

# **Exemplar Package**

## **Continuous and Comprehensive Evaluation (CCE)**

### **Social Sciences**

#### **Upper Primary Stage**

## Contents

<b>About the Package</b>	<b>3</b>
<b>Section I: CCE in Social Sciences at the Upper Primary Stage</b>	<b>5</b>
1.1 Why this Package?	5
1.2 Why to Use CCE?	6
1.3 What to Assess?	8
1.4 When to Assess?	14
1.5 How to Assess?	14
<b>Section II: CCE in Social Science Classrooms</b>	<b>17</b>
2.1 Exemplar assessment activities– History	19
2.2 Exemplar assessment activities– Geography	24
2.3 Exemplar assessment activities– Social and Political Life (Political Science)	26
2.4 Exemplar assessment activities– Social and Political Life (Economics)	30
<b>Section III: Some Essentials for CCE Implementation</b>	<b>33</b>
3.1 Building an Assessment Plan	33
3.2 Assessment Plan	34
3.3 Reporting	35
3.4 Challenges in CCE Implementation	36
3.5 What Roles Do Teacher Educators and BRC/CRC Personnel Need to Play?	37
3.6 What are the Broad Guidelines for Administrators?	38

## About the Package

NCERT has developed exemplar materials on continuous and comprehensive evaluation (CCE) for the primary and upper primary stages in all curricular areas. The material has been developed with wide consultations with subject experts, teachers and educationists in a series of meetings and workshops at NCERT. This endeavour has been done with the support of MHRD. The package has been field-tested in schools by the teachers after orientation by the members involved in the development of the package. The underlying idea of developing the exemplar CCE material is *to provide some examples on how CCE can be used effectively by the teachers in various curricular areas at the upper primary stage*. The package would equip the teachers to implement CCE meaningfully in the classroom. This material would address different facets of CCE, that is, how to carry out assessment *during the teaching-learning process, recording and reporting the child's progress*, etc. At the upper primary stage, generally one teacher teaches all the social science subjects. Therefore, for this stage, a detailed package has been developed covering examples from all the social science disciplines namely, Geography, History, Political Science and Economics. This would not only help teachers to follow an integrated approach to teaching-learning across different disciplines but also reduce the curricular burden by minimising overlap of the content. Most of the activities given in this package can be conducted in a classroom having teacher-pupil ratio (1:35 for the upper primary stage) as per the norms of the Right to Education (RTE) Act, 2009. These examples may be adopted / adapted by the States and Union Territories as per their needs.

Among the key issues that have arisen following the implementation of CCE, was the need for helping teachers on the tasks of the administration, interpretation, recording, and reporting of assessments. In view of helping the teachers, the purposes of assessment, different methods that can be used for assessment, how these methods can be integrated into the transaction integrating the comprehensive skills required and how reporting has to be carried out are discussed in the following sections. A framework of assessment plan for teachers is also presented along with exemplar material for all the subject areas of social sciences.

The exemplar assessment tasks and assessment instructions to be followed will help the teachers in understanding the process of assessment better and standardise the assessment procedures in the schools.

Broadly, the package includes three sections:

© **Section I:** It begins with an overview which clarifies the need for this package and some misconceptions about CCE that are prevailing in the system. The section develops an understanding on CCE in the context of the RTE Act. It focuses on the

need for CCE, how it has to be carried out and briefly shows with examples how the indicators can be assessed during the teaching-learning process.

⊙ **Section II:** This section provides subject-wise examples which show how assessment process needs to be followed so as to use assessment as an in-built component of teaching-learning process. This section highlights various methods/ways that can be used to continuously assess child's progress rather than depending on paper-pencil tests only. The section also suggests what kind of data needs to be recorded by the teacher and what kind of assessment data needs to be reported in the report card so as to present a comprehensive picture of child's progress.

⊙ **Section III:** Based on the examples given in Section II, this section provides guidelines for practitioners about necessary steps to be followed for implementing CCE. It informs the teacher about what kind of preparedness is required, what type of methods to be used for assessment, what can be the various sources for collecting data, what kind of information is to be recorded for reporting and how to communicate the progress of children in a comprehensive manner. This section also provides guidelines for teacher educators and administrators about their roles to make CCE as meaningful as possible.

This package on CCE in social sciences aims to address some of the inherent problems in its operation and discusses its importance in the educational system. The package also spells out benefits to be derived from continuous assessment and then provides guidelines for undertaking continuous assessment tasks along with the teaching-learning process, various methods used for assessment and discusses how assessment can be carried out on the basis of learning outcomes.

