Programme Evaluation of **CCE**

Programme

of

Chattisgarh and Mizoram

(A Report)

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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ACRONYMS

BIT	Basic institute of Training BIT
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
DEE	Department of Elementary Education
DIET	District Institute of Educational and Training
EF	Evaluation Framework
EQ	Evaluation Question
EVS	Environmental Studies
EBB	Educationally Backward Blocks
FA	Formative Assessment
LWE	Left Wing Extremism
NCERT	National Council of Educational Research & Training
NCF	National Curriculum Framework
NGO	Non Governmental Organisation
NPE	National Policy of Education
POA	Programme of Action
PSQ	Personal Social Quality
RTE	Right to Education
SA	Summative Assessment
SCERT	State Council of Educational Research & Training
SLM	Self-Learning Material
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
TDE	Theory Driven Evaluation
TLM	Teaching Learning Material
UEE	Universalisation of Elementary Education

ACKNOWLEDGEMENTS

SECTION I

Introduction &Background

Section 1:   Introduction and Background

1.1.1   Background

Across the globe, assessment in schools is a huge concern for the policy framers, school administrators, parents and largely for the grass root implementers and the beneficiaries i.e., teachers and their students. India is not an exception to it. The concern draws its importance from the empirically proved fact that assessment can improve learning, guide teaching and revamp entire curricular programmes of the school for better.

While considerable innovations have been carried out in India to improve the quality of education through renewal/revamp of the curricula, syllabi, textbooks, teaching learning material and various pedagogic interventions, however, the examination reforms have failed to make a noticeable impact. The reason being probably may be the conduct of limited number of meaningful researches in the field (at the concept/policy level) as well as very little effort at the level of their translation into actual classrooms.However, all the significant commissions and committees constituted post-independence in the country kept suggesting the importance of bringing reforms in the ways and means by which children were evaluated in schools. Much later, the Education Policy of India (NPE -1986), '86 and its revised Programme of Action (POA-1992) categorically endorsed the spirit of continuous and comprehensive evaluation in schools in order to bring quality. Since then the CCE is discussed and debated and is being implemented in schools. The effort got an impetus after the implementation of Right to Education (RTE) Act, 2009 which categorically emphasize that schools are mandated to practice CCE by the provisions of Act. However, there have not been any single, concrete and uniformly accepted views about how to go about CCE in schools, leading teachers, students, functionaries and parents to confusion. Of late, the CBSE developed a package on CCE for its affiliated schools, but that too is not considered to be free from flaws and criticism.

The RTE Act, 2009 has made education a Fundamental Right to provide free and compulsory education to all children in the age group of six to fourteen years since April 2010. Under Section 29 of this Act, the elementary school curriculum is envisaged to promote all round development of children (cognitive, psychomotor and affective in a holistic manner), building their knowledge, potentiality and talent, development of physical and mental abilities to the fullest extent in a fear and trauma free environment using Continuous and Comprehensive Evaluation(CCE). Recognizing the crucial role of education to national development, which

helps an individual to contribute to it by enhancing his or her overall development, is one of the key concerns of the curriculum in the school education. Thus, curriculum, teaching-learning processes and assessment practices need to complement each other and facilitate to enable children discover their talents, realize their potentialities to the fullest, and develop among them productive and social skills while enjoying emotional and physical well-being. Using developmentally appropriate content and processes, suited to the learning styles of each child, CCE is considered to enhance children's learning and physical and mental abilities through a school based approach focusing on their all-round development. It aims to assess children through their participation in a range of activities in both inside and outside the classroom.

1.1.2   Rationale of the Study

Despite the term being existent in the field for long and efforts made to implement it, all efforts proved to be ineffective as it was not accepted and owned by different stakeholders, especially teachers at large. Most of them believe that CCE is an impediment to teaching-learning, cumbersome forthem, time-taking and compromises with the opportunity time in school as well. Parents, too, believe that its implementation is in contrast to its underlying idea i.e., instead of helping children improve their learning, it does not allow teachers to focus on actual teaching and learning as most of the time co- curricular activities take-over the academic learning. Students are also stressed out by the continuous testing.

Any educational development, if not understood properly, will lead to its faulty implementation arousing confusions and misinterpretations and the consequences could be very damaging for the entire education system. It may also lead to unwanted criticism and cynicism of an otherwise meaningful and valuable reform.

The same is true for CCE as the three words i.e., Continuous, Comprehensive and Evaluation are used with different connotations in various documents and schemes available in the field. Accordingly, its implementation has also been different across the states and UTs of the country. Due to misinterpretation, in the absence of any empirical guidelines, it has led to many myths in the system.

As we know that consequent to the enforcement of the RTE Act, 2009, all the states and the UTs are required to implement CCE up to the elementary level. In view of the above, therefore, it is imperative to help the states to develop/review their CCE programme/scheme as per the research based idea on CCE, and hence, an evaluation study was taken up by the

NCERT. Knowing the fact that the theory-driven evaluations (TDE) provide an answer to problems of evaluation approaches that are limited to before-after and input-output designs traditionally used in programme evaluation, the study was taken up as a theory evaluation with an idea to identify the gaps and provide suggestions in the scheme at the planning level to help the states improve upon at the budding stage itself. The states of Mizoram and Chhattisgarh approached the NCERT for this programme evaluation.

1.1.3   Evaluation Questions

1.1.3.1 To delineate criteria implicit in the assumptions of CCE in the light of international and national level literature/documents.

1.1.3.2 To evaluate the CCE schemes of the states of Chhattisgarh and Mizoram in the light of criteria developed.

1.2   The Contextof CCE programme in Chattisgarh and Mizoram

Following is an overview of the two states Chattisgarh and Mizoram involved in the study. It also includes a brief profile of their school education system along with the status of implementation of the CCE programme at the state level.
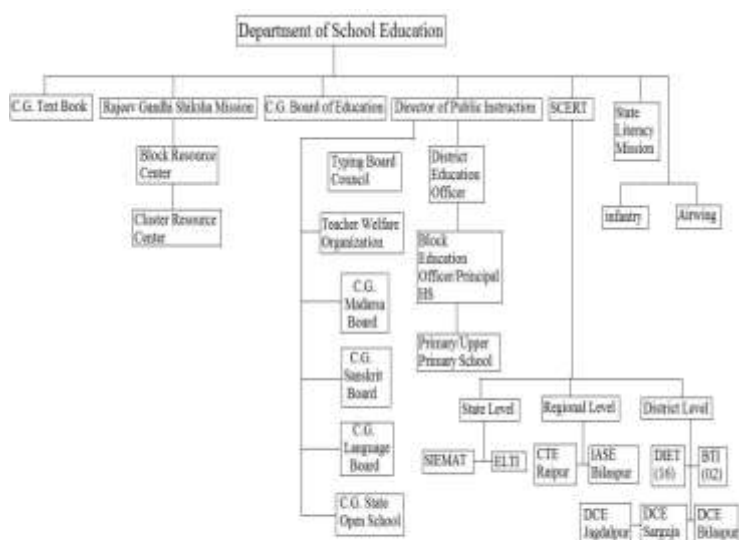
1.2.1   Chhattisgarh-An Overview

Chhattisgarh, a state in Eastern Central India, was carved out of Madhya Pradesh and came into being on November 1, 2000 as the 26th state of India. It is the tenth largest state of India divided into 27 districts with one- third of its population is tribal. As per census 2001, 34% of total population are STs and 12 % are SCs. The 27 districts are distributed in 146 Blocks in the State, out of which 74 are Educationally Backward Blocks (EBB) and 72 are non EBB. In the State 63 Blocks in 14 Districts are **L**eft **W**ing **E**xtremism (LWE) affected. Eighty five (85) Blocks are Tribal blocks and remaining 61 are Community Development (Education) Blocks. The Districts with insufficient infrastructure are **S**pecial **F**ocus **D**istricts; this includes LWE Districts. The State Govt. is focusing on improving status of these districts.

The State literacy rate as per census 2001 was 64.70% with 77.40% among males and 51.90% among females. The rural literacy rate was found to be 60.93% whereas the urban literacy rate was 81.08%. Female literacy rate in the rural areas, being lowest at 47.41%, makes women the most disadvantaged group of the society that seeking special attention. Total literacy of the State rose from 64.70% to 71.04% as per 2011 census from 64.70% of

2001. In this, male literacy stands at 81.45% while female literacy is at 60.59%.Literacy Rate of the State has shown an increase of 6.5 % in between 2001 and 2011.

The following flowchart depicts various bodies functioning, under the Department of School Education, Chattisgarh.

The state Schooling System is following the GOI norms. Education, as defined by the state legislation and as per the Right to Education is being provided up to class 8th to all children. Special attention for the education and development of tribal and minority communities is emphasized through implementation of various schemes. The present schooling pattern in the state is shown in following Table.

Table: Schooling pattern in State

Length	Classes	Education type	Additional Names	Type
3 years	Nursery	Pre-primary school	Kinder garden, Aanganwadi	Voluntary
5 years	I – V	Primary school	Primary	Compulsory
3 years	VI –VIII	Middle school	Upper primary	Compulsory
2 years	IX – X	Secondary school	High school	Selective
2 years	XI – XII	Higher secondary school	Higher secondary school	Selective

The State council of Educational Research and Training (SCERT) has 02 government, 01 aided and 118 Private colleges of Education. There are 16 District institute of Educational Training (DIETs) and 03 Basic institute of Training (BIT). These training centers are improving quality of education by organizing various types of trainings and workshops for all types of teachers and Principals. With EduSat program special coaching and counseling is also conducted.

There are 16,868 primary and upper primary schools in the State including, private aided and unaided and those run by the Tribal Welfare Department.

1.2.2   The Status of Implementation of CCE in Chhattisgarh

In Chhattisgarh state, CCE was partially introduced in the year 2008 in which 7 unit evaluation and three semesters were included. Children need to get pass marks by adding the performance of all the three semesters. In addition to writing test evaluation was carried out using oral, project and practical work. The scheme was revised in the light of the RTE Act-2009 after its implementation and the formal external examination was scraped. Comprehensive modules were prepared by the SCERT which included a journal and class-wise modules in each subject giving examples of CCE up to class VIII.

The key features of the main document of the state on CCE (Part I Module) are given below.

Reasons for introducing CCE

- To do away with the fear and stress examination.
- To develop the ability to create, think argue and analyze and discourage rote memorization.
- To avoid labeling of children with Pass/fail.
- Need based learning opportunities and Assessment
- To create child centered atmosphere to develop the skills of a child.

The document defines the three terms of CCE i.e. continuous, comprehensive and evaluation as follows:

Continuous: Under this, continuous assessment has been defined as 'to keep on assesing'. It has been mentioned to go along with the class teaching process throughout the year formally and informally using diagnostic tools to enable teachers identify the difficulties/ gaps in students' learning and provide feedback to parents/guardians and children.

Comprehensive: As per this document, comprehensive means developing all skills of child viz. physical, mental, social, moral and emotional to enable them to be good citizens. These qualities have been divided two categories i.e. scholastic and co-scholastic. The scholastic area recognizes the cognitive aspects whereas the co-scholastic area includes, awareness, respect, sports, yoga, and patriotism.

Evaluation: Evaluation is mentioned as systematic process of collecting, analyzing and interpreting evidences of students' performance and achievement. Evaluation is for making decision on the basis of assessment for particular objectives and also provides feedback to teachers, students and parents. However, it defines assessment as process of evaluation which is carried out to elicit small objectives.Also it mentioned that regular improvement in learning can be made through assessment by giving remedial teaching.

The objectives of CCE are mentioned as:

- To know the progress of the students in various subjects after a certain period.
- To enquire about the changes in behavior
- To enquire about their personal and special needs
- To understand what a child can do/ cannot do and plan suitable way of learning of teaching learning as per their needs.
- To guide each child in learning and developing
- To drive out the fear and stress of the examination
- To promote self assessment.
- To make teaching learning most interesting and encourage activities.
- To collect evidencesof learning progress to be shared with their guardians and others.

Principles of CCE are defined

- CCE is integral to teaching learning
- The progress of students is assessed with reference to their previous progress and not with that of other students.
- The activities are used as per the child's pace and abilities.

Some pre-requisites for CCE are mentioned as:

➢ Each child can learn if he is allowed to learn at his own pace and area of interest.

➢ Learning is ongoing process so the learning at home and at school should be integrated.

➢ Children learn better through concrete experiences so such opportunities need to be provided.

➢ They must be allowed to commit mistakes which will help them to learn right process.

➢ The class environment should be free from any anxiety during assessment.

➢ All children cannot be assessed at the same time. A teacher may assess five to six children at a time and the rest can be engaged in some other way.

➢ Assessment is not only to help children improve the learning but also help the teachers assess themselves to improve the teaching strategies and modify the teaching-learning.

➢ If in spite of the consistence efforts of the teachers these students' learning does not reach a desired level then it prompts to give a second thought to the syllabus, teaching-learning material including textbooks and the training of teachers.

The document then discussed in detail different tools such as oral, portfolio, observations, survey, project, etc. in detail.

Areas and types of evaluation

The document identified two areas i.e. scholastic and co-scholastic under CCE where in it divides each one into formative and summative assessments.

Under scholastic area the curricular areas are to be assessed using different tools such as writing, oral, project, portfolio, etc. to identify the hard spots and help children in overcoming them. Under Formative Assessment (FA), the document mentions, assessing children's progress formally and informally continuously during teaching learning and to help teacher understand the extent of students' learning. The teacher also uses remedial teaching to improve his/her own teaching process. At the primary stage 50% weightage given to FA whereas at the upper primary stage 40% weightage is given.Achievement in FA is calculated after a certain duration using minimum 5 tools in which a child succeeds.

