CONTINUOUS AND COMPREHENSIVE EVALUATION GUIDELINES

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विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

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

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FOREWORD

In an effort to reduce the stress and fear of examination, Continuous and Comprehensive Evaluation (CCE) has been recommended by different policy documents from time-to-time at the national level. The Right of Children to Free and Compulsory Education (RTE) Act 2009 provided hope and vision to this approach of assessing children's progress in a system which is accustomed to classifying and labelling children in terms of scores or grades.

Despite the reforms in curricular material and pedagogy as envisaged by different national curricular frameworks, discrete changes at the ground level are not visible. It may be due to the fact that traditional practices of using tests and examinations as assessment strategies continue to prevail. This system denies acknowledging the individual needs, pace and socio-cultural contexts and looks at assessment as a one-way process, which does not take into account the teachers' involvement in the child's learning. Recognising the role of a cooperative classroom that helps nurture the skills of learning to learn, it is important to ensure that teachers are not only equipped with skills but are also provided flexibilities to explore, innovate, and engage without getting burdened with continuous testing and record-keeping measures.

Section 29(2) of the RTE Act–2009 requires that the guidelines of curriculum and evaluation procedures are laid down by the appropriate academic authorities. The NCERT, being the apex body in school education at the national level, developed resource materials to address CCE and also disseminated it widely. The efforts made by different States and UTs, under CCE, are significant. However, the misconstrued form of CCE, which is not in consonance with the empirically established concept of assessment, gave rise to some voices of dissent as both teachers and students felt burdened. In view of this and the learning outcomes defined at the elementary stage, an exercise has been done by the NCERT to bring uniformity in CCE with appropriate flexibilities for the stakeholders at the school level. The guidelines that are generic may be used to conceptualise any CCE programme and develop the related resource material.

The guidelines were shared with all States and UTs, Central Board of Secondary Education, Kendriya Vidyalaya Sangathan, Jawahar Navodaya Vidyalaya Samiti, and finalised after obtaining their suggestions.

We hope that this document will provide Central and State affiliated bodies/institutions, a universalised vision of assessment that is sensitive to the needs, pace and style of each child.

I appreciate the Department of Elementary Education, NCERT for taking the lead and completing this task timely. Suggestions for its improvement are welcome.

Hrushikesh Senapaty
Director
National Council of Educational
Research and Training

New Delhi
November, 2018

PREAMBLE

Ensuring inclusive and equitable quality education for lifelong learning is the key to success of all the goals under the 2030 Global Agenda for Sustainable Development. Different initiatives at the national and state levels in India, over the past few decades, have helped improve access and enrolments significantly and also in reducing the dropout rates to some extent. However, the delivery of quality education and accomplishment of learning outcomes continue to be the major challenges. The National Achievement Survey (NAS)–2017 shows exponential decline in accomplishment of learning outcomes from early stages to the upper primary level, which is a matter of grave concern for all stakeholders. This makes it imperative that the gaps in learning and curriculum need to be identified timely and systematically in order to take appropriate corrective measures and help children improve their learning and progress.

Huge efforts of curricular reforms, teaching-learning material and providing other incentives fail to improve quality unless the transactional and the assessment strategies are taken care of. Bridging the gaps between intended and transacted curriculum requires multi-faceted efforts at both micro (school, classroom) and macro (national, state, district) levels. The former involves assessment that looks at the classroom situation, whereas, the latter includes large-scale assessment through standardised tests that provide a glimpse of the health of the system of education. Although both large-scale and school-based assessments have their advantages in terms of improving the quality of education but the latter has a major role in the entire process. Continuous and Comprehensive Evaluation (CCE), recommended as a school-based system of evaluation by different policy documents from time-to-time and mandated under Section 29(2) of the Right of Children to Free and Compulsory Education (RTE) Act–2009, can be an effective and potent tool, to help teachers, parents/guardians and children themselves take charge of the learning and development. Aiming at the overall development (physical, socio-emotional besides the cognitive) of a child, CCE envisages assessment as an integral component of teaching-learning. Thus, a major challenge lies in building the capacity of stakeholders at the school level, especially the teachers.

Almost all the States and UTs developed and implemented CCE as mandated by the RTE Act–2009. However, there have been some voices of dissent against CCE, no detention policy, abolition of public examination till elementary stage under RTE Act in some sectors during the past

few years. We know that any inappropriately conceptualised curricular reform affects the system adversely, as revealed by different review studies on CCE undertaken by the NCERT and agencies like the UNICEF. The formative evaluations, the CCE programme of the States and UTs found that the models of CCE-being implemented are similar in some respects with some variations in terms of the duration, frequency and weightage to the so-called formative and summative assessments, recording, reporting, etc. However, drifting from the true spirit and inherent purpose of assessment appeared to be a significant and common thread amongst almost all of them. It was observed that CCE is being misunderstood and not implemented in true spirit as a variety of CCE frameworks reflected issues that not only impacted the CCE implementation but also had serious implications for inclusive and equitable education. Hence, instead of using the rationally designed school-based evaluation, i.e., CCE and external evaluations (NAS/SLAS) judiciously, blaming CCE for quality deterioration may not be appropriate.

About the Document

All this paved the need for an effective model of CCE, which imbibes the ethos of child-friendly, learner-centred, inclusive and equitable teaching-learning and assessment. Although the efforts done at NCERT presented the same through resource material like Source Books on Assessment (2010) and Exemplar Package on CCE (2013) in different curricular areas yet the recent development of *Learning Outcomes at the Elementary Stage (2017)*, developed by the NCERT, are part of RTE Act and notified in the Government of India Gazette, required CCE to be in tune with them. Besides, the NCERT also received demands from the field to provide common guidelines which are concise, user-friendly, in tune with the learning outcomes and provide a common interface to the variety of CCE schemes that the states can adopt or adapt.

Against this premise, the NCERT developed common guidelines on CCE up to the elementary stage to enable different stakeholders understand and use CCE effectively which have been finalised after obtaining feedback from almost all the States and UTs and organisations like Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), UNICEF, etc.

The following may help you to understand the document to practise and use CCE effectively:

- The document is meant for all stakeholders, especially those at the school level, i.e., teachers, parents, head-teachers and School Management Committee (SMC) members.

- These guidelines are to be implemented by the UTs without legislature and the schools affiliated to the CBSE, KVS and the Jawahar Navodaya Vidyalaya Samiti up to the elementary stage.
- The other academic authorities for the respective States and UTs may adopt or adapt them as per their needs and contexts.
- The guidelines are in tune with the National Policy on Education and the Right to Education Act.
- These are applicable to all levels and cut across different curricular areas up to the elementary stage.
- These will help different practitioners and functionaries to overcome the misconceptions on CCE, if any.
- Strengthening school-based evaluation will help the States and UTs improve their performance in macro-evaluations.
- These guidelines provide a coherent perspective on CCE that will help the stakeholders strengthen school-based evaluation which will facilitate the accomplishment of learning outcomes by children and eventually their performance in National Achievement Survey (NAS) or a similar evaluation at a large scale.
- The document is in addition to resource material such as textbooks, source books, exemplar packages (both print and non-print) developed by the NCERT and may not be viewed in isolation.
- To make it user-friendly, simple language has been used, as far as possible, across the document. It is divided into five Sections and an Annexure. Sections 1, 2 and 3 give an idea of the theoretical intent with insights on 'What', 'Why' and criteria of CCE.
- Section 4 emphasises the 'How' aspect of CCE, whereas, Section 5 depicts some examples of 'Rubrics' for evaluating particular tasks.
- The Annexures, at the end, contain 'Suggestive Formats for Recording and Reporting a Child's Progress'.
- The figures and tables will help in understanding different concepts.
- The difficult terms used at places have been highlighted in boxes and explained with examples.
- The guidelines provide a uniform base which is theoretically sound and practically feasible to strengthen the school-based system of assessment.
- Based on the premise of child-centred and child-friendly aspects of teaching-learning and assessment, these guidelines aim at building a healthy school-child and teacher-pupil relationships.

- The recording and reporting procedures of children's learning and developmental progress are simplified to facilitate teachers and children devote quality time for teaching and learning.
- In no way, these endorse the compilation of assessment records at the cluster, district, state or national level.
- The guidelines are for all children and will enable teachers to use CCE in an inclusive set up.
- Principals/head-teachers, teachers, members of SMCs and even parents need to be aware and sensitised about these guidelines.

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Abbreviations

CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
IPC	Indian Penal Code
IASE	Institute of Advanced Studies in Education
JNVS	Jawahar Navodaya Vidyalaya Samiti
KGBV	Kasturba Gandhi Balika Vidyalaya
KVS	Kendriya Vidyalaya Sangathan
NAS	National Achievement Survey
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NPE	National Policy on Education
OBC	Other Backward Class
POA	Programme of Action
PSQs	Personal Social Qualities
PTM	Parent Teacher Meeting
RTE	Right to Education
SC	Scheduled Caste
SLAS	State Level Achievement Survey
SMC	School Management Committee
ST	Scheduled Tribe
UNCRPD	United Nations Convention on Right of Persons with Disabilities
UNICEF	United Nations Children's Fund
UTs	Union Territories

1 CCE — The Policy Perspective

In the quest to improve quality of education, assessment helps different stakeholders in multiple ways. It enables students, teachers, parents, educators, policy makers, etc., to make informed choices by seeking how well students are learning. At the school or classroom level, it synergises the role of curriculum, pedagogy and teacher. It influences the classroom processes in a manner so as to bring a qualitative improvement that enables each child learn and develop holistically. In this era of knowledge explosion and to keep pace with the ever changing needs of the knowledge society, it is important to acquire the skills of learning to learn. This requires one to blur the boundaries of different disciplines and think beyond to solve the real life problems. Assessment, therefore, also needs to nurture metacognitive or higher order thinking skills among individuals. In addition, it is a potential tool to address the inequities in terms of disabilities, biases, pre-conceived notions towards children coming from particular sections of the society. Not all children learn in the same way and follow the same path, as learning is neither uniform nor an end in itself. Being largely associated with the inherent abilities, which are unique to each individual, it requires identifying the specific strategies children use to learn, supporting them where those strategies fail in a developmental continuum of knowledge, skills and dispositions. This makes assessment individualised, holistic and integral part of teaching-learning. On the contrary, uniformly administered examination has a prognostic and narrowed perspective. This is so, because it measures a limited aspect of knowledge at a given point of time which is quite inadequate to provide a complete picture of a child's abilities or progress towards fulfilling the aims of education. The school or classroom-based assessment looks at learning in a continuum spread over the longer duration in time and space and has the potential to enhance teaching-learning besides doing away with the fear of external examination.

