

# **Continuous Comprehensive Evaluation**

## Framework for Elementary Stage in Odisha

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**Directorate of T.E. & S.C.E.R.T**  
**Odisha, Bhubaneswar**  
**Department of School and Mass Education**  
**Govt. of Odisha, Bhubaneswar**  
**& UNICEF, Odisha**

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November 2012

Continuous Comprehensive Evaluation Framework  
for Elementary Stage in Odisha

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**Sri Rabi Narayan Nanda**

Minister,  
Department of School & Mass Education  
Government of Odisha, Bhubaneswar

As a part of our effort for implementation of the RCFCE Act, 2009, we are going to implement continuous comprehensive evaluation (CCE) at elementary stage of education in Odisha from the current academic session 2013-14. Such a systemic change requires careful planning and strategic approach so that the standing issues of quality learning at elementary stage can be addressed. I am glad to learn that the Directorate of TE & SCERT, Odisha has formulated guidelines for implementation of CCE in the state. I congratulate the Director TE & SCERT and his colleagues for their efforts in bringing out this timely publication.

  
Sri Rabi Narayan Nanda



**Smt Usha Padhee, IAS**

Commissioner cum Secretary  
Dept. of School and Mass Education  
Government of Odisha, Bhubaneswar

Continuous Comprehensive Evaluation of pupils learning and progress in elementary classes is a constitutional mandate under section 29 (ii) of RCFCE Act, 2009. Continuous Comprehensive Evaluation of learning (CCE) is the school based assessment practice designed and executed by the teacher with focus on improvement of pupil learning and progress through cycles of learning activity, assessment and remediation. Development of a realistic sustainably implementable framework of CCE for the diverse context of our elementary schools in Odisha is a big challenge.

It's my pleasure to see 'This Framework for Implementation of CCE at Elementary Stage in Odisha, prepared by the Directorate fo TE & SCERT, Odisha which is designated as the State Academic Authority.

I appreciate with thanks the efforts made by the Director, TE & SCERT and his team in evolving this framework through a series of consultations meets and workshops. I hope the framework shall guide the teachers for effective planning and implementation of CCE activities to improve pupils learning in their schools.

  
Smt Usha Padhee

## FOREWORD

The focus of examination reforms in the past few years has been on distressing. In due course of time continuous comprehensive evaluation (CCE) has occupied a central place in most discussions and deliberations concerning student assessment. With ever increasing importance of life skills, there is now greater realization that students should be assessed in both curricular, other curricular areas and socio personal qualities. This refers to assessment of student's participation and performance in all activities organized in and outside classroom besides content knowledge. CCE has been univocally emphasized for monitoring and maximizing children's' learning and development in all domains- cognitive, affective and psychomotor.

The RCFCE Act, 2009 makes CCE mandatory in all elementary classes. The state academic authority has the obligations of providing the implementation framework for this. This framework contains the conceptual framework and the operational guidelines for continuous comprehensive assessment of children's learning and development. Besides strategic action points are given to institutionalize CCE in elementary schools of the state. The detailed process and procedure of assessment is elaborated in the teacher's manual on CCE.

Assessment and evaluation carry two different connotations. However these two terms are used interchangeably in this document. While speaking on areas of students' learning and development, terms like 'scholastic' area and co (non) scholastic' area, 'curricular' area and 'co-curricular' area have been used in various documents/reports. However adhering to the fundamental idea of curriculum i.e. curriculum encompasses all activities and experiences provided to children, the terms 'curricular', 'other curricular' and 'socio personal qualities' are preferred in this document. The area of other curricular activities includes curricular activities of Health and Physical education, Art and Aesthetic Education and Work Experience in one hand and other curricular activities on the other. These are overlapping categories. The paragraph on CCE initiatives in Odisha, given in first section of this document, does not intend to give a thorough account of efforts and practices on CCE in the state rather a brief idea in this respect.

Over the last couple of years a notion that examinations in elementary classes are abolished, is precipitating in the minds of some people. This is associated with non-detention of children till completion of class VIII. CCE should not be viewed as doing away with examinations, rather it calls for a change in the way we look at tests and examinations and the way we organize them.

Institutionalization and sustenance of CCE is a big task. Keeping in view the diverse setting of the elementary schools in Odisha and the practical issues, the first three years of CCE implementation is viewed as a pilot phase. Consolidating the experience gathered from this phase, CCE may be reviewed to make assessment more child friendly, learning facilitative and development supportive.

Prof. (Dr.) Nihar Ranjan Patnaik  
Director, T.E. & SCERT, Odisha  
Bhubaneswar

## ACKNOWLEDGEMENT

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Many students, parents, District Inspector of Schools, Circle Inspector of Schools, and BRCCs have participated during consultation to examine the feasibility of the initial proposal of CCE and have shared their views and suggestions. This helped a lot to revise the draft CCE framework. We are very much thankful to all of them.

We express our heartfelt thanks and gratitude to Smt. Usha Padhe, IAS, Commissioner cum Secretary, Dept of School and Mass Education, Govt. of Odisha for her support, encouragement and guidance in finalizing this framework as a part of CCE implementation in the state. We are also grateful to Smt. Aparajita Sarangi, IAS and Shri Rajesh Verma, IAS, former Commissioner cum Secretary, Dept of School and Mass Education, Govt. of Odisha for their mentoring roles during the development stages of this document. We are indebted to Prof. Satyakam Mishra, and Shri Narayan Chandra Jena, IAS former Director, TE & SCERT, Odisha and Mr. K. G. Mohapatra, IAS, State Project Director, OPEPA for extending all cooperation and help in completing the task. We express deep gratitude to Prof. Nihar Ranjan Patnaik, Director TE & SCERT for his timely guidance and support.

We express our gratitude to Sri Vineet Joshi, Chairman CBSE, New Delhi for briefing us about CBSE initiatives on CCE and offering valuable suggestions. We record our appreciation due to the President, B.S.E, Odisha who brought to our notice state specific critical issues in examinations and guiding us in formulating CCE plans.

We are grateful to many eminent educationists - Dr. U. N. Dash, Retired professor of Psychology, Utkal University; Dr P. C. Mohapatra, former Director TE and SCERT and President B.S.E.O; Dr. K. C. Panda, Former Principal RIE, Bhubaneswar; Sri S. N. Mishra, Dy. Director OPEPA; Dr Mohit Mahanty, former Additional Director, OPEPA; Dr G.C. Nanda, former Dy. Director (Training), OPEPA; Dr P. C. Dash, Reader in Education (Retired), Dr H.K Senapati, Professor of Education, RIE(B), Dr. B.N. Panda, Reader in Education, RIE(B), Dr. Nityananda Pradhan, Reader and Head, Dept. of Education, Ravenshaw University; Dr M. K. Pathy, Principal (Retired), PMIASE, Sambalpur; Dr G. C. Biswal, Principal, DPIASE, Berhampur, Dr B. C. Mishra, Principal, DAV CTE, Koraput, Dr K. P. Mishra, Principal, CTE Anugul, Dr Gayatri Mohanty, Sr. Lecturer in Education, NDWCTE, Bhubaneswar for their participation in the consultation meets/workshops and providing valuable guidance in finalizing this implementation framework.

