



ಸ.ಶಿ.ಅ/ಗುಣಮಟ್ಟ/41 ಸಿಸಿಇ/2015-16

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ಸುತ್ತೋಲೆ

ವಿಷಯ: ಸಿ.ಸಿ.ಇ. ಕುರಿತ ಎನ್.ಸಿ.ಇ.ಆರ್.ಇ. ಕರಡು ವರದಿಯ ಮೇಲೆ ಅಭಿಪ್ರಾಯ/ಸಲಹೆಗಳನ್ನು ಪಡೆಯುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ: ಪ್ರೊಫೆಸರ್ ಮಂಜುಷ್ಯನ್. ಮುಖ್ಯಸ್ಥರು. ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ವಿಭಾಗ. ಎನ್.ಸಿ.ಇ.ಆರ್.ಇ ಇವರ ಇ-ಪತ್ರ ದಿನಾಂಕ: 02.06.2015

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ಸಿಸಿಇ ಪದ್ಧತಿಯು ರಾಜ್ಯದ ಎಲ್ಲಾ ಶಾಲೆಗಳಲ್ಲಿ ಅನುಷ್ಠಾನದಲ್ಲಿದ್ದು, ಈ ಪದ್ಧತಿಯ ಕುರಿತು ಎನ್.ಸಿ.ಇ.ಆರ್.ಇ.ಯು ಅಧ್ಯಯನ ಕೈಗೊಂಡು ಉಲ್ಲೇಖಿತ ಪತ್ರದಂತೆ ಅದರ ವಿಶ್ಲೇಷಣಾ ವರದಿಯ ಕರಡು ಪ್ರತಿಯನ್ನು * ರಾಜ್ಯಕ್ಕೆ ಕಳುಹಿಸಲಾಗಿದೆ. ಈ ವರದಿಯನ್ನು www.schooleducation.kar.nic.inನಲ್ಲಿ ಪ್ರಕಟಿಸಲಾಗಿದೆ. ಇಲಾಖೆಯ ಅಧಿಕಾರಿಗಳು, ಶಿಕ್ಷಣಾಸಕ್ತರು, ಶಿಕ್ಷಣ ತಜ್ಞರು, ಪೋಷಕರು, ಅವಲೋಕಿಸಿ ಸಿ.ಸಿ.ಇ ಪದ್ಧತಿ ಉತ್ತಮ ಪಡಿಸಲು ತಮ್ಮ ಅಭಿಪ್ರಾಯ/ಸಲಹೆಗಳನ್ನು ನಿರ್ದೇಶಕರು, ಡಿ.ಎನ್.ಇ.ಆರ್.ಇ.ರವರಿಗೆ ಕಳುಹಿಸಲು ಅಗತ್ಯ ಕ್ರಮ ಕೈಗೊಳ್ಳಲು ಸೂಚಿಸಿದೆ.

(ಡಾ. ಪಿ.ಸಿ. ಜಾಫರ್)

ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು
ಸ.ಶಿ.ಅ, ಹಾಗೂ ರಾ.ಮಾ.ಶಿ.ಅ, ಬೆಂಗಳೂರು

ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ,

- 1) ರಾಜ್ಯದ ಎಲ್ಲಾ ಡಿ.ಡಿ.ಪಿ.ಐ(ಆಡಳಿತ), ಡಿ.ಡಿ.ಪಿ.ಐ(ಅಭಿವೃದ್ಧಿ), ಡಿ.ವೈ.ಪಿ.ಸಿ, ಸ.ಶಿ.ಅ ಮತ್ತು ರಾ.ಮಾ.ಶಿ.ಅ.
- 2) ರಾಜ್ಯದ ಎಲ್ಲಾ ಐ.ಇ.ಒ ಹಾಗೂ ಐ.ಆರ್.ಸಿ.ಗಣಗೆ ಡಿ.ಡಿ.ಪಿ.ಐ(ಆಡಳಿತ)ರವರ ಮೂಲಕ

CCE Programme/Scheme of States and UTs

(A Study)

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Preface

With the implementation of the Right of Children to Free and Compulsory Education Act(2009), it became mandatory for the States and UTs to implement Continuous and Comprehensive Evaluation as mentioned in its section 29(2). Since the Act aims at all-round development of children by enabling them learn and progress in a fear and anxiety free environment. Therefore, while prohibiting any external examination till elementary stage it mandates using CCE as a school based activity to ensure the right of each child to full time elementary education of satisfactory and equitable quality.

The States and UTs initiated steps in this direction, developed a variety of materials on CCE and implemented them in schools. While analysing the materials some elements were found common across all States however, states differed from one another on certain lines. Two States i.e. Mizoram and Chhattisgarh approached NCERT to evaluate their CCE schemes in 2012. The NCERT undertook this task and a theory-driven-programme evaluation study was conducted and completed by Department of Elementary Education in 2013. Analysis of schemes highlighted strengths, gaps and suggestions for further improvement of these two States. Recognising the need concerning the entire nation, the NCERT developed an exemplar package on CCE in all curricular areas at the elementary stage along with a video film on CCE in mathematics classroom to give practical exposure. In order to develop an awareness and understanding on this material regional workshops were organised during 2013-14.

To understand the extent to which the CCE schemes of the States/UTs incorporate and reflect the ethos of CCE, the present study, supported by the MHRD, was taken up by the NCERT to review the CCE schemes of the States and UTs.

We are grateful to the Director NCERT, Prof. B. K. Tripathi and MHRD for consistent cooperation and support in this endeavour. We are also grateful to all the principals of the RIEs, task leaders and other team members at the RIEs for their valuable contributions in completing the task. We congratulate Dr. Kavita Sharma, the Programme Coordinator, for the successful completion of this project and come up timely with its national report. She developed the document review template, which was finalised based on the suggestions

from the NIE and RIE team members. The RIE teams reviewed the CCE material of the states from their respective regions using this template.

The report provides an opportunity to the concerned states to learn from one another and I hope it will certainly facilitate even other states in improving their CCE schemes/material as a part of their continuous and tireless efforts and commitment to improve the quality of Education. Any observations and suggestions are most welcome before finalizing for wider use for these states.

**(Manju Jain
Head, DEE**

CHAPTER I

1. INTRODUCTION

1.1 The Background:

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

It also called for streamlining of the evaluation at the institutional level and reduce the predominance of external examination. The **Programme of Action (POA)** 1992 brought out a roadmap for the implementation of NPE1986 at the school level. Both the National Curriculum Frameworks, subsequent to this, developed in 2000 and 2005 recommended an evaluation system integral to the teaching learning to avoid any undue pain, anxiety, harassment and humiliation to help children grow as social beings.

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

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

Despite the recommendations of various policy documents implementation of continuous and comprehensive evaluation (CCE) was not up to the mark at the grassroot level in States/UTs until it became mandatory with the implementation of the **Right of Children to Free and Compulsory Education Act(2009)**. While mandating free quality elementary education for all children in the age group of 6-14 years, we are aware that the RTE Act emphasizes on an all-round development of children, building up their knowledge, potentiality and talent with development of physical and mental abilities to the fullest extent through activities discovery and exploration in a fear, trauma and anxiety free environment using comprehensive and continuous evaluation. To work towards its implementation, the RTE prohibits any external examination up to elementary level. As per its provisions, section 29(2) ensures the right of each child to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

1.2 Rationale of the Study

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

with the core philosophy of CCE making it imperative that they may not provide much clarity to different stakeholders for its effective implementation.

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

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

Objectives

- To analyse the CCE schemes/guidelines of the states.
- To identify the strengths and gaps, if any, in the CCE schemes/guidelines.
- To suggest measures to address/overcome these gaps.

The findings of the study are expected to provide insights to the stakeholders at the national and state level as to how far the States/UTs are successful in planning/developing CCE guidelines in the desired manner i.e. as a school based system of assessment which encompasses the ethos of CCE making it a fear free and integral activity to the teaching learning to help children progress. It will also help them to identify gaps, if any, and adopt suitable corrective measures to address them thus helping them implement CCE as per the intent of the RTE Act.

CHAPTER-II

2.1 METHODS AND INSTRUMENTS:

The CCE material from all the States and UTs was sought through correspondence. As a result 12 States sent the following material mentioned in the table given below.

Table 1

Region	States	CCE Material
East	Odisha	Source Book (I-VIII) Training Module for Trainers Handbook on CCE for Teachers
North East	Meghalya	Handbook on CCE for Teachers
	Mizoram	Source Book (I-VIII)
	Manipur	Manual on CCE
	Nagaland	Teacher's Manual Pupil Cumulative Record
West	Madhya Pradesh	Manual on CCE
	Gujarat	CCE Scheme Evaluation Formats
	Chattisgarh	CCE Scheme and subject wise and class wise modules
South	Karnataka	Modules on CCE for Teachers Progress Report Formats
	Kerala	CCE guidelines upto elementary level
North	Uttrakhand	Manual on CCE

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

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

The CCE material from the respective regions were analysed at each of the RIE in a workshop mode and the qualitative data of the document analysis of one State from each region namely, Madhya Pradesh (West), Manipur (North East), Odisha (East), Uttrakhand (North) and Karnataka (South) was received during end of December 2014. In order to discuss, review and finalise the mode of report writing of the document analysis, a national

workshop at the department of Elementary Education, NIE, NCERT, was organized from 6-8 January 2015 in which members from the NIE and task leaders from all the five RIEs participated. During this workshop, the data of the five States mentioned above vs the Document Review Template were discussed at length to sieve out ten key indicators mentioned below in the report writing template for each State/UT after unanimous agreement of the entire group.

2.2 DATA COLLECTION AND DATA ANALYSIS

Each of the RIEs reviewed the CCE material of the States/UTs from their respective regions. The task was divided among the regional members with the overall supervision of the task leader at each RIE. The qualitative data, item-wise, on all the three sections using the document review template was compiled. This was followed by the data analysis. A template, developed in house, contained ten attributes on understanding and implementation of CCEs given below, which were used to extract information from the filled preformed. These were;

1. Continuous (Formative, Summative, Assessment, Evaluation)
2. Comprehensive (Holistic assessment of Curricular, other curricular, PSQs)
3. Criteria for Assessment (Learning Indicators/ Learning Outcomes)
4. Addressing learning needs of all children (Styles, developmental level, inclusive aspect)
5. Multiple evidence based (Tools, techniques of assessment)
6. Process of recording (frequency, ways, log book, teacher's diary, number of entries to be made per subject/ per child/ per quarter)
7. Feedback Mechanism (clear, specific, timely, use for different stakeholders)
8. Reporting (Effective communication to different stakeholders (child, parents, teachers, educational functionaries) (frequency, at what time, reporting formats – simple/elaborate, qualitative/quantitative reporting, Extent of usefulness for different stakeholders)
9. Flexibility (Non threatening, adopt/ adapt at the school level)
10. Implementation (Training modalities, Feasibility)

A colour code was used during all this process to highlight and separate specific points under different categories. The respective team members critically reviewed these to decide

the strengths and gaps and also provided some suggestions to the individual State. Himachal Pradesh sent us only the reporting and recording formats and they have been asked to send the complete material. The CCE scheme of Mizoram and Chattisgarh was analysed as a part of the theory evaluation of the two states. The report includes the findings of the review of nine states other than these mentioned in Table I.

CHAPTER III

3. MAJOR FINDINGS AND SUGGESTIONS

The analysis of the CCE material of the individual States by the respective teams using the tool as per the details mentioned above helped them identify some gaps and challenges to arrive at some suggestions. A cross state comparison of the observations helped to identify the common features uniform across the States and also the gaps and challenges concerning the conceptualization and planning of the CCE and eventually affecting its implementation. The following section deals with

3.1 Some common Features

- Most of the States initiated their efforts on CCE initiatives post the implementation of the RTE Act 2009 and some of them have carried out revisions in the light of new developments at the State/National Level.
- The documents on CCE include manuals, sourcebooks and modules for teachers that range from one comprehensive document at a particular stage to subject wise for each class in some of the States. Some States have developed separate reporting formats whereas others have included them in their manuals/sourcebooks.
- Mostly the documents are on same lines on the theoretical elucidation of CCE which aptly interpret the terms such as continuous, comprehensive, evaluation, assessment, summative, formative etc.
- In some documents examples are provided for the teachers to understand as to how to integrate assessment with teaching learning, identify learning gaps and address them suitably to help children learn and progress.

- Attempts have been made to reduce the dominance of written examination by introducing alternative modes of assessment such as debate, theatre, oral, art and open book examination etc., which vary across States.
- The documents are suggestive in terms of the tools and techniques to be used for assessment with examples across different subjects to map the learning progress.
- Rubrics for evaluating the learning progress have also been suggested by some states. Teachers have also been given flexibility to choose the tools suited to the need of the learners.
- The propositions such as not to label children, threaten or compare them with others also find a place in states' documents. The comprehensive aspect of CCE has been addressed by including the assessment on Personal Social Qualities in addition to that on the cognitive aspects. Guidelines for the teachers also include as to on what kind of information needs to be recorded about children's learning progress.
- The frequency of the recording and reporting of the learning progress varies from three to four cycles of Formative Assessment to two cycles of the Summative Assessment. Kerala CCE guidelines recommend not only integrating Art education, physical and health education and work experience with other subjects but also envisage assessment of socio-emotional qualities in an integrated manner with them and not to assess, record and report them in isolation. The States made an attempt to address the issues of inclusion in assessment however, Karnataka deserves appreciation for taking a lead to develop a document Sadhna exclusively for addressing the needs of this group.

3.2. Observations and Suggestions

It is clear that the States have done appreciable efforts towards implementation of CCE as envisaged in the RTE Act however; to help them strengthen their initiatives further some suggestions against the gaps and challenges given below are identified after a deep analysis of the CCE material of different States and UTs mentioned in Table I. Reviewing/revisiting the existing practices of CCE given in the States' CCE material in the light of the following suggestions can help them plan and implement assessment not only in a learner friendly manner but also in a teacher friendly way in addition to facilitating all stakeholders to encourage children learn in an anxiety free environment and develop holistically.

* *As per the CCE material of most States it has been observed that the States are either yet to initiate or have partially accomplished the development of learning indicators and learning outcomes against which a learner's progress could be mapped.*

- **It is crucial for all the States to devise learning indicators and learning outcomes so as to help the teachers design, review and direct their teaching learning to accomplish the objectives of each curricular area. The Learning indicators and Learning outcomes should cater to each group of learners including the CWSN and those pertaining to the Personal Social Attributes need to be integrated with the learning indicators and the Learning Outcomes of different curricular areas.**

* *The inclusive aspect of assessment especially for Children with Special Needs (CWSN) has not been paid adequate attention by majority of the states.*

- **Appropriate adaptation of the tools, techniques and even learning indicators and outcomes is required to accommodate the disadvantaged sections especially CWSN. Assessment procedure for children with special needs may be made more flexible with suitable accommodations such as provision of extra time, special aids, etc.**

* *The terms **continuous, comprehensive, formative, summative** are defined appropriately but these definitions do not reflect aptly in the strategic details of their implementation. Lack of understanding of the terms formative, summative reflects in the manner in which FAs and SAs are dealt with. For example, one cannot claim implementation of continuous assessment based on three to four FAs and one to two SAs thereby making the assessment procedure highly rigid and cumbersome for both teachers and children. The recording and reporting on FAs and SAs emphasising the cumulative performance of children in grades/percentiles leave little scope for assessment for learning or assessment during the formative period, which is meant to identify gaps and offer timely feedback and support for further learning.*

- **More clarity for the terms 'continuous, comprehensive, formative, summative', is required for their implementation strategies. The continuous aspect needs to**

be clearly spelled out especially w.r.t. recording and reporting. There is a need to do away with giving any weightage to the formative assessment (FAs) and adding it to cumulative assessment after SAs for the overall assessment. The documents need to bring better clarity on formative assessment that primarily aims at assessment for learning and not frequent or periodic testing.

- * *The comprehensive aspect has been misconstrued to the extent that most documents offer little scope of gathering information on PSQ as an integral component of assessment of different curricular areas, while a child is engaged in different learning tasks like how he/she was working in groups, doing paper-pencil test, drawing and reading pictures, expressing through different means, composing a poem/song, etc. are provided. The assessment of Personal Social Qualities (PSQs) in isolation from that of the curricular areas is inapt to holistic assessment. Further the grading of the PSQs completely demeans CCE as some states have either given criteria to convert the assessment on PSQ into grades and others recommend absolute grading. This quantification of the PSQs is highly unjustified and unreasonable. Provision of a prescriptive list of the PSQs is also inappropriate as there will always be a scope of their addition, merge or overlap. There is a danger of a misinterpretation by different stakeholders that each child needs to be evaluated against each of the qualities with suitable activities, which would not just be tiresome for both teachers and children, but also a futile exercise towards obtaining 'comprehensive' picture of a child's learning and development, no way in tune with the ethos of CCE.*
- **Compartmentalization of the curricular areas into scholastic and co scholastic ones or those testing cognitive areas and PSQs separately is against the perspective of holistic education. It creates dominance of the cognitive attributes over PSQs in assessment making socio emotional qualities as not just secondary to the cognitive attributes affecting their assessment and eventually the teaching learning as well. No demarcation in scholastic and co-scholastic areas should be encouraged. The assessment of Socio Emotional Qualities should be judged in an integrated manner in the teaching learning of different areas and their compartmentalization into curricular/co-curricular or scholastic/co-scholastic needs to be re-looked into from the holistic perspective of assessment. The preference of quantification over qualitative assessment is merely because of the comfort of the evaluators to award marks/grades in comparison to writing four**

sentences about the learning progress after deeper analysis of children's performance on different learning tasks. This can be encouraged with including suitable examples in the CCE material and building the capacity of teachers through appropriate trainings.

- * *In spite of citing different tools and multiple sources of assessment, weightage to the paper-pencil tests is exceptionally high. Moreover, alternative modes of assessment i.e.assessment based on through different activities in addition to the paper pencil testsare suggested primarily for Formative Assessments whereas Summative Assessments are mostly written exam based only. This difference between formative from summative assessment is neither reasonable nor justified. So it is difficult to accept the claim made by most states that dominance of written examinations has been done away with. Besides this, gathering information of a child's learning progress through different cycles of FAs and SAs is only being used to label her/him with a particular level and is beating the purpose of **Assessment for learning** and **Assessment as learning**.*

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

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

- **It should solely be the prerogative of a teacher and her children to select/adopt/adapt the tools, administer them at the convenience of her children besides giving flexibility to decide any time/ duration to record and report assessment on socio emotional attributes without compromising with the quality of teaching learning and assessment. In no way it should be a prescriptive activity.**
- * *Recording and reporting of the assessment seems to be more tiresome activity for teachers. Report cards are to be filled predominantly with quantitative description of the learning progress which itself a cumbersome activity as the teachers need to keep records of the performance of children in multiple tasks across different curricular/co curricular areas and the assessment cycles. The quantitative information completely shadows the qualitative progress if at all captured at any level as the CCE materials lack strategies to systematically collect and report such information.*
- **The process of recording requires a critical contemplation by all the States. There is a need to reduce the burden on teachers by doing away with formal, prescriptive and rigid recording procedures of the FAs described in the CCE material of most States. There is a serious need to build a common consensus and understanding on informal and formal recording of children's progress where the former intends to help the teacher identify gaps in children's learning in order to review, reflect and modify her teaching learning whereas the latter is aimed at communicating different stakeholders about children's performance and seek their involvement to help children develop. This gap needs to be addressed giving appropriate examples making the process of recording less cumbersome.**
- * *The documents also lack the space for a constructive feedback mechanisms especially between children and a teacher and among other stakeholders i.e. parents, other teachers and even authorities at different levels where the latter are only at the receiving end with no major role beyond signing the Report cards. The over emphasis on quantification of the achievement through marks/percentage/grades does not rule out the labeling of children as claimed by almost all states. In addition it limits the*

crucial role and contribution of the qualitative component of assessment towards improving and enhancing children's learning.