Against this milieu, Continuous and Comprehensive Evaluation, commonly known as CCE, is introduced as school-based system of evaluation as per Right of Children to Free and Compulsory Education Act–2009 (RTE Act–2009), which came into force since

April 2010. The Act requires that CCE be implemented for children till the completion of elementary schooling. In view of the reduced predominance or prohibition of external examination up to the elementary level, it is all the more important for different stakeholders in school education, especially teachers, to understand and use CCE meaningfully to enable each child learn and progress.

1.1 Policy Dimensions of CCE: A Glimpse

Taking cognisance of the examination reforms by the Education Commission (1964–66), set up by the Government of India, the National Policy on Education (NPE) 1986 deliberated and considered assessment of performance as an integral part of any process of learning and teaching. It envisaged implementation of CCE that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of teaching-learning time, emphasising the use of grades over marks. It also called for streamlining the evaluation at the institutional level and reduces the predominance of external examination. The Programme of Action (POA)–1992 brought out a roadmap for the implementation of NPE–1986 at the school level. All the National Curriculum Frameworks, developed subsequently, recommended an evaluation system integral to the teaching-learning process to avoid any undue pain, anxiety, harassment and humiliation to children for helping them 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 NCF–2005, portraying child as a natural learner, emphasised 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 viewing them holistically during teaching-learning and assessment at the school level. Hence, CCE has been recommended as an internal school-based system of assessment by different policy documents over the past many decades that could provide information on a child's overall development in a continuous and comprehensive manner. Continuity is in terms of assessment 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 CCE was recommended to identify the learning needs, difficulties and conceptual gaps to provide timely and appropriate interventions to reduce the stress and anxiety and enhance learning to help all children progress. It was also intended to reduce rote learning, help teachers reflect, review and improve their teaching and provide all children, including those with special needs and those belonging to the marginalised groups, with the feedback to improve their learning to bloom their potential fully. However, it needed to be made more credible through various means suiting the context.

1.2 The Context of CCE: Right to Education

Despite the recommendations of different policy documents from time-to-time, CCE was much talked about and was taken seriously only after the implementation of the RTE Act–2009. The Act ensures the right of each child aged 6–14 years to full-time elementary education of satisfactory and equitable quality in a formal school that satisfies certain essential norms and standards. As per its provisions, Section 29(2) of the RTE Act–2009 emphasises on the 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 an environment free from fear, trauma and anxiety using CCE. In view of the obligation that each child should get an opportunity to learn and progress and be supported during this process, CCE can be a potent tool in respecting the intent of the RTE Act by ensuring learning for all children, as assessment during teaching-learning process would help teachers observe child's learning progress, provide timely feedback and support to help the child overcome learning difficulties, if any. In that case, the state of 'failing' and thus detaining any child at the end of a term may not arise. Therefore, it is crucial to understand and use both teaching-learning and assessment in tandem, one complementing the other to arrive at a realistic picture of students' learning and development to help them accomplish the desired goals of education.

It has been some years since the rolling out of the RTE Act, and since then, different CCE schemes formulated by the respective academic authorities of different States and UTs and other bodies that govern the school education are being implemented. However, the researches and field experiences, till now, inform that different stakeholders face problems while using these CCE schemes which are also not in consonance with the empirically established ethos of assessment, which is continuous and comprehensive in nature. Teachers find it cumbersome, as they are largely engaged in compiling the data and keeping the records of children's performance. This not only makes the process of assessment arduous but also does not serve the purpose as most of the precious time for teaching-learning goes in vain. Children too find it difficult to cope with several tests and assignments that give them anxiety and the fear of others being judgmental about their performance. The unanswered queries and varied interpretations of different aspects of CCE by teachers, students, parents or guardians and other functionaries at different levels lead to its inappropriate implementation that is neither in tune with the policy perspectives nor in favour of the beneficiaries.

In order to impart quality education and help children develop holistically, it is important to know their learning progress in such a manner through CCE, that it helps to —

- find out the change in a child's learning and development over a period of time.
- map these changes through assessment of different curricular areas.
- identify the support each child needs to progress individually.
- plan teaching-learning situations to suit their needs to enable them to improve their learning.
- allow children to assess themselves through reflection, seeking ways to regulate and improve learning by herself/himself.
- find out to what extent curricular expectations and learning outcomes have been achieved.
- regulate teaching-learning processes in the classroom to bridge the gaps in their learning and development.
- provide evidence-based feedback and communicate children's progress to different stakeholders, including parents and guardians and involve them constructively in a child's growth, learning and development.

- encourage each child to be confident of learning by doing away with the fear of assessment and provide continuous support to ensure every child's learning and development.

Keeping in view the primary purpose of learning to promote an overall development of children, i.e., development of the cognitive, physical and socio-emotional dimensions holistically, the major aspects of CCE that need to be explored are:

- What is the understanding about CCE among different stakeholders?
- Why CCE is to be undertaken?
- Who would assess and what is to be assessed under CCE?
- How should it be assessed?
- When should it be assessed?
- How can the information under CCE be used?

Against this backdrop, this document endeavours to answer these questions and provide guidelines on CCE. These guidelines, based on empirically established principles of assessment and in tune with the RTE Act, include the process of implementating CCE at the ground level. The contents placed under subsequent sections as mentioned earlier (*See Preamble*) unfold this process in detail.

2 CCE — What and Why?

2.1 CCE: The Rationale

During the past few decades, concerns have been repeatedly raised about the deteriorating quality of elementary education. Providing quality education to every child as a right up to the elementary stage, requires ensuring learning against the expected learning outcomes within the academic year with the required support systems in place.

This needs making provisions for appropriate infrastructure, curriculum, trained teachers, pedagogy, assessment, school working days, teaching hours along with empowering teachers and redressal of systemic issues, including monitoring and evaluation. Such provisions of child-centred curriculum, teaching-learning and assessment in a child-friendly environment can ensure quality in education. There are many factors such as school and classroom environment, teacher-pupil ratio, subject specific teachers, classroom processes and practices, assessment procedures and infrastructural aspects that contribute towards it. Each of these being crucial towards quality improvement in education requires a conscious effort on every forum as only the synchronous effect of all can make a tangible difference towards quality attainment.

Early years of schooling being the formative period of development, a child is too young to understand failure. It is unfair to hold her/him accountable for non-performance without putting all other pre-requisites in place. Constant motivation and encouragement help children form a balanced personality, whereas, fear and humiliation demotivate and discourage them. It is the responsibility of the system, including all stakeholders, to ensure the essentials; be it quantitative (schools, classrooms, teachers, etc.) or qualitative (curricular materials, classroom environment and processes, etc.) measures in place so that each child receives quality elementary education without being harassed, humiliated or labelled. Children face fear and anxiety if assessment (perceived as examination) is conducted in a manner that exposes them to punitive actions of labelling and humiliation. In addition, different dimensions of learning and development, being holistic, do not allow one-time term-end or external examination to provide a clear picture of a child's personality.

Continuous assessment facilitates mapping different dimensions of a child's development holistically to provide more authentic picture to help the child, teacher and hence the system. This enables teachers to identify areas where support is needed to reflect, review or modify their teaching-learning besides facilitating appropriate, adaptations or provisions by different stakeholders.

In this context, CCE was introduced as a mandatory requirement up to the elementary stage under the RTE Act with the sole intent of reforming assessment with its prime purpose of improving children's learning to help them progress leading to their overall development. Although the efforts during the past few decades helped improve the quantitative aspects; be it the number of schools, classrooms, teachers, enrolment, etc., yet the progress made towards addressing and improving the qualitative aspects has not been satisfactory. This is primarily because adequate attention has not been paid to the teaching-learning and assessment process in classrooms, which could be due to a limited understanding and a traditional perspective of viewing them in isolation.

2.2 Learning and Assessment

Learning and assessment being intertwined cannot be segregated or viewed in isolation from each other; therefore, addressing the two in isolation may not serve the purpose. So, before we delve into the process of CCE, it is important to recognise the nature of learning and assessment in order to understand how children learn at the elementary level, as this, in turn, will determine how they can be assessed during the teaching-learning process. Some important aspects related to learning and assessment are given below:

2.2.1 Nature of Learning

(a) Learning is continuous: Children's learning does not take place only in classrooms; it goes on all the time even. While they interact in the social settings with their families and community, beyond school, which does play a significant role in shaping their personality. Therefore, classroom learning needs to be linked to what happens outside the classroom in their real lives as well. Accordingly, the assessment process needs to capture the learning in such situations. Children's experiences and responses to diverse situations can, thus, be captured in a variety of ways, and assessed.