Summative Assessment (SA) is conducted after each semester using a paper-pencil written test based on the question paper including questions (objective, short answer, long answer) that require skill based answers. The children securing D/E grade need to undergo remedial teaching for 15 days after first semester i.e. November-December and during summer holidays after second semester. The child will be promoted only after undergoing the remedial teaching.

The remedial teaching has been recommended both for scholastic and co-scholastic areas. After identifying the hard sports of learning and the reason for their weaknesses during teaching-learning which could due to **the child not being attentive in the class, a teacher abusing a child, notoriousness of children, inability to comprehend for teachers says, long absence, lack of numerical knowledge, difficulty in writing, inability to finish work in time, not interested in a subject the teacher will provide remedial help.**

Activities such as games, yoga, literacy, cultural, art, cooperation, discipline, awareness are included under co-scholastic areas to help children develop their mental, emotional and awareness wing. Following table depicts the activities.

Evaluation of the Scholastic Area

▪ It includes subject- wise one FA and one SA under scholastic area whereas during second semester three FAs are included in this area.

▪ The evaluation will be done using marks (800 marks for Class III to V,1200 marks for class VI to VIII)

▪ The children are graded on 5 point scale based on the marks secured.

Evaluation of the Co-ScholasticArea

The co-scholastic area is assessed using activities such as given below:

A. Co-Academic	Personal and Social Quality	Physical Education and Health
1. Literacy 2. Cultural 3. Creativity 4. Sports, Yoga 5. Work Experience	1. Regularity 2. Punctuality 3. Cleanliness 4. Discipline/ Dutiful 5. Respect for elders 6. General Awareness	Once a year every child must undergo medical check-up by arranging camp and calling the education health worker or physician.

Tools such as portfolio, checklist, observation, interview and teachers observation are suggested to assess the co-scholastic aspects among students. Children will be graded directly for the co-scholastic aspects and the teacher needs to decide some indicators (for example cooperation, presenting according to the subject, expressing confidently for cultural aspects and to keep dress, nails, hair, teeth, eyes, nose, ears, clean under cleanliness and under obedience to keep the school/ class neat and tidy and not to fight

with others etc.) for each ability under this area. Children fulfilling all the indicators will be graded as 'A' and those who fulfill none will be given 'E'. The activities suggested in this area either done separately during first period or on Saturdays. However, co-scholastic areas are to be assessed using at least two out of the suggested activities under each of the 11 areas mentioned under Co-academic and Personal Social qualities. Some activities/tips aresuggested to assess children on co-scholastic area during teaching learning as well for example writing a story on their own during teaching learning of Hindi.

Recording and Reporting

The teachers maintain the record of children's progress in teacher's diary, evaluation register, profile and portfolio of children.

The evaluation register needs to have one page marked for each child to record his/her evaluation points. It needs to be kept in the school and always be available to all parents and guardians. The register is used to record the data of formative and summative assessment for each semester. FAs are done during teaching-learning using tools out of the suggested list. Same tools should be selected for a particular subject for all children. Feedback will be given based on the best performance of the children on any five tools. Remarks for each child may be recorded against his/ her name which should be clear, correct and analytical to help him improve his learning. These need to be beyond the remarks of excellent, good, average and need to be written in the form of a descriptive note based on the skills, like – what a child knows and where he needs improvement. These remarks will help the teacher improve his/her teaching method (for example if most children in the class get D or E then the teacher should change his teaching method). A child getting less than 30% needs to undergo remedial teaching.

A format of teacher diary is shared on page 63 where an example is illustrated to record day-wise progress on expected skills to be developed in children against the lessons and particular subjects, the tools used along with the observations of teacher in columns.

Further, the document mentions that performance under scholastic area is calculated through percentage i.e. quantitatively and co-curricular area is evaluated using grades i.e. qualitatively. An overall gradeis calculated by adding the grades obtained in both the areas and taking out their average to report to the parents/ guardians.

An elaborate proforma to develop the monthly profile of a child in a particular subject is shared on page 64. It has also been mentioned that opportunities of self-assessment where

children assess their own work need to be provided to enable them critique and come up with ideas to do it better way. This is to be done by allowing children to fill Proforma weekly.

The CCE module of Chhattisgarh includes the examples of the recording formats of formative assessment, summative assessment, assessment of co-scholastic area, progress card of a child, attendance of the primary and upper primary levels and also checklist of self-assessment.

1.2.3 Mizoram-An Overview

The state of Mizoram was previously known as the Lushai Hills district while it was a part of the Assam state. It was raised to the status of Union Territory in January 1972. The State has 8 administrative districts with 26 Rural Development Blocks. According to the 2011 census there is a total of 830 villages in the State, out of which 126 are uninhabited. Mizoram has 23 Notified Towns scattered into the 8 Districts.

The State of Mizoram is inhabited by different tribes, each speaking their own dialect. Mizoram had a literacy of 88.81 % (2001 census) which gave it a 2nd position in literacy in the country. There are two stages in the Elementary Education-The Primary Schools comprising classes I to IV and the Middle Schools comprising classes V – VIII. Thus, the elementary education in the State runs up to classes I to VIII, covering children from 6-14 years normally. There are 1811 primary and 1351 upper primary schools in the State.

1.2.4 The Status of CCE Implementation in Mizoram

Consequent to the implementation of Right to Education Act- 2009, Continuous and Comprehensive Evaluation (CCE) was introduced at the elementary school level in the State of Mizoram on 23rd March, 2011. The SCERT, the Academic Authority for Elementary Education in the State, is responsible for its implementation and monitoring at the elementary level of education. The scheme has been revised in 2012. The external board examination has been scrapped and the state has developed Source Book on CCE accompanied by session work plan for teachers to guide them in implementation of CCE. Training of master trainers, teachers and other educational functionaries has been carried out and CCE has been implemented in schools. The scheme has been rolled out in all elementary schools of the state for a period more than a year now.

Continuous evaluation/assessment

In the Mizoram document on CCE,Continuous evaluation/assessment is mentioned as continuously checking children's progress. It is aimed;

- To see whether the expected levels of learning have been attained.

- To immediately diagnose the hard spots of learners and take remedial interventions to correct pupil's learning difficulties

- Help children to master the competencies.

- As learning takes place continuously so continuous assessment throughout the session and assessing every learning task is important.

Comprehensive Evaluation

Evaluation must not assess contents taught in textbooks or their academic achievements only but all aspects of pupil's growth. Comprehensive evaluation requires mappingchildren's progress inall the three domains i.e. Cognitive, psychomotor and Affective domain to promote their all round development. No single assessment tool or method is capable of providing information about a child's progress and learning in different areas of development. A whole range of activities that the child participates in both inside and outside the school-classroom need to be assessed consisting of the following:

1. **Cognitive domain:** It involves all mental skills-knowledge, understanding, comprehending, classifying, explaining, expressing, memorizing, observing, discussing, questioning, reasoning, analyzing, applying etc.

2. **Psycho-motor domain:** It is concerned with physical skills, motor skills, and manipulative skills. It is the ability to apply the acquired skills

3. **Affective domain:** It involves interest, values, attitudes, personal and social qualities which will manifest in their behavior

Developing these domains will promote all round growth in children. Therefore, assessment that covers all the three domains- cognitive, psychomotor and affective to provide a complete picture of children's learning and progress is an evaluation that is comprehensive in nature.

It also mentions that 'as assessment is carried out continuously during the whole school session every learning task becomes important**.'**

Evaluation

The document defines evaluation as a process that deals with the collection of evidences regarding the changes which occur in the pupil's behavior during the instruction. Thus Evaluation involves gathering information, interpretation of information, making judgments and taking decisions.Further it states;

- To use evaluation as a powerful instrument for assessing all aspects of children's growth to promote learning in children and improve the level of achievement.

- It should not be limited to certify children's or declare them as pass/ fail.

- It must be used to identify the strengths and weaknesses of children in learning, help them overcome their deficiencies and enrich their potentials.

- Failure to perform a task should not be interpreted as failure of the child but it could be due to the teacher's inability to prepare the child for the task or to make the task clear.

- Each child has a unique approach to acquire knowledge and teachers must identify individual special needs and requirements and plan teaching-learning.

Evaluation Process

The document recommends providing varied learning opportunities to children as per their need, pace and style and using different tools to assess the learning progress. Information collected from different sources helps to know and assess learning of a child which is compared to their previous performance to arrive at the extent of learning of a child. The different tools suggested in the scheme include paper-pencil test, projects, assignment, field visit, survey, experimentation. In addition to these some activities like dialogue, storytelling, theatre, creative writing, picture reading etc. are also suggested. It is mentioned to engage children in individual/pairs/ group work using these tools.

Some of the evaluation tools suggested include observation, checklist, rating scale, anecdotal record and portfolio are also suggested with examples.

The document suggests to grade children on a three point and five point scale and the methods of grading (direct, indirect and absolute grading) are also discussed. To evaluate different subjects some indicators of learning are spelled out in each curricular area. These indicators include a list of abilities for example

Environmental Studies (EVS): list of ten indicators namely, observation and reporting, discussion, expression, explanation, classification, questioning, analysis, experimentation, concern for justice and equality and cooperation (as mentioned in the Source Book in EVS, NCERT)

Language

English: Four skills listening, speaking, reading, writing are included at all levels for classes I to VIII with varied level of complexity of sub-indicators under each category for different classes.

Mizo: The focus is on correct usage and fluency in spoken and written Mizo dialect and development of language as an instrument for abstract thought and knowledge acquisition, Three types of tests are recommended for language assessment

- **Proficiency test** to measure general competence of a child in second language independent of any particular curriculum/ course of study.

- **Achievement test** to assess the extent to which a child acquired specific language abilities by measuring achievement in the prescribed course.

- **Diagnostic test** to provide information about the problems a child may face in speech/ writing. It is to be used at the end of a unit in the prescribed course. An achievement test can also be used for the same.

To make assessment integral to teaching learning, a teacher teaching Mizo is expected to prepare a lesson plan indicating expected learning outcomes, teaching points and assessment procedure and record the proceeding after class to adopt the necessary remedial measures. A proforma for the same is also shared on page 23. An example of grading children on different language skills is also given where performance on essay, role play, drawing and creativity has also been judged on some indicators besides that on listening, speech, reading and writing.

Some techniques having various parameters to assess language teaching learning through CCE are mentioned. It has been suggested to grade children on each parameter under each technique. For example:

Oral Skill	O	A	B	C	D (needs improvement)
Pronunciation					
Vocabulary					
Structure					
General Fluency					

Mathematics: To carry out comprehensive assessment the teacher needs to be use different tools in addition to written test. Four indicators i.e. solves textbook problems, grasps basic concept, can do process oriented tasks, can apply to real-life situations are suggested to grade children on three levels of proficiency i.e. Basic/ Intermediate/ Advanced. Teachers are suggested to develop their own indicators that are based on syllabus. Two types of assessments need to be entered into the school based progress report of each student.

Entry A: Consists of unit tests/ class tests/ paper-pencil tests. Three such entries for the whole session are required. At least five unit tests should be conducted in each entry. Teachers can set questions even beyond the textbook provided those are syllabus based.

Entry B: Consists of practical applications, assignments/ projects, activities and portfolio. These tasks need to be real life oriented activities. For example, an understanding of fundamental operations in maths helps a child in his/her daily life. Assignments can be both class work and homework. An Activity has been interpreted as the one which takes less time to complete and a project is mentioned as the one which takes more time to complete.

Co-scholastic Area

Under this area activities related to arts and crafts and work experiences are included to encourage freedom of expression. Arts include pictorial art (Drawing and painting), decorative art (pasting pictures and decoration), plastic art (clay modeling and making things out of plastic) and performing arts (dance, music, theatre, etc.)

Work experience is meant for engaging children with different types of work to inculcate different values such as dedication, tolerance, self-reliability, etc. Four indicators namely, engagement, attention to detail, expression and skills are mentioned to record progress of children on three levels in qualitative terms.

Recording and Reporting

The teachers are expected to keep the record to students' learning progress by maintaining a subject-wise register. A record sheet of each child indicating different skills to be assessed, number of tests/ observations, the grade obtained along with teacher's comments needs to be prepared. A sample of the record sheet is given on page 28 where the children are to be graded on each skill pertaining to particular tool.

Three entries (one each quarter) are required to be made in a year in the report card of a child. Sample of the report card is included on page 28 where children are graded on different skills pertaining to a subject followed by qualitative remarks of the teachers. The overall proficiency is calculated by taking out an average of the grades secured under each skill for a subject.

10% weightage is given to each of the five unit tests conducted during the quarter and the rest of 50% weightage is given to activities mentioned under entry B. The students attaining low grade than the expected level will be subjected to remedial teaching and re-tested. A *sign against the grades of such student will indicate the students exposed to remedial teaching. The co-scholastic aspects as mentioned above will also be assessed using marks allotted for each activity mentioned under art, craft, and work education areas. A sample of school based

progress report card which the schools have a liberty to make any alterations as per their requirement is also provided.

Supervision and Monitoring of CCE

The new system of evaluation includes replacement of term tests with unit tests, oral tests, project work, field visit, assignment and activities. Each teacher is expected to record the progress of tests of all children in a register and the observations for their participation and performance in a notebook/ diary. Every student is required to have a textbook, assignment book and a portfolio. The teachers will supervise children's work and the head teachers are expected to monitor the teachers and keep a record on their observations of each teacher's activity and performance in a register and a diary on regular basis. He/ she will discuss the problems faced by teachers as and when required. Proforma for monitoring the teachers' performance by headmaster/ external supervisor are shared on page 47, 48.

