

**2013**

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

**(Western Zone)**

***A Report  
(August 6-8, 2013)***



**Department of Elementary Education  
National Council of Educational Research and  
Training**

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## **Regional Workshop on Academic Support to States on CCE Implementation in Western Zone of India**

**Inaugural Session:** A three day regional workshop on implementation of CCE was organized at RIE, Bhopal from 6<sup>th</sup> to 8<sup>th</sup> August 2013 for the Western States/UTs namely Madhya Pradesh, Maharashtra, Chhattisgarh, Gujarat, Dadra and Nagar Haveli and Daman & Diu. The Pedagogy Coordinators, District Resource Persons from SPO Office and officials from SCERTs of these states and some faculty members from RIE, Bhopal and teachers from Demonstration Multipurpose School, Bhopal participated in this workshop (list of participants. annexure I). A total number of twenty five persons participated in this workshop. At the beginning of the programme Prof. Rita Sharma, Dean, RIE, Bhopal welcomed the participants. After this there was a round of self introduction. The need and objectives of the workshop were discussed by Dr. Lata Pandey. She said, the issues related to the quality of education being provided to children can be addressed if a child centered way of teaching-learning takes place that helps timely solve children's problems through CCE during teaching-learning process itself rather than treating it as an activity in isolation. The RTE Act 2009 provides Right to Free and Compulsory Education to all the children of age group of six to fourteen years and CCE is mandatory under RTE. CCE as envisaged under the RTE and NCF-2005, helps the teacher to provide continuous feedback to the children and modify teaching-learning process as per the needs of the learner.

In their consistent efforts to improve the quality of elementary education all states and UTs have evolved CCE scheme and the same have been rolled out across all schools while some states and UTs are in the process of developing CCE material and scheme. Efforts have also been initiated by concerned states and UTs to make the scheme usable and useful from the benefit of children and practitioners. In order to do so there is a need to, develop consensus on various issues related to CCE. Keeping in this view Department of Elementary Education is organizing a series of workshops on the implementation of CCE for all the states. Two workshops have been already organized at RIE, Mysore and RIE, Bhubaneswar. This is the third workshop. She mentioned the objectives of the workshop:

- ▲ 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.

The inaugural address was given by Prof. H.K. Senapaty, Principal, RIE, Bhopal. He said that CCE is very essential to improve the quality of learning and said that NPE-1986 was also emphasized on CCE. But because of the lack of clarity on the issues related to CCE, most of the teachers were not able to implement CCE in a proper way. Therefore, NCERT has made an effort in this direction and developed the CCE Package. This workshop will help us to understand the CCE scheme of various states and share the NCERT's package to help them adopt/adapt it to implement CCE effectively.

Dr. A.K. Rajput, Associate Professor, DEE shared the methodology of the workshop. He said workshop will be organized in a participatory approach and the implementation of CCE in each state will be shared and discussed. Group work will be done to critically analyze the CCE scheme of the states in the light of the package developed by NCERT. A session will be organized on the discussion on learning indicators. Prof. Kiran Mathur, Dean, RIE, Bhopal proposed the vote of thanks. She said that the issues discussed in this three days' workshop will be very useful and meaningful to help the states take the process forward in CCE implementation.

Status of Implementation of CCE was shared and discussed in this first technical session.

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

- **Maharashtra**

In Maharashtra the State Govt. issued Govt. Resolution on 20 August 2010 to implement CCE from 2010-11. It was introduced in all schools up to class VIII. The scheme has Formative and Summative evaluation as follows –

### **I<sup>st</sup> Semester**

- ❖ Formative Evaluation (A) June to October (using minimum 5 out of 8 evaluation tools suggested).
- ❖ Summative Evaluation (B) Term end.
- ❖ Result A+B = 100 Converted into grades.

### **2<sup>nd</sup> Semester**

- ❖ Formative Evaluation (A) November-April.
- ❖ Summative Evaluation (B) Term end.

### **Result A+B = 100 converted into Grades**

<b>Classification of Marks</b>	<b>Grade</b>
91 to 100%	<b>A1</b>
81 to 90%	<b>A2</b>
71 to 80%	<b>B1</b>
61 to 70%	<b>B2</b>
51 to 60%	<b>C1</b>
41 to 50%	<b>C2</b>
33 to 40%	<b>D</b>
21 to 32%	<b>E1</b>
20% and below	<b>E2</b>

Remarks in report cards should be descriptive and positive in nature. It should mention the good qualities of the child. It should encourage and not compare a child with anyone. Emphasis has been given on stress free atmosphere during evaluation.

MSCERT organized awareness programmes for the parents and society through press conferences, video conferences for the supervisory staff and teachers. Balchitrawani Programme was also organized. Jeevan Shikshan, an MSCERT Publication on CCE has also been circulated. Training /Orientation of teachers on understanding of CCE, formative and summative evaluation were organized for 5,50,000 Teachers and supervisory staff.