We extend our thanks and gratitude to Dr (Mrs) Lalita Pattanayak, Education Specialist and Mr Amerjeet Jena, Education Officer, UNICEF for sharing with us their views and drawing our attention on important issues on CCE. We owe obligation to UNICEF, Odisha for extending funding support to implement CCE, a mandate under RCFCE Act, 2009.

Dr (Mrs) Nandita Mishra, Officer in Charge, Curriculum Cell and Dr. S. K. Patashani, Officer in Charge, UNICEF Matters of this Directorate deserve appreciation and thanks for their consistent efforts and hard work to bring out this document.

Dr. Dibakar Sarangi  
Officer-in-charge, CCE  
Directorate of TE & SCERT, Odisha  
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## **Executive Summary**

The state of Odisha has implemented the RCFCE Act, 2009 in April 2010. Implementation of CCE is a statutory obligation on part of the state. For this purpose the state framework for implementation of CCE has been designed. The framework begins with an overview of the recommendations of various education committees and commissions on examination system. CCE has been univocally emphasized. Some initiatives on CCE in Odisha were taken in the past. Efforts to put CCE into practice gained momentum during DPEP and SSA interventions. At present all elementary schools in the state are conducting unit tests in different subject areas.

The conceptual framework of CCE is outlined in the second chapter. CCE being a school based evaluation is a development model of student learning and growth. A teacher at short intervals collects comprehensive information about students' learning in all areas- curricular, other curricular areas and socio personal qualities, diagnoses learning difficulties and administers remedial interventions. Teaching, assessment and remediation go in a cyclic manner. Inter student comparison is avoided. Moreover a contrast between CCE and the conventional examination practices has been made to highlight the alternative paradigm in learning assessment.

An operational framework is an essential prerequisite to any programme implementation. Implementation of CCE in the state is based upon some basic guidelines. These are discussed in chapter 3. CCE shall be carried out in all areas - curricular and other curricular areas and socio personal qualities with flexibility and a student's progress shall be graded independently in each area without any composite index. For each child the school shall maintain a separate profile of progress and she /he shall be given a performance report at the time of leaving the school. All teachers, monitoring and support personnel shall be trained on CCE. The implementation of CCE shall be regularly monitored and be reviewed every three years basing upon empirical evidences from filed.

The three areas of learner assessment viz- curricular, other curricular and socio- personal qualities have their own features. In chapter -4 assessment procedures, time frame, scoring and recording procedure are discussed. Teachers, school managing committee and parents play crucial roles in making CCE successful. Role and responsibility of teachers, school managing committee and parents are discussed in Chapter -6.

Implementation of CCE in Odisha involves some practical issues. The issues of stakeholders' unfamiliarity with CCC, the inertia of conventional examination practices and diverse teacher profile have been duly addressed while formulating the roadmap for implementation of CCE. The strategies to overcome these issues have been elaborated in chapter 7. To ensure effective delivery of CCE a strong monitoring and feedback mechanism is given in chapter -8. Implementation of CCE is a dynamic process and it requires revision periodically basing upon empirical evidences from the field. Chapter 9 gives a broad framework for this purpose.



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Education, as a planned Endeavour, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring members of society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally, education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate - in other words, to be inquisitive and to think independently.

*Position Paper on Aims of Education, NCF 2005 NCERT*

## 1. Background of Continuous Comprehensive Evaluation (CCE)

It is universally agreed that future human resources depend largely on the quality of education imparted in elementary schools. Hence “some form of assessment is necessary to determine the effectiveness of teaching-learning process and its internalization by the learner” (CABE Teachers' Manual, 2009). Learning is a continuous process of bringing changes in pupil's behaviour in terms of knowledge, skills, attitudes and values. Evaluation is a systematic process of determining the effectiveness of educational interventions in the light of assessment of students' progress at intermediate points and at some logical terminal points. Since learning is a continuous process having multiple dimensions, assessment of learning needs to be continuous and comprehensive covering all domains of students' progress. The need for continuous and comprehensive evaluation for assessing all aspects of student development has been highlighted in the reports of various commissions and committees.

### CCE Initiatives in Odisha

Efforts have been made at different times in Odisha to bring CCE into teaching learning process at school stage. All teachers at elementary and secondary stage in the state were exposed to CCE concept through the Programme of Mass Orientation of Teachers on NPE 1986 (a package developed by NCERT). With DPEP being launched in 1996-97 in the state, an attempt was made to enhance students' achievement level by 25% through CCE. Accordingly, teachers were oriented to conduct six unit tests along with half-yearly and annual examinations. CCE gained momentum when Learning Achievement Tracking System (LATS) was introduced in 2003 in elementary stage in Odisha. The LATS emphasized formative assessments every two months as well as a common annual examination at the district level. An empirical study conducted by the Regional Institute of Education in Odisha in 2005 observed that the CCE was feasible, effective and dependable at primary level. Teachers were willing to use a variety of tools and techniques to evaluate learner performance and progress. Basing upon NCF, 2005, NCERT developed a sourcebook on learning assessment tools which elaborated the assessment procedure using varieties of tools and techniques. It was tried out in 2007 in two districts of the state and the findings revealed that teachers could put into use the learning assessment tools for continuous comprehensive evaluation of student performance. At present all elementary schools in Odisha conduct unit tests on regular basis which is monitored through “SAMIKSHYA”, a monthly review exercise at the state level.

**Table 1: Historical Background of CCE**

Commissions / Committees / Policies	Suggestive features for CCE
Hunter Commission (1882) Sadler Commission (1917-19) Hartog Committee (1929) CABE / Sergeant Plan (1944)	<ul style="list-style-type: none"> <li>• Reduce emphasis on external examination</li> <li>• Encourage internal assessment through CCE</li> </ul>
Radhakrishnan Commission (1948-49)	<ul style="list-style-type: none"> <li>• Noted that examination system is improper</li> <li>• Suggested for reform in examination system</li> </ul>
Mudaliar Commission (1952-54)	<ul style="list-style-type: none"> <li>• Properly maintain the school records for every pupil indicating the work to be done in the school on day to day, month to month, term to term and year to year basis</li> <li>• Present a clear and continuous statement of pupil's attainment in different intellectual pursuits during stages of his/her education</li> </ul>
Kothari Commission (1964-66)	<ul style="list-style-type: none"> <li>• Evaluation is a continuous process integral to the system of education</li> <li>• Evaluation should follow a variety of techniques</li> <li>• The techniques of evaluation should be reliable, valid, objective and practical reflections of pupil's potential</li> </ul>
National Policy on Education (1986)	<ul style="list-style-type: none"> <li>• CCE is important at all stages of school education and should include scholastic and non-scholastic aspects of evaluation spread over the total span of instructional time</li> </ul>
Programme of Action (1992)	<ul style="list-style-type: none"> <li>• Called for a National Examination Reform Framework allowing freedom to examining bodies to innovate and adapt the framework to suit to specific situations</li> </ul>
National Curriculum Framework (2005)	<ul style="list-style-type: none"> <li>• Reiterated the need for continuous and comprehensive assessment with flexibility in assessment procedures</li> <li>• Emphasized that learning tasks can be assessment tasks for the learners</li> </ul>
The RCFCE Act (2009)	<ul style="list-style-type: none"> <li>• Made CCE mandatory in elementary education</li> <li>• The curriculum and evaluation procedure shall make the child free from fear, trauma and anxiety by adopting CCE. [Section 29(1)]</li> <li>• No child shall be required to pass any Board Examination till the completion of elementary education; hence a need to have a functional CCE scheme for schools [Section 30(1)]</li> </ul>

## 2. Concept of Continuous Comprehensive Evaluation

Continuous evaluation of students' learning and progress refers to watching their learning and progress at short intervals throughout the academic session to identify their current standing, strengths and the requirements of additional inputs and interventions to further expand the boundaries of learning, development and progress.