## SECTION I: CCE of Social Sciences at the Upper primary stage

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### 1.1 Why this Package?

We are all aware that the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) has been implemented since April 2010. The Act requires that CCE be implemented for each child up to the completion of elementary education. In implementing CCE, the role of teachers becomes central to the entire process. The field experiences and interaction with teachers informed that teachers are facing problems in implementing CCE. Teachers are largely engaged in compiling the data and keeping the records of children's test results rather than integrating assessment with the teaching-learning process as an essential component. CCE is generally considered by them as an external activity and is to be followed after the completion of a topic/lesson.

The RTE Act prohibits any public examination up to class VIII and 'no detention' policy has to continue. It must be clear that implementing non-detention policy should not lead to absence of teaching-learning in schools. On the contrary, CCE can function as a powerful instrument in respecting the intent of the RTE Act on the one hand and ensuring learning of all children on the other hand, as assessment during teaching-learning process would provide necessary and timely feedback for further improvement. CCE in turn would encourage all to focus on child's progress compared to her/his own past performance over time.

Apart from this, there are misconceptions related to various terms used under CCE scheme. 'Continuous' is generally considered by teachers as a regular conduct of 'tests'. Many schools are practicing weekly tests in the name of continuous assessment in all subjects. 'Comprehensive' is considered as combining various aspects of child's behaviour in isolation. Personal-social qualities (empathy, co-operation, self-discipline, taking initiatives etc.) are judged in isolation and are being graded on four/five point scale, which appears impractical. Evaluation is treated as a mere record-keeping exercise. As a result of this, teachers are highly confused and they complain about being engaged in compiling the assessment records/data of CCE during their teaching-learning time, resulting in the loss of time meant for 'actual' teaching-learning.

CCE involves the use of a great variety of modes of assessment for the purposes of guiding and improving learning and overall performance of the student. This mode of assessment is considered adequate for assessment of students' learning because it is all-inclusive, cumulative and diagnostic oriented that can be used to improve the progress of learners and develop self-awareness amongst learners so as to progress

before it is too late. Consequently, the results obtained and the feedback turns out to be more valid, reliable and more indicative of the holistic ability of the learner.

This classroom assessment strategy helps to ascertain the knowledge, understanding, and skills attained by learners. The feedback allows learners to focus on topics they have not yet mastered and improve upon. The day-to-day assessments done integrated within teaching provide information on achievement of particular level of competencies and skills, rather than confining to certain marks or score in the one-shot standardized tests.

Thus, the prime focus of this package is to:

- ❖ develop *conceptual understanding about CCE* amongst various stakeholders i.e., practitioners, administrators and teacher educators for CCE implementation;
- ❖ provide examples on *how CCE can be used as an integral component of teaching-learning process*;
- ❖ suggest teachers/teacher educators *what kind of information needs to be recorded* about the child's progress;
- ❖ guide teachers *what type of reporting would be useful for child's progress*;
- ❖ provide a model and broad *guidelines for teacher educators and administrators* for implementing CCE.

“The term ‘**Continuous**’ emphasises that the evaluation of the identified areas of personality is a continuous ‘process’ rather than a combination of isolated unconnected ‘events’; that it is built into the total teaching-learning process as its integral part and is thus spread over the entire span of an academic session. The second term ‘**Comprehensive**’ implies that it attempts to cover different aspects of personality beyond the academic ones, i.e. abilities, skills, qualities, interests, attitudes, values, outdoor activities etc. and not just academic achievement. The third term ‘**Evaluation**’ implies that the purpose of the total endeavour is not just the measurement of the level of achievement and proficiency of students but also their improvement through diagnosis and remediation/enrichment.”

H.S. Srivastava (2010), *Curriculum and Methods of Teaching*, p. 66.

## 1.2 Why to Use CCE?

Assessment, a crucial element of the teaching and learning process, is to be carried out for purposes beyond measurement during the instructional process which will engage and motivate learners by emphasising progress and achievement rather than failure and defeat. Assessment should not be treated as an index of school success, rather it should be a cause of that success by using it as a tool to promote greater student achievement.