(b) ***Learning is spiral:*** Learning is not a linear process as children construct their knowledge only by revisiting themes/concepts related to earlier classes. This helps to build connections between previous and new learning. Similarly, in everyday learning, it is important for the teachers to understand and establish connections among facts already observed or experienced and that they plan to realise among children. For which, the teachers need to assess the existing understanding and accordingly provide further experiences through different acts of learning that are based on the needs and contexts of children. This process may not be uniform for all children as each child has a unique approach of acquiring knowledge and can learn if allowed to do so at her/his own pace and follow her/his own way of learning. It not only applies to children with special needs but is equally important for all learners. So, in order to help all children learn and progress from concrete to abstract, and simple to complex, the assessment process needs to provide information on the gaps between existing knowledge and new knowledge to be acquired in order to bridge them timely. Continuous and sharp observations by a reflective teacher during everyday teaching-learning when children are engaged in different learning tasks, can provide useful information, to plan, review or modify her/his teaching-learning to enhance the learning among all children.

(c) ***Holistic aspect of learning:*** Learning takes place in a holistic manner, as children do not view the world around through boundaries of disciplines, domains or any other compartment. Facilitations to build connections for integration of knowledge through experiences that allow multi-sensory experiential learning emphasising play, exploration, trying out various things and actually doing different activities makes the entire learning process stimulating and joyful for children to learn more. It has been seen that during elementary stage children learn better while interacting with others or informally sharing what they are learning with others and *vice versa* and learn a great deal by doing and through trial and error. So, encouraging them to experience individual or group learning situations that engage them both in 'hands-on' and 'minds-on' thereby learning constantly from their peers, groups and elders facilitated their holistic learning and development. Learning, being continuous, spiral and holistic, directs assessment to take cognisance of these aspects since the two are complementary to each other. So, these aspects are

equally relevant to assessment, which can be understood if we carefully look at the nature of assessment.

2.2.2 Nature of Assessment

Assessment serves to promote learning by reinforcing the efficacy of teaching-learning when teachers can customise their teaching plans through relevant information on students' interests, abilities and learning progress with constant involvement and inputs from students. It aims to accomplish the goal where children develop the skills and abilities to move on the path of self-learning and awareness. Contemporary research literature highlights three major purposes of assessment, which include 'Assessment for Learning', 'Assessment as Learning' and 'Assessment of Learning'.

Taking into consideration the overall development (physical, socio-emotional besides the cognitive) of a child as mandated under the RTE Act, it is important that the focus of learning and assessment of children includes different skills, concerns, values, dispositions and sensitivities besides knowledge. The holistic development helps children imbibe all these, and the teachers need to assess them continuously to find out their learning requirements and gaps. The evidence or information from different sources for the same may be collected using diverse learning situations and monitored to provide regular and timely feedback and plan the teaching-learning accordingly *(Assessment for Learning)*. To build the capacity of self-assessment and self-learning among children *(Assessment as Learning)* and help them progress, opportunities of self and peer reflections need to be created. To provide a sense of accomplishment to children, including those with special needs, and help them know where they are and decide where they need to be, requires sharing their progress at certain intervals *(Assessment of Learning)* with them and their guardians (or other stakeholders who could potentially contribute towards children's progress), giving a comprehensive picture of their learning and personality. This is possible by mapping their progress through information gathered on their knowledge, comprehension, skills, interests, attitude, motivation, etc., in response to various learning situations and opportunities both in and beyond school. All this is possible when the assessment is school-based and not an activity conducted externally through board examination or any other such mode. Keeping in view, these three as the essential and important purposes of CCE, the following are some vital features pertaining to each of them:

Assessment for Learning

It occurs during, rather than after, the teaching-learning process as it has its primary focus on the ongoing improvement of learning for all students.

(a) Assessment is school-based and integral to teaching-learning: For long, assessment has been considered to be term-end or process-end activity believing that pressurising and exposing children to frequent examination and comparing them with the high achievers incites them to perform better. As a school-based activity integrated with the teaching-learning, CCE helps in doing away with examination-related fear, anxiety or trauma.

(b) Multiple evidence-based: As no single strategy of assessment is capable of providing complete information about a child's progress and learning, it needs to be multiple evidence-based to make it free from biases or distortion. This requires tapping different sources to collect information as evidence.

(c) Assessing learning progress holistically: It includes assessment of all aspects of students' personality, i.e., knowledge, performance, skills, interests, dispositions and motivation using a range of activities that the child participates in both inside and outside the classroom for making assessment comprehensive.

(d) Sensitive to individual learning needs: This requires identifying individual and specific needs of all children (including those with special needs and from the marginalised groups). Teachers may design and use a range of resources and activities suited to the learning needs (learning pace, style, level and other special needs or required accomodations) of children and use the gathered information to address their needs. The teachers' responses to the students' needs are to be provided sensitively.

(e) Serves to observe changes in learning progress over time: Assessment for learning goes along with the teaching-learning process in a continuous manner. The manner and modalities, however, may vary. Teachers map the students' progress on the processes of learning based on evidence collected using information from individual or group tasks through self or peer assessments. Observations of changes taking place in the children's learning progress are made on a continuous basis that are recorded as per the needs to develop the profiles of children.

(f) Helps teacher review and modify the teaching-learning: It helps the teacher to probe what a child can or cannot do and

explore the reasons behind the learning gaps. After understanding the students, their level of learning and the reason behind gaps, the teacher may adopt or adapt her/his teaching-learning to intertwine this correctional review with the instruction to regulate it to help children progress and improve their learning.

(g) ***Helps to address learning gaps:*** After observing the gaps and determining the possible causes, the teacher needs to build logical connections between the existing and the new knowledge. This requires teachers to give children feedback that is specific, timely and clearly stated to scaffold their learning so as to improve it further.

Assessment as Learning

CCE may not be seen as the sole responsibility of teachers. It reduces their burden as it places the onus of learning on different stakeholders, thus, making it a collective responsibility of all, especially parents, children and teachers in addition to the principal, head teacher and others.

(a) ***Collaborative and participatory approach:*** The approach involves students as partners in planning, transaction and assessment of the teaching-learning process and thus, includes giving and receiving feedback by both students and teachers. It fosters healthy teacher-pupil and pupil-pupil relationships through teacher-supported, peer and group learning. It encourages active engagement of students in the process of teaching-learning and assessment to enhance learning by providing an opportunity for dialogue and feedback between teacher and student. Involving children by giving more and more opportunities in planning, conducting and evaluating different tasks, helps build skills of self and peer assessment among them which, in turn, reduces teachers' burden to a large extent. Children facilitate them by taking responsibility of assessing their own work, their peers' work and promote collaborative learning by helping each other learn. Help from parents or guardians can be sought in this process as they can also contribute meaningfully towards the progress of their wards.

(b) ***Helps children seek resources of knowledge:*** Assessment as learning builds capacity of students to absorb new ideas and place them in larger contexts, evaluate their own and their peers' work against well-defined criteria or learning goals. This helps

students build skills for learning in their lives. It also occurs during teaching-learning process. After identifying their strengths and gaps in learning, children themselves may plan and make efforts to look for the suitable resources to seek further knowledge in order to address the gaps or further move on to enhance their learning. Opportunities for self and peer-assessment and reflection, provided regularly during the process of assessment for learning, allows children to reflect, build connections between past and new learning, critique their own work and seek resources for new knowledge and, thus, take self-corrective measures to learn and progress.

(c) Building skills of learning to learn among children: Out of the three purposes of assessment, 'Assessment as Learning', helps imbibe skills of learning to learn and lifelong learning among children and, therefore, is the most crucial component of assessment under CCE. Helping students understand their own learning to develop appropriate strategies for *learning to learn* and seek resources to enhance themselves, fosters child's self-confidence and helps develop abilities for lifelong learning, which is one of the prime goals of education.

Thus, it is obvious that 'Assessment for Learning' and 'Assessment as Learning' inform and help primarily the teachers, students and, to some extent, other stakeholders (if required) to further support and improve each child's learning.

Assessment of Learning

(a) Criteria-based comprehensive assessment: This is to benchmark students' learning against criteria which is based on subject specific learning outcomes identified as per the curricular aims and objectives envisaged for each curricular area in the National Curriculum Framework. To provide comprehensive information regarding the extent of student learning *vis-à-vis* learning outcomes on all aspects of curriculum, including performance in different subject areas, skills (academic, interpersonal), interests, dispositions and motivation in a holistic manner without segregating into compartments of scholastic, non-scholastic or co-scholastic areas. The criteria (learning outcomes) are based on the syllabi taking into account all-round development of children.

(b) ***Multiple evidence-based assessment:*** To make it authentic, it needs to be based on evidence, collected using multiple ways of assessment such as paper-pencil tests, oral tests, performance of tasks, experiments, project work, etc. The evidence may be systematically kept or recorded for tapping the change in learning and development of each child against the identified criteria to arrive at a decision or judgement on extent of student learning with reference to curricular aims and objectives.

(c) ***Reporting without labelling or comparing children:*** Evaluation, often is thought as labelling or comparing performance of children against one another through marks, grades or any other means by pointing out their weaknesses, which only humiliates them and lowers their self-esteem. To provide the required support without humiliation, comparing the performance of a child with her/his previous performance, instead of doing with that of her/his peers, can be used to identify their learning and developmental needs. This not only enhances learning but also boosts their self-confidence.