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

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

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

- * *Self-assessment and peer assessment have not been fully utilized in the assessment strategies of various curricular areas.*
- **Although these notions are defined yet a better clarity in the implementation strategies can only help towards a wider acceptance and use by the teaching fraternity at the ground level. The guidelines for self-assessment, peer**

assessment and assessment by parents and community members should be explicitly stated and elaborated.

** It is good that the States developed the recording and reporting formats but making them mandatory without any scope of flexibility at the school level may not lead to effective implementation of the CCE. Further, the rigidity for adopting them uniformly for each child and each school makes the whole process centralized and authoritative.*

- Flexibility to adopt/adapt/design the reporting formats at the school level as per the contextual needs to be provided.

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

- Reporting formats needs to be simple and clearly reflecting the child's progress, strengths and gaps both qualitatively and quantitatively wherein the qualitative reporting actually helps both children and parents to gain an insight on the existing level of learning and take steps to improve it further.

CHAPTER - IV

4. ANALYSIS OF THE CCE SCHEMES: STATE WISE

The state wise analysis of the CCE material is given below. It has been carried by the members of the RIE teams from the respective regions.

Eastern Region

4.1 Odisha

A. Status of CCE in Odisha

CCE as a school-based evaluation practice is a development model of child learning and growth. A teacher closely looks at what children have gained in various aspects of their personality, makes a diagnosis of areas requiring further improvement and plans learning experiences to optimise child learning and development. Unlike conventional examinations CCE is based on continuous collection of information about learner's progress and growth through both formalized routine and informal activities employing varieties of tools and techniques for generating a comprehensive learning profile for each child.

Comprehensive evaluation means that evaluation has to cover both curricular and other curricular areas of learning, using both quantitative and qualitative information. Comprehensive evaluation employs varieties of approaches and techniques and is based on various sources of information on child's progress self-evaluation, peer ratings, parent's perception and teacher's viewpoints. CCE is an inbuilt feedback mechanism for regular teaching-learning process and practices in schools. This means that learning and assessment activities go together on a routine basis in an enjoyable way such that children do not get become fearful and stressed and consequently prefer to stay out of schools. Unlike traditional examinations, CCE aims at assessing the absolute performance of children and always avoids comparison of one child with another. CCE stipulates that children's performance in different learning areas shall not be labelled as either pass or fail causing humiliation and frustration to the slow learners; it provides for grading children's learning and development in different areas. Thus it positively influences the self- esteem and confidence of children and consequently nurtures their motivation and perseverance in learning tasks.

Efforts have been made at different times in Odisha to bring CCE into the fold of teaching-learning process at the school stage. All teachers at the elementary and secondary stage in the state were exposed to CCE through the programme of mass orientation of teachers on NPE 1986 (a package developed by NCERT). After the launch of DPEP in 1996-97 in the state, an attempt was made to enhance children's achievement level by 25% through CCE. CCE gained momentum when Learning Achievement Tracking System (LATS) was introduced in 2003 in elementary stage in Odisha. The LATS emphasised formative assessment every two months as well as a common annual examination at the district level. Teachers were willing to evaluate learner performance and progress. Based upon NCF-2005, NCERT developed a sourcebook on learning assessment tools which elaborated the assessment procedure using varieties of tools and techniques. It was tried out in 2007 in two districts and the findings revealed that teachers could put into use the learning assessment tools of CCE. At present all elementary schools in Odisha conduct unit tests on regular basis which is monitored through 'SAMEEKSHA', a monthly review exercise.

The framework of CCE was designed by the Directorate of Teacher Education and S.C.E.R.T, Odisha in collaboration with the Dept. of School and Mass Education, Govt. of Odisha and UNICEF in November 2012. Teachers' manual has been designed at the elementary level for supporting teachers and academic support staff of Odisha. During April, 2013 a document entitled "Nirantar Samagrika Mulyana: Prasikshyak Margadarsika [Continuous Comprehensive Evaluation Training Manual for Resource Persons]" has been developed in collaboration with UNICEF-Odisha. During August 2014 a set of teachers manuals (Class I-VIII) entitled "Nirantar Samagrika Mulyana: Sikshyak Sahayak Pustika" were developed for teachers.

Guidelines have been set by Odisha for effective implementation of CCE in the state. These are as follows.

- A flexible framework of CCE for elementary schools in Odisha has been conceptualised so as to accommodate the local specific features of the schools and individuals.
- The components of CCE (curricular, co-curricular and socio- personal dimensions) conceptualised by NCERT, the National Academic Authority, remain the same in the state framework of CCE.
- The progress in various dimensions (curricular, other curricular and personal social qualities) of a learner's personality shall be evaluated and recorded independently.

- The tools and techniques of evaluation suggested in the National Curriculum Framework i.e., observation, rubrics, oral interaction and performance tasks along with written tests have been adopted at different stages as would be suitable in the context.
- Five-point grading is to be used for recording progress in curricular areas and three-point grading in other curricular areas and socio-personal qualities.
- A profile for each individual child is to be maintained by the school. At the completion of the elementary education or in case of transfer, each child shall be given CCE report showing his/her progress.
- CCE is to be reviewed and refined every three years in the light of experience and demands of the situation in the state of Odisha.
- All elementary school teachers and academic support personnel would be trained in CCE. Teachers shall be supported with teacher's manual and model question items.
- There shall be regular monitoring and evaluation of implementation of CCE.

The materials developed in Odisha have been analysed and reviewed based on a set of tools developed by NCERT. The team members analysed the materials in-house and a three day workshop was organised where external and internal resource persons were involved for final review of materials. The report has been presented on different sections like Introduction, understanding and implementation of CCE, Strengths and gaps and Suggestions.

B. Understanding and implementation of CCE

i. Continuous

The document orients teachers to the benefits of continuous assessment both formally and informally in curricular areas, other curricular areas and personal social qualities. Formal assessment is further divided into formative and summative assessments. Summative is carried out twice in a year and formative 4 times a year in case of curricular areas. In case of other curricular areas and socio-personal qualities formative assessment takes place 4 times a year. But informally the teacher assesses the performance of children round the year. The inclusion of formative and summative assessments for each of the domains along with a clear delineation of how tools are to be used, the types of oral and written questions to be asked, and how the child progress

is to be recorded cumulatively in the progress report faithfully reflects the guiding principles of continuous assessment. The discussion on the conceptual understanding of continuous assessment also has been made in the preliminary pages of the documents.

ii. Comprehensive

The document orients teachers not just for assessing on a continuous basis but also making the assessment comprehensive in the sense of capturing a wide range of competencies and skills of children. Along with curricular areas, there is scope for assessment of other curricular areas like Art Education, Work Experience, Health Education, Language skills, Games and sports, scientific skills etc. Further assessment of socio-personal qualities like cleanliness, punctuality, respect towards elders, environmental awareness and protection, cooperation etc. have been highlighted in this document. Use of variety of tools, as suggested in the document makes the assessment more comprehensive. Hence provisions have been made in the document for assessing all aspects of child knowledge and personality both formally and informally using a variety of tools and preparing a comprehensive and cumulative record of child progress.

iii. Criteria For Assessment

The format of the student progress report card incorporated in the document provides cumulative recording of child performance in formative as well as summative assessments in the form of tables separately meant for curricular and other curricular areas. The child profile pertaining to curricular and other curricular areas depicts child's learning progress throughout the year on a continuous basis.

While the learning outcomes have been identified topic-wise in the three curricular areas, assessment processes are hardly based on learning indicators and reporting procedures are only subject/topic based (in summated scores/grades) . Hence mapping learning needs and their progress based on learning indicators has not been attempted. There is no mention of learning indicators against which assessment of learning can be made. Also the process part of learning has also been left out.

iv. Addressing Learning Needs of All Children

There is less scope in the document for identifying learning needs as well as learning deficiency. Although, there is no specific mention of developmental trends, the grade-wise preparation of handbooks for assessment is indicative of inherent developmental

trend. However, there is no specific mention of activities for the disadvantaged group of learners like the children with special needs and socially disadvantaged sections of the state. However the document clearly states ‘the outcomes from CCE are to be interpreted for exploring a learner's individual status in her/his own context and are never used for assessing her/his relative standing in the class.’ The document provides a general format for use by teachers. However a wide-range of tools and activities has been given allowing enough scope for the teacher to bring in variations and adapt the activities to suit the learning needs of children coming from different categories or having different learning styles. Children operating at different developmental levels or having different learning preferences would also benefit provided that the teacher uses the materials and activities intelligently, not just mechanically. Hence their learning needs can be addressed.

v. Multiple Evidence Based

The document to a large extent encourages use of different resources. It is stated: comprehensive evaluation employs varieties of approaches and techniques and is based on various sources of information on children’s progress like self-evaluation, peer rating;parent’s perception and teachers view point. The document also orients teachers to a wide-range of tools and activities (test, observation, project, portfolio, debate, rating scale, checklist, anecdotes, assignment, rubrics, etc.) and their specific uses in the context of evaluating child competence in particular domains. Varieties of materials like flash cards, familiar objects, folk stories and poems etc. collected or procured from various sources have been proposed for the use in the assessment events. Assessing children in different environmental contexts have also been given due attention. The resources of teachers and peers are also explicitly stated for use. However, the scope for the involvement of parents and the local community as a resource is limited. Furthermore, the use of ICT as a resource is not highlighted. There is a need to mention qualitative observation particularly in the context of *PSQ*.

vi. Process of Recording

There is scope for recording of child's progress like formative Assessment (4 times a year)-April 2nd week, August first week, November 2nd week and January 1st week. Similarly Summative (2 times) assessment during September 2nd week and March 1st week has been emphasized. The total number of entries for learners in 4 formative and

2 summative assessment events in 3 subject areas and in 4 assessment events each in other curricular areas, co-curricular areas and PSQs are considerably large. In total, there would be 226 entries for a child (194 entries in respect of curricular and other curricular areas, curricular activities and PSQs and 32 for child-specific details). The average entries per quarter in respect of the domains of CCE are approximately 48. The process becomes still more tiresome when the number of learners and no. of classes (in widely prevalent multi-grade situations) for a single teacher more than his/her capability to manage. The tables have been systematized to make the task easier for the teacher. The teachers may, however, find the task to be tiresome because of multiple entries to be done on a timely basis at regular intervals.

vii. Feedback Mechanism (clear, specific, timely, use for different stakeholders)

The document CCE framework has maximum scope for clear, specific and timely feedback. The document clearly states that: assessment of children learning in the curricular areas shall be awarded by marks. The answer papers shall be shown to the respective children and parents for sharing and feedback. The teacher concerned shall note the learning difficulties of each children as those would be reflected in answer paper for subsequent planning of further inputs required to improve their learning (page 7).

In the teachers manual developed there are clear and specific instructions for timely feedback to learners and teachers after formative assessment (4 times a year) and summative assessment (2 times) assessment during (p6 & 11). There is clear indication in the document for recording child performance in all the domains on a continuous basis using formative and summative assessments and sharing the feedback with children and parents (pages 10-16). *Formative Assessment* – April 2nd week, August 1st week, November 2nd week and January 1st week for curricular areas; August 3rd week, November 1st week, December 2nd week and March 2nd week for other curricular areas, curricular activities and personal-social qualities. *Summative assessment* – September 2nd week, March 1st week for curricular areas (page 6).

viii. Reporting

The Teacher manuals clearly stipulate that after each formative and summative assessment, the child and his/her parents are to be communicated about the child's progress and their feedback would be collected. The evaluation outcomes would be

shared with parents and children both qualitatively and quantitatively. Suggestions and feedback of the parents would be given due consideration for planning further interventions for the child (pages 10 and 12). The manner in which the communication would be made and feedback would be sought, however, has not been specified.

The document provides adequate guidelines and explanations on different aspects of CCE which may benefit different stakeholders. The first 16 pages of the document clearly describe the purpose, nature, tools and techniques, time schedule, and recording of child performance in child progress report card. The progress report card is quite systematic and easily comprehensible to teachers. It is beneficial to teachers in that they can have a quick glance of child's learning progress throughout the year and also to child in that it projects the profile of the child with remarks of the teacher. There is less scope for the involvement of parents and educational administrators. The assessment practices will be feasible to some extent from the viewpoints of teachers and children.

The guidelines presented in the document can help teachers to implement CCE at the school level. While the teachers are supposed to stick to the basic guidelines, the document allows them freedom to adopt the practices as per their requirement. The document does not mention how it would be of help to other stakeholders. It is developed recently and it requires constant observation, training and monitoring at the field level to find out its suitability /convenience for implementation.

ix. Flexibilities

Assessment of performance in a humane and non-threatening atmosphere is more a matter a philosophy than a procedure. Use of multiple techniques and multiple sources of information has an inbuilt component of humane and non-threatening evaluation. The use of separate child progress report cards would reduce motives for comparing one child with another. The child would only be compared with himself/herself as would be reflected in child's performance progress throughout the year. Due to adequate scope for organizing different activities both in curricular and other curricular areas, the assessment would be non-threatening. However, the manner in which the assessment can be made humane, non-judgmental and non-threatening has not been explicitly stated in the document. These issues are to be addressed in teacher trainings.

The document is written in simple language for the understanding of the RPs as well as the elementary school teachers. It gives clear cut conceptual understanding of NCF and

RTE-2009 act about what would be the role of the teachers in implementing it. But this part of the role of the teacher needs to be high lightened while training the resource persons since there would be necessity of adaptation of the programme at their respective school level depending upon the prevailing circumstances and limitations till all pre requisites are fulfilled. As such the programme is flexible and convenient for implementation.

x. Implementation

A four-day training module for teachers has been prepared in the form of a separate booklet basing on the CCE framework adopted for the state of Odisha. The document has spelt out well regarding the modalities and strategies for implementation of CCE.

The document is developed for resource persons. It serves as a source book and guidelines to understand CCE and implement training programme for elementary school teachers. However the training would be helpful for stakeholders like children, teachers and educational administrators.

The Teacher manual provides adequate guidelines and explanations on different aspects of CCE which may benefit different stakeholders. The first 16 pages of the document (in Class I-VIII) clearly describe the purpose, nature, tools and techniques, time schedule, and recording of child performance in child progress report card. The progress report card is quite systematic and easily comprehensible to teachers. It is beneficial to teachers in that they can have a quick glance of child's learning progress throughout the year and also to child in that it projects the profile of the child with remarks of the teacher. There is less scope for the involvement of parents and educational administrators. The assessment practices will be feasible to some extent from the viewpoints of teachers and children.

C: Strengths and Gaps

Strengths

As mentioned earlier three different set of materials have been developed for different levels of functionaries.

The **CCE Framework** is adequate in terms of various aspects of CCE and formats including children's progress card. The strengths of the Teacher Manuals are:

- Presentation of the guiding principles of CCE and its advantages over traditional methods of evaluation in clear and simple language

- Relevant explanation of different tools and techniques of assessment and their applicability in the evaluation of different domains
- Assessment of Students' performance in different domains: curricular areas, other curricular areas, curricular activities and personal-social qualities is given.
- Format for recording child performance and progress is provided.
- Clear guidelines for awarding grades in different domains of learning
- Indicators for child performance in other curricular areas, in curricular activities and in each of the PSQs are clearly spelt out in operational / behavioural terms with criteria for conversion into grades
- Specifications of the curricular content to be covered in successive formative and summative assessments
- Illustrative individual and group activities pertaining to all class VIII subjects to maximize learner's active engagement in learning process
- A reasonable level of flexibility to teachers to adopt the CCE practices as per need and contextual requirements.

The strengths of the four day **training module** for Resource Persons entitled "NirantarSamagriMulyana:PrasikshyakMargadarsika" are listed below.

- The document explains the various concepts of CCE quite clearly.
- There is a mention of various tools of assessment.
- Throughout the text, activity based learning approaches are used with evidence based examples.
- The language is precise and clear except minor translational errors.
- The exposures to RPs to use multiple resources are also described and differential weightage to curricular and other curricular activities including PQS are given.
- The entire document is in a self-learning format.

Gaps

The gap areas of the four day training module are:

1. Although the document is well developed, however it is felt that the use formative and summative assessments concepts in the text are not relevant and appropriate since the focus objectives on CCE thereby are not fulfilled.
2. There is a need to spell out the principles of cooperative learning. Learning indicators and learning outcomes are to be operationally stated. The conditions of self-learning and self-assessment are to be described. Assessments of the disadvantaged including the differently abled children are not mentioned in detail and also not in clear terms.
3. Teaching and learning are to be explained as a cyclic process each one contributing to other and for the furtherance.

Identified gap areas of the training manual are:

- Guidelines and illustrative examples to assess the learning needs and performance of differently-abled and socially backward children need to be incorporated to make CCE material inclusive.
- The guidelines for self-assessment, peer assessment and assessment by parents and community members should be explicitly stated and elaborated.
- Qualitative description of child progress and recommendations for improvement should receive appropriate emphasis in child progress report.
- About one-third to half of the subject contents of the curricular areas is not subjected to formative assessment. Each part of the subject contents should be formatively assessed in addition to being summatively assessed.
- The manner in which the evaluation outcomes from formative assessment are to be used should be explicitly stated and elaborated.
- A section on the basic principles and procedures for teachers to keep in mind while implementing CCE would be extremely useful.
- Evidence-based record keeping is a running theme throughout the document. It should also be supplemented by teachers' qualitative evaluation of child performance.

D: Suggestions

The document CCE Framework has been developed for providing a conceptual understanding of the programme and of the various aspects/issues emerging on the way of implementation. The framework covers all relevant issues, mechanism for implementation, monitoring and review. However, there are certain issues of organization and saliency.