Teachers Handbook on Continuous and Comprehensive Evaluation (Marathi, Urdu and English) has been developed and circulated to each and every school, it includes the following;

- The techniques and tools of formative evaluation. These are as follows:
  1. Daily observations
  2. Oral work (questions and answers, reading aloud, speech and conversation, role playing, interview, group discussions etc.)
  3. Practicals/experiments
  4. Programmes/activities (individual/in group, by self-learning)
  5. Projects
  6. Surprise tests-short informal tests, open-book tests
  7. Exercises/class-work (writing informative passages, descriptions, essays, reports, stories, letters, dialogues, fantasies, etc.)
  8. Others tools (like questionnaire, peer-evaluation and group-work.)
- How to use formative evaluation tools in a simple and easy way.
- Integration of learning experiences and evaluation.
- selection of tools and techniques and deciding weightage for FAs and SAs
- Maintaining Portfolio

- Daily lesson note and CCE
- Maintaining Cumulative record of the child
- Recording of the information related to evaluation and cumulative record.
- Action to be taken after Summative Evaluation: After Summative Evaluation, allotting marks, giving grades and recording grades in the progress-card is a routine that all follow but handing the results, obtained through evaluation, from a psychological and educational point of view, is a matter of skill. This is applicable to formative evaluation too.

❖ **Monitoring and Review of CCE is done through ;**

- Regional and District level seminars.
- School visits – by Field Officers, faculty members from DIETs, Pune and MSCERT
- Short term research on feedback programme of CCE through DIETs in 12 districts out of 35 district of Maharashtra.
- Analysis and feedback. Incorporating the feedback for improvement of the scheme and the training.

• **Dadra and Nagar Haveli**

CCE was implemented in the UT of Dadra and Nagar Haveli after the enactment of RTE in 2010. The programme has been directly adopted in the UT from Gujarat State.

Children are assessed at regular time intervals and the progress of each child is shared with their parents at the end of every two months. Students are evaluated formally as well as informally. Students' profile is maintained and their development in different domains is recorded on continuous basis. Students are provided with environment for holistic development as the activities to enhance life skill, vocational activities, mother-daughter mela, various competitions, sports activities and cultural activities are also expected to be conducted.

To implement CCE a workshop to orient master trainers was organised by the DEP-SSA last year subsequently, under the 20 days in -service teachers' training in the months of December, 2012, January and February 2013 respectively. At present two semester examinations are conducted every year which constitutes written, oral and performance based tests.

- **Madhya Pradesh**

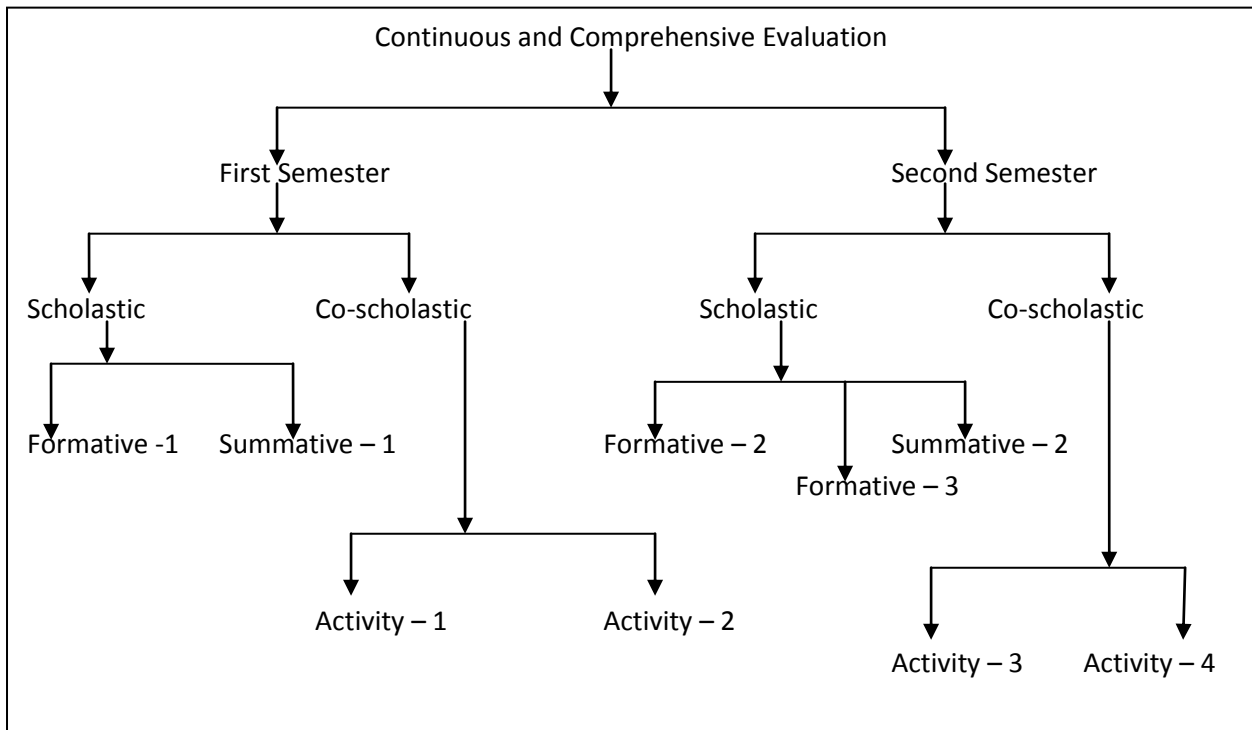
Keeping in view the criteria given by NCERT (NCF- 2005) and CBSE, an instructional booklet which contained detailed instructions on CCE was given to 1,12,000 elementary schools (primary and middle) of M.P. states where about 2,50,000 teachers are working. These booklets were given to all the schools at block and district level in the year 2010-11. (CCE pattern has been modified in year 2011-12) in which fewer numbers of assessments are done to reduce exam fear. Teacher student participation was increased by making portfolio of students which include day wise progress of the children, development of different traits of personality, special instruction from education department was given to the teachers to conduct morning assembly which includes prayer, news, speech and given explanation of day to day incidents. Students are given responsibilities by forming 'Bal-Cabinet' and conduct the assembly. Teachers are given duties to share incidents and inspirational thoughts to inspire students. In CCE, comprehensive development of child is emphasized. Tools used for assessing academic and non-academic areas are observation, rating scale, anecdotal records, portfolio, self-assessment. Students with highest attendance are rewarded. There is a box kept in the school to drop lost things by the students Project work is also given to the students like 'VAN-SANSKAR' in which a plant is given to students in summer vacations to observe for two months and write report. The best report is rewarded at the block and district level. Newly appointed teachers are given training on CCE in two sessions. The State also conducts exams twice in a year on same day in all the schools in the month of November and March called 'Pratibha-Parv'. Result is published on MP Education Portal at class, school block and district level. Analysis of result is done in a meeting of all dignitaries of different levels. There is also motivation for teachers in the form of 'Shikshak Portasahan Yojana'. Teachers are given five days training on CCE in 45 DIETs. There is provision of guest faculty in case of teacher's leave for more than seven days.