(d) ***Sharing learning progress with the stakeholders:*** The extent of student-learning and its status may be shared with or communicated to different stakeholders, students, parents, other teachers, administrators, school management committee and policy makers in a simple language using simple proformae.

2.3 What CCE Connotes

CCE is very much integral to the process of teaching-learning and against the traditional practice of an activity completely external to teaching-learning. This is not to be carried out separately after the completion of a topic, lesson or a unit, and conducted quarterly, half-yearly or annually. Integration with the teaching-learning process requires tapping information on learning and development of children holistically when children are exposed to learning situations that encourage and enhance their overall development. CCE has been followed in India for the past many decades and it involves three terms—'Continuous', 'Comprehensive' and 'Evaluation'—as evident from its full form. Let us see what each term means.

The 'Continuous' aspect of CCE implies continuous observation and support to children during teaching-learning employing different

tools and, in no way, it means conducting frequent formal tests. Assessment during the teaching-learning process, in the form of continuous assessment, gives clues about children's learning gaps, which the teacher plans to act upon timely to enhance learning. Information about their learning gathered through assessment during teaching-learning, helps teachers determine students' strengths and learning gaps in different curricular areas. This serves to guide teachers in adapting the curriculum and teaching-learning approaches to suit the needs of all children.

'Comprehensive' aspect of CCE implies getting a sense of 'holistic' development of child's progress, i.e., mapping progress in cognitive, physical and psycho-social aspects of child development holistically, and not in a segregated manner. It is often misconstrued that assessment of personal-social qualities of children such as empathy, cooperation, concern for others, etc., can be assessed only through so-called co-curricular or extra-curricular areas like art, music, dance, physical education, etc., and may be graded on different scales. However, the National Curriculum Framework–2005 recognises all these as curricular areas and does not discriminate among them and other subjects like maths, science and language, etc.

The personal-social qualities and their assessment, therefore, are neither confined to a particular subject nor do they require allocating a specific time. These are integral to all curricular areas and hence need to be assessed through them in various situations during the teaching-learning when children are engaged in different individual or group learning tasks, which can be indoor, outdoor, within or beyond school.

'Evaluation' is criteria-based mapping of learning and developmental aspects of children. Often 'assessment' and 'evaluation' are used interchangeably but there is a difference in what these imply. Assessment is a process of identifying the learning gaps of children while the teaching-learning is going on through gathering and analysing evidence using various strategies. It also involves reviewing or modifying one's own teaching-learning as per the needs of children to provide timely support. It allows focusing on the change in learning with 'how' and 'why' aspects to understand the gaps and to make judicious interventions without assigning any

level or benchmarking. Evaluation focuses on judging the learning progress of learners against established criteria, to benchmark, i.e., to what extent the changes have taken place in the learning and development among all children. It has to be based on reliable and valid multiple evidence so as to arrive at authentic interpretations. Thus, in order to accomplish the curricular aims as envisaged in the National Curriculum Framework in tune with the curriculum and evaluation procedures under Section 29(2) of the RTE Act, CCE essentially needs to fulfil all three aspects of assessment. An over-emphasis on 'Assessment of Learning', especially when it is used for labelling children and reporting it to their guardians, makes the process tiresome for teachers and students. It is so because emphasis is entirely on data compilation, calculation of marks/ grades and cumulative achievement. However, both 'Assessment for Learning' and 'Assessment as Learning' happen during the process of teaching-learning which are not add-ons in any manner get ignored.

3 CCE — What is to be Assessed?

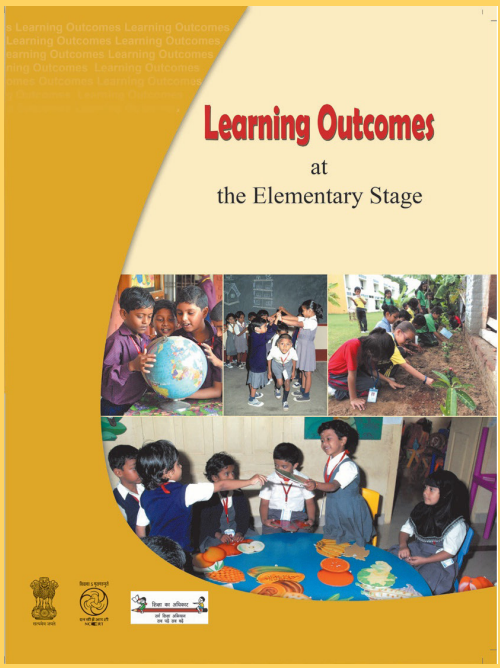
In order to know what is to be assessed, it requires one to understand, what is it that education aims at; or what children are supposed to learn through school education. Keeping in view, the child being central to teaching-learning that goes on in classrooms, reflection on the following questions can pave the way or guide the process of assessment that is to be undertaken.

- What should school education develop in children? OR
- What kind of learning and developmental features are envisaged in a child at the end of a particular stage of school education?

> "Education is to educate your children to understand the whole of life and not merely segment of life like the physical, emotional, mental, psychological or spiritual; to have not the compartmental, divided outlook but a whole total integrated outlook on life... to bring out through education a human being who is creative, who is capable, who possesses that intelligence which is not burdened and which is not shaped in any particular direction but is total, who is not belonging to any particular society, caste or religion so that through that education and with that intelligence he arrives at a maturity and, therefore, is capable of making his life, not merely as a technician but as a human being."
>
> *– J. Krishnamurti*

It is important to know that education does not prepare children only for the world of work but its arena is vast as it aims to make them rational, sensitive, contributing, courageous, independent lifelong learners. They need to be equipped with life skills of critical thinking, communication, creativity, mathematical abilities besides having values of care, share, integrity, self-respect, etc. All these, therefore, need to be intertwined with the curricular expectations under different learning domains outlined in a National Curriculum Framework. Hence, the pedagogy employed to accomplish the desired goals of learning, should be such that it emphasises the processes of learning specific to each curricular area. Creating tasks that focus on the processes of learning to enable each child to acquire these knowledge, skills and dispositions needed to become

The NPE–1986, revised in 1992, and POA–1992 emphasise that essential levels of learning should be laid down and children's learning should periodically be assessed to keep a track of their progress towards ensuring the achievement of NPE goal that all children should acquire at least the minimum levels of learning. Recognising children's capacity to construct knowledge as natural learners as central to the transaction of the curriculum and the teacher's role to facilitate the learning process, the knowledge gained, thus, is an outcome of their engagement with the world around when they explore, respond, invent, and make meaning of their experiences. This shifted focus to emphasising the process of learning so that the desired levels are attained. It envisaged conceptual understanding as a continuous process, i.e., the process of deepening and enriching connections acquiring more layers of dispositions, emotions as an integral component of cognitive development, making meaning and developing the capacity of abstract thinking, reflection and work. The overall development of a child through education, enacted now as a fundamental right under the Right of Children to Free and Compulsory Education Act–2009, had been a priority of almost all policy documents and to map children's progress in this direction, learning outcomes have been devised for different curricular areas up to the elementary stage. The learning outcomes for each class not only help the teachers to direct their teaching-learning in the desired manner but also make other stakeholders, especially the parents/guardians besides School Management Committee (SMC) members, community and the state functionaries be responsible and alert towards their role for ensuring quality education in the classrooms. So, the learning outcomes defined explicitly can guide and ensure the responsibility and accountability of different stakeholders for the accomplishment of the expectations in different curricular areas.



– Learning Outcomes at the Elementary Stage, NCERT (2017), New Delhi

contributing global citizens, is important. Thus, education of a satisfactory quality needs to be the priority and the responsibility of the system and all-inclusive opportunities for each child to learn and develop, are in place. This raises the demand for setting goals that are clear and measurable for assessment of different aspects of a child's personality and development covering knowledge, skills and dispositions holistically. In order to address the quality issues of education, different stakeholders including teachers, need to be clear about what learning is desired, the criteria against which it could be assessed and how to keep their efforts in the right direction. To make informed choices, they need to be well informed about the functioning of the educational institutions at the classroom, school, state, national and international levels in terms of learning and performance of children. To help them make rational decisions, appropriate measures of monitoring, i.e., the criteria (reflecting holistic development of learners) and assessment procedures, need to be in place and be integrated with the system of education, to enable them track the learning progress of children for timely bridging the learning gaps. Keeping this in view, the NCERT developed a document on *Learning Outcomes at the Elementary Stage* which specifies stage-wise curricular expectations and class-wise learning outcomes in each of the subjects along with the suggested pedagogical processes to achieve the respective learning outcomes.

The evaluations at both macro-(NAS, SLAS) and micro levels (school-based) are crucial to address the quality issues. Both have their own advantages but CCE being a school-based system of evaluation, can help improve the status of education in macro evaluations. This is because it allows mapping learning progress against the subject-wise and class-wise learning outcomes defined explicitly and taking corrective measures at the grassroot level. This will help schools ensure for accomplishment of the curricular expectations envisaged under the National Curriculum Framework.

4 Practicing CCE — When, Where and How?

The earlier sections emphasised building an understanding of the intent, rationale, purpose and criteria of Continuous and Comprehensive Evaluation (CCE). This section provides a set of clear guidelines to help teachers bridge the gap between theory and practice, and use CCE effectively in their classrooms. It highlights the following aspects:

- How can CCE help different stakeholders?
- How can assessment be conducted through CCE?
- When can CCE be undertaken?
- What would be the profile of a child reflecting holistic progress in relation to different subject areas and overall personality development?
- How can assessment information under CCE be used effectively?
- How can this profile help different stakeholders, including all children?