1. In order to avoid any ambiguity to the users, terminology (Continuous, Comprehensive, Evaluation etc.) may be clearly defined at the beginning.
2. Formative and Summative assessment need to have clear strategies to accomplish the desired objectives.
3. Different Paragraphs illustrating a new point under the broad clarification may be numbered for cross referencing and as well as for evaluating the training given to stakeholders and grass root functionaries.
4. In para 1, “Learning in School and its assessment has been a recurrent controversy. From early days, traditional examinations , mostly year end, using teacher made tests have been in operation which failed to explicate process of learning in children, learning styles and diagnostic indicators for learning difficulty or deficiency, thus by making intervention difficult, if not impossible. CCE has been emphasized since RTE-2009 to assess comprehensively, holistic development and develop intervention on strategies to remedy deficiency among children” to be added.
5. The first Para of Status Report on CCE to be added in the 1st paragraph of the Framework document.
6. The classification/ categories spelt out in the CCE Conceptual Document may be followed for developing the framework and the various paragraph outlines with appropriate numbering in order to give a total picture of the entire scheme and its various aspects in clear terms.

The suggestions with reference to Four day training module are as follows.

- Since the resource persons are already teachers probably there is no need to make them aware of objective 1 and objective 2 (Page 1)
- Since self-feedback is already in the four questions in page 2 and 3, there is no need for separate exercise which will have inhibitory effect
- The descriptions of various policy measures relevant to CCE (NCF-2005, RTE-2009) are well dealt in the document

- With regard to specific curricular areas, the parameters for assessment in mother-tongue are missing; but the techniques of assessment are spelt out. However, in page 28 and 29, the language skills and the tools for assessing English is illustrated
- Regarding, assessment of Mathematics, Environmental Studies, Science and Social Studies various techniques of assessment have been described. However learning outcomes are not mentioned. Regarding PSQs, these deficiencies are not seen although it could have been integrated within the curricular and other curricular areas/ activities.
- While going through the document, we noticed inappropriate translation of the term CCE with ‘and’ omitted between ‘C’ and ‘C’; Odia version of other curricular activities which is synonymous with co-curricular activities at different places which leads to confusion. Similarly, at pages 89, 90, 92 and 94 individual and social characteristics has been translated as individual social characteristics which is erroneous.

The document (Teacher Manual) is quite exhaustive in many aspects such as in conceptualizing CCE vis-à-vis the traditional examination system, delineating the domains to be assessed along with a prescriptive time schedule, exposing teachers to a wide range of tools and techniques, using multiple sources of information and in recording child learning and progress in a systematic and planned 4-page format. However, making the CCE inclusive in nature, use of qualitative descriptions of child performance, self, peer and parental assessment, differential use of evaluation outcomes from formative and summative assessments are some of the areas which need to be explicitly addressed in the document. Under no circumstances, teachers should not perceive CCE as a burdensome and tiresome exercise. There is thus a need to subject the document to an elaborate discussion with the teacher representatives and to take cognizance of their feedback in modifying the document to make it feasible for implementation. It is time that CCE implementation be evaluated at the school level to learn lessons for planning future editions of this document.

SOUTHERN REGION

4.2 . Karnataka

A: The Status of CCE: Since the year 2003, the School Based Assessment/Evaluation (SBE) is in existence in the state of Karnataka. The efforts like Nali-Kali and Kalika Yathna programmes helped the state to come up with state CCE model. CCE is an effective and powerful reflective tool, which helps to understand the different dimensions of child's behaviour. It has wide scope for understanding the potentialities, attitudes and interests of children. The CCE has provided teachers an opportunity to reflect on their classroom transactions and contribute for the development and nurture the progress of children. Continuous and Comprehensive evaluation refers to a system of school-based assessment that covers all aspects of child's development. It emphasizes multi-fold objectives. CCE includes formative (FA) and summative assessments (SA).

Formative assessment (FA) is that system which is integrated with classroom processes. It considers the progressive expansions of each child. In CCE, the data gathered through FA as well as SA is used for final grading. Hence formative assessment becomes an important activity in classroom by providing constructive feedback timely. As opposed to summative assessment, formative assessment can be carried out at any stage of the teaching learning process. This means FA is done at the beginning of the lesson, during the lesson or after completion of the lesson. Hence CCE is interwoven in teaching learning process.

Summative assessment (SA) conducted at the term end, which consists of traditional oral and written examination. It summarizes the progress of children during the term. SA is conducted at the end of each semester using written tests, oral tests and open book tests (Optional) for 30% of the total points. There is an exam for 50 marks converted to 30%. It comprises the following kind of assessments.

Oral test: Oral test are conducted in the form of interviews, debates, role-plays, discussions and question and answers. This carries 5 or 10 marks. (If open book exam conducted it will be of 5 marks).

Written test: Written tests are not to assess just memory that encourages rote learning. In addition to textual (factual) questions, application based questions are also framed. Written test carries 40 marks.

Open Book test: In order to discourage rote learning Open Book test is introduced in the state for 5 marks. It is optional. Otherwise teachers are free to conduct oral test for 10 marks. This is a written test in which learners can refer to books and write the test. This may be based on the prescribed textbook or any other books, which are available in the library.

The process:

Assessment has not been viewed as a 'one shot' activity. Such an assessment procedure, which is formative in nature is carried out using various tools and techniques. There are many techniques and tools for assessment used in the state. Some of them are: observation schedule, portfolio, and assignments, groups/pair work in the classroom, role plays, debates, interviews, checklist, rating scale, class work, homework, oral questions, quizzes, projects, assignments, oral test, written test and group projects. The Portfolios are also maintained of each child. The facilitator as well as the learners reflect over the progress and note their remarks in the reflective portfolio. The reflective portfolio is shared with parents. There are exams at the end of term called summative assessments. Learners are given extensive practice in those areas where they needed to support. They also assess their peers. This is a free system where everyone is engaged in learning as per her needs, interests. The teacher acts as a facilitator.

CCE promotional policy in Karnataka

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

CCE for 1st to 3rd standard for Nali-Kali Schools; The Nalikali system uses CCE in the form of a progress chart called **Pragathi Nota** filled by children themselves. CCE in Non Nali-Kali Schools 1- 4th standards: CCE comprises of 60% formative assessment and 40% summative assessment for 1-4th standard. Each formative assessment would be for 15% and summative assessment for 20%. Schools which don't follow the Nali-kali model are following the CCE model explained in Sadana Pusti Revised book for class IV for classes 1 to 3rd also. Formative assessment for 60% and Summative assessment for 40% is executed and efforts to understand the child for effective remedial measures are done to ensure learning.

Grading system for scholastic areas		Grading system for co-scholastic areas	
Marks	grade	Description	grade
90-100	A+	Excellent	A
70-89	A	Good	B
50-69	B+	Satisfactory	C
30-49	B		
Less than 30	C		

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

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

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

In the co-scholastic area, the 68 parameters under 3 heads is reorganized as 21 parameters under 7 heads: Emotional and social skills, organizational skills, scientific skills, performing arts, creativity, attitudes and values for the class 5-8.

Norms of Promotion

The "C+" grade previously is now revised as "B grade" in the CCE. The 'C+' grade in the previous evaluation system is now changed and equated to 'B' grade. The result of the child is declared by considering the 'B' grade in the co-scholastic area. It is necessary for the

children to secure 'B' grade in all the subjects (scholastic & co-scholastic) specified for that particular class/standard. In case the children are lacking in any particular area, the required continuous feedback, support and activities which help to develop their confidence has initiated to encourage the children and efforts are made on their progress. In case a child has not secured the minimum required 'B' grade, then the achievement of such child is identified in the beginning itself and the required continuous feedback, support and activities which help their confidence. We have to notice that no child can be detained up to the age of 14 years as per RTE-2009, so learning has to be ensured (for more information see Niranthara)

Various stages followed by teachers to integrate CCE in the process of learning.

Programme of work	Division of syllabus as per the no. of periods in an academic year.
Unit plan/ lesson plan	Planning for a unit meticulously in the learning teaching process.
To facilitate learning	Planning to give/create situation for children to learn by experience. This provides for them to construct their own knowledge.
Use of tools & techniques in evaluation	Appropriate tools and techniques for evaluation are used which is absolutely necessary for precise evaluation.

Feedback & Recording	Suitable and timely feedback is given to children and the progress of children is recorded.
Execution of Teacher's Individual Register	Unit wise/subject wise/class wise progress of children is recorded in the teacher's Individual registers.
Execution the Consolidation of recording Progress	The consolidation of children achievement in the FA & SA is recorded in the time frame allotted.
Execution of Progress Card	A view of a child's comprehensive learning progress.

Training and other efforts on CCE:

Prior to RTE-2009, the practice of CCE was in existence from 2003 in Karnataka. The activity based lessons called Chaithanya included CCE within the classroom process. The progress called Pragathi Nota had elements of cognitive, social personal skills in it. But it was not well structured. Focus was on to cognitive area of specific subjects. After RTE 2009, there was an awareness training conducted in 2011-12 for all the elementary teachers on CCE for two days. The training package developed was called as “**Niranthara**” (awareness package). It also covered the information on NCF-2005 and RTE-2009 for another 3 days.

“**Sadhana**” is another training package developed in the state during the year 2012-13, which includes resource material, tools for conducting CCE, various activities and techniques of CCE. it is aimed to training all the elementary teachers of Karnataka for 3 days to implement CCE as an effective reflective tool to understand children comprehensively. There were two teleconferencing conducted followed by FAQs.

The state has opened special cell in DSERT with help of UNICEF for facilitating to solve queries on constructivist approach and CCE. It also helped to open toll free helpline in all DIETs of the state. A tool for collecting opinions of teachers, supervising CCE at school level has been developed and distributed to all the supervisory staff in the state. The data was processed, based upon the feedback of field functionaries. Two days training package called “**Sadhana Pushti**” has been developed in the state. The two days training programme was organised to all the teachers by the end of June 2013/first week of July 13. Other digital sources like KOER website, Radio talks, and telefilms are developed for the year 2013. During the current year (2014-15) “**Sadhana Pushti-Revised**” was developed once again to train the teachers on CCE.

B: Understanding and Implementation of CCE

As mentioned in the above paragraphs on the section on status of CCE in Karnataka, the four documents namely, Niranthara (2011-2012), Sadhana (2012-2013) and Sadhana pusti (2013-2014) and SadhanaPushti Revised in the year 2014-2015 were analyzed for the purpose of arriving at a conclusion on the conceptual understanding of the CCE. These four documents are to be considered as the base documents developed in the state for understanding of the CCE and reflect the state policy on CCE. These documents are also being used as training materials for giving training to the teachers and other field

functionaries. The results of the analysis of these documents on certain essential components of CCE are given below.

i. Continuous:

The concept of 'continuous' assessment has been well explained for the understanding of the teachers with subject specific illustrations in all the documents. In Niranthara document in page number 114 and 116, the meaning and definition of continuous was explained. In page 121 and 122 why continuous evaluation in school is required was explained. In Sadhana document (Chapter 5) how continuous evaluation can be done through formative evaluation (FA) and summative evaluation (SA) with examples for each subject was made clear. FA becomes important in classroom by providing constructive feedback timely and it is integrated with classroom process. It has been mentioned that in the documents 'Assessment for learning or formative assessment is to find out changes and progress take place in learners' over a period of time along with other dimensions of her/his personality. It helps in identifying individual and special needs of children; also as a reflective tool. It helps teachers to plan learning situations and review them timely'. SA is conducted at the end of each term. The data gathered through FA and SA is used for final grading of a child. Thus, it seems that the state document has fairly tried to provide the conceptual clarification with respect to continuous assessment. Like this, the document has made an attempt to understand the teachers that the evaluation is continuous and interwoven in teaching learning process.

ii. Comprehensive:

In page 114 and 116 of Niranthara, meaning and definition were given to understand the concept of comprehensive evaluation. In Sadhana document under chapter 5 and 6 areas of scholastic and co-scholastic are mentioned. In the same chapters, methods of assessment/evaluation are also discussed. In the recent document 'Sadhana Pusti Revised', literature on co-scholastic areas are revised based on the feedback from the field functionaries. In Sadana (chapter 6) and Sadana Pusti Revised documents clearly mention about how the assessment of Personal and Social Qualities (PSQs) needs to be done. It is also integrated with all the subjects. Teacher, before assessing the child in these criteria they will discuss with the class teacher about their observation then finally grade based on indicators will be given.

iii. **Criteria for Assessment:**

In the state of Karnataka, learning indicators are prepared for the classes 1st to 10th standard. Based on these learning indicators only the classroom process and assessment are undertaken by the teachers. In Niranthara document (pages 128 to 135) it is clearly explained about the indicators and techniques and tools to be used for assessment. It is clearly explained in Sadana document (chapters 5 and 6) also.

iv. **Addressing Learning Needs of All Children:**

Though the documents analyzed did not explicitly state the learning needs of all children (such as learning style and developmental aspects of each child), however the scope for evaluating all children including children with special needs also mentioned in the document. In Sadhana document chapter 7 deals with how evaluation can be done to CWSN Child with special needs. But still teachers must strengthen in this aspect.

v. **Multiple Evidence Based:**

The third chapter of Niranthara document completely gives the idea about techniques and tools to be used for scholastic and co-scholastic areas. There is a mention about the tools and techniques such as: observation schedule, portfolio, and assignments, groups/pair work in the classroom, role plays, debates, interviews, checklist, rating scale, class work, homework, oral questions, quizzes, projects, assignments, oral test, written test and group projects in the documents analysed. The document encourages activities such as field visit, collecting the information group discussion etc which allow the learner to use different resources. (In Sadhana chapter 5 and 6 examples given in all the subjects). In all documents examples encourage the aspects of collaborative learning such as feedback to the children, feedback to the parents, peer assessment and assessment by parents. Altogether, there is a scope for use of multiple sources for assessment with concrete evidence.

vi. **Process of Recording:** In Sadhana in chapter 5, 6 and 7 explains how formative and summative evaluation has to be conducted in scholastic and co-scholastic areas. In Sadhana Pushti Revised clearly the formats and progress cards are given and also time schedule of recording and reporting is given. The formats given in the Sadhana Pushti Revised are: (i) Teachers Individual Mark Register (Subjectwise) for class 1-3, (ii) Teachers Individual Mark Register (For each Subject-unitwise) for class 1-4, (iii) Teachers Individual Mark Register (Co-scholastic Areas) for Class 1-4, (iv) Consolidation Register of CCE for Class 1-4, (v) Teachers Individual Mark Register

(For each Subject-unitwise) for class 5-8, (vi) Consolidation Register of CCE for Class 5-8 and (vii) Teachers Individual Mark Register (Co-scholastic Area) for class 5-9. The schedule of recording for class 1-4, for the subjects such as first language, Mathematics and Environmental studies and the second language English, the assessments are done thrice in each semester (2 FAs and one SA) in the curricular subjects with specific mention about the months to be done / recorded. For the children's achievement in the co-curricular subjects only semester wise one grade is provided for physical and health education, arts and handicrafts, music and dance, SUPW and values, personal and social development (Progress Report Page-2). Similarly for the classes 5-8 also the assessments are done thrice in each semester (2 FAs and one SA) in the curricular subjects and in the co-curricular subjects only semester wise one grade is provided. Grades are arrived at converting percentages and given in 5 points for the curricular areas and for the co-curricular areas 3- point direct grading. Cumulative grades are also shown for the curricular areas.

vii. Feedback Mechanism:

In Sadhana chapter 4 the importance of specific and timely feedback was clearly explained through a flowchart. And also in subject wise examples how and when feedback must be given was made clear. In the training, the use of feedback to teachers, parents and follow-up group was made clear. Still in the ground level teachers are feeling that feedback is not done properly because of syllabus burden and some time subjects are more. In the report card, there is a column mentioned for the signature of the parent/guardian in each semester with a small instruction to the parent (Progress Report card-Page-3). Though the formative assessment feedback are given informally, there is no mention about the same in the Progress Report Card. Further, all the entries are made with percentage of marks and grades. There is little scope provide for qualitative description about the performance of children particularly in the scholastic areas.

viii. Reporting:

As explained earlier in the above two paragraphs, the reporting is done by semester wise with a total of two semesters in an academic year. In each semester, two FAs and one SA grades are given with a summative/consolidated grade for each subject at the end in the scholastic areas. Teachers individual records and progress cards gives the brief picture about progress of a child. Documents clearly reflects assessment helps for

children self learning, for teachers self reflection, gives feed back to parents and to follow up group.(chapter 5&6 in Sadana and in progress cards). The report cards were printed by the UNICEF and distributed to all the schools for the year 2012-13. The report cards seldom reflect the socio-personal qualities of the child such as co-operation, truthfulness, punctuality etc. Further, the reporting formats are only helping the school authorities to understand the progress of the child. There is a need to have simple and easy report cards with qualitative description of the progress of the child over a period of time for the better understanding of the children, parents and the other stake holders.

ix. Flexibility:

Constructivism and CCE is giving democratic classroom situation. Since there is scope for self assessment, peer assessment, assessment through activities child friendly nature will be there. (Refer examples given in Sadana subject wise and co scholastic areas). However, as the reporting formats are more of rigid, there is little scope for flexibility in reporting for individual child and individual school.

x. Implementation:

In fact all the materials prepared are just like training modules for helping the teachers to understand the basis of CCE. Through group discussion, with a model class training was given to clarify the spirit of CCE and implementation. Statewide orientation/training programmes were organized through using the materials in each year. No doubt that the materials developed are of quite use for imparting training on CCE. Further the implementation is made more feasible with all supporting documents on feedback, port folio, progress cards, etc.

C: STRENGTHS AND GAPS

Since the year 2003, the school-based assessment is in existence in the state of Karnataka. The efforts like Nali-Kali, Kalika Yathna programmes helped state to come up with state CCE model.

Strengths:

- There are materials developed specifically for the CCE in each year from 2012-13 academic years. These materials are revised based on the feedback from the field level functionaries in each year.

- Documents prepared to train teachers and field functionaries consists of concept clarity, steps of implementation, importance of feedback, scope for assessment by children, assessment by peer group, and assessment by parents.
- Attempts have been made in the CCE documents to help the stakeholders understand that evaluation is continuous and interwoven with the teaching learning process.
- These documents also reflect the constructivism classroom process and importance of evaluation in co scholastic areas. Sadhana document provides about the evaluation of CWSN children inclusive set-up.
- There is a well-structured support services/network provided for teachers for clarification of the aspects about CCE in the state ensuring proper implementation on CCE throughout the state.
- Various formats and reporting procedures are well explained in the documents for making the teacher's job much easier.
- Multiple ways of assessment and various assessment resources are provided in the document.
- The dominance of written examination is minimized.
- Oral examinations and open book examinations are undertaken.
- Assessment also serves as a reflective tool for teachers and other practitioners.

Gaps:

- * Continuous assessment based on certain number of formative assessments and one summative assessment at the end of the semester makes again the assessment procedure more rigid. There is a need to follow formative assessment in each class and each day and not to be considered for grading.
- * Assessment is compartmentalized and not envisioned as a holistic one in the state.
- * Learning needs of the children, learning styles and developmental aspects of the children are not reflected in the process of assessment.
- * Flexibility in terms of assessment procedures at child's convenience is yet to become a reality.
- * Self-assessment and peer assessment have not been fully utilized in curricular areas.
- * Report cards are filled with quantitative description and uniformly adopted for each child and each school.
- * The reporting formats are more of rigid and there is little scope for flexibility in reporting for individual child and individual school.