Teachers face problems in recording of results which is hectic and time consuming process. Teachers are also facing resistance from parents to accept assessment through CCE Pattern. CCE implementation is under way however; the scheme is likely to be revised according to observations/feedback/outcomes of this year.

- **Chhattisgarh**

CCE was initiated in the year 2011-12 in the state. A book containing the objectives, pedagogy and activities under CCE was prepared and teachers were trained through a five day training programme. In the first phase 1760 master trainees and during second phase 2000 master trainers were trained. At the block level, five BRC's oriented exclusively for CCE and presently training is going on at block level.

The CCE Scheme of Chhattisgarh is given below:



## Evaluation (Making Scheme)

Class	Marks	
	Formative	Summative
First and Second	60	40
Third to Fifth	50	50
Sixth to Eighth	40	60

## Grading

Class 1 <sup>st</sup> and 2 <sup>nd</sup>	Grade	Class 3 <sup>rd</sup> to 8 <sup>th</sup>	Grade
81 to 100	A	81 to 100	A
51 to 80	B	66 to 80	B
below 50	C	51 to 65	C
		36 to 50	D
		below 36	E

Videos in CCE in different subjects have also been developed. A website [www.scert.cg.gov.in](http://www.scert.cg.gov.in) for proper implementation of CCE has also been prepared.

- **Gujarat**

In the state of Gujarat CCE was first implemented for class II children in 1998 in 566 schools as a pilot project. Portfolios were made for each student in 2002 and registers were also prepared. Later these were updated as per the NCF-2005. Portfolios and registers brought many positive changes in the classroom to track the individual progress of children. To encourage the students a “Gunotsav” used to be organized where outstanding students were awarded. For 6-8 class the testing procedures made no distinction between scholastic and Non-scholastic areas.

The CCE framework developed by State Resource Group (consisting teachers, administrators and teacher educators from across the school education and experts from Universities) and approved by the Curriculum Committee was developed. It was piloted during year 2011-12 in two modes. One model was designed for pilot schools for new textbooks and the second one was for all remaining schools across the states.

Since the new textbooks of upper primary classes have been introduced last year, the piloted CCE model has been scaled up across the state up to class 8<sup>th</sup>. Textbooks and workbooks have scope for CCE during the classroom teaching itself. Individual profile and portfolio of students are prepared at school level and they are used as tools of assessment too. A package of instruction and formats has been developed. The training of all teachers was organized through teleconference and face to face mode.

### **Features of CCE**

- No formal evaluation for Std. – 1 &2
- Direct grading system is adopted for Std. – (1 &2)
- Learning grading system is adopted for std 3 to 8
- Learning objectives wise assessment of students is done all classes.
- **For std 3 to 8:** 40% weightage on continuous evaluation through teachers' observation, 40% weight age on periodical tests by teachers and 20% weightage on project work, Self Learning Book (workbook), assignment etc.

### **Formats for recording are as under:**

**Format A:** Standard and subject (including specific learning outcome) wise formative evaluation on the basis of teacher's observation. This is to be done once in a semester.

**Format B:** Recording of various dimensions of Personality Development. It includes area like arts, craft, physical education, attitudes, interests etc.

The teachers are supposed to prepare these two formats only. The following formats are for the consolidation/cumulative picture-

**Format C:** Result sheet including summative and formative assessment.

**Format D:** Direct grading format for standard 1 and 2 only which consists of various expected learning outcomes/behaviors.

**Format E:** Cumulative report card from standard 1 to 5 and standard 6 to 8 separately.

## **Daman & Diu**

In UT of Daman & Diu, CCE has been implemented since year 2011-12. CCE essentially means that assessment should be treated as an integral part of teaching and learning, through observations of children and maintaining records of their work done in a portfolio.

In order to assess students' learning the teacher needs to collect, analyze and interpret their performances on various measures of the assessment to come to an understanding of the extent and nature of the students learning in different domains.

Improving the teaching learning process and material and to be able to review the objectives that have been identified for different school stages is done by gauging the extent to which the capabilities of learners have been developed.

