



CCE in Uttarakhand
Elementary Classes

Presented by
Dr. K. N. Bijalwan
State Coordinator
SSA, Uttarakhand

Context

- NPE,1986, POA 1992, NCF2005 and now RTE,2009 has reiterated the pressing need for reforms in Student Evaluation System
- Uttarakhand initiated this reform in 2005 as **Learning Guarantee Program**, followed by **Child Friendly Assessment** and now **the framework for CCE** is being evolved in a local specific perspective
- The evolution process has been duly supplemented by **Modification in Textbook** , availability of **Teacher Manual, Activity Book, Library, Newsletter for Children, Box File, Dictionary, other interactive materials** and **ISTE**

The Journey of CCE in Uttarakhand

- In Uttarakhand, it was introduced in Primary classes in 2006 and in Upper Primary Classes in 2007
- Taking lessons from **LGP** and **CFA**, piloting of CCE initiated in 2011 through periodic workshops and consultations.
- Three such workshops and a number of consultations have successfully been organized to evolve –
 - (a) **Conceptual and contextual Understanding** [cce_samajh_patra.doc](#)
 - (b) **Operational considerations in state specificity**
and
 - (c) **Development of a Core Team**
- 50 schools of different districts of the state have been identified to evolve the state specific CCE process
- Teachers, CRCs and BRCs are being oriented on CCE since 2011-12
- This year an exclusive 5 days module has been developed and being transacted on CCE in line with the subject specific modules [CCE_Reading.pdf](#)

Meaningful assessments

It is not the testing by teacher but how the students interact with the task that makes the assessment meaningful.

We need to ask this, Does the assessment allow for:

Creativity

Are they students creating or just regurgitating? Are they being given credit for presenting something other than what was described?

Collaboration

Have they spent some time working with others to formulate their thoughts, brainstorm, or seek feedback from peers?

Critical Thinking

Are the students doing more work than the teacher in seeking out information and problem solving?

Communication

Does the assessment emphasize the need to communicate the content well? Is there writing involved as well as other modalities? If asked to teach the content to other students, what methods will the student use to communicate the information and help embed it more deeply?

OBJECTIVES OF CCE

- ✓ **To make evaluation an integral part of teaching-learning process.**
- ✓ **To use evaluation for improvement of students learning through formative and summative assessment and corrective measures.**
- ✓ **To make sound judgment and take timely decisions for learner's growth, learning process, learning pace and learning environment.**
- ✓ **To provide scope for self-evaluation.**
- ✓ **Assessment for learning.**

Way Forward

- **Awareness of the scheme**
- **Training of the teachers**
- **Time table [Times slots for each areas]**
- **Improvement in Report Card**
- **Monitoring of implementation of the scheme in the school**
- **Feedback from teachers, principals etc.**
- **Review of the scheme**

CORE PRINCIPLES OF CCE

- ❖ FLEXIBILITY
- ❖ FUNCTIONALITY
- ❖ FEARLESSNESS
- ❖ FREEDOM
- ❖ FAITH

OBJECTIVES OF CCE

- ✓ **To make evaluation an integral part of teaching-learning process.**
- ✓ **To use evaluation for improvement of students learning through formative and summative assessment and corrective measures.**
- ✓ **To make sound judgment and take timely decisions for learner's growth, learning process, learning pace and learning environment.**
- ✓ **To provide scope for self-evaluation.**
- ✓ **Assessment for learning.**

Key Considerations

- CCE to be adopted as a process
 - To understand children
 - As teaching learning process
 - As a tool for capacity enhancement of teachers and
 - As a process to reform in the evaluation process
- Scholastic and Co scholastic areas have been integrated to be the curricular areas to develop integrated **Indicators** [brief CCE indicators.pdf](#)
- To avoid both – the **Marking** as well as **Grading** system(as both do the same) and to evolve a **profile based approach** to give a comprehensive feedback of the children and the classroom processes as well
- **Report Cards** would be self explanatory and would give comprehensive details of learners (accomplishments and challenges) so that parents also can assess their wards
- **Anecdotal records, Profile** and **observations** to be considered as the core indicators
- Equal thrust on **Knowledge, Understanding, Skill and Application**

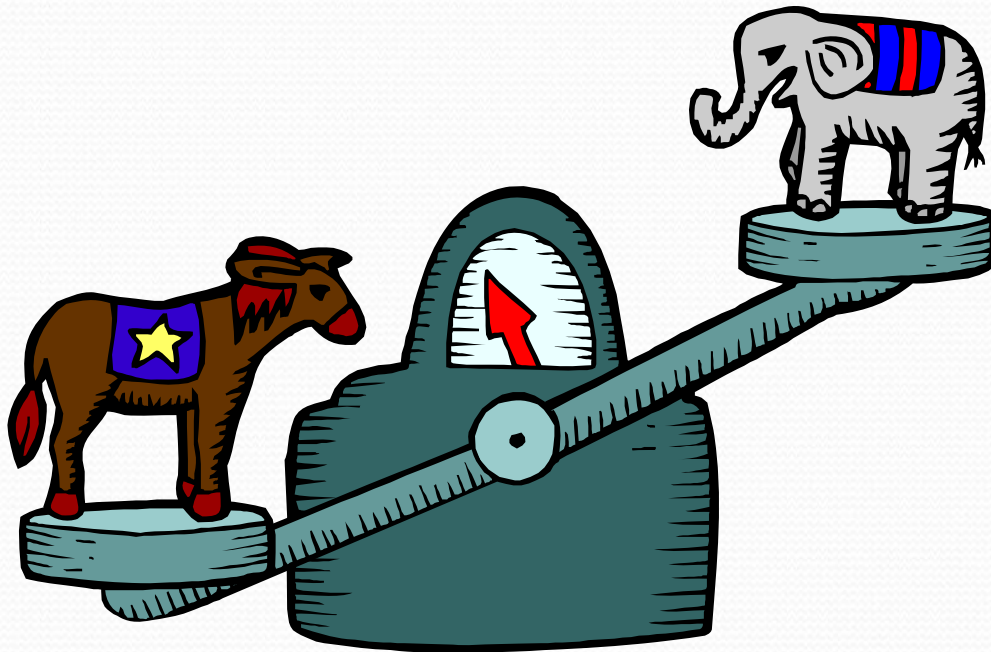
Key Considerations

- ❑ Focus on **Life skills, attitudes, behaviour & values** to be inferred from accomplishment of **Indicators**
- ❑ **Children's interest, hobbies, conditioning and backgrounds** would duly be considered
- ❑ A G.O. on **Expected Learning Achievement** is to be issued shortly to supplement **CCE process** and **No detention policy**. This G.O. would focus on performance of **teachers-school-cluster-block-district**, through evaluating student's performance.
- ❑ Autonomy of teachers and schools have been considered to be the key guiding principle so **Input, Process** and **Output** level indicators would also be school specific (and not state specific)
- ❑ **Periodicity, timing, mode , tools** and **duration** of evaluation would be flexible and school specific

Road Ahead

- Final workshop to finalize **Indicators, Report Card** and **1st draft of CCE Framework**
- Sharing of 1st draft with key stakeholders (SCERT, Dept. of Education, identified SMCs and civil society)
- Orientation of all stakeholders including community.
- Issuance of a comprehensive G.O. on CCE
- Execution would be initiated from academic Year 2013-14
- 5 days ISTE to be focused on operational aspects (**Tools, Processes, Record Keeping, Report card, etc**)

**"If you want elephants to grow,
you don't weigh the elephants.
You feed the elephants."**





Thanks for
Attention