1.3 Evaluation Process of CCE Programme of Chattisgarh and Mizoram

The study has been completed in partnership with the States of Chattisgarh and Mizoram who expressed their willingness to evaluate their CCE progranme. A team comprising faculty fromNCERT, SCERT of the states of Chattisgarh and Mizoram and the State project Office (SPO) of the two states worked on it. The international and national experts from TCF-TSA also provided valuable inputs and guided the study team from time to time.

The stakeholders who were involved in the planning, development and implementation of the CCE programme in the respective states were involved. The study was taken up as a theory evaluation as providing a feedback at the inception level of a programme might help curtail the damage due to the faulty implementation at the initial stage itself. The theory evaluation demands examining the state documents on CCE to review the programme philosophy, assumptions and activities planned against the philosophy of CCE as per the empirical evidences. In the absence of any research based guidelines/criteria, the same (an Evaluation Framework on CCE) was developed during first phase of the study. In the second phase, the states' schemes were evaluated against this criterion. The international experts assisted in selection and reviewof literature and also in finalization of the evaluation framework.

1.4   Programme Theory

CCE programme, as mandated by NPE '86 & '92, NCF-05 and RTE Act, 2009, has been rolled out to schools in India. The States and UTs have developed the implementation strategy to take it forward as suitable to their respective places. The school

boards/organization like CBSE have also developed and implemented a model on CCE in their affiliated schools. These models and some of the documents like **Grading in Schools** and **Source Books on Assessment** in different curricular areas developed by NCERT also bear an impact on the models being developed by other school organizations/boards in the country. The States of Chhattisgarh and Mizoram are no exception to it. The assumption is if learning is continuously assessed, then learning gaps can be identified and addressed and learning processes in the classroom will be more meaningful/ helpful in supporting children to learn. Hence, the underlying assumptions of the model presumably believe that if children exposed to a variety of experiences, are periodically tested on both scholastic and co-scholastic aspects using various tools and techniques in addition to the paper pencil test , and such periodical performance is recorded, preserved and summated to report the learning progress to the students and parents on regular intervals then students' learning is bound to improve and their all round development is also ensured, as mapping of the progress on co scholastic aspects is also done in addition to the scholastic aspects intended under the curricula of different stages in schools. This periodical testing/mapping of the overall personality of students and sharing the progress with them, their parents and others assumes to bring quality in the teaching-learning process as envisaged under the RTE Act 2009, by keeping students always alert on studies besides de-stressing them from fear of examination, failure and stagnation. Obviously, the programme theory believes in the merit of frequent and wider range of testing for better and quality learning. In sync with the underlying assumptions of this model and the theory of change hypothesized, the assessment cycle is split into formative and Summative Assessments. The frequency, duration and the tools and means to carry these out vary from state to state. The approximate weightage given to each also varies across different stages in different schemes up to the elementary level. A variety of tools and techniques are to be applied to conduct the tests and collect information. Different ways to capture the progress on co-scholastic aspects of students are also proposed. Performance (in marks/grades)of students during is to be properly recorded by the teacher, in his/her register or progress card of the student or in portfolios and be summated at the end. The teacher is supposed to identify the learning difficulties and address them to enable children learn. There is provision to share the children's progress with school management committee members, parents and for suggestions and support. For all these, several inputs have been identified, developed/procured, and provided to schools for the effective implementation of the CCE model. For example, policy decision has been taken and notified by the government, academic authority has been fixed, committees and teams have been

constituted, manuals/guidelines/policy documents as well as training modules, monitoring tools, etc have been developed, master trainers have been prepared, teachers and head teachers have been trained and finally the proramme has been put in place in schools with sufficient financial and administrative support from the government.

1.5   Evaluation Questions

The following two evaluation questions were framed to give a direction to the whole study. These evaluation questions draw their relevance from the overall objectives of the study and the entire tug followed was to find out an appropriate answer to these evaluation questions-

- What are the significant characteristics of Continuous and Comprehensive Evaluation leading to holistic development of students as per research literature and the policy documents?
- Are these characteristicsincorporated in the CCE implementation plans of Chhattisgarh and Mizoram?

Answers to the first evaluation question led to empirical evidences for the development of an implementable conceptual frame of CCE which could be used by States to understand and evaluate their own CCE schemes. In the light of emerged conceptual framework, States would be able to make necessary adjustments in their CCE program theory and implementation strategies.

Answers to the second evaluation question led to the information on strengths and gaps in the CCE guidelines/documents of States of Chhattisgarh and Mizoram which would constitute the basis for improvement in planning, material development, training and monitoring of CCE scheme and overall implementation of the program in States in the long run.

Section II

Methods

Section 2: Methods

The following aspects are discussed in this section 1) evaluation Design 2) process of Selection of Literature 3) list of Documents used to develop CCE Framework 4)

2.1 Evaluation Design

In a theory-driven evaluation, gauging the underlying assumptions of the programme vis-à-vis the theory of change is the main objective as well as the challenge. The present study being a qualitative in nature and is a theory evaluation, intended to find out how robust were the underlying assumptions of CCE programme being implemented in Chhattisgarh and Mizoram in terms of theoretical footings with evidences in support. The first phase of the study involved development of a conceptual framework on CCE after careful selection, review and analysis of the national and international level documents on assessment and evaluation under the guidance of national and international experts. The process of development of conceptual framework on CCE in this study, being a crucial output of the study, followed very systematic, scientific and rigorous steps drawing people and literature of repute at every step, with exhaustive discussion, debate and brain storming through a series of the workshops of all team members and experts.

During the second phase, the underlying assumptions of CCE programme of Chhattisgarh and Mizoram were to be evaluated against the conceptual framework of CCE developed during Ist phase to understand how well the CCE programmes in these States incorporated the concepts/philosophy of CCE as viewed by national/international literature and supported by empirical evidences.

On account of the limited direction of the study in hand, the study team could evaluate only the main documents on CCE developed by the two States (Chhattisgarh and Mizoram), and not any other documents developed by them. The task was also delimited assuming that if the feedback at the planning/developmental stage of a programme is provided then it needs to be reflected in the subsequent documents/materials to be developed/already developed.

In order to trace the international and national perspectives on assessment and evaluation, the literature was collected which included the national and international level policy documents and research articles which included mostly reviews of recent researches.

2.2 Data Collection and Data Analysis

This section includes the tools, the process of their development, procedures of data collection and its analysis.

2.2.1 Process of Identification of Documents to be reviewed

First, the library and internet sources were searched extensively by the study team and an annotated list of reference materials (both national and international), related to the concept of CCE directly or indirectly, was developed. This annotated list was discussed and debated in the group in the presence of national and international level experts before finalization by the study team. As the particular term "CCE" did not figure in any of the international literature, the literature on formative and summative assessment/evaluation or that fitted closely with CCE was chosen.

The following documents were systematically reviewed by the study team in order to map and cull out the salient features pertaining continuous and comprehensive evaluation.

2.2.2 Documents reviewed

National level Policy Documents

1. National Curriculum Framework, NCERT, New Delhi, 2005

2. Source Books on Assessment in all curricular areas , NCERT, New Delhi, 2008

3. RTE Act, MHRD, GOI, New Delhi, 2009.

4. SSA Framework, MHRD, GOI, New Delhi, 2008 and 2011.

5. Bordia Committee Report for Implementing RTE Act, Government of India, New Delhi, 2010.

6. Scheme for CCE (Draft version), developed by DEME, NCERT, New Delhi, -

7. National Policy on Education, Government of India, New Delhi, 1986 & 1992.

International Policy Documents

1. Growing Success – Canada, Ontario Government, Canada;

2. OECD Policy Brief; Formative Assessment: Improving Learning in Secondary Classrooms;

Position/Discussion Papers

3. Big Ideas of Assessment;

4. High Quality Classroom Assessment;

5. Chappuis, S. and Stiggins, R.J. Classroom Assessment for Learning. Educational Leadership, September 2002;

6. Black, P., D. Wiliam, (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability* (formerly: Journal of Personnel Evaluation in Education), *21*(1), 5-31; and

7.   Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research, 77*(1)-81-112.

2.3.4 Reviews of research

8.   Black, P., &Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practices, 5*(1), 7-75. ;

9.   Allal, L., & Mottier-Lopez, L. (2005) Formative Assessment of Learning. Literature review of Publications in French. *Formative Assessment: Improving Learning in Secondary Schools.* Part III –Literature Reviews, OECD, 241-256;

10.   Black, P., & Wiliam, D. (2008). Changing Teaching Through formative assessment: Research and Practice: The King-Medway-Oxford shire Formative Assessment Project. *Formative Assessment: Improving Learning in Secondary Schools.* Part III –Literature Reviews, OECD Part III –Literature Reviews, 223-237;

11.   Dunn, K. E. & Mulvenon, S. W. (2009). A critical review of research on formative assessment: The limited scientific evidence of impact of formative assessment in education. *Practical Assessment, Research & Evaluation, 14*(7), 1-11; and

12.   Köller, O. (2005). Formative Assessment in Classrooms: A review of the empirical German Literature. *Formative Assessment: Improving Learning in Secondary Schools.* Part III –Literature Reviews, OECD Part III –Literature Reviews, OECD, 264-275.

After finalizing the list of materials to be reviewed, these were procured and shared with all members of the team.

2.2.3 Instrumentation and Procedures

The study being a theory evaluation involved qualitative review of the literature on CCE. In order to do so the group developed a review templatein a workshop mode after having several rounds of discussions among the team members and the external experts. It is appended in Annexure.

 The first phase involved development of the framework on CCE which required the group to review the literature and the policy documents related to CCE. A template comprising three sections General Information (Section I), Description related to Evaluation and Assessment (Section 2) and Other Salient Features other (Section III)was developed. The first section comprised of general information related to title, date of publication, author, and country of origin, nature, any other information and the name of the reviewer. Section II had twelve

items to gather qualitative information on the terms Continuous, Comprehensive and the strategies included to implement these. The questions designed also enabled the reviewers to look for information on Assessment of learning, Assessment for learning and Assessment as learning and the practices characterized to describe and implement these. Any similar or the terms that had a meaning closer to those mentioned e.g. **Self-assessment, self-evaluation, or self-reflection in place of Assessment as Learning** were also mentioned to capture information on the title, author(s), and year of publication etc. of the article/document. Three items to collect data on the procedures of recording, grading and reporting were also included. An item to look for the difference between the terms **assessment** and **evaluation** was also used. The reviewer was also expected to provide a summary of the article/research paper/document.

Section III included two items

The identified list of reference materials were reviewed by members of the group using a colour code to highlight different points/attributes pertaining to Continuous and Comprehensive Evaluation, Assessment and Evaluation, Assessment of/for/as Learning, Formative/summative Assessment /Evaluation through different colours. It was done in a workshop mode with the support from national and international experts.. The soft copies of thefilled templates were shared with the group members and the experts through drop box.

During second phase the Conceptual framework on CCE developed during first phase was used as a tool for reviewing the CCE schemes of Chhattisgarh and Mizoram. The members reviewed these `

2.2.4 Data Analysis

The qualitative data was collected during the first as well as the second phase.

For the first phase theitem-wise qualitative data from all the filled proformae was compiled in an excel sheet. The main attributes pertaining to CCE were highlighted. These were crystallized and classified into different categories. A colour code was used during all this process to   highlight and separate specific points under different categories. These were arranged and rearranged after rigorous discussions among the team members and the experts to develop a Conceptual Framework(----)

For the second phase the main documents of the two states on CCE were reviewed using the Conceptual Framework of CCE(-----) developed during first phase. Color coding was used to highlight and categorize the states' documents on CCE.

2.6 Limitations of The study

Following factors limited our ability to answer the evaluation questions.

1. Every possible attempt was made to collect relevant recent literature yet the scope to include more literature cannot be ignored.
2. Individual variation in reviewing the documents/literature could have some effect on the interpretation.

Section III

Results & Discussion

Section III: Resultsand Discussion

The findings of the study are organized according to the two evaluation questions of the present study.

3.1 What are the significant characteristics of Continuous and Comprehensive Evaluation leading to holistic development of students as per research literature and the policy documents?

The first phase involved exploring answer to this question to elicit and define criteria to review the schemes of Chattisgarh and Mizoram (or any other state) against it. Qualitative information related to Continuous and Comprehensive Evaluation, Assessment and Evaluation, Assessment of/for/as Learning, Formative/summative Assessment /Evaluation, collected from different items of the filled templates after review of the research articles mentioned above helped the group to arrive at the following understanding on CCE.

3.1.1 Identifying the characteristics of CCE

Keeping concerns with the all round development (cognitive, psychomotor and affective in a holistic manner) of the child, Section 29 of the RTE Act, 2009 emphasizes to implement CCE in schools. The National Curriculum Framework-2005 (NCF-05) also advocates that "each school should evolve a flexible and implementable scheme of CCE, primarily for diagnosis, remediation and enhancement of learning". The NCF-05 further believes that a good assessment should be an integral part of learning process and benefit both the learners and the teachers, and the entire educational system as well by giving credible feedback. Credible assessment provides support to the children to progress and improve their learning without being subjected to any punitive practices, and sharing their progress with other stakeholders especially parents, with information regarding the quality and extent of their learning. Any testing, recording and giving marks/grade, etc if done mechanically, will not serve any intended purpose provided there is proper connection between the theoretical elements of assessment and evaluation. Grade/marks, the style in which it is presently given, tends to control the behavior of students and make them extrinsically motivated, and not intrinsically (Stipek, 1996). The idea of enforcing Continuous and Comprehensive Evaluation (CCE) in schools was to plug these holes, but unfortunately, the term 'CCE' has been misconstrued and is not practiced with its true spirit.