Over the years, concentration was on one dimension of assessment, i.e. assessment of learning. Much weightage was not given to the other dimension of assessment, i.e. and assessment for learning. "Assessment for learning" is an essential and integrated part of teaching and learning. Assessment needs to be carried out continuously to ascertain whether learners have developed required cognitive processes and learning attainments. This call for various modes of assessment which include learner's performance in groups, projects, is being based on guidelines provided by DIET Junagadh, Gujarat.

The steps to implement CCE –

### **1) Collecting Information and Evidence through Different Sources and methods.**

- Collecting all information of students using various sources like fill up form by the students.
- After collecting information different assessment method are used in order to know and understand whether each child actually learning while going through a variety of experiences, activities and learning tasks.
- Since assessment is part of the learning process, the children themselves can and also need to play an important role in assessing their own learning and

progress. Teachers are helping children assess themselves by enabling them to develop a better understanding of what is required of them through experiences designed to involve them in critically looking at their own work and performance. The picture/profile about a child's progress will be more complete if teachers interact with and involve other persons also.

#### Different ways and methods of Assessments

- 1) Individual assessment
- 2) Group assessment
- 3) Self assessment
- 4) Peer assessment

#### **2) Recording of Information**

In UT of Daman & Diu most common form of recording is through the use of report cards. Most report cards carry information either in the form of marks or grades obtained by children in tests on quarterly basis.

- Assessing the child's work during an activity/ when it is completed.
- Preparing a child's portfolio or profile. Generally this technique is used to maintain student's record. Portfolio is a collection of a child's work or activities. This may include projects, assignments, exercises, and activities, written and oral tests.

#### **3) Making sense of the information collected**

Once information has been recorded, the third important aspect or the next step is using the available evidence to arrive at an understanding of what has been collected and recorded. All this will help teachers to reflect on their teaching practices, classroom management, and use of materials amongst other pedagogic aspects and improve on the same for the benefit of the learner.

#### **4) Reporting and communicating feedback on Assessment**

Generally across all schools information on assessment of a child's learning and progress is conveyed to both the child and parents through a report card. This is

supposed to present a picture of a child's performance in different subjects in the form of marks/grades generally, based on test conducted periodically in a school.

Regularly monitoring and evaluation is done by class teacher and CRC for integrated development of students using LEP Program for primary schools. After evaluation of students remedial teaching is arranged for those students who are weak in learning. Resource persons and its groups are taking responsibilities to monitoring those schools.

UT of Daman & Diu is coordinately work or with the help of experts from Gujarat DIET.

### **Sharing the views by teachers of DMS, Bhopal**

Teachers from D. M. School, Bhopal have also shared about the CCE scheme followed by them. They said that they are following CBSE model of CCE which has four formative and two summative evaluations. They felt that a lot of time is spent on record keeping in this scheme.

### **Technical Session Two: NCERT Presentation**

After the presentations of the CCE schemes of states of western region by the state representatives a presentation was made by Prof. Lata Pandey and A.K. Rajput on the CCE package developed by NCERT in all curricular areas at the elementary stage. The need, objectives and salient features of the package were explained. Process of the development of the CCE package was also shared with the participants. Process of field-testing of CCE package was also shared. Nature of the CCE package was discussed that each package is composite in nature and consists of three sections. It was informed to the participants that sections one of this package develop an understanding on Continuous and Comprehensive Evaluation in the context of Right to Education Act. 2009, examples of implementation of CCE in classrooms have been given in section two and section third of this package provide guidelines to the practitioners and various stakeholders on the effective implementation of CCE. Examples from Hindi and Maths were given to explain how CCE can be done during

teaching-learning process. Assessment for learning assessment of learning and Assessment as learning were discussed in detail.

Dr. Lata Pandey made a presentation on CCE in Hindi Classroom at the Primary Stage.

Session started with the discussion on what do we mean by language and how children acquire various language skills. After this the objectives of assessment in the language classroom have been discussed. Assessment is a part of teaching-learning process, it was made clear by giving the example of a poem 'Aam ki Takari' from Rimjhim – 1 (Hindi Textbook developed by NCERT). The integration of other subjects i.e. Environmental studies, Mathematics, arts while teaching of language has been discussed. Discussion was also held on maintaining Portfolio, Record keeping and reporting. Thus various steps to be adopted for Assessment for learning. Assessment as Learning and Assessment of learning were clarified. Emphasis was given on involving differently challenged children in the teaching-learning process. While giving the example it was highlighted how the social-personal qualities can be observed and recorded. In this way assessment can be made not only continuous but comprehensive also.

Dr. A.K. Rajput made a presentation on how to implement CCE in Mathematics classrooms. By giving various examples it was made clear how CCE can be integrated during the teaching-learning process. A video film - CCE on Mathematics classroom was also shown. Issues of non-detention policy, large teacher-pupil ratio and exhaustive recording and reporting were also discussed.

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

Format of Analysis of CCE Scheme

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

Each state presented their critical analysis of the CCE implementation plan and shared the gaps that need to be addressed. Thereafter, discussion on 15 questions further helped clear the doubts and share experiences.

The questionnaire was given to the states and they worked in their groups. Thereafter each state presented their analysis of the CCE scheme being implemented in their respective states. Their responses have been collated in a summary form.