- * Report cards are only helping the school authorities to understand the progress of the child and not for the other stakeholders.
- * Personal and socio qualities (PSQs) are not well defined. Only certain areas are targeted.
- * PSQs are reported separately in the report card with grades.
- * Cumulative progress of the performance of the child has been given at the end in grades rather than showing the progress/non-progress as it is in descriptive ways.
- * Feedback mechanism is limited to signing by the parents in the Report cards.

D: Suggestions

The present analysis of the documents developed for the CCE in the state of Karnataka reveals that the state has made appreciable efforts to introduce the continuous and comprehensive evaluation in its true spirit. Based on the feedback from the field functionaries, the document was revising in each year after 2012-13. There is a well planned strategy developed by the state to have uniform implementation across the state in terms of training the teachers and providing support to the teachers. However, the following suggestions are put forward to re-look into the existing practice of CCE for making the assessment more learners friendly.

- The true spirit and purpose of formative assessment (FA) including assessment for learning should be made clear to the teachers. There is a need to get rid of providing certain weightage to the FA and combining with the SA for final assessment.
- Compartmentalization of assessment in terms of curricular, co-curricular and PSQs needs to be re-looked into in view of the holistic assessment of the child.
- Assessment procedures may consider the needs of the learners, learning styles and developmental aspects of the learner.
- Flexibility in assessment terms of at learner's convenience/readiness may be considered while undertaking assessment.
- Assessment of personal and social qualities (PSQs) must be integrated with curricular and co-curricular subjects and reported on a continuous basis.
- The teachers, to have credibility to the assessment procedures, may explore wider use of self-assessment and peer assessment in curricular areas.
- Combining of grades obtained in each semester and presenting it as a cumulative grade needs to be re-considered, as it will not serve much for the learners rather than helping the administrators and authorities.

- Use of qualitative description rather than using grades in all areas to be practiced showing the actual progress of each child.
- May practice individual and school based reporting forms to serve the immediate needs of the target groups. Flexibility needs to be provided for teachers to design their own reporting forms in their context of school and learners environment.
- Providing feedback on a continuous basis needs to be adopted and recorded for knowing the actual progress of the learner.
- Reporting formats needs to be simple and clearly reflecting the child's progress, strengths and weakness.
- State textbooks may indicate the process of assessment and modes of assessment to better serve the teachers.
- Parental feedback may be utilized for developing the profile of each child.
- Parent, child and teacher interaction may be on a regular basis for informing and making corrective measures.

4.3 KERALA

A: The Status of CCE in the state

A pioneering attempt in Continuous Assessment Practices was evolved during the middle of 1990s when the District Primary Education Programme (DPEP) was implemented in the state of Kerala. However, as Continuous and Comprehensive Evaluation (CCE), it has begun to implement in the state of Kerala only from the year 2000 when the first revision of school curriculum and textbooks was done according to constructivist approach. A CCE guidelines (Padanam Vilayiruthanulla Marga Regha) was developed by the SCERT which was approved by the Government of Kerala for Classes I-VII and published by the Government of Kerala during the year 2000 and also for Classes VIII-X during the year 2005. This can be considered as the first ever comprehensive document available on CCE in the state of Kerala. The document described the meaning of continuous evaluation, comprehensive evaluation, approach to learning, assessment and evaluation, how they are to be incorporated with the teaching-learning process and how they are to be recorded and what type of grading is needed at primary level (direct grading) and how it promotes children's learning. CCE

In the next revision of school curriculum and textbooks done based on the National Curriculum Framework (NCF)-2005 and Kerala Curriculum Framework (KCF)-2007, CCE has been implemented in its true sense from the year 2007-08 onwards. The textbook

revision paved the way for introducing critical pedagogy and source books on evaluation were brought in for the assessment called 'Padavukal' till class VII. Sourcebooks for Learner Assessment ('Padavukal') were prepared for all the scholastic subjects including physical and health education, work experience and art education in the primary classes. The sourcebook describes the three dimensions of assessment i.e. assessment as learning, assessment for learning as formative assessment and assessment of learning as summative assessment. It also dealt with how to ensure continuous assessment and comprehensive assessment. In each sourcebook, the practical application of assessment is mentioned based on the units/chapters by giving various tools for assessment, indicators for assessment, the three types of continuous assessment such as self assessment, peer assessment and teacher assessment and the nature of term assessment/summative assessment and how these can be recorded and used for giving support to the learner.

The Current status of CCE

Third revision of school curriculum and textbooks was taken up during the year 2013 based on NCF-2005 and modifying the school curriculum by overcoming the shortcomings of KCF-2007. An approach paper was developed called Kerala School Curriculum-2013 and the CCE in its true spirit has clearly mentioned under the heading 'Assessment Approach' (page 36-54). According to the curriculum approach, assessment approach has also been incorporated by overcoming all the pitfalls of CCE implemented based on the earlier two curriculum revisions. No separate sourcebooks were prepared at this time, instead, the CCE components were integrated with the content in all subjects, in the pedagogy part and also has given additional input to the teachers through teacher text (similar to the teachers handbook), which is developed mainly to show the teachers how the assessment part can be carried out effectively in classrooms. This is to be considered as an innovative attempt. The document emphasizes on the 'Outcome focused Assessment Approach'. Active participation of the learner is ensured with the learning activity, which is based on the learning outcomes. Critical thinking, rational thinking, reflection of learning, inter-related knowledge etc., are the characteristics of learning, which are focused on learning outcomes. The document stated the following about CCE and it also it stated the practical application of CCE.

Kerala School Curriculum 2013 has adopted an assessment method that is continuous and comprehensive in nature. Learning is an incessant process that takes place in the

learner. Therefore, the process of evaluation that examines the amount of skills and concepts acquired should also be continuous. By continuous evaluation, means that assessment should go along with learning process and by comprehensive evaluation means the assessment of the cognitive, social and emotional domains of the learner.

The document explains that the process of analyzing what the learner has acquired after the transaction of a unit is called **Assessment of Learning (Summative assessment/Term assessment)**. The level and excellence of the learner after learning the content area in a unit is assessed. This is one level of assessment. But more importance is given to an assessment that ensures learning. There are different types of interventions made by teachers or peers during the learning process, to make it more effective. This assessment that takes place along with learning and the feedback that is provided, form another level of assessment. This can be termed as **Assessment for Learning (Formative assessment/continuous assessment)**. This has to be carried out continuously to facilitate learning and has to be incorporated with learning activities. Along with this, there is a process of correction that involves a critical self analysis of the concepts and awareness gathered through learning and by internalizing the changes. This is considered as self-assessment. Thus, learning takes place through self assessment. This is termed as **Assessment as Learning (Formative assessment/continuous assessment)**.

Method of Grading

The method of grading is used for evaluating continuous and comprehensive assessment. At primary level, the five-point grading pattern is used. The grade point percentage and grade in five-point grading is given below.

Grade Point Percentage	Grade
75 – 100	A
60 – 74	B
45 – 59	C
33 – 44	D
33 and below	E

Two areas can be considered to ensure the continuity and comprehensiveness of the evaluation process.

CCE Areas

1. Cognitive domain
2. Social/Emotional domain

Let us examine each domain in detail.

1. Assessment related to development in cognitive domain

All subjects learned by the learner can be included in the cognitive domain. This area may include languages, science subjects (Basic Sciences, Mathematics, Social Sciences), Art Education, Work Education and Health and Physical Education. The desirable learning outcomes of each subject have to be delineated and assessed whether they have been achieved. Two types of evaluation are suggested here.

1. Continuous Evaluation, and
2. Term Evaluation

Continuous Evaluation (CE)

In classes I and II, activities related to subjects such as Languages (Malayalam, English, other languages), Environmental Studies and Mathematics are arranged based on certain themes. These themes can be fixed as the content area for these classes. As the learners are at the primary stage of development of oral and written skills, listening, speaking, recognising the characteristics of spellings, reading with good pronunciation, good writing and gradation and progress in writing can be considered as the primary levels of language skills.

Three types of assessment are suggested in this context.

- Assessment of learning process
- Portfolio Assessment
- Unit-level Assessment (Assessment of the overall learning outcomes of each unit)

Let's look at these in detail.

Assessment of learning process

As a part of the learning process, the teacher plans various activities to make the learners acquire the desired skills. There is an effort from the part of the teachers to make an assessment of the learners based on their participation in the activity, excellence in either performance or presentation, the aptitude to prepare write-ups/notes as part of the process

and the extent to which the learners have acquired the skills. Therefore, the following indicators are used to assess the learner during the learning process.

- Involvement/Participation in activities (willingness to take up an activity, excellence in individual activities, intervention in groups, sharing of ideas...)
- Concept attainment
- Acquisition of skills
- Performance/Presentation
- Documentation/recording

Here the assessment of the process is based on certain indicators. For example, when the indicator 'Participation in activities' is assessed, learners are categorized as excellent, good, average and those who need improvement. This has to be recorded in the Assessment part of the Teaching Manual. All learners are assessed and recorded with reference to each indicator in every term.

Participation

The interest of the learner in learning activities, participation in group activities, the method by which knowledge is constructed through various language learning devices such as library, assignment completion etc.

Concept attainment

The teacher makes an assessment of the level of the learner in terms of concept formation of the content, the structure and form of the discourse, quality indicators and linguistic excellence.

Acquisition of Skills

The development of the learner in areas such as listening, speaking, reading, writing and creativity are assessed and given feedback. Here, the performance of the learner in various areas of the discourse, language elements and communication are considered.

Performance/Presentation

There are various modes for the expression of ideas. Some modes of linguistic expression are as important as writing skills (recitation, singing, acting, sketching, speaking). Here, the teacher considers pronunciation and clarity of the learner.

Documentation/recording

The teacher carryout assessment, considering the following points:

- Has the learner made relevant recordings while going through the activity?

- Are the entries comprehensible for others?
- Were the recordings systematically done?
- Did the learner do the work/writing individually?
- Did the learner improvise in the group after discussion in the class?
- Were the learners able to create/write without making errors?

All these indicators are important in the language learning process. The teacher assesses the performance of the learner in all the learning processes that ensure the specific learning objectives in various units of each term. Teacher then make entries in the 'Response Page' of the Teaching Manual.

- Take a look at the minute process of a learning activity in language (the process of preparing a description)
- The learners prepare the description of a garden.

Stages of learning process

- Based on the experience gathered (direct experience, visual) and knowledge that is acquired, the learner attempts individual writing.
- Presents in the group and improvises by making necessary additions/deletions.
- Presentation by the groups.
- A discussion in class on the content, structure and appropriateness of language
- Familiarizes the quality indicators of the description
- Prepares a description after improvisation

What happens when this is subjected to editing?

What would be the stages of editing?

- Individual writing
- Presentation in groups - Discussion
- Preparation of group products (after discussion, each group prepares a product)
- Presentation of the description made in groups
- Presentation of teacher's version
- A product that remains at the average level is taken into consideration and appropriate questions are asked (concept level, sentence structure, word, letter, symbol)
- The learners improve their pieces of writing on the basis of discussions.

Let us examine how this activity can be assessed using various indicators.

- **Participation** - participation of the learner throughout the activity
- **Concept attainment** - the concepts to be considered in the description of the garden, the structure of the description, understanding the quality of the indicators

- **Acquisition of Skills** - Skills acquired in speaking, reading and writing
- **Performance** - Individual writing, presentation in groups and presentation of groups
- **Documentation** - Teacher can assess and record this activity in the Teaching Manual, considering individual writing and improvisation in groups.

Teacher can make use of (i) Teaching Manual and (ii) the learners' notebooks while recording the assessment of the learning process at the end of a term.

(1) Details of the Teaching Manual

A Teaching Manual has to be prepared by the teacher to plan learning activities at the micro-level and to make continuous evaluation scientific. The following factors can be included in the Teaching Manual.

- (i) Learning outcomes
- (ii) Ideas/Concepts
- (iii) Abilities
- (iv) Values/Attitudes
- (v) Learning Materials
- (vi) Expected products
- (vii) Time
- (viii) Process page containing Activities and Assessment page containing details of Assessment
- (ix) Reflection notes based on the details of Assessment Page

(2) Details of Subject-related Notebooks

The notebook of the learner is an important document that is being used for assessment of the cognitive domain. Notebooks are helpful in completing various learning activities according to the learning process. Creativity thought process and linguistic skills of the learner are reflected in the notebook. Different strategies that are employed for the transaction of the content area, preparations that are done for their completion and interventions that are made at the various stages of activities should be recorded in the notebook. The details of the products that are formed as part of the activities should also be there in the notebook. Teacher provides suggestions and scaffolding after assessing the learning outcomes, within the stipulated time. Towards the end of a unit, the notebook should be transformed into a document for assessing whether the learner has attained the

required learning outcomes prescribed in the unit. The contents of the notebook have clarity of ideas and possess references that suit the concepts and the context. It is also reflect original thoughts of the learner.

Portfolio Assessment

All the products of the learning activities have to be included in the portfolio and assessed. The portfolio performs the duty of giving feedback on learning to the learner, his/her parent and the teacher. This enhances learning.

- Notebook
- Other written products (individual write-ups, modified write-ups)
- Other evidences of learning (pictures, collections, learning aids)
- Indicators developed by the learners to assess learning
- Creative writing
- Worksheets etc. can be included in the portfolio.

The following indicators are used for portfolio assessment.

- Clarity of ideas
- Conceptual understanding
- Appropriate design
- Perfection
- Originality

Method of calculation of grades for the learning process and portfolio

Grades are calculated at the end of each term. Each indicator in the Assessment of learning and Portfolio assessment can be rated as Excellent/Good/Average/Needs Improvement and are awarded a pattern of 4/3/2/1 points respectively. If this pattern of 4/3/2/1 is followed for each indicator a maximum grade point of 20 is awarded when 5 indicators are considered. The score are converted into grade using the Ready Beckoner given below.

Point	Grade
15 - 20	A
12 - 14	B
9 - 11	C
7 - 8	D
Below 7	E

Each indicator is awarded a point and converted to respective grades by considering the learning process and portfolio in each term comprehensively. The teacher makes use of the response part in the teaching manual and the learners' notebook while the assessment of the learning process is recorded in the format, towards the end of the term.

Unit Assessment

In a unit, activities for various learning outcomes are distributed, in an inter-related manner. This is comprehensive in nature. While assessing a unit this comprehensiveness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book assessment, preparation of questions, identifying the indicators and the assessment of writing is considered for unit assessment. Rating scale and checklist, that help in finding out how much the learner has achieved in that particular unit, is also be made use of. Unit assessment takes place along with learning. For unit assessment, points have to be awarded on the basis of indicators and converted to grades. These are recorded in the prescribed format. As there is more than one unit assessment in a term, the averages of assessment of all the units are recorded at the end of the term. Teacher prepares indicators that suit the tool that is used for assessment. For Art Education, Work Education and Health and Physical Education, assessment is done at the process, portfolio and unit levels in order to award grades.

Method of Calculating CE

After calculating the grade for the learning process, portfolio and unit assessment each grade - A/ B/C/D/E has to be given points 5/4/3/2/1 respectively. The average of the total grade points becomes the CE grade. Imagine that a learner gets A, B, B grades for the learning process, portfolio and unit level assessment in English. Then, the total point that he/she gets is $5+4+4 = 13$. Average = $13/3 = 4.33$. Therefore, the grade that is awarded is B.

Term Evaluation (TE)

At the primary level, Term Evaluation of the units that were considered in the term has to be carried out by considering areas such as discourse forms, language elements, language skills etc. based on the learning outcomes. A variety of model questions can be included by stressing upon content areas and skills. For science subjects, term evaluation is done by considering the content areas of the units in a particular term. Weightage is given to each

unit/conceptual area and various thinking skills (imbibing knowledge/ concept attainment, the application of ideas and concepts, interpretation and conclusion, creativity etc.) while preparing the blueprint ensuring the inclusion of a variety of questions. Indicators that suit the questions are developed and assessment is done based on these indicators.

The Terminal Evaluation of Art Education, Work Education and Health and Physical Education are carried out as Performance Assessment. The models for these are given towards the end of this unit and grades are given separately.

Assessment of Cognitive Domain - Terminal Consolidation

For Classes 1 to 4

From Class 1 to 4, CE and TE for each subject are recorded separately at the end of each term by using the format F1. CE and TE are recorded as grades in this format. There is provision for recording the CE and TE grades of a learner for all the three terms. The recording of the grades in such a way in a single format helps the teacher to understand the gradation in the progress of the learners and identify the ones who are under/low achievers.

For Classes 5 to 8

From Class 5 to 8, CE and TE for each subject is recorded separately at the end of each term by using a format F2

Assessment of Social/Emotional aspects

Assessment of the Social and Emotional aspects are as important as assessment in the cognitive domain. The skills that are considered are 'Learning to Know', 'Learning to Do', 'Learning Together' and 'Learning to be'. The following skills are assessed in connection with the socio-emotional domain.

1. Communication skills
2. Interpersonal skills
3. Empathy
4. Coping with emotions
5. Coping with stress
6. Problem-solving
7. Decision-making
8. Critical thinking
9. Creative thinking
10. Self-awareness

Teachers who handle the subjects in the cognitive domain have to conduct the assessment in these areas. **This assessment has to be done as a part of the Assessment of Process**

(continuous assessment) of each subject. Here assessment in connection with values and attitudes are also done along with the assessment of processing ability. The qualitative aspects of the excellence of the learner in the socio-emotional domain is assessed and recorded. The positive skills of each learner are encouraged.

Assessment - Annual Consolidation

(1) Classes 1 to 4

F3 format is used to consolidate annually, the CE and TE grades of the learners from class 1 to 4. In this format the CE and TE of the learner for each subject is recorded. While considering the CE grades that are recorded in each term, the best grade in all the three terms is considered for the annual overall grade of the learner. In the case of TE grades, the grade that the learner gets in the third term is taken into consideration. The best of skills acquired in the socio-emotional domain is recorded in the prescribed column. The skills that are not acquired is recorded as 'No skill acquisition'.

(2) Classes 5 to 8

For classes from 5 to 8, the CE and TE recorded by teachers of the respective subjects using F2 format is consolidated in F4 format. The subject-wise CE and TE of each learner is recorded in this format. While considering the CE grades given in each term, the best CE of the learner is considered for the annual overall grade. For TE, the grade that the learner gets in the third term has to be considered.

The best of skills that are acquired in the socio-emotional domain of each learner is recorded in the prescribed column. The skills that are not acquired are recorded as 'No skill acquisition'. Various formats using for the CE and TE are given at the end as Appendices.