Assessmentand evaluationare terms that have often been used interchangeably and often create confusion. Thepurpose of these two is different but with some overlap in the process part. Assessment mainly aims at how the level of quality of a future performance could be

improved whereas, evaluation aims at describing the determinative level of quality. It focuses on the actual level of quality with no interest in why and how that level was attained. Evaluation refers to the process of judging the quality of students' work on the basis of established criteria, and assigning a value to represent that quality. Assessment is more of process-oriented; on the other hand, evaluation is product-oriented (OECD, 2005, p.25). Assessment is further divided into formative and summative. Formative assessment usually refers to the assessment meant for bringing improvement in children's learning, with no focus on reporting but improvement, hence integrated, comprehensive and continuous. On the other hand, summative evaluation is all about reporting on learning, hence comprehensive and tending towards the end. A great deal of assessment literature is aimed at establishing differences between formative and summative assessments, yet summative assessment can be used for formative purposes (Bell and Cowie, 2000). However, it is quite difficult to distinguish between formative and summative evaluation superficially. It is the methodology, data analysis and the use of the results that determine whether an assessment is formative or summative (Wininger, 2005). Many authoritative sources have different definitions or uses for formative and summative evaluations (Scriven, 1967, Bloom, 1969, Taras, 2005, William, 2006, Ecclestone, 2006, and Heritage, 2007).

Thus, CCE is a wide ranging information gathering process on children's learning, learning progress and their overall development for making them better. It is all about a balanced assessment system in schools with three essential elements such as, comprehensiveness, coherence and continuity as was once recommended by the National Research Council Committee in United States of America (Pellegrino, Chudowsky and Glaser, 2001). CCE could be understood fully and properly if its all three dimensions are considered together viz., assessment for learning, assessment as learning and assessment of learning. Assessment *for* learning is similar to formative assessment and has a formative purpose (Allal and Lopez, 2005, p.241). Researches have shown that this is the most effective type of assessment for improving students' learning (Shepard, Hammerness, Darling-Hammond and Rust, 2005, OECD, 2005, and Kahl, 2005, p.21). Feedback giving is the critical element in formative assessment (Sadler, 1989). In this assessment process, teachers design learning situations (assessment tasks) to assess on what students know already and can do, and use those insights to design the next steps in instruction. In this process a wide range of data collected continuously through appropriate methods such as observation, worksheets, questioning, student-teacher interactions, or whatever mechanism possible is used for planning and

teaching and continuous modification required for better learning. Here, marking/grading is not designed to make comparative judgments among the students but to highlight their strengths and gaps to provide them with feedback that will enhance their learning. Teachers use their personal knowledge of the students and their understanding of the context of the assessment, and also the curriculum targets to identify particular learning needs. Meta-analysis of researches on assessment processes conclude that day-to-day feedback and praise definitely shape children's confidence about their ability as learners. Assessment forlearning (formative assessment) is integrated with teaching and learning and happens in the middle of learning, often more than once, rather than at the end. It is participative and interactive, with teachers providing feedback and assistance as part of the assessment. It helps teachers provide feedback to students to scaffold next steps. Though feedback is the most obvious feature of assessment for learning (formative assessment), blind feedback may not work. Meta-analysis by Kluger and DeNisi (1996) has shown that in one-third of the studies, feedback worsened performance when evaluation focused on the person rather than the task. In another one-third of the comparisons, there was no difference in outcomes with and without feedback. Only in the rest one-third of studies where feedback focused on substantive elements of the task, giving specific guidance about how to improve, did feedback improve performance. Merely telling the marks or grades to students or giving personal remarks is not the correct feedback.

Crooks (1988), from University of Otago, Newzealand, reviewed the researches conducted on assessment enshrined in the literature of educational measurement, motivational psychology, learning theory (both behaviorist and cognitive), and teaching and has also concluded that classroom assessment guides students' judgments about what is important to learn and affects students' self-perceptions of competence. Greater learning occurs when assessments focus on deep learning rather than surface or memorization learning. A useful feedback is more important for learning than maximizing the reliability of summative evaluations. Cooperative learning contributes to students' active engagement and helps to develop valuable peer and self-assessment skills.

Black and William (1998) examined over 250 studies from research literatures addressing current classroom practices, student motivation and student participation in assessment practices, learning theory, specific classroom strategies such as, discourse and questioning and the properties of effective feedback and concluded that formative assessment improves

learning. They also found that formative assessment is more useful for low achieving students than high achieving ones. Their meta-analysis suggests that formative assessment develops meta-cognitive skills in children and enhances motivation in low-achieving children. The cognitive researches have proved that when students become self-aware in monitoring their learning (referred to meta-cognition), their achievement improves. Palincsar and Brown (1984) in their reciprocal teaching has proved that thinking about the story and making predictions about what comes next – dramatically improved the reading proficiency of low performing middle school students. When students assess themselves, they internalize and use criteria as they carry out their work and this process increases both the quality of their projects and conceptual understanding (White and Frederickson, 2000). Even transfer of training becomes easier when multiple tasks are used both for assessment and for instruction (Shepard, 1997). Thus all the empirical findings and meta-analysis of hundreds and hundreds of researches conducted on assessment processes indicate that assessment for learning or formative assessment does help in learning as well as in the all round development of the child. However, it is also to mention that out of plethora of researches conducted on formative assessment, only a limited number of them supports the positive effect of formative assessment on learning outcomes. Most of the time critiques of researches conducted on assessment are about the sample size, control group, teacher effectiveness, etc (Karee E. Dunn and Sean W. Mulvenon, 2009). Assessment as learning is the continuous reflection on learning processes by the learners to assess themselves. This makes the learners as partners of assessment and ensures their active participation in the process. In this process the learners become assessors themselves. It emphasizes assessment as a process of meta-cognition (knowledge of one's own thought processes) for learners. Assessment aslearning refers to the review of cognitive processes that take place during learning by learners themselves. It is natural and automatic where learners oversee their own cognitive restructuring, their own strengths and gaps in learning and get the insights for future attempts and scaffolding on their own to remove the gaps. Within this view of learning, learners are the critical connectors between assessment and learning. For learners to be actively engaged in creating their own understanding, they must learn to be critical assessors who make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in meta-cognition; that is, learners become adept at personally monitoring what they are learning, and use what they discover from the monitoring to make adjustments, adaptations, and even major changes in their learning and thinking.Assessment of learning or summative assessment or summative evaluation has a summative purpose and is done near the end of the

unit/course/year. This type of assessment collects evidences for evaluating the students' achievement of the curricular expectations and for reporting to students and parents/guardians.

The information collated from the literature review was sifted to bring out the salient points qualifying core elements of CCE as given below.

3.1.2 Characteristics of CCE

1. Support and improve every child's learning and achievement. (fair, closes gaps)

2. Observe changes and progress over time.

3. Identifies individual and special needs and requirement. (language of instruction, needs and experiences)

4. Inform teacher planning. (practice, teacher learning)

5. Enhance child's self understanding and personal development.

6. Facilitate the achievement of curriculum aims and objective.

7. Improve teaching learning processes. (integral, keep focused)

8. Augments evidence based feedback to teachers and students. (samples of students work, words, becomes instructive, informal)

9. Address childrens' learning achievement in different subject areas.

10. Address students' performance and skills. (demonstrate full range of learning, lifelong learning)

11. Address students' interest/ attitude/ motivation.

12. Be continuous.

13. Be periodic.

14. To promote students ability to assess their own learning. (creatively articulate, goal settings, and peers)

15. Clearly express expectations for learning. (clear direction for learning)

16. Be humane in nature. (non threatening)

17. Enhance teachers' accountability.

18. Be consistent, reliable and valid.

19. Use multiple methods of assessment. (portfolio, appropriate, varied in nature, balance/flexible, relative task effectiveness)

20. Effective communication and reporting of results. (sensitive)

21. Encouraging healthy competition.

22. Be supported by adequate training and capacity building.

23. Be focused on holistic understanding of knowledge.

24. Sensitive to individual learning styles. (building on what is known, provide elaboration vs feedback on poorly understood concepts, differentiating, qualitative differences, differentiated instructions)

25. Assess how well students learn.

26. Serves multiple purposes. (aligned summative and formative, task, processes, cognitive, instructional improvement)

27. Planned and purposeful.

28. Collaborative – students, peers, parents. (in teaching learning)

29. Based on performance standards.

30. Systemic harmony/ class, school, district, system.

31. Build on innovative methods.

32. Benefit from appropriate conditions – TPR, infrastructure, materials, learning climate. (context, circumstances)

33. Interactive dynamic process.

34. Quality assurance, clear, purposeful, meaningful, compatible.

35. Encourages active engagement of students.

36. Feedback includes intertwining correctional review with the instruction until the process becomes new instruction.

37. Effective feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections.

3.1.3 Development of Conceptual Framework of CCE /Tool for reviewing the CCE Schemes

After several rounds of elaborate discussions among the group members and suggestions of the experts in different workshops the salient points of CCE mentioned above were grouped and categorized under broad themes and sub themes given belowand many draft versions (e.g. tableA, B)were developed, modified or discarded to arrive at consensus on a conceptually more crystallized framework Table (C) which was not only shared with the states of Mizoram and Chhattisgarh but with all other states as well and the suggestions obtained were suitably incorporated.

(Table A) Framework for CCE

S.N.	Broad Head / Themes	Attributes/ Point No	Characteristics of CCE
1	Learning Conditions /Learning Pre-requisites	16, 32	• Be humane in nature. (non threatening) • Benefit from appropriate conditions – TPR, infrastructure, materials, learning climate. (context, circumstances)
2.	Teacher Preparedness/ Professional Development	4, 17, 21, 22, 31	• Inform teacher planning. (Practice, teacher learning). • Enhance teachers' accountability. • Encouraging healthy competition. • Be supported by adequate training and capacity building. • Build on innovative methods.
3	Teaching-Learning Process	7, 15, 21, 35, 36	• Improve teaching learning processes. (Integral, keep focused). • Clearly express expectations for learning. (Clear direction for learning). • Encouraging healthy competition. • Encourages active engagement of students. • Intertwining correctional review with the instruction until the process becomes new instruction.
4	Methods/Techniques of Assessment	2, 12, 13, 15, 18, 19, 31	• Observe changes and progress over time. • Be continuous. • Be periodic. • Clearly express expectations for learning. (Clear direction for learning). • Be consistent, reliable and valid. • Use multiple methods of assessment. (Portfolio, appropriate, varied in nature, balance/flexible, relative task effectiveness).

			• Build on innovative methods.
5	Criteria of Assessment	9, 10, 11, 29	• Address children' learning achievement in different subject areas. • Address students' performance and skills. (demonstrate full range of learning, lifelong learning) • Address students' interest/ attitude/ motivation. • Based on performance standards.
6	Purpose of Assessment	1, 2, 6, 8, 14, 23, 25, 26, 34, 35	• Support and improve every child's learning and achievement. (fair, closes gaps) • Observe changes and progress over time. • Facilitate the achievement of curriculum aims and objective. • Augments evidence based feedback to teachers and students. (samples of students work, words, becomes instructive, informal) • To promote students ability to assess their own learning. (creatively articulate, goal settings, and peers) • Be focused on holistic understanding of knowledge. • Assess how well students learn. • Serves multiple purposes. (aligned summative and formative, task, processes, cognitive, instructional improvement) • Quality assurance, clear, purposeful, meaningful, compatible. • Encourages active engagement of students.
7	Process of Reporting Progress	8, 20, 37	• Augments evidence based feedback to teachers and students. (samples of students work, words, becomes instructive, informal) • Effective communication and reporting of results (sensitive). • Effective feedback needs to be clear, purposeful, meaningful, and compatible with students' prior

			knowledge and to provide logical connections.
8	Individualized Attention	3, 5, 11, 14, 24	• Identifies individual and special needs and requirement. (language of instruction, needs and experiences) • Enhance child's self understanding and personal development. • Address students' interest/ attitude/ motivation. • To promote students ability to assess their own learning. (creatively articulate, goal settings, and peers) • Sensitive to individual learning styles. (building on what is known, provide elaboration versus feedback on poorly understood concepts, differentiating, qualitative differences, differentiated instructions)
9	Teachers' Assessment practices	27, 28,	• Planned and purposeful. • Collaborative – students, peers, parents. (in teaching learning)
10	Theme is Not clear*	30*, 33*	• Systemic harmony/ class, school, district, system. • Interactive dynamic process.

Table B: Conceptual Framework for CCE

Broad Themes	Sub-Themes	Purpose	Characteristics of CCE
A. Process of Assessment	Purpose	Why assessment?	
		Assessment of Learning (Summative Assessment)	1. To report students' learning / achievement in terms of curricular aims and objectives. 2. To encourage healthy competition.

		Assessment for Learning	1. Supports and improves every child's learning and achievement. 2. Serves to observe changes & progresses over time. 3. Identifies individual and special needs and requirement. 4. Informs teacher's planning. 5. Improves teaching-learning processes. 6. Helps clearly and expresses expectations for learning. 7. Sensitive to individual learning styles. 8. Assesses how well students learn. 9. To determine the readiness for moving from one level to next level of learning.
		Assessment as Learning	10. Enhances child's self- understanding and personal development. 11. To promote students' ability to assess their own learning.
			12. Enhances teachers' accountability.
		What assessment?: Achievement/Skills/Social Skills	13. Addresses children's learning achievement in different subject areas. 14. Addresses students' performance and skills. 15. Addresses students' interest/ attitude/ motivation. 16. To be focused on holistic understanding of knowledge.
		Who will assess?: Teacher, Self, Peer	17. Collaborative – students, peers, parents.