On the analysis of the CCE scheme, which is given below –

S. No.	Questions	Chhattisgarh	Dadra Nagar & Haveli	Daman & Diu	Gujarat	Madhya Pradesh	Maharashtra
1	What are the strengths of Continuous and Comprehensive Evaluation (CCE) scheme of your state?	<ul style="list-style-type: none"> <li>Teacher-Pupil ratio is 1:25 at upper primary level.</li> <li>Performance is given on the training on CCE(under SSA)</li> <li>CCE is being implemented since 2008, so teacher are aware about this.</li> </ul>	CCE has been implemented since 2010 after the enactment of RTE. Students are evaluated formally as well as informally.	Getting good responses from teachers, students and parents.	<ul style="list-style-type: none"> <li>Considering scholastic &amp; co – scholastic development.</li> <li>Easy formats, (Research based). implemented</li> <li>Clear guidelines for teachers (Teacher handbook on CCE) integrated with textbook, workbook Total Learning package.</li> </ul>	Guidelines are in the form of Booklet in all over the state uniformly in the process of Assessment in all over the state pratibha parva... a summative assessment with same tools in all over the state. Achievement level of students and grading of school is available on M.P Educational Portal in Public Domain.	<ul style="list-style-type: none"> <li>Teachers have freedom to use the tools /technique of CCE.</li> <li>For the effective implementation of CCE training of teachers has been organized from last three year.</li> <li>Monitoring and review of CCE is done.</li> </ul>
	<b>Questions</b>	<b>Chhattisgarh</b>	<b>Dadra Nagar &amp; Haveli</b>	<b>Daman &amp; Diu</b>	<b>Gujarat</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>
2	What is the understanding of continuous Assessment for	<ul style="list-style-type: none"> <li>Most of the teachers have the understandin</li> </ul>	Continuous assessment is done once in every two months.	With the help of continuous assessment learning ability of students are increased	Internal part of teaching learning process where teacher assess the	Assessment is the Integral part of Teaching Learning Process.	Teaching – Learning Process &

	Learning in your state's scheme?	g of assessment for learning <ul style="list-style-type: none"> <li>• They are doing formative assessment during teaching-learning process</li> <li>• They are aware about it that, it is an integral part of teaching-learning process.</li> </ul>		as well as integrated development of students are ----- possible.	children throughout the year (at each & every point) & improves his/her classroom strategies	Exam assessment of Learning CCE assessment for learning.	is but is for evaluations/assessment process goes simultaneously teacher gave additional/supplementary guidance to each child.
	<b>Questions</b>	<b>Chhattisgarh</b>	<b>Dadra Nagar &amp; Haveli</b>	<b>Daman &amp; Diu</b>	<b>Gujarat</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>

3	How does the teacher use this assessment data under CCE?	Teachers record the data in teacher's diary. While preparing the report of formative assessment this data is used by them.	Teachers take this feedback and make modifications in teaching learning if required. Teachers also discuss with the parents.	Teachers are using assessment data to identify learning gaps and modify the strategy accordingly.	<ul style="list-style-type: none"> <li>•For improvement in classroom transaction strategies.</li> <li>•Sharing with parents.</li> <li>•Remedial work for students – children.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher uses the data of CCE to identify the learning gaps and makes strategy for remedy.</li> <li>•To strengthen teaching learning material to support needy students.</li> </ul>	Teacher use this assessment data for additional/supplementary guidance which enhances learning of the students.
	<b>Questions</b>	<b>Chhattisgarh</b>	<b>Dadra Nagar &amp; Haveli</b>	<b>Daman &amp; Diu</b>	<b>Gujarat</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>
4	How does the teacher record and report this data?	In every semester the marks both for FA and SA are recorded. The marks (oral and written) of both the semester reported. The feedback and	Through student's oral and written performance based test. Teacher also observes students daily activities however, for daily observation there is no specific tool. Teachers report the	Teachers are maintaining report card of all students in the school. Report cards carry information in the form of marks or grades.	Specific ready formats have been provided and the report will be shared with all stakeholders.	<ul style="list-style-type: none"> <li>•Teachers prepares portfolio of each &amp; every students along with their report card.</li> <li>•Sharing the</li> </ul>	Teacher's records the data is student profile & portfolio.

		progress is given descriptively also.	data to the parents in parents meeting is provided and semester exam.			report with School Management Committee & Parents Meeting.	
	<b>Questions</b>	<b>Chhattisgarh</b>	<b>Dadra Nagar &amp; Haveli</b>	<b>Daman &amp; Diu</b>	<b>Gujarat</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>
5	What change do you think could be made for addressing assessment for learning data?	<ul style="list-style-type: none"> <li>• Support from community and SMC required.</li> <li>• Assessment for learning seems to be different in large size classrooms.</li> </ul>		Teaching procedure should be improved.	<ul style="list-style-type: none"> <li>• State has recently scaled up the CCE scheme across the state.</li> <li>• Let state has sometime – for implementation/research/feedback</li> </ul>	Assessment during Teaching Learning is a time taking process. So it should be well defined to the Teachers Evaluation is an integral part of T. L. Process.	We think fixed subject wise & standard wise indicators should be given to the teacher.
	<b>Questions</b>	<b>Chhattisgarh</b>	<b>Dadra Nagar &amp; Haveli</b>	<b>Daman &amp; Diu</b>	<b>Gujarat</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>

