for record keeping and reporting.

Shifting marks/grade system into qualitative remarks.

In sufficient PTR.

13. How to address gaps;

Through orientation of different stakeholder as well as policy makers.

Revisit DIETs curriculum for Pre-service teacher education.

14. Over all plan of action:

- Government Orders for implementation of CCE

15. Any other suggestion/observation: No suggestions

• **Himachal Pradesh**

1. Strengths:

- Uniformity in all schools of the state
- Covered scholastic and co-scholastic domains
- Improved teaching-learning process i.e peer, group and participatory learning

2. Understanding about CCE

- All round development of the child
- Implemented CCE in the state as per RTE act and NCF 2005 which is child centered, child oriented, child focused and child friendly

3. Use of assessment data:

Monthly recording and maintaining CCE data through Check list

4. Process of recording:

- Maintains check list register on the basis of learning indicators
- Class 1-5 Comprehensive through check list
- Classes VI to VIII Subject wise check list and report card

5. Change planned:

To make CCE more easy by reducing and simplifying subject wise learning indicators

6. Understanding of Comprehensive assessment

Implementing in the light of RTE act to achieve desired goals of education

7. Change in the component of the scheme:

- Capacity building of teachers
- Monitoring of the scheme by external agency like SCERT or DIET

8. Change to assess social and personal qualities:

These qualities will be incorporated with the scholastic assessment by simplifying the process

9. Curricular and co-curricular areas:

- Curricular activities- academic
- Co-curricular- other than academic

10. Change in recording procedure;

Proforma should be simplified to reduce the stress of teachers

11. Change in reporting procedure:

Reporting should be quarterly and Results should be shared with members of SMCs and parents of low achievers

Students reporting should be shared with CRCs for further improvement

12. Major gaps in the scheme:

High PTR and single teacher school; Lack of monitoring and proper understanding by the teachers; Lack of awareness of the parents; Non detention policy due to which wrong message of whole process in the society

13. How to address gaps;

Capacity building programmes of teachers

Formation of monitoring cell

Community awareness programme

Discard non detention policy by conducting board examination at class V and Class VIII to regain the quality and the faith of society

14. Over all plan of action:

Organise in-service teacher programmes through SCERT and DIETs

Community orientation programmes by SCERT and DIETs

Awareness Programmes for SMC members

Monitoring cell will be formulated

15. Any other suggestion/observation:

Monitoring and conducting research studies by NCERT on the impact of CCE.
Fixing responsibility and accountability at all levels.

Technical Session Four: Discussion on Learning Indicators

There are two very important questions at school level

What to assess?

How to assess?

We may easily get answer of these question focusing on “why should we assess any aspect of any child”.

Assessment is required only to understand what is need of child, it is a pedagogy to get feedback on our methodology to engage with children,

Learning indicators indicates us about learning process as well as progress of child with respect to curricular goals and syllabus. Instead of viewing only the correct & final answer of the child, focus on why s/he is making mistake.

Salient features of Learning Indicators

- Indicators should be developed on the basis of curricular goal and syllabus **but should not be treated as water-tight compartments**. They may overlap in certain learning domain from one class to another.
- Indicators should be suggestive in nature. We often observe that a child may be at a level of learning that is lower or higher than what is stated for that particular class. Such situations indicates the need of developing her own indicators so that she should try to make the most of it. They should take into account the social environment and the facilities available in the school

Guideline for designing / developing indicators

- Indicators must help us in assessing the learning progress of children
- Indicators must be linked to teaching and learning process and it should be based on process rather than achievements only.

Observations on Learning Indicators develop by NCERT

Indicators must also help teachers in understanding what kind of learning experiences need to be provided to each child

- Children’s experiences, questions, expressions, ideas and communication must be considered while defining indicators
- Indicators should be understood by the all teachers in a particular school and parents .
- Indicators should be class specific though it may repeat and should not consider for a specific class only.

- Scope of indicators can be go beyond textbooks & syllabus but it should be according to larger curricular goal.
- Indicators must be organized around broad dimensions of curricular goal would be conceptualized for the purpose organization of learning experiences.
- Indicators must include plurality of the child responses on a particular task/activity design by teachers
- Focusing and understanding children’s learning better on a continuum of learning.
- Providing a reference point for parents, children and others to understand the progress of every child in a simple way.
- Providing a framework for monitoring, learning and reporting progress about the child.
- Indicators shows – for how children are progressing with respect to certain learning task
- Indicator- to judge adequacy of process and nature of child engagements- and to provide more chance to other children who are not adequately engage.