Section –II Understanding and Implementation of CCE

As mentioned in the previous section, over a period of more than 15 years, the state of Kerala has developed various documents related to the CCE. Presently six documents were analyzed. It includes (i) the CCE guidelines prepared in 2000, (ii) Assessment Source Book titled 'Padavukal' for all subject including art, work experience, health and physical education prepared in 2010, (iii) Kerala Curriculum Framework (KCF)-2007, (iv) Kerala School Curriculum developed in 2013, (v) the teacher texts (hand book for teachers) and (vi) the text books of various subjects. These documents were also used as training materials for giving training to the teachers and other field functionaries. These six documents were analyzed for the purpose of arriving at a conclusion on the conceptual understanding of the

CCE. The results of the analysis of these documents on certain essential components of CCE are given below.

i. Continuous:

The state of Kerala has introduced CCE from the year 2000. There is a CCE guideline published by Government of Kerala in the year 2000. It is mentioned in the document that assessment should be continuous process and it should become a part of learning. It is again stated in the assessment sourcebook of various subjects developed called 'Padavukal' published in 2010 which provides a good understanding of the term continuous assessment. The document says that assessment is conceived to be inherent in learning. It is more qualitative than quantitative (page no 38). As per the latest document of 2013, in the CCE guidelines, all the theoretical aspects have been mentioned which describe about the understanding of continuous assessment in page 36 -58 (especially in the page Nos, 36, 37 38). Two areas are considered to ensure the continuity and comprehensiveness of the evaluation process. They are (i) cognitive domain (ii) social/emotional domain. Continuous Evaluation (CE) and Term Evaluation (TE) are the two types of evaluation followed in cognitive domain of CCE. It is given in all teacher texts of various subjects. Practically, in the new text books and teacher texts (teacher handbooks) developed based on Kerala School Curriculum (2013), it is integrated with the content part (Eg. refer the teacher text for class I and textbook on Malayalam and EVS). Separate icons are given while detailing the process part (Eg. refer Page 99, 100, 101, 104, 105, 106 of teacher text). It is also addressed in the CCE guideline in the form of assessment as learning and assessment for learning (page 36). It may be concluded that the concept of continuous assessment is well defined in all the documents mentioned above.

ii. Comprehensive:

It is mentioned in the CCE guidelines prepared during the years 2000, 2007 and 2013 that comprehensive evaluation covers cognitive area and social and emotional area. It is given in source books (Padavukal) prepared for each subject as per the revision 2007 and also for art, physical-health education and work experience. 'Padavukal' describe that assessment as the part and parcel of the classroom process (Source Book on Learner assessment (SLATE) page 59). Constructivist approach is used throughout the documents. Theoretically it is given in the guideline that the indicators for assessment have to be prepared with the active involvement of children in the class and which has been practiced in the classroom. Three

types of assessments are suggested. (i) Assessment of learning process (ii) Portfolio assessment, and (iii) Unit level assessment. The activities given in the textbooks ensured active involvement in learning as well as assessment. The recent assessment documents prepared has provided slots for self assessment, peer assessment and teacher assessment (page 118,119,144,145 of teacher text class1 and the textbook on Maths class 3 (page 113,121,124,130,158,159). Also it is detailed in the documents that cognitive area covers all subjects including art, physical education, health education and work experience in pages 36, 37, 38 and its practical applications in pages 99, 100, 101 of teacher text class I. Art education, physical and health education and work experience were integrated in the content part of various subjects (page no.99, 100 101, 122 of the teacher text of class 1 and text book of class1 prepared in 2013). The new document about CCE tells that by comprehensive evaluation means the assessment of the cognitive, social and emotional domains of the learner (English teacher text 2014, chapter 6 page 35). It can be safely concluded that various documents have tried to explain the concept of comprehensiveness in a very satisfactory way.

iii. Addressing the learning needs of the children:

The document 'Padavukal' was supporting individual assessment and self assessment phase but being silent in the case of inclusiveness. Theoretically, it is explained in the teacher texts page 16, 17, 18. Variety of activities are available in the textbooks to cater the needs of differently-abled children, detailed in the process part in teacher text, sourcebook and also given many extension activities in the textbook and teacher text, and assessment strategies for catering to the needs of all types of learners and to some extent the activities for inclusive aspect. Using ICT, in the main stream textbooks, slots were given for addressing CWSN. (For eg., Maths class 5 and 7 pages 23, 67). The readiness package is given in class 1 teacher text considering the developmental levels (page 69-83).

'Padavukal' (SLATE) also states the importance of collaborative learning and assessment. Social constructivist classroom also inevitably utilizes the strategies that cater to the requirement of a conducive social context for learning. Co-operative and collaborative learning is adequately proved to be effective in this respect (page 68). In page 142 describes child's learning with the support of parents and teachers. The document says that the communication between the teacher and parent aims at actualizing and executing a suitable work plan for the child's learning and development with emphasis to the background of the

child's home atmosphere. Various activities given in the new textbooks incorporate the aspects of collaborative learning (For example, in the EVS textbook, page no 102,129,137 and Maths class 5 page 49). But for a while the teacher-teacher and children-parents collaboration was very little in these documents. Slot for PTA meetings, sharing in SRG meeting, slots for peer learning, etc., were given in the textbooks (ex. Learning outcomes given after each unit in the form of checklists (Page 19, 32, 50 of Maths class5) and teacher texts, sourcebooks.

The document 'Padavukal' support to a large extent encourages use of different resources. The teacher may employ various strategies for assessing his/her learner while they are engaged in various classroom activities through group assessment, peer assessment, self assessment, teacher assessment (page 60, 61). Various tools and techniques are used by the teacher for assessment (For eg. observation schedule, checklist, etc). ICT enabled education is integrated in the content part of the teacher texts and textbooks. Scope for field trips, use of libraries, laboratories, classes of experts is some of the resources mentioned in the textbooks (page 120, 102 of EVS class 3). The sources of different resources were given in the documents. Slots for encouraging the use of different resources (softwares) is given in the textbooks (Page 27, 48 of science class 7), (page 77, 71, 67 of Maths class 5)

iv. Feedback Mechanism:

The document 'Padavukal' (SLATE) describes the assessment and feedback in page no.88. The document says that its primary purpose is to encourage learning. Feedback is given as a qualitative statement by the teacher. It is given during the following stages of the classroom process. (i) discussions/discussion questions (ii) peer assessment (iii) self assessment (iv) teacher version (page no. 89-90). The teaching manual format is given in the teacher text (Pages 33, 34, 35). There is a separate column on the right side for writing the specific timely feedback and also the slot for consolidating the feedback once in a week as reflection notes and slot for discussing among the teachers in the SRG meetings and subject council meetings (page 65-69) of teacher text Maths class. Using report cards (SEP) at least 3 times in a year (term wise) teacher gives feedback to the children.

Assessment in primary level deals with how far the activity integrated with teaching learning process. All documents re-confirm that assessment is an integral part of teaching learning process. Theoretical aspects are there in the CCE guideline and practically it provided space for considering assessment as an integral activity to teaching learning in the textbooks and teacher texts and also in source books (page 99-114 of teacher text class I and

page 65-69 of Maths class 7). Theoretical aspects are given in the guideline and in the teacher text (page 36-56) about the grading procedure, process assessment, portfolio assessment, unit level assessment which includes open book assessment, oral assessment techniques etc. The following are indicators used for assessing the learner during the learning process. (i) involvement/participation in activities (ii) concept formation (iii) acquisition of skills (iv) performance/presentation (teacher text, chapter 6, term assessment approach, page 35). Socio-emotional area assessment, its record formats, learning evidences like notebook of the child and the teaching manual ensure that the assessment is reliable and valid. The qualitative assessment of social emotional area is stressed in page no. 50, 51 of the teacher text and in the guideline and how it can be assessed and record as qualitative statement in the record sheet (only annually). Throughout the textbooks there are slots for assessing the socio emotional area in each subject integrated with content part. Theoretical aspects are given in page 51 of the teacher text and guideline that the indicators for assessing these areas must be given along with those given for the activities of the subject content in each textbook. Slots were given in the textbook and teacher text integrating subject content and the socio-emotional area for development and for assessment (pages 118-122 of teacher text class 1).

v. Criteria for Assessment (Learning Indicators/Leaning Outcomes):

The state has developed the learning outcomes stage-wise, class-wise and unit-wise for each and every subject (Kerala School Curriculum-2013). The portfolio of each child allows mapping the learning progress of a child which is an essential component in continuous assessment in pages 45, 46, 47, 48 of teacher text. Secondly, the formats for recording the learning progress are given in teacher text pages 54, 55, 56. The learning outcomes are given in the textbook after each unit in all subjects and unit frames are given in grid after each unit in each subject in the teacher text.

Throughout the textbook, teacher texts and sourcebook for assessment (Padavukal) it is given the slots for self learning and self assessment and theoretical aspects are given in the guideline page 36 about assessment as learning (page 130, 158, 159 of Maths class 5). The source book for evaluation describes the three types of assessment namely Assessment as learning, Assessment for learning and Assessment of learning. (SLATE page 38-50). It follows the self evaluation techniques and tools with examples.

vi. **Process of Recording** The document does not mention strictly that the teacher has to record the learning progress of all children daily or for each activity. But slots for giving

feedback to the children are provided in the teaching manual for the use of giving remediation when ever required. But recording is suggested quarterly and the format is given in page 56 of teacher text and an annual consolidation format. The indicators for continuous assessment and term assessment and slots for socio-emotional area are given and how to grade the performance is also given in pages 36-56 of teacher text class1.

vii. Reporting : Based on the reflection page of teaching manual, teachers communicate to the children as and when needed and organize monthly class PTA and communicate regularly the learning progress of the children. Child Evaluation Profile is given to the child showing the learning progress of each child quarterly. There is a provision for recording the CE and TE grades of the learner for all three terms. Class PTA meeting are held based on that it is communicated to the parents and children. CE and TE for each subject have envisioned separately and recorded at the end of each term. The role of teacher as mentor fulfills the requirements of communicating the learning progress of children with the parents and children (page 26, 27 of teacher text class 1 - 7).

Through continuous assessment, term assessment, by looking into the portfolio of children, the teaching manual of teachers, the record sheets, Child's Evaluation Profile (SEP) etc based on the learning outcomes helps to improve the learning process and the extent of learning. Learning outcomes (cognitive, social and emotional) were fixed at all stages i.e., for lower primary and upper primary and for each class (Eg. class1, 2, 3, 4..... 7) and for each unit. The right based education helps to ensure quality education in every child (pages 24, 25, 13). Thus helping children improve their learning, extent of learning, assessing health of the system.

The learning outcomes are given in the textbooks and teacher texts after each unit. The child Evaluation Profile with quarterly recordings is given to the children. The notebook of the child and other products kept in the portfolio and the teaching manual of the teachers can be examined by all the stakeholders and it ensures that assessment is feasible.

Learning evidences such as notebook, other products like worksheets, creative works, creations made through ICT, collections, pictures etc. reflections of the teacher recorded in the notebook, feedback of the teacher in the teaching manual.(page 36-56) of teacher texts and the guideline and the formats given for recording and the SEP. Also the evidence to assess learning is given in the form of learning outcomes and it is given after each unit in all

textbooks. Common indicators are given for continuous assessment (process assessment, portfolio assessment and unit based assessment) recording purpose. But for each activity, freedom is given to teachers to fix the indicators with the active involvement of children. The teacher may employ various strategies for assessing his/her learner while they are engaged in various classroom activities. Group assessment, peer assessment, self assessment, teacher assessment (page 60, 61). Various tools and techniques are used by the teacher (For eg. observation schedule, check list, etc.),

It is clearly mentioned in the guideline that no scores are awarded for assessment, but only grades and criterion referenced direct grading is used in primary classes. No overall grade/score by considering all subjects is given to the children. No overall grade/score for the three quarter for the same subject is given (page 56, 57, 58 of teacher text). The concepts/ skill/ attitude based assessment of performance of child learning is focused. Comparing progress of children is not promoted in the evaluation system and the children can look back their own performances and improve it with the support of others.

State level training was given after every curriculum revision especially for assessment. DIETs give frequent trainings to teacher community with the help of additional materials such as workbook, district specific modules etc. to meet specific needs. The training modules were planned for durations and according to the needs from the field. Even though there is broad plan is preparing initially for year-wise to transact all the ideas related to CCE. For eg. the first segment deals with the aims and objectives of CCE, approach of CCE, second cluster meeting discuss about various strategies for assessment and how to assess, third segment elated to classroom application, feedback, etc. The next cluster meeting the module is discussing about how to record.

viii. Flexibility

The assessment approach, record formats etc are uniform in the whole state but teacher can use any tools for assessing the performance of children, flexibility is there to organize different learning strategies and assessment strategies for the teachers and it is mentioned in the Kerala School Curriculum 2013 and it is given in the teacher text in the general approach page 8, 9, 10.

ix. Implementation Attempt has been made to implement the CCE principles using the strategies like participatory approach, activity oriented, using various resources, module

based training which is evident from the especially prepared materials such as 'Padavukal' and 'Teacher Texts'. Massive teacher training were conducted to all the teachers with the help of the trainers in the BRCs. The theory aspect is clearly mentioned in the guidelines, sourcebook and teacher text and the application side is given in detail in the sourcebook, teacher texts and the text books.

C: Strengths and Gaps

The state of Kerala has introduced CCE from the year 2000. Two curriculum revisions were over, where more focus was given for the effective implementation of CCE. The limitations in the implementations of CCE on the earlier two revisions have been taken care in the latest revision done in the year 2013 under the 'Assessment Approach'. The CCE in the state of Kerala gone many changes and attempts are being made to implement it in its true sense as the CCE go along with learning process and it is meant for enriching learning and give feedback. It concentrates on the all round development of children.

Strengths

- The state has developed a base document for CCE ((Padanam Vilayiruthanulla Marga Regha) by the SCERT and approved by the Government of Kerala during the year 2000. Since then CCE is implemented in the state one or the other form.
- Attempts have been made to revise the CCE document each time whenever there is a revision in the school curriculum.
- 'Padavukal'-a source book on assessment (SLATE) was prepared for all subjects including co-scholastic areas during the year 2010 which provides comprehensive information on all aspects of CCE and serve as a guide for teachers.
- The latest revision of Kerala School Curriculum done in the year 2013 explicitly state the aspects of CCE under the 'Assessment Approach' (pages 36-54).
- All the three types of assessment namely Assessment as Learning, Assessment for Learning and Assessment of Learning are practiced under CCE in Kerala.
- Continuous Evaluation (CE) and Term Evaluation (TE) are the two types of evaluation followed under CCE (Similar to the one Formative and Summative respectively)
- Art education, physical and health education and work experience are integrated in the content part of various subjects.
- Similarly, assessment of Social/emotional qualities are integrated with the content part and not assessed separately.

- Major concepts like continuous and comprehensive assessment have been dealt in details along with the assessment formats, feedback schedule and mechanism is given in the document.
- Co-operative and collaborative learning is adequately practiced and proved to be effective.
- The state has developed the learning outcomes stage-wise, class-wise and unit-wise for each and every subject (Kerala School Curriculum-2013).
- Group assessment, peer assessment, self assessment and teacher assessment are the modes of assessment practiced in the classrooms.
- Continuous assessment is done through (i) Assessment of learning process (ii) Portfolio Assessment and (iii) Unit-level Assessment (Assessment of the overall learning outcomes of each unit)
- Open book examination
- The schools organize monthly class PTA and communicate regularly the learning progress of the children to their parents.
- Right based education helps to ensure quality education in every child
- The newly developed 'Teacher Texts' for all subjects helps the teachers to conducted the CCE in an effective and efficient manner across all schools in the state.
- A provision for self assessment (by the learner) is provided in each textbook.
- Massive teacher training to all the teachers were organized by the BRCs throughout the state with the help of the trainers in BRC/DIETs

Gaps

- Conducting assessment of CWSN children has not been mentioned explicitly in the 'Assessment Approach' document particularly in the inclusive context.
- Flexibility in terms of using assessment procedures at child's convenience is yet to become a reality.
- Learning needs of the children, learning styles and developmental aspects of the children are not fully reflected in the process of assessment.
- Socio-emotional aspects are assessed on 10 areas/skills, however, there is a need to assess certain personal qualities such as regularity, punctuality, truth fullness, cooperation etc.

- * Recording and reporting of assessment on socio emotional aspects are done only once at the annual progress record. It needs to be reflected in each term so as to understand the progress/non-progress as it is in a more descriptive way.
- * Personal, social qualities must be assessed in qualitative manner by recording at appropriate intervals of time.
- The teacher-teacher and children-parents collaboration on assessment is very little mentioned in these documents.
- Recording and reporting of the assessment seems to be more tiresome activity for teachers. As such teachers are not in a position to provide proper feedback in time.

D: SUGGESTIONS

The present analysis of the documents developed for the CCE in the state of Kerala reveals that the state has made commendable efforts to introduce the continuous and comprehensive evaluation in its true spirit since the year 2000. Based on the school curriculum revisions, each time the CCE document were also revising. There is a well planned strategy developed by the state to have uniform implementation across the state in terms of training the teachers and providing support to the teachers. However, the following suggestions are put forward to re-look into the existing practice of CCE for making the assessment more learners friendly.

- The true spirit and the purpose of Continuous Assessment (CE)/Formative Assessment (FA) should be made clear to the teachers.
- Assessment procedures may consider the needs of the learners, learning styles and developmental aspects of the learner.
- Flexibility in assessment terms of at learner's convenience/readiness may be considered while undertaking assessment.
- Assessment of personal and social qualities (PSQs) integrated with curricular and co-curricular subjects must be reported on a continuous basis.
- Wider use of self-assessment and peer assessment in curricular areas may be explored by the teachers to have credibility to the assessment procedures.
- Combining of grades obtained in each semester and presenting it as a cumulative grade needs to be re-considered as it will not serve much for the learners rather than helping the administrators and authorities.
- Use of qualitative description rather than using grades in all areas to be practiced showing the actual progress of each child against his/her abilities.

- May practice individual and school based reporting forms to serve the immediate needs of the target groups. Flexibility needs to be provided for teachers to design their own reporting forms in their context of school and learners environment.
- Providing feedback on a continuous basis needs to be adopted and recorded for knowing the actual progress of the learner. Reporting formats needs to be simple and clearly reflecting the child’s progress, strengths and weakness.
- State may develop a parent text to have more collaboration and transparency in assessment.
- Parental assessment may be utilized for developing the profile of each child.
- Parent, child and teacher interaction may be on a regular basis for informing and making corrective measures.
- Use of diagnostic test/assessment procedure may be adopted for remediation of various persistent learning difficulties of the learner.
- Conducting assessment for CWSN needs to be mentioned explicitly in the ‘Assessment Approach’ document particularly in the inclusive context and not as a separated one.
- Reduce the burden of teachers in recording and reporting of child’s performance by using simple and workable formats with inbuilt flexibility.

NORTH EAST REGION

4.4. Manipur

A: Status of Continuous and Comprehensive Evaluation (CCE)

The scheme “Continuous and Comprehensive Evaluation(CCE)” at the Secondary level – i.e. Classes IX & X was started in the year 1994 by the Board of Secondary Education, Manipur (vide ‘ Take CCE, Save Education, Manipur- published by the Board of Secondary Education, Manipur). The Scheme was primarily taken up to improve the pass percentage in the High School Leaving Certificate (HSLC) Examinations conducted by the Board of Secondary Education, Manipur which was hovering around 30% at that time. The scheme was piloted in four secondary schools in 1993 and covered only the scholastic areas that too by conducting paper pencil tests only. Since it did not cover much of the co-scholastic / other curricular areas it deviated from the objective of holistic development.