6	What is the understanding of the state about comprehensive assessment?	To assess the scholastic and co-scholastic areas together while the process of teaching-learning.	Comprehensiveness means catering holistic development of child that means cognitive affective and psychomotor development of the child. For this activities to enhance life skill vocational, activities, competitions, sports activities and cultural activities are conducted.	Overall personality development of the children by giving them opportunities to learn inside and outside the classroom.	<ul style="list-style-type: none"> <li>•Integration of all subjects, holistic development of child.</li> <li>•Importance is given to art, craft, physical education, values etc.</li> </ul>	All round development of the child.	CCE is the better evaluation system to develop the child's intellectual, physical & emotional aspects i. e. all round development of the child.
	<b>Questions</b>	<b>Chhattisgarh</b>	<b>Dadra Nagar &amp; Haveli</b>	<b>Daman &amp; Diu</b>	<b>Gujarat</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>
7	What changes do you suggest on this component in your	No suggestions.	The reporting formats should be conies.	Provide honour to the school and school teachers who are working sincerely and result oriented.	<ul style="list-style-type: none"> <li>•The state wants enough tenure to implement it across the state.</li> </ul>	To support scholastic with co – scholastic & Socio – personal qualities.	Improvement in recording reporting system should be changed according to the indicators.

					•At present we won't suggest any modification in CCE scheme.		
	<b>Questions</b>	<b>Chhattisgarh</b>	<b>Dadra Nagar &amp; Haveli</b>	<b>Daman &amp; Diu</b>	<b>Gujarat</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>
8	What changes do you suggest to assess the personal, social qualities of children?	There are eleven areas have been given for co-scholastic area. It is not possible to develop all areas in a child. Alternatives should be given.	Maximize group activities.	For assessing personal qualities of student's activity based assessment should be done.	It is already there in the state scheme.	To draw these qualities teaching learning process prescribed syllabus.	State is already using daily observations, peer assessment self assessment.
9	What is the understanding about curricular and co – curricular area at the elementary stage?	Both areas are the integral part of teaching-learning process. In Chhattisgarh weekly one period is kept for games and	Curricular means all academic activities. Co-curricular means activities which are not directly related to teaching and learning.	Curricular and co – curricular activities are helpful in overall personality development of children.	As such there is difference but for the convenience of teachers and administrator at present the scholastic subjects	They are interlinked.	<ul style="list-style-type: none"> <li>•Both are necessary in elementary stage.</li> <li>•Both are necessary and integrated in the elementary stage.</li> </ul>

		one for literary and cultural activities.			are included in curricular whereas --assemble, cleanness, participated art craft etc. are included in co – curricular.		
	<b>Questions</b>	<b>Chhattisgarh</b>	<b>Dadra Nagar &amp; Haveli</b>	<b>Daman &amp; Diu</b>	<b>Gujarat</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>
10	What changes do you suggest in recording procedures?	Nil	Should be concise and clear.	Oral, written, numbering system should be improved and photography and internet should be used to recording procedure.	To make it easier teachers should be given regular handholding support for recording the data.	Burden less.	Learning indicators should be prepared to make recording simple and easy.
11	What changes do you suggest for reporting procedure?	Alternatives should be given for the co-scholastic area keeping in view the interest of the child.	Should be concise and clear.	Everyday report should be maintained and report should be shared with school, teachers and Head teacher.	It is shared with parents but not reported in the system yet.	Burden less	We think reporting procedures should be depending on learning levels of learning indicators.

	Questions	Chhattisgarh	Dadra Nagar & Haveli	Daman & Diu	Gujarat	Madhya Pradesh	Maharashtra
12	What are the major gaps in the scheme which need improvement?	It is felt by the teachers that there is a need in minimizing the process of documentation	Frequent reporting too lengthy recording and reporting formats lack of understanding to design lessons so as to take care of CCE.	<ul style="list-style-type: none"> <li>• Shortage of teachers.</li> <li>• Communication gap between parents and teachers.</li> </ul>	There is support to prepare basic recording formats as well as consolidated also.	Government & society should be involved.	<ul style="list-style-type: none"> <li>• Traditional teaching learning process should be changed.</li> <li>• Assessment of age appropriate child, absent students, CWSN children are not done properly.</li> </ul>
13	How to address these gaps in the scheme? (suggest strategies)	More emphasis should be given on teaching-learning rather on assessment/evaluation. During the training programmes in our states the video programmes	Improvement in the recording formats, modifications in the reporting formats, teachers training.	All teachers, SMC members, parents and all responsible officers should be communication directly to the school.	Consolidation can be done with the help of computers.	By training & through public awareness programmes.	<ul style="list-style-type: none"> <li>• By not giving weightage for record keeping.</li> <li>• Teaching – learning process should have learning indicators.</li> </ul>

		depicting the actual classroom processes are being used.					
	<b>Questions</b>	<b>Chhattisgarh</b>	<b>Dadra Nagar &amp; Haveli</b>	<b>Daman &amp; Diu</b>	<b>Gujarat</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>
14	Overall plan of action of the state.	To strengthen the cluster level system to provide training to primary teacher and strengthen the block level system to provide training to upper primary teachers.	To continue CCE in real sense by rigorous training of the teachers modifications in recording and reporting formats.	UT is following action plan of Gujarat state.	To strengthen the monitoring & handholding of teachers through teacher educators.	<ul style="list-style-type: none"> <li>• Formation of state level core group for implementation of CCE,</li> <li>• Pilot –study of CCE implementation in two districts with 10-10 school and 2-2 school in remaining 48 Districts.</li> <li>• Whole process is designed in four steps</li> </ul> <p><b>1<sup>st</sup></b> – To develop understanding of CCE within teachers and other</p>	learning indicators will be prepared for each subject & each standard after studying the examples of NCERT.