Unlike conventional examinations CCE is based on continuous collection of information about learner's progress and growth through both formalized routine and informal activities employing varieties of means to generate a comprehensive picture on each student. Comprehensive evaluation means that evaluation has to cover both curricular and other curricular areas of learning, pupils' participation and their performance involving both quantitative and qualitative information. Comprehensive evaluation employs varieties of approaches and techniques and is based on various sources of information on student's progress self evaluation, peer ratings, parent's perception and teachers' viewpoints.

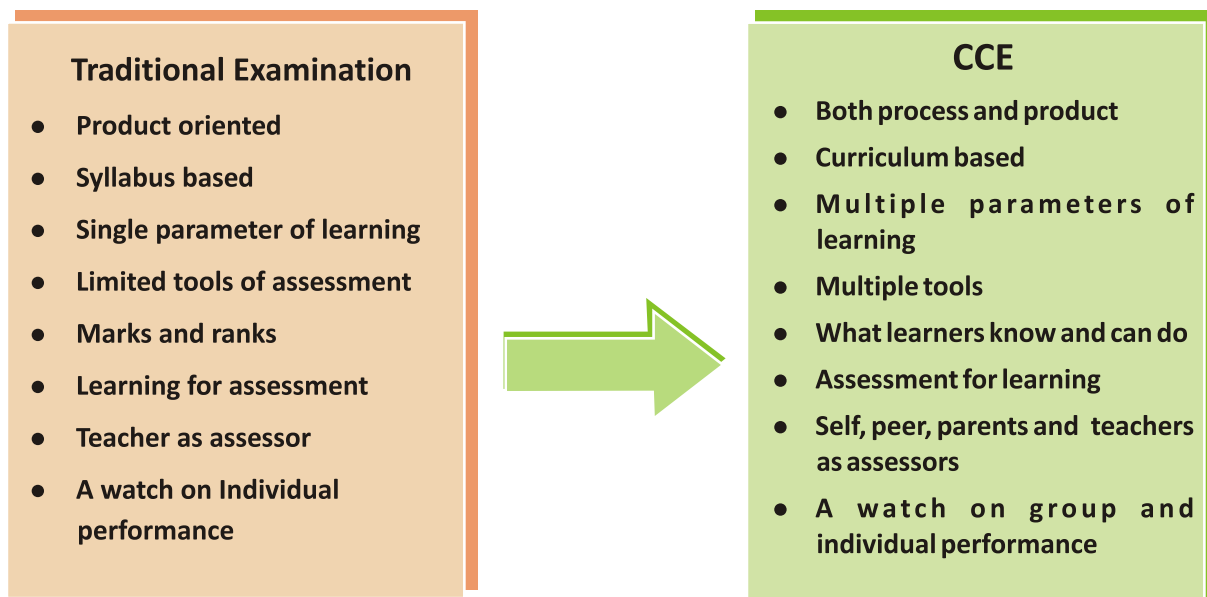
CCE as a school based evaluation practice is a development model of student learning and growth. A teacher closely looks at what students have gained in various aspects of their personality; makes a diagnosis for poor learning and replans learning experiences to optimize development.

The most important feature is that CCE is formative in nature and is an inbuilt feedback mechanism for regular teaching-learning process and practices in schools. That means learning and assessment activities should go together on a routine basis in an enjoyable way such that students do not get panic and stressed and prefer to stay out of schools.

For comprehensive evaluation of a learner's growth and progress, the teacher needs to take a holistic view of the child by assessing his/her development along the cognitive, social, emotional, moral and spiritual dimensions of personality together. In order to get a comprehensive picture, the assessment information collected about a child is to be analyzed in terms of her/his strengths, talent, alternative ideas on specific topics, magnitude and direction of change in habits, practices, attitudes, skills, interests and values.

The outcomes from CCE are interpreted for exploring a learner's individual status in her/his own context and are never used for assessing her/his relative standing in the class. CCE results are guideposts to teachers and are meant to assist them in planning further course of action to optimize students' potentialities. CCE aims at regular monitoring of students' learning and progress, remediating the deficiencies to ensure their holistic development.

### Shifting Paradigm in Learning Assessment



It is essential to understand the differences between CCE and traditional examination practices. Traditional quarterly/ half-yearly/ annual examinations aimed at ranking students using an overall score at the end of a specified period ignoring students' participation in the teaching-learning process. The focus was on academic standing of a pupil relative to her/his peers where the examination result was an end in itself.

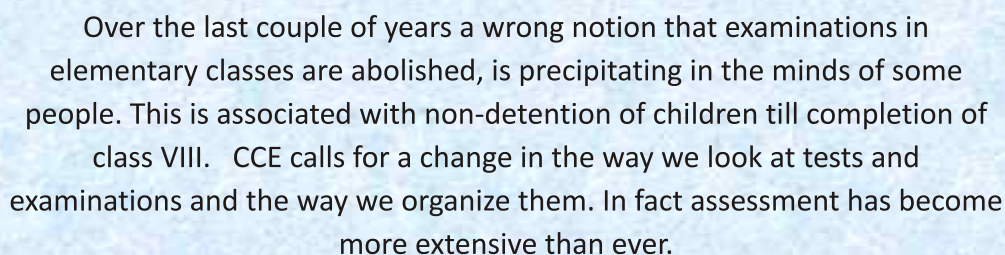
Unlike traditional examinations, CCE aims at assessing the absolute performance of a student and always avoids comparison of one student with another. CCE is not an end in itself; it serves as a means to improving learning and instructions.

CCE stipulates that students' performance in different learning areas shall not be labeled as either pass or fail causing humiliation and frustration for the slow learners; it provides for grading of student's development in different areas. Thus it positively influences the self-esteem and confidence of student and consequently nurtures their motivation and perseverance in learning tasks.