- **Improve learning:** A major problem in learning in the country presently is the low performance level of pupils in schools. NCF, 2005, emphasises the learner-centred instructional approach in view of raising the performance level. The shift towards the continuous assessment by planning assignments, i.e. class exercises, projects, tests, in a way that will involve the pupil more in 'analysis', 'application' and 'problem solving', and will require the pupil to carry out projects that help in getting pupils more involved in their own learning. The redesign of class tests and projects to emphasise analytical skills will help pupils to acquire and use high-level competencies. In effect, the continuous assessment system with a greater degree of pupil-centred learning can raise the general level of educational performance in the country.
  
- **To know what students know and can do:** Any teacher would like to have a better understanding of the students, find out if the learners are learning what has been taught. The frequent interactions help the teacher to find out if the students are learning what has been taught and to know their strengths and weaknesses. CCE captures the full range of learners' performance and motivates them to work hard to achieve higher levels of mastery. Learners possess different abilities and the diversified assessment activities provide a chance for all to show what they know in different ways.
  
- **No one left behind:** By continuously observing the learners to see what they know and can do, the teacher can make sure that no learner fails. Everyone is given a chance to succeed and more attention is given to children who were falling behind. Continuous assessment process fosters cooperation between the student and teacher. While the student learns to consult the teacher, classmates and other sources on aspects of her/his project work; the teacher is able to offer remedial help for further improvement in learning.
  
- **Improve teaching-learning process:** Classroom assessment which provides feedback to students brings about improvement in learning as well as teaching. The information helps to identify the problems in teaching, tell whether the teaching of that particular topic was effective and helps to modify teaching-learning activities. When assessment and instruction are effectively intertwined, it enables teachers to meet individual learning needs in time. The pedagogical strategies including remediation activities for pupils who are not working at the expected level and the creation of enrichment activities for pupils who are working at or above the expected level.
  
- **Remediation & enrichment:** Continuous assessment as a diagnostic tool enables both teachers and learners to understand the areas in which they are falling behind and take corrective measures. The accurate and descriptive feedback helps the pupil

to become a better learner and knowledge producer by encouraging them to improve their knowledge and skills through learning.

- **Catering to diverse learners:** With the introduction of the policy of 'Education for all', giving a chance for all school age children to attend school, the range of abilities of the learners in a classroom is much larger. The 'no detention policy' emphasises getting all learners to succeed in school. CCE offers ways to cater to learners with differentiated learning levels and abilities. The continuous assessment helps the teacher to adapt her/his teaching strategies according to the needs of the learners so that all will have the chance to learn and succeed.
- **Feedback to students and parents:** Focusing on the learning objectives and the success criteria, the students should be provided with specific, descriptive and immediate feedback on what they have achieved and where they need to improve. Parents need to know specifically on what their children are learning and their areas of difficulty. Through CCE the relationship of teachers with the students and parents become stronger. They come to know not just about the level of their children but also about how the teachers will be helping the learners to overcome the difficulty and how they can also contribute towards it.
- **Evaluation:** The teacher will be able to evaluate a learner's overall progress at the end of the academic year after going through the frequent continuous assessment outcomes. They can be assessed in groups as well as individually at different times rather than relying on one time and just one form of assessment, i.e. paper-pencil test.

### 1.3 What to Assess?

When assessment is made continuous and integrated often the teachers wonder what is to be looked for or assessed while the conduct of various activities. The assessment activities are to be designed based on the learning objectives and the teacher has to assess the learning outcomes. The teacher needs to design a variety of activities to cover a range of skills.

The teachers for assessing learners in social sciences may take care of the following indicators. These are only suggestive and neither prescriptive nor exhaustive. All assessment activities need not necessarily reflect/assess all the indicators. During the conduct of the activities, teachers may get an opportunity to assess more than one indicator.

- **Ability to reason**  
Apart from assessing the 'knowledge' which implies only recall of factual information relating to principles, methods etc, activities should aim to gauge the level of understanding of concepts by the learner. The learners are expected to



articulate main ideas in their own words, exemplify information, make inferences as well as apply these in different contexts.