	Methods	Criteria of Success	18. Based on students' performance standards.
		Tasks (How?)	19. Encourages active engagement of students. 20. Interactive dynamic process.
		Instruments (How?)	21. Uses multiple methods of assessment. 22. Builds on /Includes innovative methods.
		Periodicity (When?)	23. To be continuous. 24. To be periodic.
	Judgment	Recording	
		Scoring /Marking,	
		Interpretation	
		Appraisal	
	Decision Making	Feedback	25. Augments evidence-based feedback to teachers and students.
		Reporting	26. Effective Reporting of results.
		Communicating	27. Effective communication.
B. Quality of Assessment / Quality Assurance	Continuous		
	Comprehensiveness		28. CCE Serves multiple purposes.
	Reliable		29. To be consistent, reliable and valid.
	Valid		Meaningful.
	Feasible		
	Fair		
	Flexibility		

	Non-threatening		30. To be humane in nature.
	Based on Teacher-preparedness		31. To be supported by adequate training and capacity building.
	Systematic		32. Planned and purposeful.
	Systemic / Aligned		33. Systemic harmony/ class, school, district, system. 34. Benefits from appropriate conditions – TPR, infrastructure, materials, learning climate.

Table C: Conceptual Framework of CCE

Purpose	Characteristics	Description of Characteristics	Common Features of Assessment (For, As & Of Learning)
Assessment for Learning	**Helps in holistic development of students**	It is formative in nature and includes all aspects of student personality i.e. knowledge, performance, skills, interests, attitude, motivation, etc using a range of activities that the child participates in both inside and outside the classroom making assessment comprehensive.	✓ Assessment should not be threatening or cause fear/ anxiety among children.
	Sensitive to individual learning needs	This requires identifying individual and special needs of the students (including differently abled children). Teachers may use a wide range of activities suited to the learning styles of the students and use the gathered data to develop evidences to address students' needs. The teacher-responses to the students' needs are to be provided sensitively.	✓ It must be free from biases and distortion. ✓ Fully informal assessment in grades I and II. ✓ Informal assessment in grades III to V to a great extent.
		It involves students as partners in planning, transaction and assessment of the teaching-learning process and thus involves both giving and receiving feedback by the students and teachers.	✓ No single assessment method is capable of providing complete information about a child's progress and learning.
	Collaborative approach to assessment to	Encourages active engagement of students in the process of assessment to enhance learning. It provides an opportunity for	✓ Selection of method depends on

help develop healthy teacher –pupil relationship **Participatory approach** **Serves to observe changes in learning progress over time**	dialogues and feedback between teacher and student. Assessment for learning goes along with the teaching-learning process in a continuous manner. The manner and modalities however may vary. Teachers map the students' progress on processes of learning based on evidences collected using information from individual/group/self or peer assessments. A number of methods need to be used and that may include - classroom interaction, observation, projects (individual/group), experiments, picture reading, assignments, projects, activities, field visits, portfolio, etc. The indicators may be developed subject-wise and stage-wise based on the syllabi taking into account all-rounddevelopment of the student. Observations of changes taking place in the students' learning progress are made on continuous basis that are recorded regularly through maintenance of the profile for each child. The observations made by the teacher need to connect to the students' prior knowledge to provide logical connections followed up by providing feedback that is specific, timely, and clearly stated with a purpose to improve students' learning. It helps the teacher to understand what the child can do or can do with some support.	what kind of information is required. ✓ Regional/ local specificity must be taken care of while developing indicators. ✓ Care may be taken to budget time for recording the progress by the teachers so that the observation process is not affected. ✓ Reporting should not reflect the comparisons with other children. ✓ Assessment as learning may be started from the beginning of schooling. However, it is not expected that students will be able to assess themselves accurately during this time, it is

		The teacher may now plan and intertwine this correctional review with the instruction until the process becomes new instruction to help children progress and improve their learning.	important that habit of reflection and critically reviewing one's own work is developed.
		Based on continuous observation and collecting evidences regularly (This does not mean to record progress of all children daily. Every day 2-3 children detail observation can be done), a profile for each child may be maintained which may be used to compile the progress of child in comparison to her previous performance. It may be shared with students, parents in a simple and meaningful manner to reflect what a child can do and what she/he can do with the support of peer group/elders/teachers. It may be shared with other teachers and school management committee if required to help the child improve his/her learning.	✓ The teachers need to be patient in this process. ✓ Assessment should be school based. ✓ Assessment of learning has a summative purpose[1] but it does not imply that the grades of all subjects may be aggregated. As the objectives of each subject may be particular as per its nature and summing the grades will defeat the objective of assessment.
Assessment as Learning (self-assessment)	**Informs and helps teachers and other stakeholders (if required) to further plan, support and improve every child's**	Assessment as learning provides opportunities for the student to develop abilities for lifelong learning, which is one of the prime goals of education. It has a formative nature. It is a simultaneous activity in the process of assessment for learning. The teachers must provide regular opportunities for self-assessment and	✓ Care may be taken to budget time

	learning.	reflection during the process of assessment for learning.	for recording the progress by the teachers so that the observation process is not affected.
	Enhances child's self-confidence and a sense of accomplishme nt amongst children	Provide opportunities and space to students to monitor their own learning so as to critically assess/ reflect and analyze their own work during teaching learning process.	
	Promotes students' ability to assess their own learning	Students identify their strengths and gaps. The student may be asked first to identify, if there are mistakes, and if so what are those before providing feedback. If the student is unable to do so himself/herself the teachers may provide help. Students may be encouraged to assess themselves many times during the process of learning. Opportunities may be provided to students to assess and reflect on peer and group work.	
	Enhances their capacity to identify their strengths and gaps	After identifying their strengths and gaps in learning, they themselves plan and make efforts to look for the suitable resources to seek further knowledge in order to address the gaps to enhance their learning.	
Assessment of Learning	. **Helps children seek resources of knowledge**	It provides comprehensive information regarding the extent of student learning vis-à-vis curricular objectives on all aspects of curriculum including performance in different subject areas, skills (academic as well as interpersonal) interests, attitudes and motivation.	

| | **Benchmarking what has been learned in terms of identified curricular aims and objectives** | It should be based on evidences collected using multiple methods of assessment methods, techniques such as paper pencil test, oral tests, performance of tasks, portfolios, experiments, project work, etc. Each task may be assessed based on predetermined criteria that may be decided at the teacher/school level to make a decision/ judgment on extent of student learning with reference to curricular aims and objectives.

Method of reporting the students' learning may be decided at the school level. It could be in grades along with the descriptive remarks/ comments. (Please refer to the Source Book in which descriptors to suggest different levels of learning has been presented in rubrics of four levels and dimensions of learning)

Information on students' learning, may be supported by remarks based on evidences and these should be meaningful, specific and reflect what a child can do and what she/he can do with the support of peer group/elders/teachers and should not reflect the comparisons with other children. Comments such as Gifted, backward, poor, dull should not be used while reporting/ providing feedback to the students.
The extent of student learning and its status may be shared with/communicated to | |

		different stakeholders; students, parents, other teachers, administrators, school management committee and policy makers in a simple language through a simple proforma. Options to develop/alter the proforma in accordance to the context may be provided by the authorities. .	

3.2 Are these characteristics incorporated in the CCE implementation plans of Chhattisgarh and Mizoram?

In the light of CCE framework, it wasenvisaged that the framework will constitute the basis of all the debate and discussions organized to understand the concept of CCE in future in its holistic perspective, assess CCE guidelines or any other materials of States/UTs/schools organizations and the tools to be developed, if any in future, to validate CCE documents.In this study, the conceptual framework of CCE (Table C) was used as a tool to assess the CCE guidelines of Chhattisgarh and Mizoram. Only the following main documents were analyzed.

- Chhattisgarh- Continuous and Comprehensive Evaluation , Module Part-I, 2012-13
- CCE Scheme of Mizoram

Analysis of CCE document of Chhattisgarh

In this section, the English version of the CCE Module (Part-I), 2012-13, (Numbering 82 pages) was provided to the research team by the state participates. It has been analysed in the light of CCE teamwork (Table C). The following are some observations:

Assessment and Evaluation misconstrued: The document theoretically differentiates between **Evaluation** and **Assessment** in terms of achieving the scale of objective. It mentions Assessment as a process of evaluation to elicit small objectives and Evaluation for making decision on the basis of assessment for particular objectives. The document also considers formative and summative assessments as the types of evaluations.

This clearly depicts the ambiguity in understanding of assessment and evaluation. Although evaluation is the defined more or less accurately as a systematic process of collecting, analyzing and interpreting evidence of students' performance and achievement, yet in subsequent sections, while laying out the strategies the confusion is apparent between the two terms as these have been considered at par and used interchangeably. Also this understanding does not get reflected in overall details of the CCE module. The formative and summative assessments introduced as types of evaluations have also been misconstrued. Further, it also considers Evaluation and examination at par (page 10) where CCE has been mentioned as Continuous and Comprehensive Examination.

It can be said that usage of different terms does not reflect in the ethos of the CCE document of the states.

- **Miscomprehension of the terms Continuous and Comprehensive:** The module on CCE (Part-I) mentions Continuous as 'Keep on doing' and Continuous Assessment (page 10-11) has been interpreted as keep on assessing. Further, it mentions it as a process integrated with teaching learning and carried out throughout the year formally or informally through subject based (scholastic) and co-curricular (co-scholastic) activities. It mentions the use of diagnostic tools that enable the teachers to understand difficulties of children and provide feedback (page 10-11).

Further detailing on page 16, it appears that the term continuous is related to the formative assessment as the document suggests continuous formal and informal assessment by the teacher using various tools to identify the learning gaps and addressing them through remedial teaching. It also mentions using the continuous formal/informal assessment by the teacher to improve her teaching process.

To calculate the overall achievement of children 50% weightage is recommended for formative assessment at the primary level and 40% at the upper primary level, while no rationale for such distribution of weightage is given. **Moreover, limiting the continuous assessment to calculation of achievement is contradictory to its theoretical**

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perceptive i.e. it needs to be a reflective tool for the teacher to review her teaching learning and to provide children with continuous feedback to help them children improving their learning.

It implies that defining the term continuous rightly does not connote the same while planning strategies for its implementation in the said document.

Comprehensive relates to different skills and qualities pertaining to physical, mental, social, moral and emotional in a child. These are divided among scholastic and co-scholastic areas where scholastic are subject related and co-scholastic include qualities such as interest, awareness, sports, yoga etc. in addition to values e.g. respect, patriotism, cleanliness, discipline etc. It is also mentioned that development of these qualities is a time taking process therefore sufficient time may be given to reach the desired goal.The co-scholastic area given in the document is as under:

(Table from page 15, CCE Module Chhattisgarh)

Co-Academic	Personal and Social Quality	Physical Education and Health
1. Literacy 2. Cultural 3. Creativity 4. Sports, Yoga	1. Regularity 2. Punctuality 3. Cleanliness 4. Discipline/Dutiful	Once a year every child must undergo Medical check-up.

This entails to that the understanding Comprehensive Assessment through separate lenses of i.e. scholastic (subject oriented) and co-scholastic areas (co curricular areas). Firstly the document treats activities (such as sports, yoga etc.) at par with the values such as cooperation, discipline, cleanliness etc. it is surprising that literacy is taken as a quality under co-Academic aspects in the co-scholastic area. The state deserves appreciation to include medical check up to assess the health aspects but doing it only once a year may not serve the purpose to improve the health of children.

Moreover, the co-scholastic aspects are to be assessed through direct grading on a five point scale. It needs to be seen what criterion (a) is being used to grade children on different personal social qualities. It is difficult to quantify the learning in values and interests and grading in these areas is nothing but labelling children quantitatively contrary to the considering it as qualitative in nature.

Assessment for learning

Based on the CCE framework (Table C), the CCE Module (part-I) of the Chhattisgarh State has been analysed for the crucial aspect of CCE i.e. Assessment for learning. The six components mentioned under this category have been used to examine the states' understanding on assessment for learning under the plan for CCE implementation.

1. **Whether the document helps in holistic development of children**

In spite of mentioning that CCE is intended to create a child centred environment to guide each child in learning and developing by assessing him/her on both scholastic (subject specific) and co-scholastic (values and skills i.e. physical and socio emotional) aspects, the document lacks this as far as holistic development is concerned. It also looks at activities through compartments of academic and co-academic lens which appears to be adopting a reductionist approach to curriculum and its transaction.

It appears that a proper understanding of child centred Teaching Learning is lacking. Propagating a holistic approach to assessment itsuggests, the assessment of physical, mental, social and emotional aspects of a child's personality in contrast to the traditionally practiced assessment that considered only textbooks based knowledge (pg. 11 para 4) for promote learning among children. However, It considers assessing co-scholastic aspects (e.g. interest, values and physical development) of a child using various activities apart from those for scholastic ones. The diagram (pg. 18) shows scholastic aspects to be assessed through a cycle of formative and summative assessments of varying frequency during the two semesters proposed whereas the co- scholastic aspects are to be assessed during first periods or on Saturday through various activities (Table Page No.) mentioned as co-academic (literacy, cultural, creativity, sports, yoga, work, experience etc.) and personal social qualities(Regularity, Punctuality, Cleanliness, Discipline, Dutifulness, Respect for elders, general awareness). It is mentioned that any two out of these eleven areas are to be assessed. Different techniques such as writing/narration of stories /poems are suggested to assess children.