4.1 Process of CCE

Assessment and teaching-learning are complementary to each other, and cannot be segregated or viewed in isolation. Hence, it is important to consider that the process of assessment focusses on understanding how children learn. The process does not view CCE, only as a scheme for evaluation, portraying quantum of syllabus, frequency of testing, list of tools and giving weightage to different cycles of tests so as to mark, grade, judge and label children. Learning is a continuous process with both horizontal and vertical linkages that require action, reflection and modification in teaching-learning by teachers and students as well. The cycle shown in the illustration (pp. 20-21) depicts CCE and its integration with teaching-learning and assessment.

CCE requires collecting information from a variety of sources and using different ways of assessment in order to know and understand whether each child is actually learning while going through a variety of experiences, activities and learning tasks. Understanding that every child is unique, learns in her or his own way and that learning is not restricted to schools and textbooks, it becomes essential that child-

Discussion
Drawing
Experiment

Worksheets
Logbook
Peer Assessment
Portfolio

Designing Learning and
Assessment Strategies

Plan nin
Tea chi
learn ing
Asses sm

Initiating Teaching-learning and
Assessment

Modifying Teaching-learning

Working together with
Parents / Guardians and Children

Each c
can le

Sharing the
Progress
on Learning and
Development

Sharing the Progress with
Parents / Guardians

Reflecting on
Children's Performance

Developing
Progress Reports

Cycle of Learning and Assessment

Collecting Resources

Setting of Learning Space

Project Work

Field Visit

Group / Paired Work

Individual Presentation

Observation / Timely Feedback

Written Work / Self Assessment

Paired Work / Peer Assessment

Anecdotal Recording / Logbook

Portfolio

Modifying Teaching-learning

Organising Teaching-learning and Assessment

centred teaching-learning and assessment strategies are adopted in classrooms. In order to observe the three different aspects of CCE as discussed in Section 2, there are some essentials to be followed during teaching-learning and assessment under CCE.

Child-centred teaching-learning and assessment depends, to a large extent, on the school and classroom environment, which needs to be child-friendly and free from any elements that promote fear, anxiety or trauma among children in any manner.

4.2 Ensuring a Child-friendly Environment

A safe, secure and motivating child-friendly school environment that encourages child-centred practices of teaching-learning to ensure the participation of children, can help them learn better. The following points need to be kept in view:

- It is a fact that every child is capable of learning. It is the responsibility of the adults around, especially the teachers, to ensure that the child unfolds her or his potential to accomplish the expected learning outcomes for each stage and class as intended and spelt out.
- It is important for teachers to build a healthy rapport with each child so as to ensure her or his participation in different activities. Regular interaction with the child, parents or guardians and gathering information about the interests, likes-dislikes and behaviour from other teachers may help in this process.
- Creating a fear-free environment is essential where each child is able to express freely, confide in her or his teacher and is able to share her or his likes, dislikes or problems without any hesitation. The teacher should not be judgmental but try addressing the issues, if any, with the involvement of parents, guardians and other teachers.

"The RTE Act, prohibits 'physical punishment' and 'mental harassment' under Section 17(1) and makes it a punishable offence under Section 17(2). Sections 8 and 9 of the Act also prohibit discrimination in any form against the child belonging to the weaker section and the disadvantaged group which may prevent her/him from pursuing and completing elementary education on any grounds". Further, the RTE Act does not preclude the application of other legislation that relates to the violations of the rights of the child, for example, booking the offences under the IPC and the SC/ST Prevention of Atrocities Act of 1989.

- Alternative strategies for maintaining positive discipline need to be practiced in classrooms. Parents or guardians, too, need to be convinced for the same.

> Positive discipline includes respectful and empathetic strategies to allow children to be responsible, cooperative and compassionate.

- For physical or emotional disturbances, the child may, if needed, be encouraged to approach counsellors or medical practitioners, with the involvement of parents or guardians.
- Recognising the unique abilities of children and their pace of learning, teachers need to be patient to ensure their involvement in different activities so as to help them learn, progress and accomplish the class-wise learning outcomes in a timely manner.
- Teachers should ensure adequate space, variety of materials and learning aids required to be provided to suit the needs of children are available, including those with special accommodations.
- Time-table needs to be flexible for teachers to plan and carry out the activities in a time span more than the duration allocated to a period, if required.
- Teachers may be free to change the seating arrangement according to the activity to be organised.

4.3 Child-centred Teaching-learning and Assessment

A child-friendly environment complements child-centred process of teaching-learning and assessment. Hence, taking into account these and integrating the aspects mentioned under the three purposes of assessment, i.e., 'Assessment for Learning', 'Assessment of Learning', and 'Assessment as Learning'. The following are some essentials to implementation of CCE.

4.3.1 Planning and Organising Teaching-learning and Assessment

- Recognise children as constructors of knowledge. This implies providing opportunities to every child to make sense of new information based on her or his previous experiences, and learning and allow her or him to arrive at her or his own understanding and conclusions.

With increased impetus towards the rights of the children with disabilities in the light of UN Convention on Rights of Persons with Disabilities (UNCRPD) and the recently enacted Rights of Persons with Disabilities Act 2016, and their education under the RTE Act 2009, it is important to adopt inclusive education approach, wherein all students, irrespective of their abilities and backgrounds, are welcomed and their differing learning and assessment needs are met in a meaningful and responsive learning environment. Inclusive classrooms require each child to be recognised with a unique learning style and not to be homogenised into any categories, such as disabled, backward, etc.

- Children's previous knowledge and experiences need to be acknowledged and used to develop new learning.
- During teaching-learning and assessing children, it is important to appreciate the differences amongst them and respect the fact that they will understand and respond in different ways while learning.
- Many activities or learning experiences mentioned in the textbooks may also suggest options where different resources that engage children with 'hands-on' and 'minds-on' may be employed. However, if required, teachers may design, develop and use different resources to help children acquire the concepts, skills, concerns and dispositions spelt out in the syllabi and embedded in different themes and lessons of the textbooks of different curricular areas.
- It needs to be ensured that a child participates actively and engages meaningfully in different activities or tasks.
- Opportunities need to be provided to children to work both individually and also in groups, discussing, sharing, cooperating and respecting one another's view points.
- It may be recognised that a textbook is only one of the resources of teaching-learning, and the teacher needs to contextualise and devise ways as per the needs and contexts of learners.
- The teachers may take up the teaching-learning theme-wise or lesson-wise as decided in the beginning of the year, i.e., while chalking out the quarterly or half-yearly or annual plan.

The schools and the teachers may be given flexibility to decide plans at their levels. The respective States/UTs or organisations may take this decision.

- Before initiating the teaching-learning process, a teacher needs to go through the text, or related information carefully in textbooks and identify the expected learning points to frame the learning objectives accordingly. These should be in tune with the learning outcomes and concepts mentioned in the respective syllabi of the respective curricular areas.

> The learning outcomes act as reference points for teachers, parents, children and others to understand the learning progress and thus, provide a framework for monitoring the learning progress of children under CCE.

- Accordingly, the teachers may develop unit plans, which could be theme-wise or lesson-wise. The unit plans need to include not only the learning tasks and resources but the assessment strategies as well.
- The resources may be those as suggested in the textbooks, or the teachers may adopt, adapt or design afresh, if required. Their choice needs to be rationalised as per the concepts, children's needs with respect to their abilities and the context besides taking care of the feasibility in terms of the availability, time, cost, etc.
- The teacher may initiate the teaching-learning for a lesson or a set of concepts in a curricular area as per the unit plan.
- In order to plan different activities for a particular lesson, it is required to identify the existing level of children, i.e., the gap between desired goals and their current knowledge, understanding and skills. To gauge this information, both students and teachers need to work together.
- Measures for self-assessment and peer-assessment in individual or group tasks through various oral or written ways using means like questioning, discussion, drawing, write up, assignment, etc., can help discern the information on existing gaps which the teachers need to interpret and communicate to the students suitably.

> Opportunities of peer or group learning and self-or peer-assessment can be very effectively used by teachers in the multigrade situations, if any.

- This helps children become active participants in the process of assessment irrespective of the procedures by which the assessment information is generated. It also helps the teachers derive a fair idea of what children in a class 'know' and 'do not know'.
- To enhance their learning, the teacher needs to reflect and plan different learning tasks, which take into account the contexts, and learning needs of all children. Again, children's involvement in the planning process; whether it is to brief them about the further discourse or activities or taking/including their suggestions for conducting different activities, is essential.
- It helps as it gives a sense of ownership to children and enhances their participation in learning tasks and eventually promotes the learning of all children in the class.
- Teachers may develop a tentative outline and timeframe and also develop day-wise plan to carry out the planned activities.
- All these plans, especially the day-wise planning, cannot be rigid but need to be flexible as sometimes, even question(s), response(s) from children may require the teacher to change or modify their teaching-learning, which is an important aspect of CCE.
- The learning tasks that offer children both 'hands-on' and 'minds-on' opportunities in individual or group situations, both inside and outside the classroom need to be provided. These tasks must encourage children to observe, explore, question, experience and develop their understanding of various concepts and issues besides acquiring different skills and values identified as per the curricular expectations and learning outcomes under each curricular area.
- Feedback to students needs to be task-based and given regularly and while still relevant. It should be specific to the task, i.e., while assessing children during the teaching-learning, the teacher may provide feedback, which could be on the spot or after completion of the task so that it does not hinder the process of learning of a child.
- Feedback needs to be tailored to the needs of children. For example, two students may have made same errors in mathematics, but they may not benefit from the same type of feedback.
- Appropriate cues that trigger their thought-process towards possible solution(s) may help a lot.
- Feedback needs to be given in a manner that motivates the child to continue and enjoy the learning task with the teacher scaffolding the learning process, if needed, to further the learning of the child

and to help her or him progress towards accomplishment of learning outcomes.