The traditional assessments were confined to the major curricular areas like Mathematics, Science, Languages, and Social Studies but CCE is carried out in all study areas including Art education, Work Experience and Physical Education with equal emphasis on socio-personal qualities of students. While traditional examinations determines in a large measure the curricular programmes in schools, CCE on the other hand is designed according the curricular programs implemented in schools. CCE is primarily concerned with student development unlike traditional examinations where overall marks became the major focus for students, parents and teachers. Traditional examination is a formalized

system of scoring mostly through written tests while CCE uses varieties of assessment tools and techniques in both formal and informal situations with a child-friendly and learning-supportive focus for reducing fear and stress among children.

Furthermore, CCE uses the learning activities as assessment activities but traditional examinations rarely combine both for evaluating learners. Thus CCE envisages that learning and evaluation should go hand in hand creating opportunities for teachers to take immediate remedial measures to improve student learning.



Over the last couple of years a wrong notion that examinations in elementary classes are abolished, is precipitating in the minds of some people. This is associated with non-detention of children till completion of class VIII. CCE calls for a change in the way we look at tests and examinations and the way we organize them. In fact assessment has become more extensive than ever.

### 3. Guidelines for continuous comprehensive evaluation

1. A flexible framework of Continuous Comprehensive Evaluation for elementary schools in Odisha has been conceptualized so as to accommodate the local specific features of the schools and individuals.
2. The components of CCE as conceptualized by NCERT, the National Academic Authority founded on the theoretical understanding of the broad dimensions of all round development of child's personality (i.e., curricular, co curricular and personal- social dimensions) remain the same in the state framework for CCE.
3. The progress in various dimensions (curricular, other-curricular and personal social qualities) of a learner's personality shall be evaluated and recorded independently. There shall be no overall index of learning.
4. The tools and techniques of evaluation suggested in the National Curriculum Framework (pg. 73, 76) i.e., observation, rubrics, oral interaction and performance tasks along with written tests shall be adopted at different stages as would be suitable in the context.
5. Five-point grading (A, B, C, D and E) shall be used for recording progress in curricular areas and three-point grading (A, B and C) in other-curricular areas and personal-social qualities.



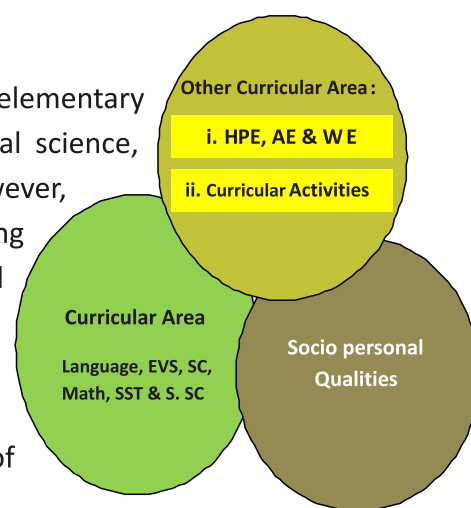
6. A profile for each individual child shall be maintained by the school which would serve as a supplementing data base for learners' progress.
7. At the completion of the elementary education or in case of transfer, each child shall be given a CCE report showing the child's progress.
8. Continuous Comprehensive Evaluation is a dynamic process. It shall be reviewed and refined every three years in the light of experience and demands of the situation in the state of Odisha.
9. All elementary school teachers and academic support personnel shall be trained in CCE. Teachers shall be supported with teacher's manual and model question items.
10. There shall be regular monitoring and evaluation of implementation of CCE.

#### 4. Areas of Learner Assessment

Continuous comprehensive evaluation shall be carried out in three areas of student progress in all elementary classes:

- i) Curricular areas
- ii) Other curricular areas
- iii) Socio-Personal Qualities

Curricular areas include all subjects of studies taught in the elementary classes in Odisha. Study of Languages, Mathematics, General science, Social Studies shall be treated as 'curricular' areas of study. However, keeping in view the nature of subjects and teaching learning process and practices, subjects of art education, physical education and work experience are placed under the category of 'other curricular' areas. This classification in no way undermines the importance of the said subjects; rather it facilitates discussion of the assessment tools/techniques, ways of recording and reporting of student progress.

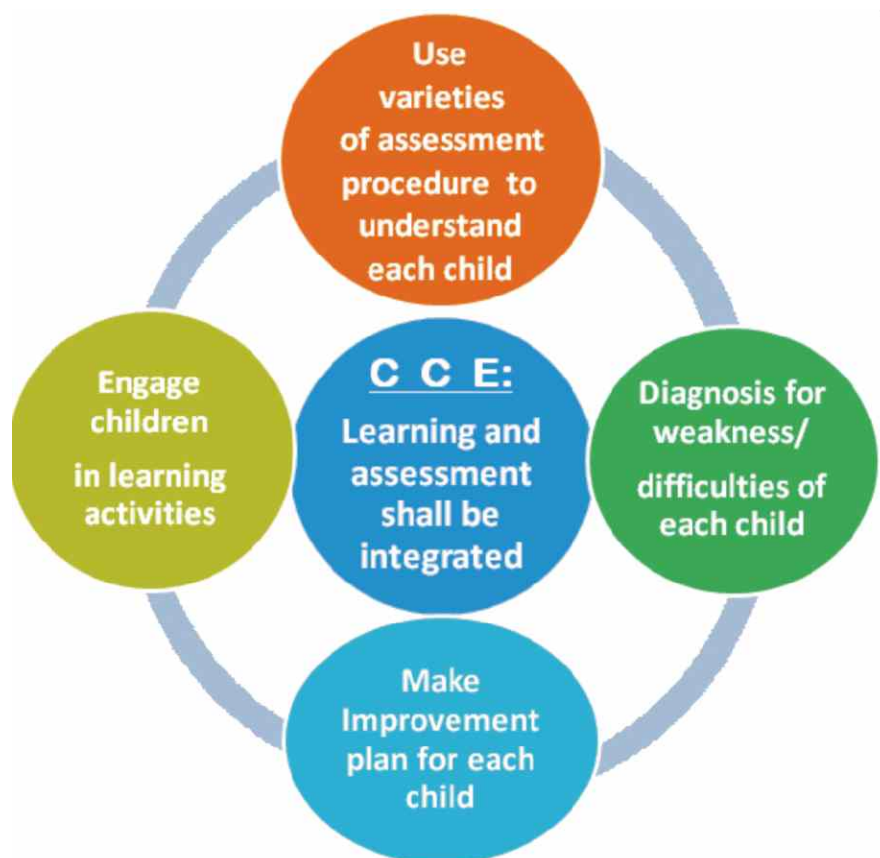


##### i) *Evaluation in Curricular Areas*

Evaluation in curricular areas has to be continuous from the beginning of the academic session. There shall be five assessments each at an interval of about two months. Each assessment shall cover the portions covered within that period only. Portions covered in one assessment shall not be repeated in another or subsequent assessments. Thus each unit of assessment is independent of the other. Previous practice of assessment in all the units of a subject at a time is to be avoided. The

purpose is to identify the learning deficiencies of students in each subject unit for appropriate instructional intervention.