Continuing with the change of the notion of the evaluation and also the multi dimensionality of education, the model of CCE has changed from time to time in the state, yet the comprehensive part was left behind except the introduction of Work Experience (WE) and Physical and Health Education (HPE). Even though the above areas were introduced, and implemented, it remained far from the actual ground reality.

By the year 2004, the Board of Secondary Education, Manipur was entrusted with the task of framing Curriculum and Syllabus for Classes I – VIII in addition to the Secondary education. The CCE model was also extended to the classes III- VIII with some modification from the academic session 2010-11 (Vide Memorandum No. A/CCE/92 dated 15/08/2014, Board of Sec. Education, Manipur- Total - 4 pages).

With the identification of State Council of Educational Research & Training (SCERT), Manipur as the academic authority for framing of syllabus and Curriculum under the RTE Act, 2009, the work of evaluation and framing of curriculum and syllabus for the elementary level was taken over by the SCERT, Manipur.

Accordingly, the SCERT developed the Guidelines on CCE titled “Source Book on Continuous and Comprehensive Evaluation – For Classes I-VIII) which was implemented scheme of CCE has implemented in the Elementary schools in the year 2013. The said Guidelines contain 40 (forty) pages. A review based on the above document is presented below.

B: Understanding and Implementation of CCE

i. Continuous

The leading word ‘Continuous’ has been described correctly in the document as it is a composition of the two words “Continual” and “Periodicity” by giving focus that assessment is an integral part of the teaching and learning spanning the whole span of the academic session (Chapter No. I, II, III). However, **it creates some confusion in the later part of the document** whereby it bifurcates the whole academic session into two parts and the assessment has been translated into fixed type of evaluation as Formative Tests and Summative Tests. **Even the word ‘test’ used with Formative and Summative is misleading** which could have been substituted by the word like ‘assessment/ evaluation’. The formative test has been suggested as periodic structured assessment which **does not go well with the spirit of CCE**. The document reads ‘A minimum of 10 activities shall be conducted during each term for formative tests (Chapter IV, page 24)’, suggests to the readers that separate activities may be conducted for **formative test which is against the**

ethics of the integration of assessment with teaching and learning. A deeper view reveals that whole curriculum is broken into two parts carrying a rigid 40% + 60% (with some percentage giving in each evaluation mentioned therein), **unequal weightage without explaining the basic concept.** The minimum of 10 activities mentioned in the document paper also **lack in its flexibility and convenience (Chapter – IV).**

ii. **Comprehensive**

The document explains the underlying concept of “Comprehensive Assessment” to a great extent with the underlying idea of Personal and Social Qualities, Attitudes and Values and other aspects of Curricular qualities in a varied and different situations. It may be noted down that in the Chapter II, Para 3, it clearly defines the misconception of comprehensive evaluation as an isolated part of the scholastic area. **Here, the document required to mention more elaborately as how to integrate curricular areas and personal social qualities into a composite and learning activity.**

iii. **Criteria for Assessment**

Though exemplar questions / lessons are given in the document and similar contexts are mentioned elsewhere, the criteria for assessment of the child’s performance have been conceived as learning objectives as given in the lessons/textbooks/content. **There is no reference of learning indicators or learning outcomes based on the framework of NCERT/MHRD in the document. Cues and leads, from where the framing of the learning indicators and learning outcomes are based, should be mentioned clearly in the document. Moreover, the previous knowledge testing and some motivational areas are also missing from the document. (Chapter – III)**

- iv. **Addressing Learning needs of all children:** The document clearly mentioned that “the real spirit of CCE is that every child should get an opportunity to learn all through the processes and be helped whenever, he/she needs feedback and support” (vide page no. 6 Para no. 4). **The document lacks the elaboration of different types of learners – audio, visual and kinaesthetic and also the different teaching approaches that can enhance the learning levels. More importantly, the absence of the different methods of teaching –learning processes for different types of learners is given clearly so that each child learns. A special mention of the inclusive aspect may also be made.**

v. Multiple Evidence Based

The document has already given enough ways to collect evidences like the Formative assessment (FA), Summative Assessment (SA) and Child's Class Performance, Anecdotal Records etc. **But clear and concise guidelines for recording of Child's Class Performance should also be given and in a descriptive nature.** One should take care that, while noting down, **a careful decision should be taken so that the gravity of the expression may not wrongly carry forward. Instead of taking negative remarks more frequently, encouraging words may be used more frequently. And the negative things may be conveyed during counseling and may not be reported.**

- vi. **Process of recording:**The document has elaborated on the frequency of the assessment, of the FA's and SA's, the way of assessment by Oral Test, Activities, Assignments, Class Test, Quiz etc., **but allocation of different weightages at different levels are quite confusing.** It appeared that the lessons or concepts in the chapters contained in the first part carries only 10 % or only 40% weightage in the first term. **The concept and use of Teacher's handbook in the CCE is not clearly defined. A purposeful and efficient way of maintaining teachers' diary should have been given in the document.** Here the results of the FA's and SA's are to be submitted to the parents and the same must be also published for the community, if possible, so that the gaps in the child's learning could be shared in Parent Teacher meetings and at Village level Committees including the educational authorities.

vii. Feedback Mechanism

Though the document rightly mentioned in the beginning of the Chapter-IV by stating "... the focus of this assessment is to improve the child's self learning", but a clear, specific and timely mechanism of feedback to different stakeholders is missing.

viii. Reporting

The reporting mechanism of the child's performance is explained in the document and it has given a format of reporting. The document suggests descriptive way of reporting co-scholastic areas of development of child. For scholastic areas, tabular form is given in the document. A sample report card is also attached with the document. The determination of weightage and calculation of cumulative score in grade needs more clarification. It seems that the document doesn't describe effective communication to child and other stakeholders.

ix. Flexibility

The document advocates for flexibility of the scheme repeatedly in many sections, such as, giving the autonomy to the teacher to conduct evaluation, use tools and technique, and chose a particular concept or competency to evaluate (vide page no. 5 para 3 & 4). **However, the justification is lacking in the document why only 10 numbers of activities are to be assessed in one term.**

x. Implementation

Implementation is the most important and an intriguing part of CCE. The main objective of CCE is the operationability. Though elaborate description has been given, **there are still some flaws such as the less number of formative assessment does not serve the purposes of remediation strategies.** A more elaborate nature of diagnostic and remediation oriented CCE needs to be mentioned (not from the perspective of recording), but from the angle of the teaching and learning. **Even though the whole session is divided into 40% and 60% weightages, one needs to examine the availability of time, working hours and the content of the curriculum before the summer break and after the summer break. Otherwise, there may be a mismatch.**

A mistake is also indicated in the calculation of grades in each term as given below:

Suppose a child get the following marks in the Formative Tests (FT), Summative Test (ST) and Child's Performance Record (SP) in the Second Term.

Example 1 :

Child : 1 Class : VI

Second Term (calculation according to the document)

FT	ST	SP	Total	
Full Marks	10	40	10	60
Mark	7	39	6	52 = A
Grades	B A	C	B	

In the above example, the children get 52 marks in reality which is in the outstanding (A) in Classes VI – VIII. But the Cumulative Grade Point Average shows that (A+B+C = B) he got Grade B only, which is a wrong interpretation of the grading.

Child 2 : Class VII

First Term

FT	ST	SP	Total	
Full Marks	10	20	10	40
Mark	9	13	9	31 = B
Grades	A	B	A	A

In the above illustration of child No. 2, the child gets 9 out of 10(A) in the formative tests, 13 out of 20 (B) and 9 out of 10(A) in the Child Performance which gives 31 out of 40 (which is B, but $A+B+A = A$) which is different. **The major reason of the incompatibility is due to the unequal weightage given at the early level like 10%, 20%, 40% given above.**

The concept of teacher's diary are not given in detail as to what are the things to be kept in a teachers diary, how are they to be maintained, remarks about the pre activity, during activity and post activity, how the lesson plans are to be formulated and examined by the peer teachers and mentor etc. Elaboration of the Children class performance is also required to be given in detail that it exists.

C: Strengths and Gaps

Strengths

- Flexibility is given in the process
- Comprehensive nature of Assessment
- Reasonable way of recording data
- Reporting formats are comprehensive and crisp

Weakness

- Continuous aspect is not clear and logical.
- Diagnostic and remedial are not addressed properly
- The Grading mechanism needs review.
- Assessment of the content with the time line is needed.
- A brief report on inclusiveness is required.
- The Participation mechanism of the PTA, VEC's etc. is not entailed properly.
- There is no mention of the portfolio management.

D: Suggestions

- A well-structured CCE Model is needed which may include materials, resources, etc.
- A well-defined area wise evaluation technique can be set up.
- A rigorous training of teachers, parents, VEC and SMC members and administrators is required to empower them as well as change the attitude towards CCE.
- Description of outstanding performance needs to be explicitly addressed.
- More life skills need to be incorporated by providing adequate facility and manpower.

4.5. Meghalaya

A: Status of Continuous and Comprehensive Evaluation (CCE)

The State of Meghalaya has developed CCE guidelines titled “Training Material Handbook on Continuous and Comprehensive Evaluation (CCE)”. Directorate of Educational Research and Training (DERT) Meghalaya has prepared this training material but the year of publishing is not known from the document supplied. The list of the participants who attended the workshops to prepare this material is appended herewith. It has about 96 pages having 8 chapters which provide the conceptual understating of different terms, scheme of CCE, tools for CCE in different subjects covering scholastic and co-scholastic areas, Recording and Reporting mechanism and sample tools for assessment in both scholastic and co-scholastic areas.

B: Understanding and Implementation of CCE

i. Continuous

From the document, the term ‘continuous’ does not reflect the understanding as continuity of tasks or concepts in which the child should be engaged. Rather, time and again, document conveys the meaning of ‘continuous’ as periodicity of assessment (see page no 6, 13, 14, 15 1nd 16). For instance, the document mentioned, while defining the term ‘Continuous’, “...it also means periodicity of assessments i.e., daily, at the end of a chapter...” (Page 6). The document also talks about the recording under continuous assessment too. It fails to establish that the primary objective of continuous assessment is to ensure the learning of the learners. The philosophy of integration of assessment with teaching-learning process could not get translated clearly in the document rather it discussed more on assessment tools and techniques separately.

ii. **Comprehensive:** Comprehensive assessment is defined correctly in the beginning of the document, when it implies all round development of the child (Para 1, page 7) and includes cognitive, affective and psychomotor aspects of child's development. It also correctly explains CCE in terms assessment for learning, assessment of learning and assessment as learning and the scheme of assessment, recording and reporting of assessment is also explained in detail. At the same time, this term is also misunderstood by referring it to the variety of tools and techniques of assessment (Para 3, page 7). The document time and again used the terms 'scholastic areas', 'co-scholastics areas' and 'personal and social qualities' but doesn't reflect the integration of all these in assessment.

iii. Criteria for Assessment

The document does not mention learning indicators or learning outcomes. It seems that criteria for assessment of learner's performance are comprehended as the objectives of the lesson/chapter preserved in the chapters/textbooks/syllabus.

iv. **Addressing Learning Needs of all Children:** The document tried to address the learning needs of the individual by referring the use of various types of tools and techniques of assessment (see chapter 7, 8 and appendix-I). The document addressed the need of different levels of child development while assessing his/her performance by mentioning the different types of tools of assessment for different levels of child development (See page 13-17). But the document did not clearly mention the ways/tools/techniques to address the needs of the children with special needs. Another aspect of inclusion like socio-economic status of the child, multi-lingualism of the learner etc. are also not clearly addressed in the document.

v. Multiple Evidence Based

The document, time and again, talks about the various types of tools and techniques for assessing the child performance on a particular learning objective. Different types of tools and techniques are suggested for scholastic and co-scholastic areas separately. The document time and again, discusses the formative assessment, summative assessment, observation of children's performance in the classroom and outside etc. The different sources of collecting information regarding children's performance are also suggested like peer-assessment, self-assessment and assessment by teachers etc.

vi. Process of Recording

The document has elaborated various types of recording mechanism for both scholastic and co-scholastic areas like oral work, assignment, worksheet, observation, project work, class tests, portfolio, etc. The document also explains the recording mechanism for formative, summative assessment separately as well as for scholastic and co-scholastic areas. Regarding the frequency of the recording formative assessment, it suggests chapter-wise as well as unit –wise recording of children’s performances. The summative assessment should be conducted four times in an academic calendar. At the same time, the document makes the recording process tedious by suggesting daily spontaneous observation and its recording in teachers’ notebook/diary for assessing scholastic areas(see page, 13-15).

Regarding the recording of co-scholastic areas of children’s performance, the document also suggested various techniques of assessing and recording. The document makes clear that Personal Social Qualities (PSQ) cannot be measured in numerical terms and also advised to record it in descriptive manner. It also mentions that conclusion regarding a particular behaviour of the child; it should be assessed and recorded regularly. But the term ‘regular’ is not spelled out in the no of recording.

vii. Feedback Mechanism

The document explains in details the recording and reporting of the children’s performance to different stakeholders. Though the document talks about ‘when and how the reporting takes place’ is also given in the document (page 34), the feedback mechanism with children as well as communicating the feedback to the parents is not so clearly mentioned.

viii. Reporting

The reporting mechanism of the child’s performance is explained in the document and it suggests descriptive way of reporting for both the scholastic and co-scholastic areas of development of child. A sample report card is also attached with the document. It seems to be communicative and user friendly but little constructive.

ix. Flexibility

The document shows the flexibility in using assessment tools when it allows the teacher to use any other relevant tools and techniques for assessment. (See Note on page 27). Though the document has given enough number of sample tools and techniques for scholastic and co-scholastic areas, it suggests to the teachers to develop their own tools and techniques.

x. Implementation

The scheme of implementation of CCE as suggested in chapter 2 and sample tools and activities in chapter 7-8, is well explained and seems logical and feasible. The document suggested that the entire academic session might be divided into four terms by dividing the whole content/textbook/syllabus into four units and children's performance in the scholastic areas must be assessed after each chapter as well as after completing a unit. Each unit will consist of Formative Assessment (FA) and summative assessment (Unit Test). The document also suggested 3-point and 5-point scale to be used in grading the children's performances instead of numbers. The grade points and/or grades given under the formative assessment and summative assessment are separate and not summed up in the report card. The document clearly mentions "*Note: The report of the above Formative Assessment (FA), is not the performance of the children on a single tests but it is the average grade point of the accumulation of all the performance of the learner in various activities and assessment made by the teacher during the teaching-learning process before completing a particular unit. Grades given under Summative Assessment (SA) are the grade point achieved by the child in the paper-pencil test after completing a particular unit.*

Note: Grades of FA and Unit Test of any subjects should not be added.

Total or overall grade points of performances of children on the entire subjects should not be added."(See page 80)

C: Strengths and Gaps

Strengths

- Flexible in selecting and using tools and techniques of Assessment.
- Comprehensive and detailed in terms of areas of children's performance and Assessment Tools and Techniques.
- Recording and Reporting is detailed.
- Addressing the needs of different levels of child development in Assessment.

Gaps

- The understanding of the term 'Continuous' needs more clarity.
- Feedback mechanism is not clearly mentioned
- Assessment of the performance of the children with special needs is not specifically mentioned.

D: Suggestions

- The continuous assessment of child's performance needs to be clearly spelled out in the ways of assessment and recording.
- Feedback mechanism should be clearly explained.
- Inclusive aspect of Assessment needs to be addressed.

4.6 Nagaland

A: Status of CCE

The state of Nagaland has developed two documents on Continuous and Comprehensive Evaluation (CCE) namely, i) Teacher's Manual (TM) for Implementation of Continuous and Comprehensive Evaluation, and ii) Pupil Cumulative Record (PCR). The teacher's manual has been developed by the SCERT, Nagaland but the year of publishing is not known from the document supplied, whereas Pupil Cumulative record has been developed by School Education Department, Govt. of Nagaland in 2014. The teacher's manual has been developed from pre-primary to class VIII and consists of total number of 32 pages. The pupil cumulative record has 92 pages and has been prepared for class I to XII. Both these documents have been published in English language.

B: Understanding and Implementation of CCE

i. Continuous

The word continuous as defined in the document (page 1 of TM) is correct to some extent especially when it refers to growth and development as a continuous process and integral part of the teaching learning process spread over the entire span of academic session. But in the following sentence it writes that, "frequency of assessment can make the evaluation regular" which leads to confusion as it is contradictory to the philosophy of continuous evaluation.

The entire document doesn't talk about 'formative and summative assessment'. The entire session is divided into four quarters and the scheme for evaluation is in the light of formative and summative assessment. In the quarterly report cards of schools, currently teachers report the evaluation of scholastic subjects with written test of 60 marks which are conducted with structured question papers at the end of each lessons and other aspects of assessment 40 marks which is basically formative assessment in every quarter that include project work, practical, homework, class work and other subject based activities (pg. 5,

TM). However, in the philosophy of CCE actually formative assessments are not meant to be reported in report cards. These are assessments designed to monitor and improve children's progress during the teaching-learning process and are also called assessment for learning. Any information on learning of a child, for example, written work, oral responses or simple observation of the child, are to be used formatively by the teacher to help the learner. Summative assessments are done to determine the totality of a child's learning after a pre-decided portion of syllabus or time period is completed and are also called assessment of learning or evaluation. But the document does not reflect any summative assessment at the end of each quarter. Therefore the entire process seems to lay more emphasis on formal evaluation after each quarter rather than informal evaluation or assessment.

ii. **Comprehensive:** The word 'comprehensive' as defined in the document (page 1 of TM) is correct to some extent. It refers to a holistic view of the child. This means taking the child's personality as a whole. However, confusions exist between scholastic and co-scholastic areas (cf. TM). Language, Mathematics, EVS, Science, and Social Sciences are considered as scholastic areas (pg. 4, TM) and Arts Education, Health and Physical Education, Work Education, Adolescent Education and General Knowledge are treated as co-scholastic areas (pg. 6, TM). However, NCF-05 treats all of the above as curricular areas. Therefore there is a departure of ideology. How to assess PSQ is given but are very vague (See page 8 and 9, TM). At page 9, it is noted that assessment to be on daily basis and teacher should reflect on the information collected quarterly, which does not seem to be feasible.

iii. **Criteria for Assessment**

The Learning Indicators as given in the exemplar of CCE are basically teaching objectives and criteria to assess the child's task and are designed based on the other aspects of assessment, i.e. on practical works, project works, assignments, homework, class work, etc. (pg. 7 to 9). There are no Learning Indicators subject wise and lesson wise in the document.

(i) **Addressing Learning Needs of all children** (Styles, Development level, Inclusive aspect)

The document does not have anything to address the learning needs of all children. It is a general document with evaluation schemes on Scholastic and Non-scholastic areas.