Scaffolding is the support to children to bridge the gap in what they know and what they need to learn while the teaching–learning is going on. In this process, the teacher, peer(s) or elder(s) help the child do a task or understand a concept that the child is initially unable to do independently. The process may continue till the child takes responsibility to do it independently.

- A significant aspect of assessment under CCE, as discussed earlier, is 'Assessment as Learning', and it needs to be effectively employed by the teachers. For this, opportunities and space need to be provided to students to monitor their own learning so as to critically assess, reflect and analyse their own work during the teaching-learning process. In the process, the students are able to identify their strengths and gaps on their own.
- They may be asked first to identify, if there are any mistakes, and then provide feedback in a manner to bridge the existing gaps.
- Such opportunities need to be provided persistently and students may be encouraged to assess themselves and reflect on their work and that of their peers in individual or group tasks. The teachers need to support the students, if required.
- Teachers may develop and use rubrics with the help of students that can be used by both teachers and students to assess different learning tasks.
- To develop rubrics for different tasks, one needs to decide the criteria which requires to be in tune with learning outcome(s) that are being assessed in different curricular areas.

A rubric is a clear set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Rubrics can be used to assess performance of students on the process (of doing something) or the product (the result of student's work). Rubrics are used to evaluate by matching the performance to the description, i.e., they are descriptive and they may not be used to simply 'judge' student's performance with grading, marks or checklists. Effective rubrics have appropriate criteria and well-written descriptions of performance. Some examples are given in Section 5.

- The criteria needs to be explicit, for example, 'neatness' would not be a good criterion because the term 'neat' is not explicit enough.
- When students are given rubrics, the expectations for different tasks need to be clear enough to help students comprehend and use them with ease.
- The process of rubric-based self-and peer-assessment or assessment by the teachers helps students get acquainted better with the task at hand.
- Each and every activity may not be assessed using rubrics. Rubrics may be employed for projects, make and do activities, etc.
- It is not expected that students will be able to assess themselves accurately during early grades. However, it is important that the skills of reflection and critically reviewing one's own work are developed over a period of time. For this, opportunities need to be given right from the early stages, and the teachers need to be patient in this process.

4.3.2 Recording and Reporting

- Class-wise learning outcomes defined under each curricular area provide the overall framework for monitoring students' progress and give a comprehensive picture of child's learning and development under each curricular area.
- During the process of teaching-learning, a teacher needs to continuously observe children while they are engaged in different learning tasks and need not record the learning progress daily.
- Only specific observations pertaining to children's performance and behaviour need to be highlighted to facilitate both students and teachers to reflect and review their work. It may be noted in a diary or a logbook (Annexure I).
- The observations on learning outcomes depicting Personal Social Qualities (PSQs) may be noted as and when required/noticed.
- Each teacher may devise her or his own way of recording such information in their diary or logbook and no prescriptive format may be provided for the same.

A logbook can be a notebook or any other record book where adequate space or page(s) is (are) allotted to a child and significant observations about her or him are noted which could be related to the learning progress, personal-social qualities or any other valuable information that needs to be reported to help the child improve on her or his learning.

- To find out whether children are progressing towards the desired goals of learning, teachers need to assess the extent of accomplishment on learning outcomes.
- The extent of progress made by children can be evaluated after completion of chapters, themes or units.
- Different learning tasks involving individual or group work using strategies like experiments, observation, picture reading, field visits, etc., and approaches like inquiry, discussion, projects exploration, activity-based, etc., that help children accomplish the learning outcomes provide data for this evaluation.
- Selection of approach(es) and strategies depends on the available resources, kind of information required, against the defined learning outcomes.
- Different teaching–learning strategies and approaches target different learning outcomes; one strategy may aim at one or more learning outcomes.
- The intended learning outcomes are best indicated by performances that students would make, say, or write but performances themselves are not learning outcomes, instead they indicate progress on the learning outcomes.
- Rubrics may be developed to assess children's performance and participation in their work.
- Involving students in development of rubrics is important, as this not only makes them aware of the criteria of evaluation but also enables them to take ownership of their learning and assessment.
- The extent of involvement will increase with the increasing developmental level of children from early primary to primary and, later, till upper primary grades. Nevertheless, all children need to be given such opportunities.
- Assessment of PSQs against the learning outcomes may be informal based on continuous observation, while children are engaged in different learning tasks.

(a) Collection of evidence of children's learning progress

The information or the data on children's learning are the evidence which need to be systematically recorded, so that, these may be referred to at any point of time in a year. One way of doing so is creating and maintaining a portfolio.

- The tasks accomplished by students in the form of worksheets, projects, assignments, tests, etc., may be added to their portfolios.

A portfolio is a file, folder, pocket, or space allocated for each child where actual work done by a child, over a period of time, is collected. It may include written material (worksheets, samples of creative writing, test papers, reports of out-of-classroom activities, like a visit to the nearby post office, bank, etc.), drawings, pictures or observations by the teachers, observations from others (letters to or by the child to or by friends, family members, any other), craft work (paper folding, paper cutting, origami, greeting cards, etc.), collections (leaves, textiles, stamps, list of books, etc.), recordings of oral activities or presentations by the child herself or himself (opinion or feelings of self for others, samples of self-assessment sheets on questions framed by teachers or even by children themselves).

- It may be noted that a portfolio is a collection of the work that a child does over a period of time and NOT merely the best work of the child.
- It needs to be organised in a manner that reflects the progress of child over a period of time — month, quarter and the entire school year.
- It provides significant evidence of the learning changes in a child to enable teachers to provide useful information to different stakeholders, especially parents or guardians and children themselves.
- It helps parents or guardians know more about their child, her/his abilities and interests they may not have observed at home, and helps them discuss with the teacher the child's performance, progress and growth.

Table 1

Integrating Learning Outcomes with Teaching-learning and Assessment

Learning Outcomes	Suggested Pedagogical Processes	Assessment Strategies	Data Sources
• Identify simple observable features of plants, animals, birds and objects, places in immediate surroundings • Group the objects, birds, and animals according to differences or similarities using different senses	Field visits/pictures/ videos for observation of plants, birds, animals, objects, places through different senses, oral/written expression of observations, pictures, hands-on activities of art and craft, role play	Worksheets, assignments, projects, creative activities, teacher observations, self-assessment, peer assessment	Project report, portfolio, children's notebook, logbook

- Evaluating progress on some learning outcomes, such as those related to PSQs and other traits requires reflections on child's work done over a period of time and therefore, portfolio, logbook and children's notebooks, etc., may be helpful. This will not only provide multiple evidence but also allow viewing the progression in learning and development of all children, including those with special needs. These reflections could be anecdotal or carefully drawn from different learning experiences and these observations will constitute the data, which will be qualitative descriptions for recording against these specific learning outcomes (Annexure I).

Anecdotal records are short and significant descriptions of performance and behaviour of children in unexpected events, which would not be documented otherwise and are quite useful to observe the PSQs.

- The observations on students may be entered as anecdotal records (on slips, note cards, adhesive labels, etc.) to be pasted on a page devoted to each student, or may be noted by the teacher in a logbook or notebook designed for this purpose.
- It will be unfair to evaluate the extent of learning when children are still in the process of concept formation or when adequate time and learning experiences are not given. Instead, the learning evidence at that point of time may not be used to convey the level of performance and one may refer to the assessment tools administered after certain intervals, which could be a unit or theme or quarter.
- Written tests also constitute valid assessment tools but care needs to be taken for the rational use, i.e., if we evaluate through written test then we need to be sure of the fact that a given set of learning outcomes can best be evaluated through written test mode.

Table 2

Integrating Learning Outcomes with Teaching-learning and Assessment

Learning Outcomes	Suggested Pedagogical Processes	Assessment Strategies	Data Sources
Show sensitivity	Children may be encouraged to	Worksheets, projects,	Oral/ written

towards plants, animals, the elderly and differently-abled people in day-to-day life	• undertake group initiatives, e.g., indoor/outdoor/local/ contemporary activities, games or any other tasks • carry out projects involving taking care of plants, feeding birds and animals. • share experiences of their relationships with pets, domestic animals, birds and other animals around them. • interacting with, helping elders, and the differently-abled around them.	teacher observations	report of experiences or projects, portfolio, anecdotal records (logbooks)

- Qualitative descriptions of students' performance are always helpful, as this will provide insights to children for improvement.

(b) Preparation of progress report

- It may be done quarterly in a year; however, the appropriate authority may take the final decision for the same.
- Based on the evidence, i.e., the data collected from multiple sources, over a period of time, with information recorded systematically, the teachers need to analyse and reflect on it to prepare a profile of children's learning progress which should be criteria-referenced, i.e., based on learning outcomes for each curricular area as decided by the curriculum (Annexure II).
- The profile will show the progress on all learning outcomes under different curricular areas for each class and needs to be comprehensive, i.e., reflecting progress on knowledge, skills and dispositions holistically.
- Profile of a child against learning outcomes needs to be prepared for stage-wise curricular areas recommended by National/State Curriculum Frameworks.

As per NCF–2005, at the primary stage, art education, health and physical education are integrated with language, mathematics and environmental studies, whereas, at the upper primary stage, these are dealt as separate curricular areas along with language, mathematics, science and social sciences. Accordingly, the learning progress under CCE will be mapped against the learning outcomes identified or specified for different subjects.