The intention of the state seems to be positive when it discussesto depart away from the traditionally practiced assessment towards assessing children holistically but the proposed way to do so appears to be poles apart from the intention as firstly segregation of learning into scholastic and co-scholastic and treating values (like respect, punctuality), skills (creativity etc.) and activities (sports, literary and cultural etc.) at par with one another is likely to cause utter confusion in the teacher's minds rendering the whole task to be a trivial

and time consuming exercise by doing it in isolation during first periods/ on Saturday. The questions arise:

- Why pick only four/five values specifically?
- Why only two out of the eleven aspects mentioned.
- What about a young child who cannot be punctual/regular due to some family problems.

Assessing children holistically means the assessment of all the aspects of a child's personality (as stated by this document) in a manner that even the socio emotional aspects are assessed along with the cognitive ones during teaching learning whenever there is an opportunity i.e. formal/informal.

2. Whether the document provides scope to teachers for being sensitive to individual learning needs

The document pleads for a child centered atmosphere and create a variety of opportunities in place of 'One Scale for All' (Pg. 10.). It recommends to probe what each child can/cannot do and help him/her accordingly by using different activities according to the child's pace and ability (Pg. 14).

It also states that throughout the session the teacher will have to observe all children during teaching learning process and give necessary remedial help to the needy children (Pg. 33). However, such remedial help is provided to the children who are weak and make mistake due to (a child being notorious, not being attentive, , abused by the teacher, having writing difficulty, long absence, lack of comprehension, inability to finish work, overconfidence in writing answers etc.) (Pg. 24).

An attempt has been made in the document to clarify, through examples how children's responses need to be analyzed to understand their difficulties and providedhelp accordingly to enable each child learn (Pg. 24, 25). It also takes into cognizance the unique ways and pace of each child to learn (Pg. 31). "Some children need, understand -------------------------- other take time to understand different teacher should be well acquainted with the concept personal differences." (pg.   ) "During assessment process teacher should find out the reasons as to why the child can't learn and write down details in their register." (Pg.   )it focuses on "marking the children's level & their difficulties to give then remedial help accordingly."

 It may be concluded from the above that the document is sensitive to individual learning needs but suggests ways to handle only the cognitive aspects. No such guidelines are given to address and assess the socio emotional needs especially in the context of the disadvantaged

including the disabled.The document appears to regard the assessment during teaching as an activity followed after teaching learning as it states "observation to provided necessary remedial help to these who are needy" (Pg. 33), however it considers assessment as the one which is done after some periodic intervals (the frequency has been suggested for each semester on FA and SA (I semester) and (three FAs and one SA (2nd Semester) for scholastic areas) using different tools.Besides, no examples or strategies are spelt out to deal with and be sensitive to the individual learning needs of children in co-scholastic areas.

Attention also needs to be drawn towards the assessment during the teaching learning process i.e. Assessment for learning, which has been given negligible space and it has not been considered as assessment and there provision of remedial help also needs to be done away with as the term is not encouraged to be used by the educationist as it gives a negative image about children who are not at par with others.

3. **Whether the collaborative approach to assessment to help develop healthy teacher-pupil relationship has been endorsed by the document**

The document mentions CCE as a way not just to improve students' learning but also allowing a teacher to improve his/her teaching strategies but it is silent regarding involving students as partners in planning or organizing learning situations.

It is apparent that it is a two way activity from teachers' viewpoint but ignoring the students' voices in the whole process of teaching learning and assessment it does not exclude the authoritarian nature of teacher in the classroom. So it can beinferred that the document fulfills this aspect partially.

1.4 Whether participatory approach in assessment has been advocated by the document

The document mentions helping children understand the areas/ topics provide feedback and use different activities but remain silent as far as ensuring the participation and active engagement in such activities. A child's effective participation in each learning opportunity and assessment activity requires sincere efforts on teacher's part that demands to sustain students' interest and motivation where opportunities of dialogue between teachers and students allow a child to perform and learn i.e. possible in an enabling environment. The document does mention creating a child centered atmosphere (page 10) as one of the reasons for introducing CCE but these two can be considered complimentary or supplementary to each other. It is felt that there is need to extrapolate this to provide strategic details and clear

suggestions for teachers to enable them ensure each child's participation in different learning tasks in a meaningful manner without subsiding to any penalization measures.

1.5   Whether the assessment serves to observe changes in learning progress over time

To map the students' progress, during teaching learning, the document mainly advocates continuous observations of at least five to six children at a time by a teacher) as ''it is not possible to asses all children at the same time thus the teacher can asses five to six children at one time or else children can be made to sit in groups or in some different way'' (page 33).

The argument does not sound logical as it depends on the tools and techniques being used. This gives a message to a teacher that while assessing some children other children need to the somehow engaged.   It is obvious that although the document repeatedly mentions assessment as an integral part of teaching learning but such strategies suggested appear to be in contradiction to this statement.

The State CCE mentions using different tools (oral, project, writing, portfolio) and carry out formative assessment along with summative assessment through paper pencil test with questions having varied answer length.   Under FA the teacher is expected to observe the learning difficulties and gaps of children and provide remedial teaching to the students on regular basis and also measure the progress through marks converted to grades (for scholastic areas) and direct grades for (co-scholastic areas).   There will be one FA during semester-I and three FAs during semester-II with 50% weightage at primary and 40% weightage at the upper primary level.   Calculation of the achievement through FA is based on at least five tools. Children securing D or E grades are promoted after making them complete remedial teaching of a duration of 15 days during November-December after semester-I and during holidays after semester-II.

It also needs to be seen that assessment for learning is crucial to CCE to help children learn and progress, therefore monitoring the change in learning continuously to provide timely feedback to a child. But a lot of this has been limited by the prescriptive measures in terms of the frequency of assessments per semester; number of tools to be used, indicators suggested giving marks/ grades and giving weightage to each assessment.   This shows that more emphasis seems to be on measuring the learning progress instead of helping the child improve his/her learning.

It may be concluded that using assessment as a tool to observe the change in learning progress under Assessment for Learning seems to be dominated by the benchmarking/ labeling of with marks/ grades. This not only puts the learners under stress but the teachers

feel even more burden by the top to bottom approach and efforts to be done on their part compromising the teaching learning time.

1.6 Whether the document informs and helps teachers and other stakeholders to further plan, support and improve every child's learning

The document suggests different ways to maintain record of children's progress. These are teacher's diary, evaluation register, profile and portfolio of children. It recommends assigning one page marked for each child on the teacher's register to record his/her evaluation points pertaining to FAs and SAs. Different tools are required to be used by a teacher, however, feedback on any five tools.

Although the document demands giving feedback in remarks which need to be beyond excellent, good, average giving clearly in descriptive not what a child knows and where he she needs improvement.

It further mentions "if most of the children in a class get D or E then the teacher should change her teaching method". An assessment where teacher changes her method after children most secure D or E is not formative at all. The reasons being, firstly, the action taken by a teacher will be highly delayed and also the grades of children in no way reflect which method to be adopted. The teacher will not be able to help children learn as per their individual needs.

The state recommends FAs once in semester-I and thrice in semester-II. It is even more surprising to see the understanding of the state on CCE as compared to the traditional ways of assessment as it is mentioned "that a child securing less than 30% needs to undergo remedial teaching" (Page 65%). This is clear that, the child centered learning and Continuous Comprehensive Evaluation have completely been misunderstood as the child's learning gap are being assessed the marks/ grades and instead of using assessment as a tool during teaching learning it is being used as an activity after teaching learning.

It appears that the strategies to map the progress of a child's learning resonatemore with Assessment of learning instead of Assessment for Learning. The change in progress also needs to be communicated to the stakeholders who can help children improve their learning. This has been taken care of by the State document as it is mentioned that all records need to be kept in school to make them available to the parents.

Assessment as Learning

As per the conceptual framework of CCE, Assessment as learning is an essential purpose of CCE where capacity building of children to be self learners who can reflect and critique their

own work and explore relevant resources of knowledge to improve their performance to progress and lifelong learners.

1.   Whether the document enhances children's self-confidence and the sense of accomplishment amongst them

The mention of the term 'self assessment'(page 48) is encouraging but the meaning derived from it completely erroneous. No details or strategies for self/ peer assessment are visible that can boost the self confidence of children. In fact, the process of CCE detailed out in the length and breadth of this document completely ignores the children's say in decision making of assessment process and is completely teacher dominated activity. Although it mentions, carrying out the process of assessment in a stress or anxiety free manner yet the strategies detailed but do not seem resonate with it. With this there is no doubt that enhancement of self confidence and sense of accomplishment is unfulfilledcriteria as per the CCE framework.

2.   Whether the document promotes children's ability to assess their own learning

On page 48, it is mentioned "After completion of any work children must think for themselves – how work could have been much better. For this teacher should ask children to make a format which needs to be filled in by the students". An exemplar filled proforma has been shared on page 78. It has been designed to help the children assess themselves on both the scholastic and co-scholastic aspects (as mentioned in the document) using a checklist of competencies in which children are expected to tick mark ($\sqrt{}$) the aspects they are able to do and put a ($\times$) for the ones they care unable to do.

For children in early grades it is very difficult to comprehendsuch a proforma and rate their progress against the indicators and for children in higher grades also it will not serve any purpose as such information is easily observable by a teacher (e.g. attending the school, prayer, classes daily etc.). It will be a futile exercise where children are expected to fill such a proforma in each subject.   Moreover, self assessment is not just taking the opinion of a child about their ability/ inability to learn something but is to provide opportunities to the learner for self reflection on their learning. It is actually a process of meta-cognition where gradual and consistent opportunities of self reflection and critique on various tasks are provided for a longer duration (may be years sometimes) then children tend to develop such abilities when they grow up. However, teachers need not be impatient, do it forcibly and label children with grades/ marks for it.

Thus mere mention of 'children to think for themselves how work could have been better' or getting the proforma filled on monthly basis are not the aspects that justify the criteria for self assessment or peer assessment in any manner.

B.   **Whether the document enhances children's capacity to identify their strengths and gaps.**

Only mention of the words in a cursory manner 'children keep learning by their experience and even if they make mistakes they keep on correcting themselves' does not serve the purpose until the ways and means to achieve so are showcased.

As it has already been mentioned that the whole idea of self assessment has not been comprehended properly therefore the question of enhancement of children's capacity to identify their strengths and gaps does not arise. The document does not fulfill this criterion as well.

4.   **Whether the assessment helps children seek resource of knowledge**

Assessment has been considered to be teacher dominated activity and no attention has been paid to enable children be self learners. Involuntary, this leads to disregard of this component.

Assessment of Learning

The document has provided extensive details to measure the extent of students' learning. Differentiating between scholastic and the co-scholastic areas and to map the learning progress through curricular and co-curricular activities respectively, it also describes qualities, skills, values etc. under cognitive, emotional and psychological aspects. Various tools are suggested for formative assessment whereas only paper pencil tests are recommended for summative assessments and frequency of FAs and SAs (1 FAs 1 SA in I Semester and 3 FA and in II Semester) are also provided in a flow diagram on page 18 to assess these areas.

From classes III to VIII measurement of learning progress in scholastic areas is recommended through grading on a five point scale with a range of % age of marks for each grade (Page 19).

It is also mentioned "Grading does not clear to fail or pass a child but to keep in constant touch with the parents so as to raise the standard of competition and help the child overcome learning difficulties."

At a glance, it appears that the document explains the road map to carryout evaluation of a child's progress. If we go by these statements, it clearly depicts a poor understanding of

assessment vs. evaluation. Compartmentalization of learning into scholastic and co-scholastic areas further reveals evaluation of the curricular areas (scholastic pertaining to cognitive area aspects) by measuring the performance of children through marks (%age) and then converting them to grades whereas it recommends direct grading for the co-scholastic aspects. Rating the socio-emotional and psychological aspects, interests, motivation etc. on a rating scale is not desirable and difficult to understand how children will be graded on values using a rating scale.

Page 53 includes a comparison drawn between formative and summative assessment which suggests assessment for learning as formative and assessment to know what children have learnt as summative assessment but the rationale for using only written tests for summative and varied number of ways for formative assessment is not understood. A literal meaning of the term summative is derived and summation of all the grades from different subjects in FAs and SAs are added are overall grade.

The rationale for evaluating children for co-scholastic aspects including personal, social, qualities on some specific days (Saturdays) or specific time i.e. during first period or morning assembly is also not clear. The criteria for grading children on the indicators provided requires them to be graded as A if the fulfill all of them whereas those fulfilling none will be graded as E. It calls for reflection by the state functionaries as to how far grading children on personal social qualities at certain intervals through separate activities will help children acquire the skills or will it lead to adding teachers' workload.

The assessment of learning demands evaluating the learning progress against some criteria i.e. objectives of learning each curricular area. It can be said that the document encompasses this factor partially as it takes co-scholastic aspects in the form of indicators whereas for scholastic aspects it remains quiet. Some aspects to be taken into consideration have been spelt out for different tools and techniques of evaluation e.g. oral (subject-wise presentation, originality, cooperation, self confidence), assignment (planning, completion of work, presentation, conclusion), survey (Planning, presentation, conclusion).