(ii) **Multiple evidence based**

The document encourages different tools and techniques of assessment. For example, 60 marks on written test, and 40 marks on project, assignments, homework, classwork, etc.

However, the assessment is very structured and does not give much space for teacher's own creativity or innovativeness (pg. 13, 17, 18 and 19). The document also seems to advocate uniform pattern of evaluation for all children.

(iii) **Process of Recording**

In one academic year, there will be 4 (four) quarterly assessments. Each quarter will have weightage of 100 marks in each subject (60 marks for written test and 40 marks for other Aspects of Assessment). There will be 1 written assessment after every lesson and 60 marks allocated for the written assessment should be distributed among the lessons based on the size of the content, and for other aspects of assessment a minimum of 8 assessments in each area should be conducted in every quarter. At the end of each quarter, the teacher shall go through each child's evaluation folder and compile the marks obtained and indicate the overall performance in terms of letter grades. The marks and letter grades secured by each child should be entered in the Pupil Cumulative Record quarterly. However, there is no scheme in the document on annual cumulative record. The Pupil Cumulative Record (PCR) has all the records of quarterly assessments of the children from class-I to class XII.

In the form of log book, the document on Pupil Cumulative Record (PCR) has one photo page consisting of the photographs of the child in class I, V, VIII and X; identification mark (pg. 8, PCR); particulars of child at entry level (pg 9, PCR); Declaration of parents/legal guardian (pg. 10), schooling history (pg. 12), Appreciation/ awards (pg13), school record (pg. 15) etc which give details about the child.

A few guidelines on assessment record have been outlined in pg., 8 & 9 on other aspects of assessment which are based on child's task. Sample report card given at the last page does not have adequate indicators for assessment of PSQ.

(iv) **Feedback Mechanism**

The feedback mechanism is designed in the form of quarterly assessment sheet, wherein the Class Teacher has provision for giving feedback on it. The parents are required to sign on the quarterly assessment sheets but no structured feedback form is provided in PCR for parents' feedback on their ward's progress. Neither there is any mention of obtaining these otherwise. The feedback mechanism is meant only for the children, parents and school record.

(v) **Reporting** : The mechanism of reporting the information has been clearly outlined in the Teacher's Manual. These include

- i) Subject-wise quarterly evaluation folder is prepared for each child in every class.
 - ii) Teacher's take-note (Format 3, page 15, TM) of the performance of the children and enter the marks against each assessment area.
 - iii) Schemes for reporting the scholastic Format 1A & 1B (page 11&12, TM) and co-scholastic Format 2A and 2B (page 13 &14 TM) achievement of the child have been shown separately in different format.
 - iv) Ultimately in format 4 individual quarterly report cards are prepared. And the same is reproduced in Pupil Cumulative Record.
 - v) There is no formal examination at the end of each quarter
 - vi) All the assessments are quantitative but at the end of every quarter from the marks obtained the class teacher indicate the overall performance in terms of grade.
- But, there is no proper detailing of how the reporting is to be conveyed to different stakeholders.

(vi)Flexibility

After every lesson there is a written test and there is no formal examination at the end of each quarter, therefore, the mental stress is believed to be less but on the contrary written test at the end of each lesson on each scholastic subjects causes more stress on the child which is compounded with other aspects of assessment like, project work, class work, homework, etc. Flexibility is given to the teachers for the written assessment. Out of the 60 marks allocated quarterly the teacher has flexibility to choose the chapter and distribution of marks to the chapters based on the size of the chapter. On other aspects of assessment too, the teacher has flexibility of conducting more than 8 assessments in each area for every quarter and develop more specific indicators as relevant to the activity.

(vii)Implementation

The scheme of implementation for CCE has been outlined in the document. However, the modality for selecting the lessons for each quarter has not been specified. There is very little scope in the document on integration of PSQ assessment in the teaching learning process. Assessment of PSQ as given in page 8 and 9 are doesn't seem to be feasible as it is recommended on a daily basis. The document also lacks elaborate instructions for the areas of other aspects of assessment. Hence, empowering the teacher to implement CCE in true spirit is the need of the hour. Rigorous teacher training on implementation of CCE is required.

C: Strengths and Gaps

Strengths

- i. A roadmap for CCE implementation has been prepared and laid down in the document. It has developed conceptual understanding about CCE among various stakeholders. It also provides examples how CCE could be used as an integral component of teaching-learning process.
- ii. To some extent, it gives a guideline to the teachers on what kind of information needs to be recorded about the child's progress.
- iii. Different activities have been designed so as to facilitate the teacher to assess the learners and that data would be one kind of summative data of a lesson/theme.

Gaps

- i. The expected learning indicators have not been designed properly in the document and this hinders to the proper assessment design in the teaching learning process.
- ii. In one quarter, the teacher covers a number of lessons but how this would help to gather substantial data covering varied aspects of child's behaviour is not clear.
- iii. Very little scope of gathering information on PSQ like how the child was working in groups, doing paper-pencil test, drawing pictures, reading picture, expressing orally, composing a poem/song, etc. are provided. Under such circumstances, a 'comprehensive' picture of child's learning and development is not obtained.
- iv. The number of pen and paper tests is exorbitantly high. More importance on written examination is given. Therefore the entire process seems to lay more emphasis on formal evaluation rather than informal evaluation or assessment.
- v. Summative assessments are done to determine the totality of a child's learning after a pre-decided portion of syllabus or time period is completed. But this seems to be missing as there is no summative evaluation at the end of any quarter.
- vi. There is no clear guideline for planning and implementation of remedial teaching or retest.
- vii. Uniform evaluation practice has been recommended in the document and no scope for addressing children with different learning needs.
- viii. Collecting feedback from the parents on their ward's learning achievement and behaviour at home is missing.
- ix. There is no proper detailing of how the reporting is to be conveyed to different stakeholders.
- x. No mention of preparing child's portfolio.

D: Suggestions

- The assessments namely Written Assessments and Other Aspects of Assessment are mainly structured tests as mentioned in the documents, which is against the philosophy of 'Continuous' in CCE. Therefore, more informal method of assessment in the teaching learning process must be planned.
- Frequent evaluation needs to be discouraged.
- PSQ should be judged in an integrated manner in the teaching learning process.
- Learning indicators must be well defined.
- No demarcation in scholastic and co-scholastic areas should be encouraged.
- Proper guideline for planning and implementation of remedial teaching or retest should be provided.
- Adaptation of tools and techniques for addressing children with different learning needs.
- Qualitative description of a child's work with their learning level should be provided.
- To enrich the feedback mechanism, communication with parents and portfolio of the child with qualitative description of their work should be prepared.
- Adequate training for teacher on CCE implementation to be provided taking specific examples from their teaching learning process in their classroom.
- Assessment procedure for children with special needs may be made more flexible with provision of extra time, special aids, writer, etc.
- Flexibility in the timetable and mode of assessment needs to be provided.

NORTH

4.7 Uttrakhand

A: Status of CCE

“*Satat evem Vyapak Moolyankan Margdarshika*”(2013-14) on CCE covering 74 pages was developed and published by SSA, Uttarakhand State for Primary and upper-primary teachers in order to develop their understanding to implement CCE in the State. The document was developed in collaboration with SCERT, Uttarakhand and Azim Premji Foundation, Dehradun after conducting Pilot Programme in selected 44 schools of the States. It consists seven chapters all together, which include: Box File, Self Evaluation Performa, CCE Register, Draft of Progress Report for Primary and Upper-Primary classes (only Hindi

subject), List of Personal and Social Qualities, Tools and Techniques for Assessment, List of members involved in Pilot Programme and reference section. There are 10 Annexures attached with the document.

B: Understanding and Implementation of CCE

- (i) **Continuous:** The document reflects the understanding with continuous assessment to some extent. The document expect the teachers to assess each child on the curricular areas in an interval of three months and discuss the issues of children's attendance, learning abilities of children, their learning achievements and other related concerns with parents during Parent-Teacher meeting at frequent intervals. In order to ensure continuity of assessment, teachers will be conducting Formative and Summative evaluation of every child. This includes daily observation of child's activities, checking home assignment, group work and projects, etc. Besides this, teachers will be conducting formative assessment in every three months or after completing a particular part of curriculum. The document tends to define the term 'continuous' in the spirit that assessment should be a continuous process to be spelt through out the academic session and therefore, it should not be considered as a term end activity of testing or examining children.
- (ii) **Comprehensive:** The document also develops understanding on 'comprehensive assessment' to some extent, as it advocates that assessment should include various tools and techniques and therefore, it must not be confined with mere conduction "pen-paper test". Portfolio, observation, checklist, assignment, practical work etc., are the different methods by which teachers can assess the children. Teachers are supposed to make remarks on children's personal and social qualities. There is separate space provided for the purpose in the Progress Card (Annexure 5) wherein class teacher will make remark on child's significant interests and achievements. Again, the progress card is to be prepared separately for each child class wise. Twice a year, teachers are expected to remark/mention grade on the report card on the basis of twelve point indicators. Headmaster/ Headmistress will also make remark/ comment on the progress card, which is to be communicated to parents.

There are 56 personal and social qualities identified under PSQs in the document along with 10 psychological aspects (Annexure 7). A teacher is expected to observe each and every child and identify any four qualities which he/she finds as strong aspects of a child along with three psychological aspects. Twice a year these qualities are to be mentioned on the progress card. These qualities and aspects are just provided for ready reference for the

teachers, although teachers can add new ones according to their observation and make their comments. Some PSQs i.e. sharing, reading habits, problem solving, questioning, etc., are seems to be integrated with those of curricular areas, specially with the learning indicators as mentioned in Annexure 3 and 4 with reference to language.

There is a big list of personal and social qualities identified as well as psychological aspects to be observed in an individual child. A teacher is expected to fill in his/her observation of opinion twice a year (Annexure 7&8).

Addressing all children's needs:There is no specific indicators showing learning needs of children in the document like learning styles of children of inclusive aspects, but there are three-star-rating achievement indicators (Annexure 6) that show- 'child has learnt'(***), 'child is learning' (**) and 'a child needs to do more efforts' (*). This star-rating is meant to indicate different learning indicators with reference to Hindi subject and a concerned teacher is supposed to mention it twice a year. Same is to be shared with parents.

Feedback Mechanism:The document provides adequate space for clear, specific timely feedback mechanism. Teachers keep weekly record of activities done by each child individually as well as collectively. A teacher has to observe five children every day in terms of works/activities they have done and same will be mentioned in the Observation Performa (*Avlokan Prapatra*, Annexure 2). Considering Teacher-child ratio as 1:30, the document advocates that a teacher will be able to observe each child once in a week and will write his/her comment accordingly. This way each child will be observed four times in a month and forty times in a year. These observation profiles are to be attached with 'Box file' so that children can also see them.

CCE register is to be prepared class wise and subject wise (Annexure 4 and 5). There are 14 columns (showing different learning indicators) for each subject out of which 12 columns show different indicators related to particular subject, last two columns are left blank. A teacher can mention additional indicators in the blank columns according to his/her classroom teaching-learning processes or learning needs of the children. The moment a child achieves a particular indicator (for example, if in Hindi subject a child learns poem recitation with adequate intonation and body language required therein) the teacher will put $\sqrt{\quad}$ mark against the child's name.

Recording:

The recording of child's learning progress has been elaborated in the document. It seems that it is tiresome process for a teacher to record learning progress of all the children. A teacher is supposed to make remarks about five children daily on the basis of his/her observation and same are to be mentioned on observation Performa. This Performa is to be attached with the Box file that contains the collection of individual child's work (page 49-50). There are three other tools namely- Self-evaluation profile (*swamoolyankan prapatra*), CCE register and progress card (*pragati prapatra*) for recording of different aspects of children's learning.

In CCE register there are twelve learning indicators for each subject class-wise. A teacher has to keep all indicators in mind while interacting with children. The moment a particular child achieves a particular indicator, the concerned teacher will put \surd mark against the column in child's profile (page 50). Progress card of every child, covering different subjects and integrating various aspects of child's learning, is to be filled in by teacher. The progress of a child in connection with PSQs, as mentioned above, is to be mentioned twice a year in the month of October and March. Children and parents are communicated the progress through Report card, which covers children's progress under different learning indicators (page 51,67). Besides this, teachers make annual remark on each child's significant interests and talents as listed down on page 67.

Reporting:

The document suggests both qualitative and quantitative reporting in terms of children's progress and its record keeping mechanism. A variety of dimensions of assessment along with subject specific indicators have been mentioned. This helps beneficiaries to believe that assessment will be feasible, especially for those of educational administrators, parents and functionaries.

To a large extent the document helps beneficiaries to ensure that assessment of children will not be threatening nor will it be judgmental for making comparison of children. It has been indicated clearly in the document that in no circumstances a teacher should put \times marks against any of the learning indicators mentioned against any child's name on CCE register (page 50), nor the teacher should label a child as 'weak', 'foolish', 'notorious' during any of

formal or informal discussions (page 59). In progress card too, teachers are expected to highlight qualities and achievements of child.

C: Strengths and Gaps

Strengths:

- The document helps beneficiaries to ensure that assessment will be nonthreatening. It categorically advises teachers not to make comparison among children nor should a child be labeled as 'weak', 'foolish', 'notorious' etc.
- There is adequate scope in the document for connecting children's day-to-day life with that of classroom teaching-learning processes. Various tools and techniques for different subjects suggested in the document support teachers to link the life of learners with learning.
- Document has considerable scope to provide feedback to children in terms of their achievements.
- Document seems quite flexible, as there is sufficient scope for incorporating teachers' experiences into the tools and techniques.

2. Gaps:

- Learning gaps, with reference to particular subject, need to be identified separately reflected in form of profile to help teachers to focus on remedial teaching, if necessary.
- It will be appreciable to list out activities to be conducted by teachers showing 'how personal and social qualities can be identified among the children's or 'activities conducive to promote good qualities among children's. The document has just listed down PSQs.
- Parental involvement needs to be improved in order to make them participate in children's learning achievements. There may be bimonthly or quarterly meetings/interactions with parents to share initiatives taken by school and to seek further suggestions.
- Learning indicators related to all subjects to be covered at primary and upper primary level are yet to be developed and these may be attached.

D: Suggestions

- The document needs to have on learning indicators and learning outcomes to be acquired class-wise for different subjects. It should be developed in such a way that it

is helpful for teachers to design/organize their teaching-learning strategies besides assessment.

- *Pragati patra praaroop* for all the subjects to be taught at primary and upper primary level is to be developed.
- Tools and techniques mentioned in the Annexure-8 for assessment need to be elaborated and should contain ready references (class-wise and subject-wise) for teachers' help.

WESTERN REGION

4.8 Madhya Pradesh

A: Status of CCE

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), has been implemented since April 2010. The Act requires that CCE be implemented for each child till the completion of elementary schooling. Thus, CCE is a mandatory requirement under RTE, which is to be implemented in true spirit. CCE is generally considered by them as an external activity to be performed separately after the completion of a topic/lesson. The RTE Act prohibits any public examination up to Class VIII and 'no detention' policy has to continue. It must be clear at this juncture that implementing non-detention policy should not lead to absence of teaching learning in schools. On the contrary, CCE can play as a powerful instrument in respecting the intent of RTE on the one hand and ensuring learning for all children on the other hand, as assessment during teaching-learning process would provide for necessary and timely feedback for further improvement. CCE in turn would encourage all to focus on child's progress with her/his own performance over time.

The primary purpose of assessment and evaluation is to improve children's learning to help them progress leading to their overall development. Information about their learning gathered through assessment during teaching learning, helps teachers to determine children's strengths and learning gaps in the concerned subjects, which serves to guide teachers in adapting curriculum and teaching-learning approaches/methods to suit children's needs. However, at the same time, it also serves the purpose to reflect how well a child has achieved the curricular expectations through the process of gathering information from a variety of sources.

Assessment during teaching-learning process (i.e., continuous assessment) gives clues about children, which the teacher can act upon timely to enhance learning, especially where

children are facing difficulties and special help is needed. Continuous assessment does not require the use of structured tests, which are given to all children at the same time. In this process, they may not even know that they are being assessed. Thus, continuous should not mean more frequent formal tests.

The other 'C' in CCE is 'Comprehensive' component of assessment. Comprehensive component means getting a sense of 'holistic' development of child's progress. Progress cannot be made in a segregated manner, that is, cognitive aspects, personal-social qualities, etc. After completion of a chapter/theme, teacher would like to know whether children have learnt (assessment of learning) as she/he expected based on lesson's objectives/learning points. For that she/he broadly identifies the objectives of the lesson and spells out learning indicators. The teacher designs activities based on expected learning indicators. These activities need to be of varied nature. Through these questions/activities she would assess the learners and that data would be one kind of summative data of a lesson/theme. The teacher must record such assessment data. Likewise in one quarter, she/he would cover 7-8 lessons/topics and in this manner she/he would have substantial data covering varied aspects of child's behaviour. It would provide data on how the child was working in groups, doing paper-pencil test, drawing pictures, reading picture, expressing orally, composing a poem/song, etc. These data would give 'comprehensive' picture of child's learning and development. This data would help to know to the assessment of learning among children.

Another misconception is related with assessment of personal-social qualities of children. These qualities such as empathy, cooperation, concern for others, etc., are generally assessed at five-point scale of grading. Assessment of personal-social qualities is neither confined to a specific subject nor requires assigning a specific time as it can be observed more effectively in various situations such as during teaching-learning, outdoor activities, other activities in the school and peer interaction, etc. These should not be assessed in terms of presence or absence. These must be described to state the extent the child displays these qualities.

Assessment is a means to gather evidences to meet the requirements of evaluation. Assessment does not speak of final judgment but a process through which comparisons among various sets of observations are made. Evaluation is the process of finding out as to what extent changes have taken place in the development and learning among children. It has to be based on reliable and valid evidences so as to arrive at precise formulations. Good evaluation is one, which provides a near complete picture of one's accomplishments and is based on multiple sources.

Most of the time the terms ‘assessment’ and ‘evaluation’ have been used interchangeably. There is a difference in what these imply. The purpose of assessment is judging the quality of performance of children while learning is going on. Evaluation focuses on the actual level attained after a certain period of teaching learning with no interest in why and how that level was attained. It refers to judging the quality of children’s work on the basis of established set of criteria, and assigning a value (e.g., marks or grades) to represent that quality. Formative assessment is process oriented while evaluation is product oriented.

Educators think that the prime purpose of evaluation is labeling or comparing performance of children against each other. They also think that these processes are there to point out weaknesses of the child or what the child does not know, rather than focusing on improving child’s learning. The spirit of CCE is to enhance child learning both through process of assessment and evaluation. It compares the performance of a child with her/his previous performance, instead of comparing her with her peers.

The confusion related with CCE is that, what will be treated as curricular and co-curricular areas. Arts Education, Health and Physical Education, and Work Education are often treated as co-curricular/co-scholastic areas where as Language, Mathematics, EVS, Science, and Social Sciences are considered as curricular areas. National Curriculum Framework, 2005 places art education, health and physical education, work education also as curricular areas. Teachers think that in CCE they need to record each child’s progress daily or the progress needs to be recorded on a large number of indicators continuously by them. This understanding is totally contrary to the spirit of continuous assessment. Teachers need not assess all the children all the time, nor do they need to make elaborate records of children’s progress and report them to others. Continuous assessment is only to help the teacher teach better, and she may record only that which would be genuinely useful for her to enhance teaching-learning in her diary/logbook in her own format, which need not be common for all.