						<p>functionaries.</p> <p><b>2<sup>nd</sup></b> – To identify the indicators of learning for assessment.</p> <p><b>3<sup>rd</sup></b> – To develop understanding of CCE in different subject and teaching learning process.</p> <p><b>4<sup>th</sup></b> –</p> <p>(i) Final step to understand the difficulties and problems in the implementation of CCE.</p> <p>(ii) To make strategy to overcome the obstacle In the path of implementation of CCE.</p> <p>(iii) To prepare</p>	
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						guidelines of reporting and formats .	
15	Any other suggestion/observation	The example given on the CCE package of NCERT seems difficult to implement in large size classroom and in the schools where the numbers of teachers are less. The number of according formats should be minimise.	Training in the designing the lessons improvement and enhancement in the recording and reporting formats minimize the frequency of recording and reporting.	Support from the DIET is required.	<ul style="list-style-type: none"> <li>•Monitoring &amp; handholding of CCE implementation</li> <li>•Teacher should be supported daily implementation.</li> <li>•The monitoring will keep track of every teacher.</li> <li>•Integration of CCE with teaching-learning process.</li> <li>•Computerization for result generations to save the time of teacher.</li> </ul>		<ul style="list-style-type: none"> <li>•Have more weightage for formative evaluation than the summative evaluation in pre-primary level.</li> <li>•Subject wise &amp; slandered – wise outcomes should be given by the NCERT to each state.</li> </ul>



## Issues Emerged

1. Understanding the process of Assessment for Learning, Assessment as Learning and Assessment of Learning.
2. Understanding on assessment of personal-social qualities.
3. Need for development of simple formats for Recording and Reporting.
4. What should be kept in portfolio?
5. How to assess the differently able children.

## Technical Session Four: Discussion on Learning Indicators

The views of the participants about learning are – learning indicators are required to know about the learning process of the child. It helps not only in the planning of teaching-learning process but also it indicates the progress of the child. A discussion was held on learning indicators, whether it should be class-wise or stage-wise. The views of the participants are given below-

Class Wise	Stage Wise
<ul style="list-style-type: none"> <li>• Learning indicators should be made class wise. The reason behind it, is that the indicators which are set for any one class must be achieved or completed within stipulated time i. e. 1 year or 1 academic session. If we made them stage – wise, then it may not be achieved in one year, so may be extended over to next year or years which may result in the lack of their performance. It will extend over to next years and if the teacher or instructor changes, then one may not know where actually child stands and in which indicators he is lagging.</li> </ul>	<ul style="list-style-type: none"> <li>• It should be stage wise – For class I – II – 1<sup>st</sup> stage class III – IV – V – 2<sup>nd</sup> stage.</li> <li>• As in class 1<sup>st</sup> and 2<sup>nd</sup> our stipulated objectives are same and children get acquainted to their surroundings to form the ideas about it.</li> <li>• Class 3 to 5 children start understanding fastly and they are familiar with the language and transaction to them becomes little easy. They start comprehending the things around them.</li> </ul>
<ul style="list-style-type: none"> <li>• Easier to measure progress of children</li> <li>• Time boundation is there.</li> <li>• Teaching Learning process will be more effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to grouping repetition will be avoided &amp; No. of Indicators will be decreased so teacher’s work will be reduced &amp; saved the time.</li> </ul>
<p><b>Disadvantages</b></p> <p>In each class there will be repetition of Indicator &amp; more time will be taken to assess the class.</p>	<p><b>Disadvantages</b></p> <p>If we group two or three classes together then the expected level of each standard will be not be according to appropriate class.</p>

## **Valedictory and the Way Forward**

During the valedictory state representatives showed their experiences about the workshop and comments/suggestion on CCE package developed by NCERT. Most of them agreed on the comprehensiveness and utility of it as it was focused on covering the aspects of 'Assessment for Learning', 'Assessment as Learning', and 'Assessment of Learning'. But they felt that the examples given in the package can be applicable only in the classrooms where teacher pupil ratio is 1:30. They felt that the guidelines given in the third section of the package will be very useful for effective implementation of CCE. The discussion held in this workshop will surely benefit the states of the implementation of CCE.

### **The Action Points emerged from this workshop are –**

Action plan was developed by the states for effective implementation of CCE. The action plan was presented by the state representatives.

-Orientation of teacher educators and teachers on how to apply CCE in actual classroom transaction.

-Need for evolving feasible action plan for recording aspect of CCE.

-Need for providing a workable and simple format of reporting which can be easily understood by parents, teachers and the stakeholders.

- Orientation of administrations.

- Development of video programmes on CCE in all curricular areas based on actual teaching learning process of classroom.

## **Appendices**

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

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

## *(Background Note)*

### 1. Context

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), implemented since April 2010, has made Elementary Education a Fundamental Right to all children in the age group of six to fourteen years. Chapter V of the Act on *curriculum and completion of Elementary Education under Section 29 (2) (h) provides for **comprehensive and continuous evaluation of child's understanding, knowledge and his or her ability to apply the same.*** In view of this, various efforts have been made by States and UTs to develop CCE materials and evolve strategies for its implementation. The analysis of materials developed in this area and the field experiences suggested that teachers are facing problems in understanding CCE and its implementation in the classrooms. Different kinds of prescriptive formats are developed for teachers to record the progress of children. As a result of this, teachers are engaged more in compiling the data for CCE rather than in the actual teaching learning 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- The following Western States/UTs namely Madhya Pradesh, Maharashtra, Chhattisgarh, Gujarat, Dadra and Nagar Haveli and Daman & Div are participating in this workshop. From each state, 5-6 members have been invited, one member from SPO office has been invited, and 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 Western States/UTs has been planned from 6<sup>th</sup> to 8<sup>th</sup> August 2013 to be organizing at RIE, Bhopal 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 as and when required for the Western States/UTs states.