**Examples:**

- (i) List the ways in which you feel that advertising affects issues of equality in a democracy.
- (ii) Arrange the statements given alongside in the correct order.
  1. Swapna sells the cotton to the trader.
  2. Customers buy these shirts in a supermarket.
  3. Trader sells cotton to the Ginning mill.
  4. Garment exporters buy the cloth from merchants for making shirts.
  5. Yarn dealers or merchants give the yarn to the weaves.
  6. The exporter sells shirts to the businessperson from the USA.
  7. Spinning mill buys the cotton and sells yarn to the yarn dealers.
  8. Weavers return with the cloth.
  9. Ginning mill cleans the cotton and makes it into bales.
- (iii)

**Earthquake – A Case Study**

**1 EARTHQUAKE HITS BHUJ**  
A massive earthquake measuring 6.9 on Richter scale hit Bhuj Town on 26th January 2001.

**2 School worst affected**  
Atleast 971 students and 31 teachers are feared to have lost their lives following the collapse of school buildings.

**3 BHUJ RELIEF EFFORT BLIGHTED..**  
Three days after the quake, concern rose about food, blankets and medical supplies not reaching everyone.

**4 Destruction of Bhuj**  
Phone lines, water pipelines and power stations transmission lines were knocked out.

**5 Fire in the city**  
Hundreds of fires started as charcoal, cookers overturned.

**6 Emergency declared in quake zone**  
The President declares a state of emergency.

**7 CM'S APPEAL TO THE CENTRE**  
Gujarat appeals for financial help. The Chief Minister of Gujarat has launched an appeal for the Centre to deal with the disaster.

a) Read the 'Earthquake – A Case Study' given in the form of headlines that appeared in the newspapers after the quake. Arrange the events in the right sequence of their happening.

b) Imagine if a quake suddenly shook in the middle of the school day. Where would you go for safety?

- (iv) Why do you think Colebrook was concerned with the conditions of the under-ryots in Bengal? Suggest possible reasons.

➤ **Compare and Contrast experiences**

Learner should be assessed on the basis of her/his ability to draw upon the main ideas in the text by comparing and contrasting concrete situations, comparing across

periods, cultures and worldviews. They should be able to integrate what has been learnt within the classroom to understanding a range of materials outside of textbooks and interpret this through their own experiences.

**Example:**

- (i) *In what ways do the experiences of Samoan children and teenagers differ from your own experiences of growing up? Is there anything described in this experience that you wish were part of your growing up?*
- (ii) *Imagine that you are a young company official who has been in India for a few months. Write a letter home to your mother telling her about your luxurious life and contrasting it with your earlier life in Britain.*
- (iii) *Look at the pictures given below. What are the similarities and differences you observe in both pictures?*

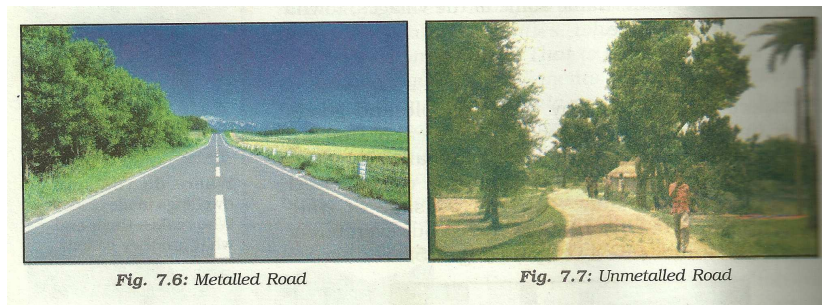





Fig. 7.6: Metalled Road

Fig. 7.7: Unmetalled Road

- (iv) *Observe the photograph given below. These are various features made by a river. Identify them and also tell whether they are erosional or depositional or landforms made by both.*

Photograph	Name of the Feature	Type (Erosional or Depositional or Both)
		
		
		

➤ **Infer and extrapolate from situations**

Learners should be able to understand the narratives and make inferences and extrapolate from situations. They should be able to summarize evidence as well as ideas that support an argument.

### Examples:

- (i) Why do you think Omprakash Valmiki was treated unequally by his teacher? Imagine yourself as Omprakash Valmiki and write about how you would feel if you were in the above situation?
- (ii) Imagine a conversation between a planter and a peasant who is being forced to grow indigo. What reasons would the planter give to persuade the peasant? What problems would the peasant point out?
- (iii) Look at the picture given below. Every human being is a potential resource for the society. What will be your contribution as a human resource?



### ➤ Interpreting visual material

Learners should have an opportunity to read and interpret visual material. Activities based on pictures, tables, graphs, flowcharts, newspaper clippings, etc. will help in assessing their ability to interpret and reason.

#### Example:

- (i) Figure 1 shows a Jain monastery in Orissa. This two-storey building was carved out of the rock surface. Figure 2 shows Bhimbetka caves in Madhya Pradesh. What differences do you notice in both?