It is also mistakenly thought that in CCE, every child needs to be promoted whether he/she learns or not. The real spirit of CCE is that every child should get an opportunity to learn all through the process and be helped whenever she/he needs feedback and support. This means if the teacher regulates and monitors assessment throughout the year and devises strategies to help the child so that the child’s learning improves, then the situation of the child ‘failing’ at the end of a term would not arise.

CCE is also misunderstood as the sole responsibility of a teacher. This makes the task seem impossible and makes the teacher feel extremely burdened with unrealistic expectation. On

the contrary, CCE aims at reducing the teacher's burden. Actually, it places the collective responsibility of implementing CCE by various stakeholders i.e. administrators, parents, children and teachers. Children need to take responsibility of assessing their own work, their peers' work and helping each other learn. Some children can be a good resource to help the teacher.

The CCE was implemented in the state for the last three years. So there is a need to review the implementation of the CCE in the state. In order to study the nature and the implementation of the CCE in the state, the review of the CCE was undertaken.

Documents developed by the State for CCE

It was found that five documents were used for the CCE in the state. All the books are meant for the classes I - VIII. Out of these five, four are in Hindi and one is in English. Three of these are published by the RSK, Bhopal and rest two is by the UNICEF. It is important to mention here that the two documents published by the UNICEF are of brochure. The pages of these documents vary from 06-161. These entire documents were developed after 2011-12. These documents are as follows.

S. No.	Title of the document	Developed & Published by	Target Group	Year of development	Language	Number of Pages
1.	Vidyarthi Mulyankan Disha Nirdesh	Rajya Shiksha Kendra (SCERT) Madhya Pradesh, Bhopal	Class -1 to 8	2011-12 onwards	Hindi	48
2.	Project Karyon ki Sujhvatmak Suchi	Rajya Shiksha Kendra (SCERT) Madhya Pradesh, Bhopal	Class -6 to 8	2011-12 onwards	Hindi	54
3.	Satat Vyapak Mulyankan Margdarshika	Rajya Shiksha Kendra (SCERT)	Class -1 to 8	2013-14	Hindi	161

	(for Field Trial)	Madhya Pradesh, Bhopal				
4.	Brochure on Satat avam Samgra Mulyankan	UNICEF	Class -1 to 8	2012-13	Hindi	06
5.	Brochure on Continuous and Comprehensive Evaluation	UNICEF	Class -1 to 8	2012-13	English	06

B : Understanding and Implementation of CCE

The document ‘Margdarshika, 2014-15’– ‘Satat EvamVyapak Mulyankan’ for class 1 – 8 was taken as the source document for analysis. Another document ‘VidyarthimulyankanDishaNirdesh, 2011-12’was also referred to. The former (hereby referred to as the document), being the latest, is the main reference on which the analysis is done. The latter is referred to as the directive document.

In this section ten criteria for continuous and comprehensive evaluation as laid down in the document have been discussed.

i. Continuous

The concept of continuous evaluation has been dealt with throughout the document, and it reflects the understanding of continuous evaluation.

The document not only focuses on the need to implement continuous evaluation (p. 5, para.1), it also acknowledges the importance of the knowledge acquired before the child enters school. The document states that it is important to acknowledge that school carries forward the process of learning in a child as a continuing extension of his/her previous knowledge, the knowledge gained prior to school is important.

It highlights the fearless environment that could be created if continuous evaluation is implemented (p.7, para. 5). It says that if evaluation is regarded as the final stage of the

teaching process, then both the teachers and the children will see evaluation as a process separate from teaching.

The concept of evaluation during the process of teaching learning is also stressed upon (p.8, para. 1). The teaching process should be such that teachers should observe children during teaching. During the teaching, the teachers could assess the child when the children are working and assess their level of learning. The teachers could also use some informal activities for the assessment.

The concept of continuous evaluation is explained in detail in a separate section (p.8). The teachers continuously keep an eye on the learning process and progress of children. They analyse the reactions of children and based on the feedback they improve their teaching process. Thus the summative aspect of evaluation is stressed upon.

The document is quite clear that increasing the frequency of tests does not amount to continuous evaluation (Appendix 1, p. 62) as they create anxiety and increase stress and also consume precious class time that could be productively utilised for teaching. It is the regular, informal observation of children involved in different activities that amounts to continuous evaluation.

However in the directives document, monthly tests, half yearly and session end examination is detailed.

ii. Comprehensive

Almost all factors which make evaluation comprehensive have been included in the document. The document raises questions on the impracticality of evaluating a year's learning through five or ten questions in two or two-and-a-half hours. If a child 'fails' in one or two subjects, the documents questions in his/her being forced to study all subjects once again. (P. 3 para 6-7)

The drawbacks of the traditional method of evaluation are taken up effectively when the document states that the traditional method presents the false picture that all the knowledge there is, it is in the textbooks and nowhere else. Also, if a child could not grasp all of it, he/she is not knowledgeable. (P.5 para 8)

The holistic feature is also discussed in the document when it states that learning takes place when the child creates his/her own knowledge (P.7 para 6). This feature is also taken up in

detail when a whole section (p. 8) is dedicated to the concept of comprehensive evaluation. Here too the holistic feature is underscored – comprehension implies not only evaluation of the traditional subject areas but also takes into account physical, social, emotional and intellectual development.

iii. Criteria for Assessment

The document focuses on learning indicators as the criteria for assessment. In fact, Chapter 4 of the document is dedicated to the description and importance of learning indicators.

The document describes in detail subject-wise indicators. These indicators are suggestive and not prescriptive.

iv. Inclusive

The learning needs of all children have been included. Right in the beginning, the document acknowledges the place of the children as individuals (p.6 para 4). It calls for assigning due importance to the child's knowledge of his/her environment so that he/she may feel at par with the so called intelligent children of the class. Inclusive factor is elaborated on page 47 also.

In the section where the learning indicators are discussed, the document lays stress on 'fear-free' environment (p. 23 para 3)

v. Multiple Evidence Based

The document has included multiple evidences for the purpose of evaluation. In the introduction section it raises the need for multiple evidences – writing remarks/comments on children's portfolios/notebooks, maintaining diaries and reports etc. (P. 11 para 1). This feature has also been highlighted on p. 48 para 4.

The Sixth Chapter is dedicated to the description of tools and techniques to collect evidences. They include oral evaluation, written evaluation, assignment, project, observation, portfolio, anecdotal records, open book evaluation, children preparing questions, quiz, presentation, newspaper, experiment, survey, group learning, children's cabinet, club, assembly, collaboration with society, Self-assessment, and writing remarks.

vi. Process of recording

The frequency of recording varies on the type of technique/tool. For example, weekly entries are made on portfolio (p. 65), each child has its own portfolio. Self-evaluation is a

daily process (p. 66), again, this record is child-wise. The CCE Register is supposed to be session-end document, however if a child achieves a milestone before the end of the session, teachers are encouraged to complete the milestone entry (p. 67). There is one register to each class. The progress report is to be recorded twice in a session, the first session is April to October and the second is November to March. Needless to say, the progress report is child-wise.

vii. Feedback Mechanism

The one factor that the document seems to lack is the clarity in defining feedback mechanism in terms of extent of use to different stakeholders.

viii. Reporting

The reporting process in terms of stakeholders' utility has not been elaborated in the document. The document, however, refers that the opinion of classteacher, headmaster and guardian should be entered after each session in the progress report .

ix. Flexibility

The flexibility of evaluation is taken care of in the document. On page 18 the document states that the teachers should prepare their own learning indicators and decide their level. The teacher has been given opportunity to prepare his/her own learning indicators and blank space has been provided in the progress report where the teacher-made indicators can be written.

x. Implementation

The document is commendable in terms of concept of CCE and its elaboration. However not many evidences are found where practicality aspect has been taken up. The document however cites examples where teachers have been making use of the techniques and tools described.

C: Strengths and Gaps

The strengths and gaps are discussed in the next two sections.

Strengths

The evidences collected from the analysis of the documents indicate that there is adequate understanding of CCE. The document is suggestive not prescriptive in tone. Detailed description of the tools and techniques has been provided. The suggested formats of tools and the description of technique is comprehensive. The document highlights the concept of

teacher as learner (p. 48) and evaluation as a learning tool and not merely a testing tool. The formats are clear and specific.

Gaps

The practical aspect of implementation is not found to be up to mark.

4.9 GUJARAT

A: Status of CCE in Gujarat

GCERT has developed a 'teacher handbook' on CCE which is known as School based Comprehensive Evaluation (SCE). The activities related to SCE have been stated, since 2010-11. First of all, literature regarding SCE was studied than some workshops were organized. Expert panel of CCE were invited for the workshop. They were all oriented on the concept and comprehensive ideas of SCE. During these workshops, the structure of SCE was decided and panel had started to work on it by considering core-components of NCF - 2005, RTE , 2009 and CCE literature published by NCERT (Source book of CCE), Adaps programmes encouraged by SSA Gujarat, related literature of UNICEF, curriculum of elementary education and D.El.Ed. Course.

After preparing the guideline and formats of SCE, it has piloted for one year in five districts of Gujarat state in 2011-12. The teachers of same districts were given the rigorous training regarding how to implement SCE in the teaching-learning process. After implementation of SCE for one year in the same districts, the feedbacks were collected from the teachers. On basis of feedbacks, the guideline and formats were modified. The final guidelines and formats were developed in the form of teacher handbook.

SCE was implemented across the state in standard 6 to 8 in 2012-13 and in standard 1 to 8 in 2013-14. All the teachers across the state were given the training by the cascade model and by using BISAG studio through ON AIR and OFF AIR mode. The doubts of teacher regarding the SCE were made cleared during the training. Printed formats and teachers handbooks were provided to all the elementary teachers. Since, 2013-14 SCE has been implemented and scaling-up across the state, smoothly.

B: Understanding and implementation of CCE in Gujarat

i. Continuous

As shown in the document of NCERT regarding CCE, evaluation is an integral part of teaching learning process. Keeping this point in mind, teacher evaluate the learners' performance through observation, formative and summative ways of evaluation and by employing different evaluation techniques while she/he teaches. The idea was to assess the learners' performance, continuously, i.e., throughout the session (P.7 to 13 in teacher handbook). For formative evaluation, format-A has been designed (P.98 in teacher handbook). In total, twenty learning outcomes have been identified with help of subject experts. The teachers have to assess these in each standard and subject for both the semesters in standard 3 to 8 (Chapter-4 P.22 to 79 in teacher handbook). But, in standard - I, 28 learning outcomes have been identified and in standard -II, 32 learning outcomes are identified (P.115 to 126 in teacher handbook). In formats – A, teacher has to mark learners' performance in the form of (√,?,X) as the directions given in teacher handbook (P.21 in teacher handbook), while in standard -I and II, teacher has to mark assess the performance in three-point scale GOOD, MEDIUM and MODERATE as mentioned in the Teacher Handbook (P.22 in teacher handbook). When a teacher becomes satisfied with children performance in one learning outcome, then he/she switches over to the next learning outcome. Thus, a teacher has to work gradually on learning outcomes-wise as well as he must keep in mind that no child should left behind.

Teaching, diagnosis and remedial measures, all go together and, therefore, teachers have to work repeatedly for same learning outcomes, until it is achieved by the learners. All these attempts of teachers are recorded in formats - A in the form of √, ?, X as mentioned in the Teacher Handbook (P. 21 in teacher handbook) and same things happens in standard -1 and 2. Anybody can see the progress of the particular class and children at a glance from these formats - A of standard III to VIII and Formats D1 to D4 of standard I and II.

ii. Comprehensive

For comprehensive evaluation, a teacher has to evaluate children's performance in all the factors of developments like academics, psychological, physical, social, spiritual, ethical, etc. The teacher should emphasize on both scholastic and co-scholastic subjects. Format - B is developed for comprehensive evaluation. It is given in the teacher hand book on (P.99 to 100 in teacher handbook). All the co-scholastic areas are incorporated under four main

development factors in formats-B. In total 40 learning indicators are given in the same formats and out of 40, teachers are free to choose nine learning indicators on their own according to their local specific situations. All these 40 learning indicators are related to individual and social characteristics, children's attitudes, area of interest, i.e., literature, music and art, physical education, yoga, cultural programme, co-curricular activities, work experience, etc. Teachers are supposed to organize all the activities during each semester and observe the children's performance. According to his observation, teacher has to evaluate each learning indicators during each semester. Thus, it is needless to say that all-around development of a child is emphasized in comprehensive evaluation under the SCE in Gujarat.

iii. Criteria for Assessment

In total twenty learning outcomes are identified with help of subject expert teachers for each standard and subject for both semesters of standard III to VIII (Chapter-4 P.22 to 79 in teacher handbook). For standard I and II, 28 and 32 learning outcomes have been identified, respectively (P.115 to 126 in teacher handbook). All these attempts of teachers are recorded in formats - A in the form of \surd , \times , X as mentioned in teacher handbook (P.21 in teacher handbook). This procedure was followed for both the standards I and II. Anybody can see the progress of the particular class and children at a glance from the formats – A. For standard III to VIII and Formats D1 to D4 in standard 1 and 2.

In total 40 learning indicators are identified and are mentioned in the format – B. Out of 40, teachers are free to choose nine learning indicators on their own according to their local specific situations. Teachers are supposed to organize all the activities during each semester and observe the children's performance. According to his observation, teacher has to evaluate each learning indicators during each semester.

iv. Addressing Learning Needs of all Children

There is a heterogeneous group of children in each class. Each child has its own identity and different child has different characteristics. Teacher supposed to give justice to all different kind of children. Keeping all these points of diversity in mind, the teacher has to apply different technique in teaching as well as evaluation. Formats-A and B of teacher handbook for SCE in Gujarat has enough guidance to teacher to address the learning need of all children.

v. Multiple Evidence Based

To fulfil of purpose of SCE teachers are guided and instructed to keep the evidence they have implemented for evaluation of the children with them. Teacher has to maintain the record of children's performance on the basis of evidences, like child portfolio, teacher's logbook, child copy book, textbook in which some space is given to children, project report, teacher-made tools and unit test, planning of co-curricular activities, activities register, photograph of activities and various programme, assignment, free writing, issue book register of library and evaluation formats A to F (Page 98 – 144, Teacher Hand Book).

Name of the evaluation formats are given bellows

1. Format-A Formative and continuous evaluation for standard 3 to 8
2. Format-B Comprehensive evaluation for standard 3 to 8
3. Format-C summative evaluation for standard 3 to 8
4. Format-D1 to D4 Continuous and comprehensive evaluation for standard 1&2
5. Format-E Cumulative progress report card for comprehensive development for standard 1 to 8 (including completion certificate of elementary education at the end of standard - 8)
6. Format-F Comprehensive evaluation for standard 3 to 8

vi. Process of Recording

For continuous evaluation teacher has to make appropriate entry of learning outcomes as per the performance of a child in format-A for standard- 3 to 8 and formats - D1 to D4 for standard 1 and 2 in the filled of each child when the teacher feel success at satisfactory level. For comprehensive evaluation, teacher has to make appropriate entry learning indicator-wise according to performance of a child in format-B in the filled of each child during each semester. Entry of the child's performance in summative evaluation is made by teacher at the end of each semester in format-C. Entry is made in child's portfolio and activities register, time to time, as it required. Entry is made by the teacher standard-wise in format-E and F at the end of year. Enough guidance regarding the process of recording is given to each teacher through teacher handbook and circular and training.

vii. Feedback Mechanism

For all around development of the children feedback mechanism is developed under SCE. Feedback regarding the children's performance is given to parent at the end of semester and in case need arises, the teacher approaches the parents time to time to aware the parents and

get support to help the child. The discussions are made with the member of PTA and SMC during the meeting, and with officials during their school visit.

viii. Reporting

The parents are given child's Cumulative Progress Card having entry of child's strengths and weakness for improvement at the end of year in the form of format-E. Child's progress card having achievement in grade standard and subject-wise is given to parents. Result sheet formats-C prepared by the teacher is given to head teacher at the end of year, and it is given to officials during their visit when it's asked.

ix. Flexibility

Teachers are given freedom to decide the learning outcomes on which they feel there is a need to do so. However, the learning outcomes given in the teacher handbook for their reference for continuous evaluation, teacher are also free to frame the 9 out of 40 learning indicators as per their local specific situation for comprehensive evaluation. Teacher can decide the topics for projects, assignments, competitions and co-curricular activities.

x. Implementation

For implementation of SCE all the teachers, BRCC, CRCC, Education inspectors and DIET faculties are given rigorous training by expert of the state level by using BISAG studio through ON AIR and OFF AIR mode. The doubts of teacher regarding the SCE were made cleared during the training. All kinds of required printed formats and teachers handbooks are given to all the elementary teachers. The circular to implement SCE with all details is circulated to all elementary schools from the GCERT.

C: Strengths and Gaps

Strengths

SCE in Gujarat is implemented and scaled up in very smooth manner. All the teacher are the given adequate training, guide lines though teacher handbook and they are also provided printed formats in enough quantity by the Government of Gujarat. Teachers have dedicated their inputs to success SCE with understanding that evaluation is for learning. Teachers are given flexibilities to decide the learning outcomes, sum learning indicators, activities on them own.

Gaps

It is observed during monitoring that somewhere the evidence are not maintained properly and somehow few teachers don't have enough understanding of SCE to extent what we expect from them.

ANNEXURE

6.1 Acronyms

AIR	All India Radio
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
CE	Continuous Evaluation
CRCC	Cluster Resource Centre Coordinator
CWSN	Children with Special Needs
DEE	Department of Elementary Education
D. El. Ed	Diploma in Elementary Education
DIET	District Institute of Educational and Training
DPEP	District Primary Education Programme
DSERT	Department of State Educational Research and Training
EVS	Environmental Studies
FA	Formative Assessment
GSCERT	Gujarat State Educational Research and Training
HPE	Health and Physical Education
ICT	Information Communication and technology
MHRD	Ministry of Human Resource and Development
NCERT	National Council of Educational Research & Training
NCF	National Curriculum Framework
NPE	National Policy of Education
PCR	Pupil's Cumulative Record
POA	Programme of Action

PSQ	Personal Social Quality
PTA	Parent Teacher Association
RTE	Right to Education
SA	Summative Assessment
SCERT	State Council of Educational Research & Training
SCE	School Based Comprehensive Evaluation
SEP	Child Evaluation Profile
SLM	Self-Learning Material
SMC	School Management Committee
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
TE	Teacher Education
TLM	Teaching Learning Material
TM	Teacher Manual
UEE	Universalisation of Elementary Education
UNICEF	United Nations International Children's Emergency Fund
VEC	Village Education Committee
WE	Work Experience

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