- Each learning outcome may be evaluated for its accomplishment as per the following scale:
  - — Needs lot of support to reach expected level
  - — Can do better with proper support and feedback
  - — Performance is as per expected level or age appropriate

  The scale can be three-point or more, however, it needs to be rationalised as per the developmental level of children.
- There could be children going beyond the expected level in a class. They also need to be identified, encouraged and supported suitably. Such children could be assets to their peers.
- Their performance needs to be acknowledged with special mention in their progress reports and shared with their guardians. Appropriate resources or stategies to help them further their learning may also be suggested.
- The teachers may tick mark the appropriate level which needs to be supported with qualitative descriptions, which are not only evidence-based but also meaningful, specific and reflect what a child can do and what she or he cannot do with suggestions on how she or he may be helped to improve and overcome the existing gaps, with the support of peer-group, elders, teachers, in simple language.
- Progress report of one subject may include some overall remarks, if possible. However, comments, such as slow, poor, dull should be avoided.
- It should not reflect any comparisons with other children but the focus needs to be on comparing the performance of a child with her or his previous performance.
- No scores will be included in evaluation, therefore, there is no question of grading or awarding any aggregate score in a curricular area or overall score or grade.
- Separate progress report cards may be maintained for children at a particular stage, i.e., one progress report card for a child at the primary stage and a separate one at the upper primary stage.
- Stage-wise report cards can also help trace the learning progression within and across stages.

(c) Sharing the progress report

- The progress of each child needs to be shared regularly with different stakeholders and, most importantly, with parents or guardians and children themselves.

- It may again be done at least quarterly in a year or even more often if required in some cases.
- Parent-teacher meetings provide this opportunity and hence, should be organised regularly (at least quarterly).
- Communication with the parents and children needs to be done carefully in a constructive and positive manner. The learning progress needs to be discussed with both children and parents together in a manner so as to know more about the child and hence, come up with ways of improvement.
- Teachers should neither compare children's performance with other children nor encourage parents to do so. Knowing that each child is unique, valuable and would grow and develop to her or his full potential if proper learning opportunities are made available, placing a child in any hierarchy against others will restrict her or his self-growth and development. This applies to children with special needs as well.
- Realising each child is capable, it is important to first believe in each child, and help her or him also believe in herself or himself, and then suggest and make efforts to help every child progress.

> CCE being a school-based system of evaluation does not require any compilation of children's progress at the village, cluster, block, district, state or the national level. Therefore, it needs to be essentially kept at the school level and may not be compiled cumulatively in any form anywhere.

Hence, sharing the progress of development and learning with parents or guardians and children themselves needs to be supplemented with suggestions for the ways and efforts required to be made to bridge the gaps. It helps the concerned teacher review and modify her or his teaching–learning. Moreover, the progress reports of the present and previous classes or stages can help other teachers, who will teach the child in further classes or stages, thus, it can be used as a database.

4.4 Teacher Development and Systemic Issues

4.4.1 Professional Development of Teachers for CCE

Teachers play a vital role in implementation of CCE in classrooms, therefore, professional development of teachers is crucial.

Some points that need to be considered for teacher orientation are as follows:

- It is essential that a teacher needs to be familiar with the curricular area, its expectations and the learning outcomes.
- Professional development of teachers and teacher educators needs to be considered as a continuous and inbuilt part of teacher preparation programmes. This would help teachers become reflective practitioners and agents of change with a view to improve the learning process among children.
- For implementing CCE in any curricular area, they also need to understand the nature, pedagogy and approach of the respective subject. Therefore, the training programmes need to be planned and conducted where both teaching–learning and assessment are dealt with holistically.
- The respective academic authorities and the pre-service and in-service teacher training orgnisations need to take a lead in this endeavour.

4.4.2 Systemic Issues

- Issues related to appropriate number of working days, teacher-pupil ratio, deployment of subject specific teachers need to be rationalised as per the RTE Act 2009.
- The assessment procedures for children with special needs may include facilitations in tune with their learning needs. Accordingly, provisions for extra time, special aids, braille, audio aids, scribe, simplifying and helping the child comprehend instructions, use of alternative measures like audio-recording of answers, taking support of experts and parents in respective disabilities need to be provided as per the requirement.
- CCE being a continuous process that goes along with teaching–learning depends on dynamic interactions between the child, her or his peers, the teacher and other elders. It has to be school-based, as a teacher is the person who plays the major role for children to accomplish the intended curriculum. Thus, teachers need to be given autonomy to choose or design the strategies and resources for both teaching–learning and assessment and adapt them to suit the needs and abilities of her or his students.
- These guidelines provide a framework with uniformity on CCE as per the theoretical intent. These include appropriate flexibilities, e.g., timetable, syllabi or the content for assessment, teaching-learning and assessment strategies, frequency of assessment,

reporting, etc., for the schools and teachers to put CCE into practice with ease.

- Such flexibilities are necessary, for example, flexibility in timetable. This would help teachers try out their ideas in school, which they have learnt in training programmes. This should be done within the total school time.
- The education officials, superiors and inspectors need to respect the teacher's autonomy, making him or her feel responsible and worthy of taking charge of children's learning.
- CCE can only work in non-threatening situations, for both the teacher and the children, where the charge of teaching–learning is given to them.
- Provisions may be made for creating some space or platform where teachers can share their experiences.
- They can collect the teaching–learning plans, resources or material used, strategies employed for teaching–learning and assessment, any innovations for classroom transaction, issues or problems countered, what works and what does not, etc.
- A teacher portfolio can help in this. It will provide useful insights to other teachers besides enabling the superiors to appereciate the efforts undertaken by the teachers. Innovative efforts may be documented and disseminated.
- The administrators need to encourage teachers to concentrate more on teaching-learning as assessment can only happen when appropriate enabling conditions ensuring child-centred teaching-learning are in place.
- The administrators, including the head teachers or principals, need to be ready to solve any problem that teachers face, for which regular interactions are necessary.

The process of CCE demands sharing of responsibility on the part of administrators, parents, teachers and children to implement it as a school-based system of evaluation.

4.5 Points to Remember

- Assessment under CCE not only needs to be continuous and comprehensive but also non-threatening for all children, including those with special needs. It should discourage irrational comparison, labelling and fear of examination.

- Children and parents need to be involved as active participants in learning and development of children.
- Opportunities of self-assessments and peer-assessments that enable children to take charge of their learning and gradually progress towards self-learning need to be provided at every level.
- Timely feedback and constructive suggestions during teaching-learning and even during the quarterly PTMs, while sharing children's progress reports, enable different stakeholders, i.e., parents or guardians, teachers and students themselves to be aware of the extent of accomplishment and for further efforts required to be undertaken.
- Rational division of the syllabus to be covered in each quarter may be planned in advance for the yearly academic calendars. Teachers' suggestions and participation towards development of such plans need to be ensured. If possible, such a planning may be done at the school level.
- Resources and activities may only be suggestive and teachers need to be given freedom to choose or devise new learning aids or strategies.
- Assessment questions, exercises, assignments need to be process-based and allow children to think critically and explore. They should not assess rote memory of children.
- The written tests, if evaluated using marks or grades, need to be supported with qualitative descriptions as marks or grades can help you decide the learning level but remarks highlight the gaps and the suggestions for improvement.
- The levels assigned for different learning outcomes under different curricular areas provide useful information to the teachers on how many children are lagging behind on the specific learning outcome(s).
- Hence, the data from the quarterly progress reports further provide insights to not only students but also the teachers on how to review their teaching–learning to take steps (assessment for learning) for the next quarter.
- A similar analysis of the yearly progress reports can generate the progress of children from a particular class or stage or school.
- Maintaining soft copies of the profiles, if possible, can be very useful.

5 Rubrics — Some Examples

Some examples of rubrics for evaluating tasks for different subject areas are given below. These may include descriptive details of the work, which depend on the feasibility of users' available time, nature of task, etc. For example, if children will use them, then their abilities need to be taken care of while creating and using them.

1. Curricular Area: Mathematics

Task – Identification of Basic Shapes

Criteria	Level I	Level II	Level III
Identification of shapes	Identifies a given shape with the same/similar shapes of the familiar objects (given/existing around) after some attempts	Identifies a given shape with the same/similar shapes of the familiar objects (given/ existing around)	Identifies a given shape with the same/similar shapes seen before but are not around
Naming shapes and the features	Able to generalise the features of a shape to name it informally after some attempts but not formally	Able to generalise the features of a shape to name it informally and formally	Able to generalise the features of a shape to name it informally and formally, and cites different examples
Visualisation of shapes from different perspectives	Able to draw but unable to name a given shape from different perspectives	Able to draw and name a given shape from different perspectives	Able to draw, name and explain a given shape from different perspectives
Imgination/ creativity	Imitates others/ takes clues and attempts to create figures/objects through drawing/ art and craft	Creates figures/ objects through drawing/art and craft independently	Gives novel ideas and creates innovative figures/ objects through drawing/art and craft

2. Curricular Area: Environmental Studies and Social Science

Task – Survey

Criteria	Level I	Level II	Level III
Identification of the problems	Brings some ideas but not related to the issue	Needs some clues or probes to identify issue-based problems	Identifies issue-based problems by herself or himself
Framing questions	Frames questions with the help of peers	Frames new questions on her/his own and finalises with the help of teacher and peers	Frames questions independently
Data collection	Asks questions and uses few probes	Asks questions with many probes	Probes deeply and even modifies or frames new questions on the spot
Data recording	Recording the responses is not organised	Systematically records the collected information	Systematically records and presents the information
Drawing conclusion	Makes some sense of the information	Draws appropriate meaning	Makes meaning and explains logically
Reporting	Prepares report but not confident while presenting	Prepares report and presents with confidence	Prepares comprehensively articulated report and explains logically with confidence
Working together	Difficulty in working with others sometimes	Works patiently in groups	Works patiently in groups and also helps others