The teacher is expected to record children's learning progress on daily basis in evaluation register having one page allocatedto each child. Their best performance in two out of the five tools used for assessment during FAs is to be recordedalong with remarks in a clear descriptive note by a teacher as to what a child knows and where she needs improvement based on which the teacher provides feedback as remedial help to him/her. The teacher is also expected to modify for teaching learning accordingly e.g. if most of the children secure

D/E grade then it would help a teacher to improve her teaching learning method. It further mentions that a child getting less than 30% needs to undergo remedial teaching (Page 65).

The State deserves appreciation for the use of register/ diary by a teacher to record her observations regarding learning progress of children yet recording on daily basis (even if it is for 5 to 6 children) is a burdensome task and will lead to compromising the quality teaching learning time to devoted by a teacher in her classroom. Moreover, such instruction from the top level in a state can be misinterpreted as orders and it may lead to teachers following it very strictly so that other children may be left ignored while the teacher is assessing 5 to 6 children.

The elaborate proformae to record the progress of children on daily basis through formative and summative assessment during the two semesters are shared in the document separately for primary and upper primary level (page 67 to 69). Separate sheet of compiling assessment of co-scholastic and scholastic aspects are also provided and to sum up the achievement in these two areas and integrated assessment sheet is also provided. The samples of progress cards are also included for the primary and upper primary stages to help a school share the performance of children with the parents. (Page 70 to 76).

It is obvious from the above that the whole process of recording is very cumbersome for a teacher and no autonomy or flexibility has been taken into account for a teacher/ school to make any changes in FAs and SAs, their frequency, duration as per the needs of children and their context during a session. The formative assessment does not appear to be any different from the summative assessment except the tools suggested for each one. In other words, the purpose of assessment of learning has been taken to be as a very prescriptive activity from the top whereas CCE demands it to be made as an internal school based activity.

3.2.2 Analysis of CCE planning document of Mizoram

In this section the English version of the Guidelines (numbering 50 pages), made available to the research team has been analyzed in this section as explained above.

Assessment and Evaluation misconstrued

*The two terms – 'assessment' and 'evaluation' have been interchangeably used in the document. The document defines the term 'evaluation' in a traditional manner in isolation from what it needs to be understood holistically in the term CCE when it states that '...**evaluation is the process that deals with the collection of evidences regarding the changes which occur in the pupils' behavior during the instruction. Thus evaluation involves gathering information, interpretation of information, making judgments and***

taking decisions (Page-1)'. As the document progresses, it recognizes that 'evaluation should promote learning in children and not be used only to certify achievements (Page-2, Evaluation for Children'.

However, these two terms are not exactly the same as understood by many educationists and practitioners. Assessment is mainly a process of observation, making comparisons among various sets of observations and providing relevant and timely feedback. It helps a teacher during teaching-learning process to understand the gaps in learning and the ways and means to plug it, and improvement made by a child while learning. Assessment is not a unit/term end activity but is integral to the process of learning. Evaluation on the other hand, is to know the extent of achievement of learners with practically no interest in why and how it has been achieved. Without discerning what stands for these terms their frequent use in the document adds to confusion. Also, it seems to be superimposed as it has not been examined in detail as to what it means when it says that it should promote learning, and what steps need to be taken in order to make it an integral part of the teaching-learning process.

Similarly, it is   mentioned "*...failure to perform a task should not be interpreted as failure of the child – it may be due to the teachers' inability to prepare the child for the task or to make the task clear…The teacher needs to plan teaching-learning situation in a more suitable way… (Page-2, Evaluation for Teachers)*" does not commensurate with the definition of the term 'evaluation' given in the document (Page-1). A teacher has to review as well as change his/her strategy in the light of learners' needs, and this change in strategy needs to be done during teaching-learning process only if it has to be meaningful and rewarding, and not at the end. It is the assessment alone that provides a teacher the necessary facts that he/she may use to improve children's learning during the process, and not the evaluation after which, there is practically no scope for remediation as the term or the session is to end or pressure mounts to move ahead.

 Continuous and Comprehensive Evaluation misconstrued

The document states that *"continuous evaluation means continuously checking children's progress to see whether the expected levels of learning have been attained (*Page2) mentions *'continuously assessing throughout a session and assessing each learning task is important to see the expected levels of learning have been attained or not. Further it includes diagnosis of the hard spots, remediation to help children master competencies. (Page 2-3).*

This definition is, thus, bent to arouse confusion as it clearly provides room for frequent testing of children and thus, goes against its basic spirit. These statements do not giving a clear picture as to what this document intends to convey by *'assessment throughout the year,*

master the competencies and **remediation'** but from the later sections it is imperative that CCE has been taken to be in isolation from teaching learning as diagnostic tests and remedial teaching have also been recommended after teaching learning or at the end of unit etc.

There needs to be more clarity that assessment is beyond testing and labeling children. The basic spirit of continuous evaluation is to provide space to children during teaching-learning process to improve their learning by identifying their learning problems themselves or with the help of teachers/peers and find out their solutions independently or with someone's help.

The document's definition of the term 'comprehensive evaluation' that "...assessment that covers all the three domains – cognitive, psychomotor and affective to provide a more complete picture of children's learning and progress is an evaluation that is comprehensive in nature (Page-4)" appears to be conceptually acceptable. The document further emphasizes on assessing each and every learning task.

Assessment for Learning

The document has been analyzed to find out what it construes by *assessment for learning,* which is a crucial aspect of CCE. Based on the CCE Framework, the CCE document of Mizoram has been examined through the lens of following six components.

1. **Whether the document helps in holistic development of children**

   The given CCE document pleads for the holistic development of learners through 'comprehensive' evaluation to cover assessment through all the three domains – cognitive, psychomotor, and affective to provide a complete picture of children's learning and progress and promote all round growth in children. The document, thus, talks of three domains and also describes in detail how to develop and assess knowledge, performance, skills, interests, attitude, motivation, etc. using a wide range of activities and tools. It also mentions assessing scholastic and co scholastic areas separately. Under scholastic area the knowledge and skills (e.g. listening, speaking, reading writing etc.) integral to a curricular area are covered whereas under co-scholastic area arts, crafts and work experience are included to encourage free and creative expression. The co scholastic area aims at inculcating values such as dedication, tolerance, self reliability etc.

2. **Whether the document provides scope to teachers for being sensitive to individual learning needs**

   The document considers 'it is important to appreciate differences amongst them and respect the fact that they will understand and respond in different ways while

assessing them (Page – 4, Understanding children and how they learn)'. It categorically states here that individual learning needs and styles of children should be taken into active consideration during assessment. Various types of tools in addition to paper pencil tests such as assignment, field visit, survey, experimentation, dialogue, storytelling, theatre, creative writing, picture reading etc. are suggested to engage children in the individual/pair/group activities of their interest and learning styles.

But while drawing out the details no such attributes get reflected in the scheme as the document does not mention how to cater to individual learning needs and make assessment inclusive including differently abled children. On the contrary it mentions identifying weaknesses of students through diagnostic tests and administering remedial teaching and re-tests which in no way are in tune with CCE.

3. **Whether the collaborative approach to assessment to help develop healthy teacher-pupil relationship has been endorsed by the document**

   The document is silent with regard to involving learners as partners while planning or organizing for teaching learning as well as assessment, either during or after the teaching-learning process, though it asks teachers to provide feedback to students. There is no mention of students giving feedback to teachers or feedback sought by teachers from students on why, what and how to be assessed. Assessment has been considered as a one way activity i.e. assessing/evaluating students to identify gaps in learning, provide feedback and grade children as per their the performance in scholastic and co scholastic areas.

4. **Whether participatory approach in assessment has been advocated by the document**

   The document recognizes the importance of participatory approach which propounds that "... if real learning is to take place we have to promote participation of children in the teaching learning process (Page-5, Understanding children and how they learn)".

   Also recommending a variety of learning and assessment modes the document endorses to enhance the participation of children. It can be said that the document does plead for learners' participation in the teaching-learning process but it does not spell out about their participation in the process of assessment with elaborate ways and means of doing that.

5. **Whether the assessment serves to observe changes in learning progress over time**

The document discusses the evaluation process in detail (Page-5) and talks of the need to collect children's earlier work from different sources "in order to know and assess the learning and progress of the child, his/her earlier works from different sources must be collected." It also accepts the need to employ different tools and techniques for evaluation "in order to know whether the child has actually achieved the expected learning outcomes from the prescribed topics that the child has to learn". Different types of tools, such as paper-pencil tests (e.g., unit test, class-test, term-test, half yearly exam, annual exam, etc) with flexibility to ask questions that are beyond textbook but essentially syllabus based ones have been suggested. The progress of these written tests is to be entered thrice a year in the report card and each entry necessarily needs to comprise performance of 5 unit tests giving 5% weightage to each test. . The assessment through observation, projects, assignments, field-visits, experiments, activities, etc (Page – 6) which need to be real life based activities *(*An Activity has been interpreted as the one which takes less time to complete and a project is mentioned as the one which takes more time to complete*) has also been advocated in the document. 50% weightage is given to performance on t*hese tasks through grades. The overall proficiency is calculated by taking out an average of the grades secured under each skill for a subject. The indicator of students not up to the mark is the grades secured by them and the low achievers are subjected to remedial teaching and re-tested. An important feature is that such students are highlighted using *sign against the grades. The co-scholastic aspects as mentioned above will also be assessed using marks allotted for each activity mentioned under art, craft, and work education areas.

The document also suggests reporting the change in learning/degree of child's progress in learning through grading them on 3-point or 5-point scale. The grading techniques, both direct and indirect grading have been described in detail. The lists of indicators which the document at times mentions as the abilities (page 13)/ goals of learning(page 16) etc. for the entire elementary education has been drawn up for each subject (i.e., EVS, Language, Mathematics, etc) taking learners' all round development into account. These indicators are mentioned common across various stages in EVS, Mizo language and mathematics whereas for English language class wise indicators are mentioned. For mathematics teachers only four indicators are mentioned and the teachers have been advised to develop the indicators as per the need and rate the progress of children on a three point scale (basic/ intermediate/advanced). It also suggests that indicators need not be used all at once but can be used depending on the situation and the topics taught (Page-13). The document thus provides a detailed and structured design to ensure the progress of learners.

6. Whether the document informs and helps teachers and other stakeholders to further plan, support and improve every child's learning

The document describes in detail when it comes to maintaining records (Page 28, Point 4.3.4). It says that a record sheet should be prepared for each student indicating different skills that are to be assessed. The record should also include number of tests/observations, child's grades, formal or informal tests, and teachers' comments centering around what the child knows and what he/she does not. The document suggests maintaining a portfolio for every child (Page 29, Point no. 4.3.5.) in which samples of child's work such as class work, homework, assignments projects, etc should be kept that will demonstrate his / her progress over time with reference to knowledge and skills of a particular language/subject. The portfolio will help understand what children know, can do, what they have learnt, and what they need to learn further.

The document discusses the need, importance and the samples of school based progress reports of students (Page 35, Point no. 5) in detail. It says that the progress report of students should show what the child can do, what he/she has been trying to do and what he/she finds difficult to do. It suggests that the progress report should record both the qualitative and quantitative work of the child with some samples of his/her work done. Children's work should be analyzed and be shared with their parents. It is also suggested in the document that *"all records of the child's progress should be accessible to the child, parents and the school authority (Page 39)"* and children's progress should be conveyed/discussed with them. Acknowledging the school based philosophy of CCE the document provides liberty to schools to design their own progress report card of children, *"Being school based, individual schools have the liberty to make any alteration as suitable to them."* The document gives special emphasis on sharing children's progress report with parents so that they can be advised about the kind of support they are required to provide to their children for improvement. However, the document does not say anything about sharing children's progress card or portfolios/profiles with other teachers. The document does plead for bringing changes in teaching in view of lessons received from the evaluation report *"...teacher also must use evaluation to see whether his/her teaching method is appropriate (Page 31)." However, no such details as to how it can be done are provided.*

The document categorically talks about maintaining a separate register by the teacher for each child/subject (Page 35, Point 5.1) but the procedures given therein with regard to entry and cumulative grades bespeak frequency and not integration. It says that a separate unit-test of diagnostic nature should be administered in each unit. Based on the gap found, the

remedial teaching may be organized and then again a re-test may be conducted. The grade obtained in the re-test should get recorded in the progress card with * sign. The concept of remedial teaching and remediation (Page 35) seems to be disjointed and confusing. Emphasis appears to be more on scaling the progress using different *evaluation tools like check lists, rating scales, etc* and following an obstinate process of mapping this progress through grades.

Thus it is quite clear that the document in spite of propagating the use of CCE to help the children in improving their learning by addressing the gaps makes no such attempt in laying down the guidelines and the procedures to implement it. The attempt to do so is reflected in a manner that the corrective measures if any need to be taken at the end and not during the process of teaching learning i.e. proficiency tests, remedial teaching etc. It could be concluded that the ways and means of giving/obtaining/deriving feedback to/from learners, which is the heart and soul of Assessment for learning or formative assessment, are missing from the document.

  Although it claims flexibility in criteria of reporting (report card) that is school based yet leaves little room for doing so as the procedures recommended are highly rigid in terms of frequency, duration, methods, recording and reporting of assessment.

Assessment as Learning

Assessment as learning is a crucial element of CCE as it enables children towards self learning enabling the self reflect and critique their own work to seek out or explore sources of knowledge on their own them as in the position of assessors . The document has been analyzed to see whether the essence of assessment as learning has been incorporated in it and if yes, then how and to what extent.

1. **Whether the document enhances children's self-confidence and the sense of accomplishment amongst them**

   The need for integrating assessment with teaching-learning processes has been mentioned but in bits and pieces in the document. Though its mention is hailed as a good practice (Page 23-24)", but it does not spell out how a teacher can do that and to what extent. The idea that learners can also identify their mistakes by themselves and also with the help of peers, and that this can help ensure their improvement does not figure well, the way it should have been in the document.