Valedictory and the way forward

All the participating states worked out a road map of implementation of CCE scheme in their respective states. These states have just started CCE but in the format of some formative and some summative tests. The states required a proper capacity building for the implementation of CCE in its right perspective right from educational administrators to school teachers. The manual developed by NCERT may help teachers and teacher trainers to understand the CCE through examples given in the manual.

Appendices

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

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

(Background Note)

1. Context

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

NCERT being an academic authority had also developed exemplar material on CCE for the elementary stage in all curricular areas. The material has been developed with wide consultations with subject experts, practitioners and educationists in a series of meetings and developmental workshops at NCERT. This endeavour has been done with the support of MHRD. The package has been field-tested in schools by the teachers after orientation by the members involved in the development of the package. *The underlying idea of developing the exemplar CCE material is to provide some examples on how CCE can be used effectively by the teachers in various curricular areas till the elementary stage. The package would facilitate and equip the teachers to implement CCE meaningfully in the classroom.* This material would address different facets of CCE, that is, how to carry out assessment *during the teaching-learning process*, assessment after teaching-learning process, recording *and* reporting the child's progress, etc. At the primary stage, generally one teacher teaches all the subjects. Therefore, for this stage, a comprehensive package has been developed covering examples from different subjects. This would not only help primary teachers to follow an integrated approach to teaching-learning across different subjects but also get the space to reduce the curricular burden by avoiding overlap of the content. However, at the upper primary stage, subject-wise material has been developed in Science, Mathematics, Social Sciences, Hindi, English, Urdu and Arts Education. The examples given in this package can be conducted in a classroom having teacher-pupil ratio as per the RTE norms (1:30 for

primary stage and 1:35 for the upper primary stage). These examples may be adapted/adopted by the States and UTs as per their needs.

2. Need of the Package

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), has been implemented since April 2010. *The Act requires that CCE be implemented for each child till the completion of elementary schooling.* Thus, CCE is a mandatory requirement under RTE which is to be implemented in true spirit. In implementing CCE, the role of teachers becomes central. The field experiences and interaction with teachers informed that teachers are facing problems in the implementation of CCE. Teachers are largely engaged in compiling the data and keeping the records of children's test results rather than integrating assessment with the teaching-learning process as an essential component of CCE. CCE is generally considered by them as an external activity to be performed separately.

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

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

3. Nature of the Package:

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

- **Section I:** It begins with an overview which clarifies the need of this package and some misconceptions about CCE that are prevailing in the system. The section develops an understanding on continuous and comprehensive evaluation in the context of Right to Education Act, 2009.
- **Section II:** This section provides subject-wise examples which show how assessment process needs to be followed so as to use assessment as an in-built component of teaching-learning process focusing on assessment for learning (formative assessment). This section also provides criteria for assessment for each subject, spelt out in the form of 'indicators' given in Annexure I. These indicators are purely suggestive in nature. The examples also elaborate how and when *assessment of learning* (summative assessment) can be used by the teachers. This section highlights various methods/ways that can be used to assess child's progress rather than depending on paper-pencil tests only. The section also suggests what kind of data needs to be

recorded by the teacher and what kind of assessment data needs to be reported in the report card so as to present a comprehensive picture of child's progress.

- **Section III:** Based on the examples given in Section II, this section provides guidelines for practitioners about necessary steps to be followed for implementing CCE. It informs the teachers about use assessment as an in-built part of teaching learning process, what kind of preparedness is required, what type of methods to be used for assessment, what can be the various sources for collecting data, what kind of information is to be recorded for reporting and how to communicate the progress of children in a comprehensive manner. This section also provides guidelines for teacher educators and administrators on their role to make CCE as meaningful as possible.
- The package also includes a video film on '*CCE in mathematics classroom*', focusing at the primary stage. The film depicts through examples how a teacher assesses children while teaching-learning process is going on, and what are the ways to provide feedback to children during the process itself. This would also clarify some misconceptions related to various aspects of CCE.

4. Organizing Regional Workshops: Methodology of Capacity Building

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

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

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

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

administrators can encourage teachers to concentrate more on assessing *the process and interaction in her classroom, rather than products outcome.*

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

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

5. Participating States & UT - The following Northern states Himachal Pradesh, Haryana, Chandigarh, Punjab, Rajasthan, Uttarakhand and Uttar Pradesh, Jammu & Kashmir and Delhi have been invited for participating in this workshop. From each state, 5-6 members have been invited, one member from SPO office has been invited, who is looking after pedagogy component under SSA while from each SCERT 2 members have been invited along with and 2-3 members from the DIETs in the respective state. These members will later act as master trainers to initiate the same process in the state.
6. Venue and Dates of the workshop: The regional workshop for Northern Zone states has been planned from 4-6 September, 2013, to organize at RIE Ajmer with the expectation to do this exercise in a holistic way by involving RIE faculty, so that regular academic support could be provided to States and UTs as and when required for the Northern States/UTs.