Assessment of students' learning in the curricular areas shall employ teacher-made unit tests and students' answers shall be scored by awarding marks. The answer papers shall be shown to the



respective students and parents for sharing and feedback. The teacher concerned shall note the learning difficulties of each student as those would be reflected in their answer papers for subsequent planning of further inputs required to improve their learning. This is essential for linking evaluation results and remediation. If a student fails to take an assessment she/he should be given opportunity to take the assessment later.

Unit-end assessments should not be confined to written tests only; rather using a variety of tools is desirable. Teachers are to select oral tests, assignments, projects and performance tasks, preparation of reports and models etc. to assess students' understanding and application skills in consonance with age, grade and nature of the learning tasks. The written tests need to use subjective and objective types of test items in appropriate ratios for primary and upper primary classes.



In each assessment, subject-wise scores of students shall be recorded in a register. The average mark obtained by a student in a particular subject in all the three assessments in the first phase shall be converted to get a grade value for reporting students' progress. Achievement scores of learners are to be converted to equivalent grades on the basis of the score range (Grade A : 81%-100%, B: 61%-80%, C: 41%-60%, D : 21%-40% & E : Less than 20%)

**Table 2 : Distribution of marks for different tools and techniques**

Class	Maximum mark	Written Test	Duration	Oral Test	Duration	Other Tools/ Techniques	Duration
I-II	20	up to 10 marks	1 period	5 marks	1-10 minutes/child	5 marks	Actual requirement
III-V	30	15 Marks	1 periods	5 marks	As above	10 marks	As above
VII-VIII	30	15 Marks	1 periods	5 marks	As above	10 marks	As above

Besides formative assessments shall take place while teaching-learning process goes on in a classroom. It aims at correcting or enriching pupils' learning then and there without waiting till the completion of unit. For the purpose, oral tests, quizzes, individual or group work/tasks and observations shall be used in such ways that are learning-facilitative and learner-centered.

### ***ii) Evaluation in Other Curricular Areas***

#### **(A) AE, HE and PHE :**

Subjects like Art Education, Health and Physical Education and Work Education at the elementary stage provide more activities and practical experiences than theoretical knowledge. Particularly in these areas, learning activities and assessment activities can best work like the two sides of a coin.

Student learning and progress in such fields are to be internally evaluated by the teacher(s) involved. Learners can be observed in many occasions inside and outside classrooms (e.g., doing project work in groups, interacting in a group while learning collaboratively, performing any task in the classroom etc.). The teacher through his/her everyday informal and formal observations of students' participation and performance in curricular activities shall regularly record important informative clues which would later facilitate evaluation of students progress. On basis of such cumulative notes the teachers can judge a student's performance and record their grades later.

Students' participation and performance in group and individual activities are to be assessed using simple rubrics. The assessments should be evenly spaced over time. Students' performance shall be directly assessed with three grade-points - A, B and C. To facilitate grading of student' participation and performance by teachers there shall be well defined descriptors showing the degree of participation and performance for each grade label. A student's performance in a subject

shall be evaluated four times in an academic session; the corresponding grades shall be recorded and shall be shared with students and parents/guardians through progress reports.

### CLASSES 1 & 2

#### Other Curricular Activities

- i) *Language Skills (Recitation with action, Narration of events, Storytelling and Drawing)*
- ii) *Nature Observation*
- iii) *Games and Sports*
- iv) *Other Skills*

### CLASSES 3 to 5

#### Other Curricular Activities

- i) *Language related skills (Reading/ Recitation, Story Telling and Speech)*
- ii) *Scientific Skill*
- iii) *Games and sports Others (School cabinet, Meena Manch, Cultural activities, Mono action, Dance, Song, Drawing,*

### CLASSES 6 TO 8

#### Other Curricular Activities

- I) *Literary Activities (reading/recitation, debate, speech and creative writing)*
- II) *Scientific Skills (club activity, nature observation, computer literacy)*
- III) *Games and sports*
- IV) *Others (School cabinet, Meena Manch, Cultural activities, Scouts, Guides, First Aid, Red Cross and Hobby)*

### **(B) Participation and Performance in Curricular Activities :**

Every school organizes varieties of curricular activities to provide students with opportunities for participation, exposure, experience and building his/her capabilities/skills. These activities assist in fulfilling the stage-specific developmental tasks of children. Each school shall select multiple activities under each category so that each student gets opportunities for participation as per his/her interest and suitability. The activities may vary with school resources and socio-cultural context. Assessment of students' participation and performance in all such activities would be operationally difficult and hence a few categories of other curricular activities that are most common to all school settings have been suggested. Care shall be taken to ensure that every child is assessed in at least two activities under each category.

**CLASSES 6 to 8****Socio-Personal Qualities**

- |                               |                                 |
|-------------------------------|---------------------------------|
| i) Truthfulness               | ii) Cooperation                 |
| iii) Emotional stability      | iv) Punctuality                 |
| v) Environmental awareness    | vi) Love for physical labor     |
| vii) Respect toward superiors | viii) Protection of Environment |
| ix) Appreciation              | x) Responsibility               |
| xi) Leadership                | xii) Honesty                    |

**CLASSES 1 & 2****Socio-Personal Qualities**

- i) Cleanliness
- ii) Cooperation
- iii) Use of Toilets
- iv) Punctuality
- v) Use of Dustbin/Waste Basket
- vi) Washing of Hands before and after eating
- vii) Respect toward superiors
- viii) Care for animal/birds and surrounding

**CLASSES 3 to 5****Socio-Personal Qualities**

- i) Cleanliness (personal and social)
- ii) Cooperation
- iii) Punctuality
- iv) Environmental awareness and protection
- v) Love for physical labor
- vi) Respect toward superiors
- vii) Responsibility

**iii) Evaluation of Socio-Personal qualities**

Students through their interaction with peers, teachers and the school environment develop many socio-personal qualities. All such traits contribute to student's personality. The socio-personal qualities of students shall be continuously monitored and mentored by teachers to transform their personality. A set of qualities appropriate to students' age/grade is suggested that need to be assessed internally and qualitatively by the teachers.

The purpose of assessing the above qualities is to watch students' behaviour and provide them with feedback so as to eliminate the unhealthy traits and to strengthen the development of supportive qualities. While judging students' behavior, teachers instead of solely concentrating on their perception shall take into account the views of peers, parents and such community members who observe children from close proximity. The key principle is encouraging change in student behaviour capitalizing on their initial strength and mentoring them towards better mastery of socio-personal qualities. Focusing on the negative qualities of children shall do further harm to their development.

Teachers shall recognize and appreciate student qualities and have to keep regular notes of important events, situations and activities which are indicative of these qualities in students. Basing upon such notes teachers shall award grades to students. There shall be three grade points- A, B and C. To facilitate grading of student's traits by teachers, there shall be well defined descriptors showing the degree of a trait for each grade level. The set of qualities shall be evaluated four times in an academic session; the corresponding grades shall be recorded and shall be shared with students and parents through progress reports and meetings.