3. Curricular Area: Art Education

Task – Creating Puppets from Waste Material

Criteria	Level I	Level II	Level III
Theme/concept (innovative, clarity, etc.)			
Material used (cost-effective, eco-friendly or any other)			
Aesthetics (appeal)			
Any Other			

4. Curricular Area: Hindi

Task – Group Debate

Criteria	Level I	Level II	Level III
Adherence to the theme	The propositions put forward do not match with the theme	The team seems to understand the gist of the topic	The team shows a thorough understanding of the topic in all its dimensions
Content	Most of the information is inaccurate	Most of the information is clear and accurate	The information given is clear, accurate and detailed
Organisation of ideas and fluency	Most of the arguments are not relevant and there are many transitional jumps	Most of the arguments are relevant and there were a few abrupt transitions	All arguments are relevant and there is a logical transition from one point of argument to another
Citing evidence	The points of argument are not supported with facts and figures	Every major point is supported with facts and figures	All the major points are supported with relevant facts and figures
Vocabulary and pronunciation	The range of vocabulary is limited. Majority of the words are mispronounced	The range of vocabulary is moderate. Pronunciation of majority of the words is correct	A wide range of vocabulary is used. Pronunciation is appropriate
Respect for others' views	Many a times the team is disrespectful towards others' views	The team seldom acknowledges and appreciates the views of the other team	The team acknowledges and appreciates the views of the other team

Annexures

Suggestive Formats for Recording and Reporting Child's Progress

Annexure I

Suggestive Format for Recording Child's Progress

Given below are the teaching-learning and assessment strategies to transact some concepts and issues in Environmental Studies at primary stage. The targeted learning outcomes are also enlisted.
Quarter: I
Subject: Environmental Studies
Class : III

Concepts and Issues

Plant and leaf diversity (shape, colour, size, aroma, texture), leaf design motifs, etc., Children's ideas of animals and birds, their living places, eating habits, features like feathers, movements, sounds, feeding birds, food from plants and animals, food eaten raw/cooked, cooking processes, different fuels, vessels, stoves, food variation with age, food for animals

Teaching-learning and Assessment Strategies

- Exploring children's ideas, daily life experiences, observations with respect to the above using discussion, drawing, worksheets to assess the existing understanding.
- Providing learning experiences such as; guided/free observations of plants and animals, school/home kitchen, feeding birds and animals, clay modeling, plantation, role play, free play, puppetry, interacting with the elders, observing babies, adults and elders for the food habits, picture reading, poems, stories, survey, worksheets, projects and use of ICT followed by discussions and supporting children with feedback, cues and resources, whenever needed.
- Providing opportunities of self-reflection, self-assessment, peer assessment right from the early grades to let students regulate or to take charge of their own learning.
- Collecting evidence through observations recorded in logbook and teacher diary, worksheets, assignments, project reports, make and do work.

Targeted Learning Outcomes

- Identifies simple features of plants, animals, objects, and places around.
- Groups objects, birds, animals and their features, activities according to differences or similarities using different senses.
- Records observations, experiences, information on objects, activities, places visited in different ways, and predicts patterns.
- Creates drawings, designs, motifs, models, slogans, poems, etc.
- Shows sensitivity towards plants, animals, the elderly people in day-to-day life.

The work done by a child in her notebook and included in her portfolio in the form of worksheets, project report, and assignments is analysed to assess her performance against the targeted learning outcomes. The children's learning and participation in different activities organised over a quarter can be recorded by the teacher in her diary and logbook for which the sample recordings are given below.

Samples of Recording

(i) Teacher Diary

Informal discussions reveal most children are not able to differentiate the textures of leaves. A lot of them consider smooth as soft and rough as hard. Some find it difficult to differentiate their shapes as well. Many students confused between roasting/frying and boiling/steaming. More observations need to be provided in group situations to encourage group and peer learning.

(ii) Log Book

Manvi can identify the features of animals in given situations. She differentiates between birds and animals and cites examples beyond textbook. When asked to observe a plant, Manvi selected grass and mentioned its leaves as green and said there was no trunk and it was dry. She also observed ants, butterflies and empty plastic bottles lying around. She needs to be encouraged for group learning as quite often she is more concerned about accomplishing her own task and exhibits a feeling of competition over cooperation. However, her sensitivity for the animals is apparent when she narrated how she feeds birds and stray dogs. She planted a curry sapling and I often observe her watering it. She does not show much interest in the make and do activities.

The following is a sample of the analysis done by a teacher of a child's work included in her portfolio and notebook.

(iii) Portfolio and Notebook

Manvi records her observations/information very systematically in the worksheets, assignments, and projects. She can identify and group the food from different plants and animals, food items eaten as raw, cooked or both, food for the babies, the elderly, vessels and cooking practices of past and present However, she faces difficulty in arranging the animals in the order of their size, patterns of movement, etc. Her art and craftwork needs to be refined in terms of originality and aesthetics.

Note: *The information recorded in teacher's diary is used by her to review and modify the teaching-learning strategies, whereas, the logbook entries and assessment of a child's work in portfolio and notebooks helps in developing progress report of the child's learning and development (Annexure 2).*

Annexure II

Suggestive Format for Reporting Child's Progress

Name – Manvi Class – III			
General Profile – Reflecting on child's personality, interests, participation, etc., in different activities			
Physical Health	**Quarter I**		**Quarter III**
Height _____cm Weight _____kg Any other (e.g., eye and dental health)			
Days	**Quarter I**	**Quarter II**	**Quarter III**
Working days			
Attendance			

Subject-wise Details

Subject- Environmental Studies	**Levels of Performance***								
	Quarter I			**Quarter II**			**Quarter III**		
Learning Outcomes	**I**	**II**	**III**	**I**	**II**	**III**	**I**	**II**	**III**
Identifies simple features of plants, animals, objects, and places around			✓						
Groups objects, birds, animals and their features, activities according to differences or similarities using different senses			✓						
Records observations, experiences, information on objects, activities, places visited in different ways, and predicts patterns		✓							
Creates drawings, designs, motifs, models, slogans, poems, etc.	✓								

Observes rules in games and other collective tasks. Shows sensitivity towards plants, animals, the elderly and differently-abled people in day-to-day life.	In-group situations, Manvi mostly focusses on her task and does not make efforts to help others. She planted a curry sapling on her birthday and is very consciously taking its care. Her sensitivity towards the elderly and animals gets reflected in her drawings and oral expressions in the class.		
Profile			
Quarter I	Manvi is a keen observer as she identifies and segregates objects based on their features. Her skills of sorting are amazing, as she does not oversee even minutest details. She is quite systematic in recording but needs help to analyse or derive pattern in the observations. She is able to relate learning beyond the textbook and school, which is evident from the kind of examples she cites and experiences that she shares in the class. However, she needs to be little patient while working in groups, and should help others when required.		
Quarter II			
Quarter III			

*Levels of Performance

Level I	Needs lot of support to reach expected level
Level II	Able to perform as per the expected level with support and feedback
Level III	Performance as per the expected level

Note: *Stage-wise Progress Report Booklets, separately for the primary and upper primary stages, may be maintained.*

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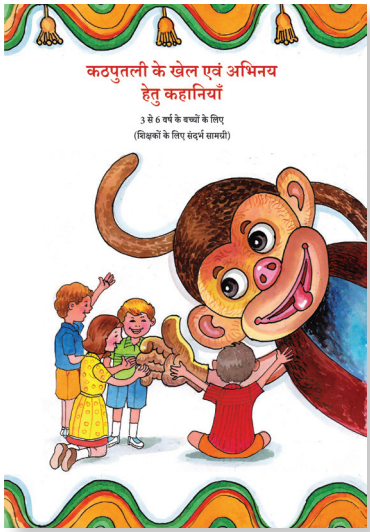

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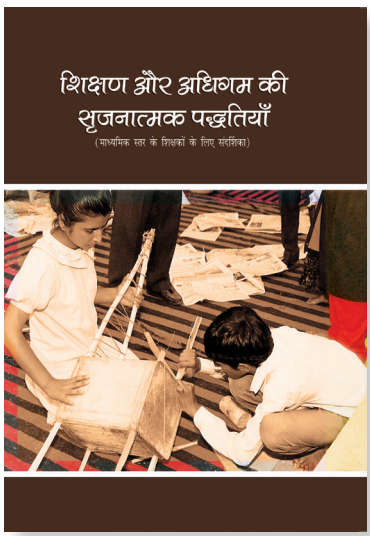

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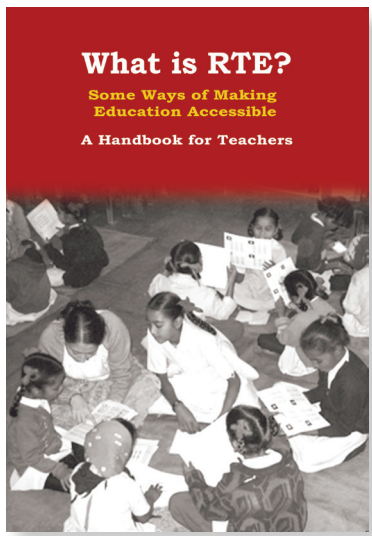

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