Regional Workshop on Implementation of CCE

Venue: Regional Institute of Education, Ajmer

Schedule of the Regional Workshop

Day 1 - 4 September 2013

Session	Time	Resource Person
Registration	09:30-10:00hrs	Extension Education Department, RIE, Ajmer
<ul style="list-style-type: none">• Welcome• Inaugural Address• Need and objectives of the workshop• About the programme	10:00-11:00 hrs	Dr. P.C. Aggarwal , RIE, Ajmer Prof.V.K.Kakaria, Principal, RIE, Ajmer Dr. A.K.Rajput, DEE, NIE Prof. Lata Pandey, DEE, NIE
State wise sharing of experiences on CCE Implementation and Discussion on issues related to CCE	11:15-13:15 hrs	Representatives from States
LUNCH BREAK 13:15-14:00 hrs		
Sharing and Discussion on Exemplar Package on CCE, Developed by NCERT	14:00-15:30 hrs	Dr. P.C. Aggarwal , RIE, Ajmer Dr. A.K.Rajput, DEE, NIE Prof. Lata Pandey, DEE, NIE
Presentation and	15:45- 17:30 hrs	Dr. A.K.Rajput, DEE, NIE

Discussion on Subject specific examples from CCE Package for the Elementary Stage		Prof. Lata Pandey, DEE, NIE
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Day 2 : 5 September 2013

Analysis of CCE Scheme of States (Group work)	09:30 – 13:15 hrs	Representatives from States , RIE and NIE faculty
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LUNCH BREAK 13:15-14:00 hrs

Presentation and Discussion on the Group work	14:00 – 15:30 hrs	Representatives from States , RIE and NIE faculty
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Evolving Action Plan for effective implementation of CCE and developing time line	15:45- 17:30 hrs	Representatives from States , RIE and NIE faculty
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Day 3 : 6 September 2013

Session	Time	Resource Person
Sharing and Discussion on States Action Plan for effective implementation of CCS	09:30 -13:15 hrs	Representatives from States , RIE and NIE faculty

LUNCH BREAK 1315- 1400 hrs

Discussion on Curriculum standards 0 Learning outcomes, pedagogical	14:00 – 15:30 hrs	Representatives from States , RIE and NIE faculty
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standards and assessment standards		
Session Continues	15:45 – 16:15 hrs	Representatives from States , RIE and NIE faculty
The way ahead: Deciding future course of action	16:45 – 17:00 hrs	RIE and NIE faculty
Distribution of TA/DA and certificates	17:00 – 17:30 hrs	RIE, Ajmer Accounts and Ext. Ed.

List of Participants

REGIONAL INSTITUTE OF EDUCATION, AJMER
Regional Workshop on CCE Implementation in the Southern States
4-6 September, 2013

Sr. No.	State/UT	Name of the participant	Designation
1.	Chandigarh	Sh. Mohan Singh	URC
2.		Sh. Vikram Singh	CRC
3.	Haryana	Pawan Kumar	Lecturer DIET
4.		Rammehar	Lecturer DIET
5.		Sanjiv Kumar	
6.		Ashwani vashisth	
7.	Himachal Pradesh	Dinesh Gulati	Lecturer
8.		Neeraj Mahajan	Lecturer
9.		Tilak Raj Bhardwaj	Lecturer
10.		Shiv Kumar Sharma	Lecturer
11.	Punjab	Kanwaldeep Singh Sohi	
12.	Rajsthan	Vandana Galundia	Lecturer
13.		Barai Deen	Sr. Lecturer
14.		Bhopal Ram Purohit	Vice Principal, DIET
15.		Harshwardhan Kumar	Consultant UNICEF, Jaipur
16.		Usha Bapna	Consultant, CCE
17.		Dr. Amrita Dadheech	Lecturer
18.		Bindu Karunakar	DEP CMM
19.		RIE Ajmer	V.P.Singh
20.	P.C. Agarwal		Professor
21.	M. L. Meena		TGT DMS
22.	Ashok Singh Chouhan		PGT DMS
23.	R.S. Chittodia		TGT DMS
24.		Gajender Kumar Vaishnav	TGT DMS
25.	Uttar Pradesh	Ms. Deepa Tiwari	Sr. Lecturer
26.		Shamim Akhatar	Lecturer
27.		Dr. Kamlesh Tiwari	ADVISOR

28.		Bhagwati Singh	Sr. Professional
29.	Uttarakhand	Manoj Kumar Shukla	Lecturer
30.		Rajendra Badoni	Lecturer
31.		Dr. K.N. Bijalwan	State Coordinator (pedagogy)
32.		Dr. D. S. Lingwal	Lecturer