## CCE in Odisha at a Glance

Every day Informal Assessment	Formal Assessment with Intervals					
	Areas of Assessment	Periodicity	Tools & Techniques	Scoring of Performance	Reporting	Remarks
Every day inside and outside the class, a teacher shall watch each students learning and progress, identify the slow progressing Children and provide remedial inputs then & there to ensure his/her progress. For this oral test, short written tests, Concept maps may be used. Student learning may be gauged from a students participation in the routine learning activities and the performance there of through class work and homework, self reporting peer evaluation.	<b>Curricular Area</b> (Language, Mathematics, EVS/Science, social Sciences)	<b>5 times/ year-</b> July 4 <sup>th</sup> week, Sep 2 <sup>nd</sup> week, Nov 2 <sup>nd</sup> week, Dec 2 <sup>nd</sup> week , Feb 4 <sup>th</sup> week	At least 3-4 types including written & Oral tests	Award of marks & later converted to 5 point Grades	Only Grade	Teacher shall prepare tests /tools at his/her level
	<b>Other Curricular area1</b> (AE, HPE & WE)	<b>4 times/year-</b> Aug 3 <sup>rd</sup> week, Nov 1 <sup>st</sup> week, Dec 2 <sup>nd</sup> week and mar 2 <sup>nd</sup> week	Observation & Checklist with reference to Portfolio/ Anecdote	3 point Grading	Grade	Teacher dealing with the subject shall assess on a set of indicators
	<b>Other Curricular area 2</b> (Curricular activities- Literary, cultural, games & sports & others)	<b>4 times/year-</b> Aug 3 <sup>rd</sup> week, Nov 1 <sup>st</sup> week, Dec 2 <sup>nd</sup> week and mar 2 <sup>nd</sup> week	Observation & Checklist with reference to Portfolio/ Anecdote	3 point Grading	Grade	Two teachers shall jointly assess on a set of indicators
	<b>Socio Personal Qualities</b>	<b>4 times/year-</b> Aug 3 <sup>rd</sup> week, Nov 1 <sup>st</sup> week, Dec 2 <sup>nd</sup> week and mar 2 <sup>nd</sup> week	Observation & Checklist with reference to Portfolio/ Anecdote	3 point Grading	Grade	Two teachers shall jointly assess on a set of indicators

## **5. Role and Responsibility of Teachers, SMC and Parents in CCE**

It is important to remember that continuous comprehensive evaluation (CCE) primarily aims at improving pupil's learning and instructional process. Hence, knowledge about each learner would enable the teacher to work out strategies to address the learning challenges facing each learner. Following the diagnosis of child's learning difficulties, teachers have to develop and use remedial instructional materials for enhancing student performance.

Teachers owe greater responsibility and accountability in planning, organizing and implementing continuous comprehensive evaluation in schools. They are expected to have knowledge about what each child knows and can do. They should maintain objectivity in evaluating students' performance in different areas. The head teacher of the school shall regularly review CCE activities and the remedial interventions taken up by each teacher. It is the responsibility of school and teachers to maintain systematic records on students' progress in all the three areas of learning and development. Award of grades in the areas of other curricular activities and socio personal qualities should be on the basis of recorded events/activities.

Teachers shall remain in regular contact with parents and apprise them about the progress of their children. Parents and school managing committees are expected to urge upon the school and teachers to share with them students' progress at regular intervals. It is the duty of parents to send their children regularly to school and extend cooperation to the school and teachers in conducting remedial instruction. The managing committee should take interest in the remedial instructional programmes.

## **6. Issues of Implementation of Continuous Comprehensive Evaluation**

Continuous comprehensive evaluation can be effectively implemented when all stakeholders concerned with children realize its importance in the regular teaching learning cycle. Parents and public are new to the concept of CCE. CCE has not been duly emphasized in the pre-service elementary teacher education programmes. Implementation of CCE without raising community awareness and appreciation may not deliver the desired goods. These issues can be addressed through wide awareness and sensitization programmes on CCE for all stakeholders across the state.

People have been familiar with examinations held quarterly, half yearly and annually where marks are much valued. Deemphasizing the traditional examination practices and its associated activities (e.g., abolition of pass / fail, non-assignment of ranks as an indicator of relative rank, non-detention of children in the same class for more than one year) has not been easily accepted by parents and teachers. Moreover, change in the established practices commonly brings a feeling of uncertainty and apprehension which leads to resistance to the new practice. The inertia of traditional examination shall make teachers and parents apathetic towards CCE for a while. Thus motivating teachers to practice CCE and parents to accept CCE shall be a big task for all. However, this issue can be mitigated through stakeholder sensitization and regular monitoring.

Success of any new educational programme is predicated upon teachers' knowledge and expertise to work it out at their level. It has already been pointed out that teachers and the monitoring and support personnel are not fully conversant with CCE in classroom. The diverse work setup of elementary schools and the heterogeneous teacher profiles would require careful planning for implementation of CCE in the state. Hence implementation and effective institutionalization of CCE in schools shall be a tough challenge for the state.

## **7. Building Supportive Environment for Continuous Comprehensive Evaluation**

Awareness and advocacy programmes on CCE for different stakeholders school managing committee members, parents, media persons, NGOs, school administrators and other officials involved in educational policy and planning for elementary education shall be organized across the state before the introduction of CCE in elementary classes.

All the elementary school teachers are to receive training on CCE. A well structured comprehensive package of training modules on CCE shall be developed by the Directorate of TE and SCERT for training of resource persons and elementary school teachers.

The training on CCE shall be of at least four days duration with each day having four sessions and each session for one and a half hour duration. Besides these four formal sessions, there shall be an informal session for recapitulating discussions on the previous day. Each training programme shall be evaluated to assess its effectiveness.

The training of resource persons (Faculty members of DIET and ST schools, BRCCs, CRCCs, DRG members and selected persons from secondary schools, if necessary) shall be conducted by the Directorate of TE and SCERT ). Such training programmes should be completed at the earliest.

The Directorate of TE and SCERT shall prepare the following support materials to ease the work of school teachers and the supervisory and monitoring staff. The teacher's manual shall provide practical guidelines with clear illustration for planning, designing and conducting CCE and recording the information generated through CCE and for sharing students' progress with parents.

A comprehensive resource material offering exemplary questions/items from different curricular areas for all elementary classes shall be made available to teachers. The resource materials may be provided to all elementary schools for ready reference by the teachers.

Furthermore, a resource portal at the TE and SCERT level may be built to provide online multimodal support to teachers and monitoring personnel not only in matters of CCE, but also on all practical issues facing individual teachers - content, pedagogy, and organizational.

## **8. Monitoring Continuous Comprehensive Evaluation**

Successful implementation of CCE shall require a strong and supportive monitoring mechanism involving the administrative departments and agencies linked to elementary education in the state. Each agency shall have specific responsibilities for the implementation of CCE and shall generate its



own monitoring plan and strategies. There shall be an apex body at the government level to coordinate and ensure effective implementation of CCE in the state.

Organization of awareness and advocacy programmes shall be undertaken by the Odisha Primary Education Programme Authority (OPEPA). A comprehensive report of the monitoring programmes highlighting stakeholders' reactions, queries and issues shall be made available at the end of such programme to the Directorates of TE and SCERT and Elementary Education to facilitate further planning of CCE programme in the state.