2. **Whether the document promotes children's ability to assess their own learning**

   The document is almost silent when it comes to providing opportunities to learners in order to assess their own learning, to understand their shortcomings and mistakes and

to correct them. If such opportunities are frequently provided to learners, their critical thinking and analytical ability are likely to increase. The document does take care of integrating assessment with teaching-learning, though in bits and pieces, but constantly ignores the fact that opportunities need to be provided to learners to reflect and assess their own learning.

3. **Whether the document enhances children's capacity to identify their strengths and gaps**

   Since self-assessment as a crucial element of assessment process has not been given prominence in the document, the scope for identification of their strengths and gaps in learning by learners themselves has been automatically pushed aside.

4. **Whether the assessment helps children seek resource of knowledge**

   The document does not carry any instance, even in the remotest form, where opportunities have been suggested for children to look for the suitable resources to seek further knowledge in order to address the gaps to enhance their learning.

Assessment of Learning

The document describes in detail as to how to collect comprehensive information regarding children's learning achievement on all aspects of curriculum and subject areas including skills (academic as well as interpersonal), interests, attitudes, motivation, etc and how to record and grade them periodically. Different tools and techniques have been suggested and samples have been provided in the document in this regard (Pages 25-48). Detail descriptions about the development of children's progress card, its maintenance and use are available in the document. Most of these attempts are quite praiseworthy and in commensurate with the spirit of CCE such as, reporting technique in which teacher's observation is written clearly and elaborative and suggestion for assessment of co-scholastic components from the general curricular activities of the school and not from the separate/isolated ones, *the above mentioned qualities should be ingrained or inculcated in different activities, games and sports, work education and different form of arts (Page-34)"*. However, some of the suggested activities in the document seem to be slightly external in nature and also burdensome for teachers, for example, suggestion for having five unit tests within a period of four months in addition to assignments, projects and other activities. Apparently the emphasis is more on frequent testing and compilation and recording of information and keeping records. The document hardly suggests which information should be recorded and which should be used for enhancement of learning on the spot. Grading on five-point scale as suggested in the document also appears to be impractical. All the three identified components

of CCE viz., assessment for learning, assessment as learning and assessment of learning do not seem in harmony in the document. Thus, the document calls for a greater theoretical understanding and clarity on how these tools and techniques of evaluation or their implementation in schools is integrated with each and every aspect of teaching and learning in unison and provides opportunities to children to learn and grow fully.

Section IV

Findings Conclusions &Recommendations

Findings, Conclusions and Recommendations

After deep analysis of the documents of both the states on CCE a set of findings for each of these states is mentioned below. The conclusions arrived at have led to some recommendations specific to each of these states. This section comprises of some suggestions useful for the respective states to review, revise their CCE schemes.

Findings and Conclusion for Chhattisgarh State

The state of Chhattisgarh deserves appreciation for bringing out a comprehensive document on CCE. An attempt has been made to highlight the significant features of CCE and elaborating those through adequate examples. These have been dealt with in a simple language extrapolating and explaining in detail the meaning and purpose of assessment and mapping the learning progress of children using various tools and techniques in scholastic and co scholastic aspects. The state document recommends assessment of different aspects (physical, mental, socio-emotional) of a child's personality. The assessment of health through medical checkup once a year is also to be reported. However, after analyzing the document in detail by the study team some significant aspects which need attention of the academic authorities of the state have emerged and are discussed below.

- The two terms – 'assessment' and 'evaluation' have been misconstrued. Although, evaluation has been defined appropriately yet no apt and clear difference has been cited among the two except that assessment has been considered as a type of evaluation which, in turn, is mentioned as examination. The ambiguity reflected in the state document cannot allow precise percolation of its spirit to the bottom

- Continuous Assessment has been interpreted as keep on assessing with no clear understanding on differentiating assessment from testing. This aspect might lead to misperception already existing in the system about continuous and frequent tests under CCE.

- Assessment of scholastic and co scholastic aspects in isolation using rigid parameters in no way helps in holistic assessment and thus the overall development of a child which is a crucial aspect of CCE.

- Allocating specific periods/days to assess the co scholastic aspects further demeans the continuous and comprehensive aspects of CCE.

- Compartmentalizing the activities for learning into academic and co academic and grading children on any two (out of 11 qualities) mentioned in the document qualities

out of the suggested personal social qualities(PSQs) limits the curriculum transaction to adopting reductionist approach. Moreover, punctuality and cleanliness are relative for individuals and cannot be measured with the same yardstick for all.

- Using same/similar activities (e.g. story/ poem, writing/narration) for assessment of PSQs and the academic/scholastic aspects (as mentioned in the state document) will burden the teachers with repetitive work. The two aspects can be assessed simultaneously.

- Quantification of the values and interests through grading will lead to labeling of children in an indifferent manner currently being practiced by most teachers. Only qualitative assessment of the values, interests and dispositions be done and that too in a holistic manner.

- The theoretical perspective of assessment for learning provided in the document to make it an integral activity of teaching learning process is in contradiction to the strategies suggested where FA and SA of a specific periodicity at certain intervals are suggested to to help weak children through remedial help. The implementation strategy makes it a unit/term end activity and the aspect of being sensitive to each learner's needs is ignored.

- No attention has been paid to the involvement of the students as partners in planning and organizing the teaching learning process which leads to conclude that it is more of a teacher centered activity.

- Assessment for learning is impossible without ensuring the participation of each child and no strategies to ensure participation of all children in different learning tasks are suggested.

- It mentions using formative assessment as a process integral to teaching learning to identify the learning gaps of children through diagnostic testing and address those gaps through remedial teaching. This is against the notion of CCE as the aspect of diagnostic testing and remedial teaching are not coherent with it. Moreover, no rationalization for providing remediation to children securing below 30% is given. It also highlights the fact that learning gaps are being assessed through marks/percentage of marks which is against the principle of child centered learning. It is clear that defining the terms aptly does not connote the same while suggesting strategies to implement.

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- It directs teachers to use Formative Assessment to improve/modify their teaching learning strategies only after majority of children in a class secure D or E grade. This might be a very delayed action on teacher's part making her unable to fulfill the loss incurred to a child. Thus, it can be concluded that it is completely incoherent with the very purpose of formative assessment.

- There is no apparent difference between Formative and Summative assessment as both have been subjected to rigid and calculative procedures of recording in terms of marks, percentage and grades. Their respective weightage for compiling the overall achievement has also been allocated which leaves no flexibility/autonomy with the schools and teachers to make choices as per the needs and the contexts.

- More emphasis on calculation/measurement of achievement and labeling children with quantifying procedures in the name of CCE is not just contradicting its notional perspective but tedious procedures of recording and reporting might also lead teachers to fear or avoid practice CCE. A bottom approach in place of the top down approach may be helpful.

Thus it may be concluded that Assessment for learning appears to be in consonance with Assessment of learning and different aspects of assessment for learning are completely ignored as far as its planning and implementation strategies are concerned.

- The purpose of Assessment as learning is also very hazy as none of the aspects related to it are paid any attention to. Mere mentioning that children learn from their mistakes or providing checklists to rate their performance will not help it address in any manner. It has completely been misunderstood.

- Assessment of Learning has been dealt in through SAs and it is strange to find only paper pencil testing being recommended there. The comprehensive aspects is completely ignored here. However, there is no conspicuous difference in FA and SA as both map the learning progress after the prescribed intervals and quantitatively.

- A literal meaning of 'summative' has been drawn where summation of all grades of FA and SA are added to calculate the overall achievement.

- Evaluating children against criteria has been taken care of partially as some indicators to assess the co scholastic aspects are spelt out whereas the document is silent on the indicators on scholastic areas. However, the indicators suggested also need to be looked into from a holistic perspective to learning both in scholastic and co scholastic areas.

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- Expecting teachers to record children's learning progress daily is not a desirable option as it may compromise quality teaching learning time.

Findings and Conclusions for the Mizoram state:

Assessment for Learning, an essential and crucial component of CCE, appears to be superficially touched in the Mizoram state document of CCE as it does not fulfill the criteria of six basic components mentioned in the CCE Framework in Section I.

- The two terms – 'assessment' and 'evaluation' have been not been demystified appropriately and their frequent and interchangeable use adds to the confusion

- The document mentions about the integration of assessment with teaching and learning but does not spell out clearly as to how.CCE appears to be an imposed activity as the details of helping children to improve their learning have not been explored and worked out effectively.

- The term Continuous is misinterpreted as assessing throughout the session and assessing each learning task. In the name of formative assessment, many paper-pencil tests/formal tests (class tests, unit tests, monthly tests, etc.) are suggested. Such frequent/incessant tests do not gowith the spirit of CCE.

- The term 'Comprehensive' is defined precisely but no such attempt to map the learning progress in a holistic manner under the three domains- cognitive, psychomotor and affective is visible in any section of the document. Segregation of these into scholastic and co scholastic areas, mentioned to be assessed separately, also does not help as the skills mentioned under each of these also do not commensurate with the intention spelled out under the term Comprehensive.

- The CCE scheme does not specify any means to cater to individual learning needs and use inclusive assessment strategies i.e. for differently abled children as well in addition to others. However, identifying weaknesses of children through diagnostic testing and providing remedial teaching at the unit endand then retesting the students do not reflect sensitivity towards the individual learning needs and styles of children.The concept of remedial teaching and remediation seems to be disjointed and against CCE.

- Assessment has been considered to be the prerogative of the teachers as the documenthas no scope for students' participation in planning/organization of teaching learning andassessment process. It mentions teachers giving feedback to students but

the ways and means of giving feedback to learners, which is the heart and soul of assessment for learning or formative assessment, are missing from the document. Moreover, there is no mention of students giving feedback to teachers or feedback sought by teachers from students on why, what and how to be assessed.

- The document pleads for comparing a child's learning progress with his/her previous progress collected using different sources. Various tools and techniques are suggested to observe the change in learning and evaluate it through indirect grading for the scholastic and direct grading for co scholastic areas on a 3 to 5 point scale. Emphasis is more on frequent testing and compilation and recording of information.

- Does not provide enough direction which information is to be recorded and shared, which to be used immediately for betterment of learning, and which to leave out.

- Lists of indicators for assessment of children in each class andfor each subject atthe entire elementary stage have been drawn up (i.e. EVS, Language, Mathematics, etc.) needs to take into account all round development of children in a holistic manner.

- Although the report card format is suggestive and schools have the flexibility to alter as per the need yet the prescriptive format, frequency and proportion allotted to the contribution of the FA and SA to overall evaluation of learning progress of children leaves little room for the schools to incorporate any changes.

- The procedures of recording appear to be highly cumbersome for the teachers and students both such that they might end up compromising the quality teaching learning time.

- The document recommends that the evaluation report to be used by the teachers to reflect, review and modify their teaching learning however, using it at the end term will not help this objective.

- The document is almost silent when it comes to providing opportunities to learners in order to assess their own learning, to understand their shortcomings and errors and to correct them. This can only be helpful if it is integrated with teaching learning instead of making it a term end activity. The state needs to build this component carefully.

Recommendations

In order to implement CCE truly and the RTE Act eventually, it is strongly recommended that the state needs to revisit and modify the CCE document in view of the findings above. Some suggestions are given below.

- The state needs to bring clarity on the purpose of CCE as mentioned in the CCE Framework.

- The ambiguity related to the terms such as Assessment, Evaluation, and Formative, Summative etc. needs to be taken care of.

- Greater emphasis with suitable examples on 'Assessment for Learning' is required as this is a badly neglected area.

- More clarity that assessment is beyond testing and labeling children needs to be carried out which may be showcased through concrete examples and case studies.

- Taking CCE to be an activity in isolation from teaching learning will not serve the purpose. It needs to be taken as pedagogical tool instead of a scheme, currently being practiced in schools.

- Strategies need to be devised where assessment is carried out holistically integrating the scholastic and co scholastic areas. Criteria for assessment i.e. indicatorsdeveloped, in each of these areas, may be revisited from this perspective.

- More emphasis is required on qualitative assessment and tedious procedures of excessive compilation of the quantitative assessment data may be avoided as this will ease out the teachers from this burdensome task and allow them to focus more on the teaching learning.

- Quantitative mapping of the progress in socio- emotional area needs to be completely done away with as it is a futile exercise to fill up the report cards and does not help children and any other stakeholder in any manner. It may be shifted to the qualitative aspects.

- Both Formative and Summative assessment need to be looked into as the two have a different purpose but the states have taken more or less a similar approach as far as the strategies for their implementation are concerned.

- Tools and techniques suggested for both FA and SA could be same and it needs to up to the teacher to use it as per the need and context of children.

- Assessment as learning appears to be a completely grey area and awareness needs to be developed for this important purpose as well.

- No prescriptive guidelines for calculation of the frequency and weightage for either FA or SA need to be given from the state level.

- A bottom up approach is required where broad guidelines are given from the state level and flexibility needs to be provided to contextualize at the ground level.

- Academic bodies at the state level/district level need to develop material for capacity building which could be subject specific modules to help different functionaries understand the ethos and implementation strategies of CCE to help children learn.

- Onsite training may be provided by the functionaries and good practices may be compiled and shared.

- Autonomy to the schools and preferably the teachers needs to be provided in the classroom.

- Any the other documents already developed based on these guidelines may be modified accordingly.

- Teachers, head teachers and monitors associated with the programme may be exposed to the new inputs.

Annexure

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