**Regional Workshop on Implementation of CCE**

**Venue : Regional Institute of Education, Bhopal**

**Date: 6<sup>th</sup> -8<sup>th</sup> August, 2013.**

**Schedule of the Regional Workshop**

**6<sup>th</sup> August, 2013**

**Day 1:**

<b>Sessions</b>	<b>Time</b>	<b>Resource Persons/ Speakers</b>
Registration	09.30 am-10.00 am	

<b>Inaugural Session</b> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Need and objectives of the Workshop</li> <li>• Inaugural Address</li> <li>• About the Programme</li> <li>• Vote of Thanks I</li> <li>•</li> </ul>	10.00 am-10.40 am	Prof.Rita Verma,RIE Bhopal  Dr Lata Pandey, DEE, NIE  Dr.H.K.Senapati, Principal, RIE, Bhopal  Dr Anup Rajput, DEE, NIE  Prof.Kiran Math
<b>Tea Break</b> 10.40 am-11.00 am		
State-Wise Sharing of Experiences on CCE Implementation and discussion on issues related to CCE	11.00 am-01.15 pm	Representatives from States
<b>Lunch Break</b> 01.15 pm -02.00 pm		
Sharing and Discussion on Exemplar Package on CCE Developed by NCERT	02.00 pm- 03.30 pm	Dr.Lata Pandey  Dr. Anup Rajput,
<b>Tea Break</b> 03.30pm – 03.45 pm		
Presentation and Discussion on subject specific examples CCE Package for the Elementary Stage	03.45pm – 05.30 pm	Dr. Lata Pandey  Dr. Anup Rajput
<b>Day 2:</b>  <b>7<sup>th</sup> August, 2013</b>		
Analysis of CCE Scheme of states	09.30am- 01.30 pm	Group Work:  Representatives from States and RIE and NIE Faculty
<b>Lunch</b> 01.30pm- 02.15 pm		
Presentation and Discussion of the group work	02.15pm- 03.30 pm	Representatives from States

<b>Tea Break</b> 03.30pm- 03.45 pm		
Evolving Action Plan for effective implementation of CCE and developing time line	03.45pm- 05.30 pm	Group Work: Representatives from States
<b>Day 3 :</b> <b>8<sup>th</sup> August, 2013</b>		
Sharing and discussion on States' Action Plans for effective implementation of CCE	09.30am-01.15pm	Representatives from States
<b>Lunch</b> 01.15pm -02.15pm		
Discussion on Curriculum standards(learning outcomes), Pedagogical standards and Assessment standards	02.15pm -03.30 pm	Representatives from States and RIE and NIE Faculty
<b>Tea Break</b> 03.30pm -03.45pm		
Session Continued	03.45pm - 04.15pm	-
The way forward: Deciding future course of Action	04.15pm -05.30pm	RIE and NIE Faculty

**Regional Workshop for Academic Support to states and UTs in Implementing  
CCE at the Elementary Level**

**Venue – RIE, Bhopal**

**6 – 8 August, 2013**

**List of the Participants**

1. Ms. Manisha Tathe, DIET, Thane
2. Mr. Vitthal K. Gorde, Mcert, Pune
3. Mr. Rajkumar R. Hiware, DIET, Bhandava
4. Mr. L. L. Shinde, MCERT, Pune
5. Mr. S. K. Verma, SCERT, Raipur, Chhatisgarh
6. Mr. Vidhya Dange, SCERT, Raipur, Chhatisgarh
7. Mr. Vadhvana Vijaykumar Babu, BRC Bhawan, Girls High School, Div (U. T.)
8. Mr. Solunki Juyendrasinh B., District Resource Person, Dadar and Nagar Haveli
9. Mr. Ahir Hement B., Teacher, Dadar and Nagar Haveli
10. Mr. I. P. Ahirwar, Primary Teacher, DMS, Bhopal
11. Mr. Raju Berker, Primary Teacher, DMS, Bhopal
12. Ms. Shazia Nagnit, Primary Teacher, DMS, Bhopal
13. Ms. Suruchi Rawat, Primary Teacher, DMS, Bhopal
14. Dr. Rajesh Kanchan, Principal, Govt. Collage of Education, Dewas
15. Mr. K. K. Parashar, DIET, Khandawa
16. Mr. P L Dage, SCERT, Bhopal
17. Dr. Brajesh Kumar Sharma, RIE, Bhopal
18. Mr. Hareesh Chaudhari, GCERT, Ghandinagar, Gujarat
19. Mr. Koradia Manoj R., GCERT, Ghandinagar, Gujarat
20. Mr. Jose J. Kurisunkal, DMS, Bhopal
21. Mr. Ritesh Kumar Khare, DMS, Bhopal
22. Mr. Prakash Chandra Suthar, Pedagogy Coordinator, Gujarat
23. Mr. Vipul J. Mehta, DIET, Rajkot, Gujarat
24. Mr. Thakkar Bhargav K., DIET, Jdur, Gujarat
25. Dr. Kiran Mathur, Professor, RIE, Bhopal