The Directorate of TE and SCERT shall monitor the training programmes for teachers and other functionaries. The Directorate shall prepare a report focusing on feedback of trainees and functionaries, issues raised during training and strategic implications for future course of action. The school monitoring teams during their school visits shall keep in focus these issues and examine them in the unique context of a school and the way teachers address them.

Implementation of CCE in elementary schools shall be regularly monitored by OPEPA in coordination with the Directorate of Elementary Education, Odisha. Such monitoring shall have an inbuilt mechanism for collection and compilation of information about functioning of CCE and field issues and consolidated reports on CCE implementation shall be made available to the state academic authority at the end of every six-month period during the first two years of CCE implementation.

As CCE begins in elementary classes, the Directorate of TE and SCERT, the State Academic Authority, shall hold sharing meets of elementary teachers and monitoring functionaries at least on half-yearly basis in all districts and also at the state level. The purpose is to provide platforms for exchange of views and suggestions regarding transactional problems in classrooms and at the school level. Innovations and success stories in practice of CCE shall be documented as field evolved models of CCE implementation and be exhibited to inspire other teachers.

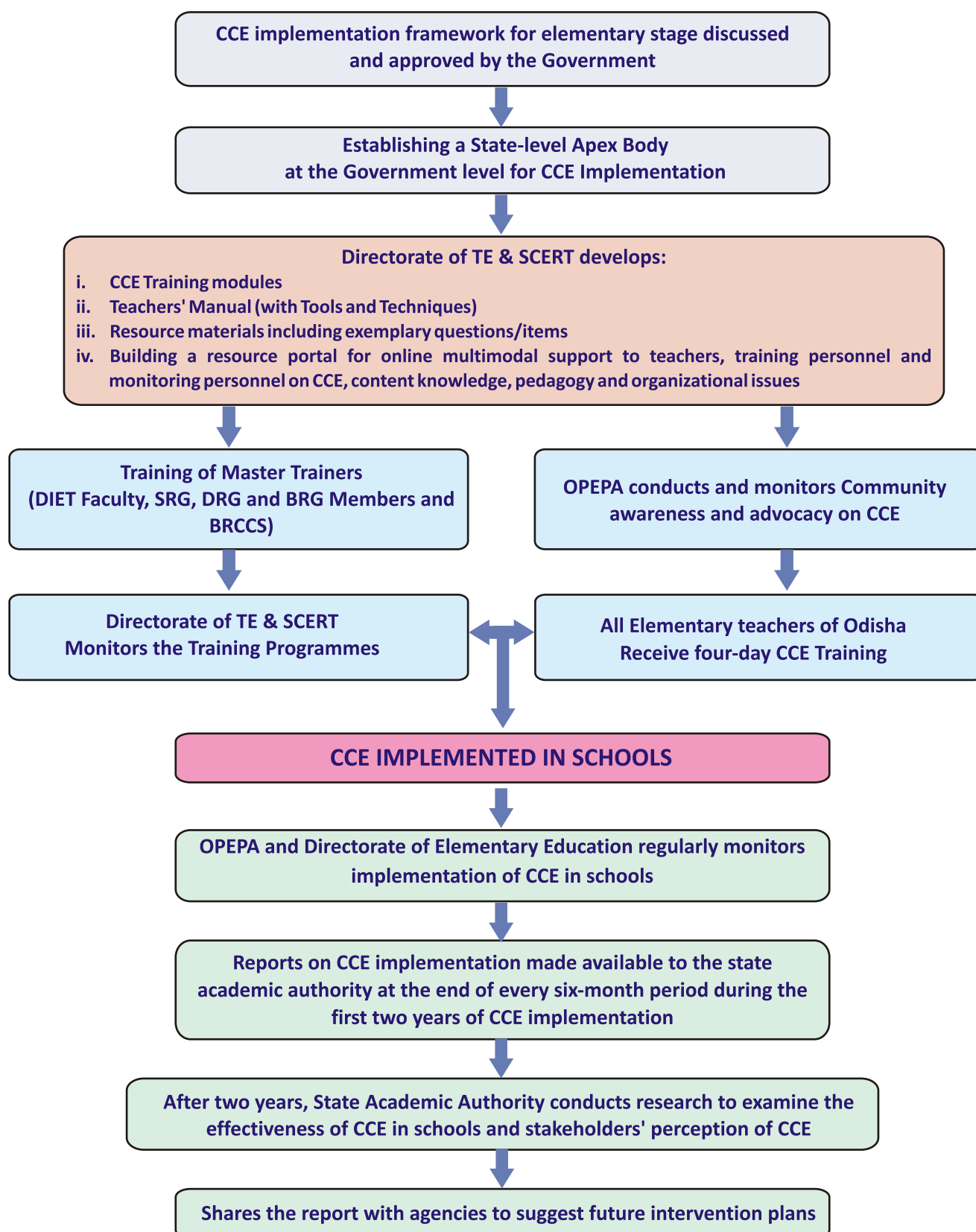
## **9. Research and Evaluation of Continuous Comprehensive Evaluation**

Implementation of CCE is a dynamic process and requires review every three years basing upon the evidences from the field. At the end of second year following CCE implementation, the state academic authority shall launch a research study to examine the effectiveness of CCE in schools and stakeholders' perception of CCE in elementary schools, and to identify the field level issues, which would need to be addressed through policy interventions. Teachers' capability in planning need-based and context-specific assessment plans, evaluation of learners' performance, instructional decisions for each learner based on learner diagnosis, and designing of remedial and enrichment interventions are important parameters determining the effectiveness of CCE.

Instead of a single-shot study, both qualitative and quantitative studies may be appropriately designed to assess ground realities in respect of these important parameters. The research reports shall be shared with the monitoring agencies.



## CCE Implementation and Monitoring Framework



## **ANNEXURES**

**Annexure 1: Student Progress Cards for Classes 1 and 2**

**Annexure 2: Student Progress Cards for Classes 3 to 5**

**Annexure 3: Student Progress Cards for Classes 6 to 8**

**Annexure 1****STUDENT'S PROGRESS CARD**

**For Class 1 and 2**  
**Academic Year 20.....to .....**

**Photo**

Name of the School :

Name of the Student :

Class and Section :

Roll No. :

Date of Birth :

Mother's name :

Father's name :

Guardian's name :

Address :

Contact no :

**Part 1: Curricular Areas**

<b>Subjects</b>	First Assessment	Second Assessment	Third Assessment	Fourth Assessment	Fifth Assessment
<b>MIL (Oriya)</b>					
<b>Mathematics</b>					
<b>EVS</b>					
A=>Outstanding, B=>Very Good, C =>Good, D=>Needs Improvement and E=> Needs Special Attention					

**Part 2: (A) Other Curricular Areas (AE, WE & HE)**

<b>Subjects</b>	First Assessment	Brief Remark	First Assessment	Brief Remark	Third Assessment	Brief Remark	Fourth Assessment	Brief Remark
<b>Art Education</b>								
<b>Work experience</b>								
<b>Health Education</b>								
<b>Mention Special Skills</b>								
A=> Excellent, B => Good and C => Needs Special Attention.								

**(B) Other Curricular Areas (Curricular Activities)**

Subjects	First Assessment	Brief Remark	Second	Brief Remark	Third Assessment	Brief Remark	Fourth Assessment	Brief Remark
Language skills (Recitation Narration of events, story - telling)								
Nature observation								
Games and sports								
Other Activity								
A=> Excellent, B => Good and C => Needs Special Attention.								

**Part 3: Socio- Personal Qualities**

Subjects	First Assessment	Brief Remark	Second Assessment	Brief Remark	Third Assessment	Brief Remark	Fourth Assessment	Brief Remark
Cleanliness								
Use of Toilet								
Use of dustbin								
Washing hands before and after eating								
Punctuality								
Co-operation								
Respect towards Superiors								
Care for birds, animals and environment								
A=> Excellent, B => Good and C => Needs Special Attention..								

**Part 4: Attendance and Health Records****A. Health Records**

Height (in cm)	
Weight (in KG)	
Blood Group	
Specific Health Problem	

**Record of long absence due to illness (absent in school for more than 3/4 days)**

Health Problem	Period of absence in school

**B. Attendance**

Phase	Total working days	Attendance	Attendance (in %age)
I			
II			
Total			

Endorsement	First Phase (April-September)	Second Phase (October - March)
Class Teacher		
Head Teacher		
Guardian		

**Annexure 2****STUDENT'S PROGRESS CARD****For Class 3 to 5****Academic Year 20.....to .....****Photo**

Name of the School :

Name of the Student :

Class and Section :

Roll No. :

Date of Birth :

Mother's name :

Father's name :

Guardian's name :

Address :

Contact no :

**Part 1: Curricular Areas**

<b>Subjects</b>	<b>First Assessment</b>	<b>Second Assessment</b>	<b>Third Assessment</b>	<b>Fourth Assessment</b>	<b>Fifth Assessment</b>
<b>MIL (Oriya)</b>					
<b>English</b>					
<b>Mathematics</b>					
<b>EVS</b>					
<b>Social science</b>					
<b>EVS</b>					
<b>Science</b>					
A=>Outstanding, B=>Very Good, C =>Good, D=>Needs Improvement and E=> Needs Special Attention					

**Part 2: (A) Other Curricular Areas (AE, WE & HE)**

<b>Subjects</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>second Assessment</b>	<b>Brief Remark</b>	<b>Third Assessment</b>	<b>Brief Remark</b>	<b>Fourth Assessment</b>	<b>Brief Remark</b>
<b>Art Education</b>								
<b>Work experience</b>								
<b>Health Education</b>								
<b>Mention Special Skills</b>								
A=> Excellent, B => Good and C => Needs Special Attention.								



**(B) Other Curricular Areas (Curricular Activities)**

<b>Subjects</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>Third Assessment</b>	<b>Brief Remark</b>	<b>Fourth Assessment</b>	<b>Brief Remark</b>
Language skills (Recitation Narration of events, story- telling)								
Scientific skills								
Games and sports								
Other Activity								
A=> Excellent, B => Good and C => Needs Special Attention.								

**Part 3: Socio- Personal Qualities**

<b>Subjects</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>Third Assessment</b>	<b>Brief Remark</b>	<b>Fourth Assessment</b>	<b>Brief Remark</b>
Cleanliness								
Punctuality								
Respect towards Superiors								
Environmental awareness & Protection								
Co-operation								
Responsibility								
Love for physical labour								
A=> Excellent, B => Good and C => Needs Special Attention.								

**Part 4: Attendance and Health Records****A. Health Records**

Height (in cm)	
Weight (in KG)	
Blood Group	
Specific Health Problem	

**Record of long absence due to illness (absent in school for more than 3/4 days)**

Health Problem	Period of absence in school

**B. Attendance**

Phase	Total working days	Attendance	Attendance (in %age)
I			
II			
Total			

Endorsement	First Phase (April-September)	Second Phase (October - March)
Class Teacher		
Head Teacher		
Guardian		

**Annexure 3****STUDENT'S PROGRESS CARD****For Class 6 to 8****Academic Year 20.....to .....****Photo**

Name of the School :

Name of the Student :

Class and Section :

Roll No. :

Date of Birth :

Mother's name :

Father's name :

Guardian's name :

Address :

Contact no :

**Part 1: Curricular Areas**

<b>Subjects</b>	<b>First Assessment</b>	<b>Second Assessment</b>	<b>Third Assessment</b>	<b>Fourth Assessment</b>	<b>Fifth Assessment</b>
<b>MIL (Oriya)</b>					
<b>English</b>					
<b>Third language (Hindi/ Sanskrit)</b>					
<b>Mathematics</b>					
<b>Science</b>					
<b>History &amp; Political Science</b>					
<b>Geography</b>					
A=>Outstanding, B=>Very Good, C =>Good, D=>Needs Improvement and E=> Needs Special Attention					

**Part 2: (A) Other Curricular Areas (AE, WE & HE)**

<b>Subjects</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>Third Assessment</b>	<b>Brief Remark</b>	<b>Fourth Assessment</b>	<b>Brief Remark</b>
<b>Art Education</b>								
<b>Work experience</b>								
<b>Health Education</b>								
<b>Mention Special Skills</b>								
A=> Excellent, B => Good and C => Needs Special Attention.								

**(B) Other Curricular Areas (Curricular Activities)**

<b>Subjects</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>Third Assessment</b>	<b>Brief Remark</b>	<b>Fourth Assessment</b>	<b>Brief Remark</b>
<b>Literary skills</b> (Recitation , debate/speech, creative writing)								
<b>Scientific skills</b> (club activity, computer & nature observation)								
<b>Games and sports</b>								
<b>Other Activity</b>								
A=> Excellent, B => Good and C => Needs Special Attention.								

**Part 3: Socio- Personal Qualities**

<b>Subjects</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>First Assessment</b>	<b>Brief Remark</b>	<b>Third Assessment</b>	<b>Brief Remark</b>	<b>Fourth Assessment</b>	<b>Brief Remark</b>
truthfulness								
cooperation								
Emotional stability								
Environmental awareness								
Co-operation								
Punctuality								
Love for physical labour								
Respect towards Superiors								
Protection of environment								
Appreciation								
Responsibility								
Leadership								
A=> Excellent, B => Good and C => Needs Special Attention.								

**Part 5: Attendance and Health Records****A. Health Records**

Height (in cm)	
Weight (in KG)	
Blood Group	
Specific Health Problem	

**Record of long absence due to illness (absent in school for more than 3/4 days)**

Health Problem	Period of absence in school

**B. Attendance**

Phase	Total working days	Attendance	Attendance (in %age)
I			
II			
Total			

Endorsement	First Phase (April-September)	Second Phase (October - March)
Class Teacher		
Head Teacher		
Guardian		