Figure 1



Figure 2

(ii) Look at the figure given below which shows Sunderpur village and its surrounding areas. Now find out:

- In which direction the river is flowing?
- What kind of road passes by the side of village Dumri?
- On what type of railway line is Sunderpur situated?
- On which side of the railway bridge is the police station situated?
- On which side of the railway line the following lie:
  - Chhatri, Church, Pond, Mosque, River, Post and Telegraph Office, Graveyard

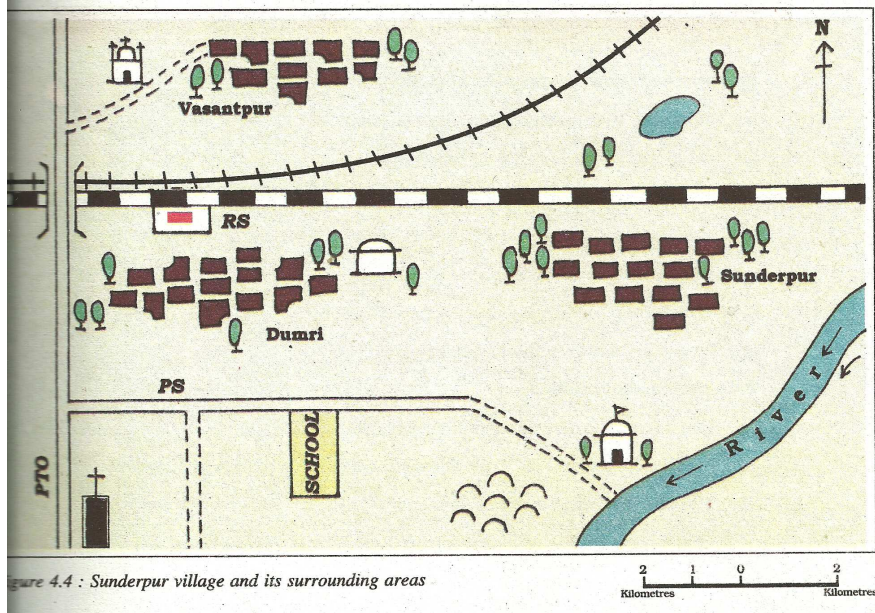


Figure 4.4 : Sunderpur village and its surrounding areas

### ➤ Explanation & Logical reasoning

Learners are to be assessed on the basis of their ability to communicate their arguments effectively through employing adequate evidence and sound reasoning. The assessment activities should help them learn how to make logical connections between a range of events.

#### Examples:

- (i) Do you think there is a problem in using the image of the mother as the only person who takes care of the child in the Care soap advertisement?
- (ii) Thulasi is an agriculture labourer. She gets paid very little money for the work she does. Why do you think agricultural labourers like her are forced to accept low wages?
- (iii) Did you know that fifty percent of the children going to primary school drop out of school by the time they are thirteen or fourteen years old. Can you think of the various possible reason for this?
  - a) Why water is important to us?
  - b) Suggest some ways in which water can be conserved in your home and in your school.

➤ **Critical thinking**

The activities should enable assessment of the learner to integrate and evaluate information presented across a range of different texts as well as different media formats including TV and internet. They should be able to evaluate the arguments made by other's including their reasoning, use of evidence and conceptual knowledge.

**Examples:**

- (i) Majority of the country's farmers are poor. What do you think can be done to change their situation?
- (ii) In what ways do you think the policies of Rajendra I and Mahmud of Ghazni were outcomes of their times? How were the actions of the two rulers different?
- (iii) State whether the given statement is true or false. If true, write the reasons.
  - *Ganga-Brahmaputra plain of India is an overpopulated region.*

➤ **Capacity for empathy & imagination**

Assessment activities should help in assessing the learners ability to narrate the ways in which their actions might influence the course of events around a particular constructed situation, to understand a situation from different and conflicting viewpoints as well as be capable of listening, reading up on, and communicating effectively from a viewpoint that is not based on one's own experiences.

**Examples:**

- (i) In the Bombay Presidency, as late as 1829, untouchables were not allowed into even government schools. When some of them pressed hard for that right, they were allowed to sit on the veranda outside the classroom and listen to the lessons, without "polluting" the room where upper-caste boys were taught.
  - (a) *Imagine that you are one of the students sitting in the school veranda and listening to the lessons. What kind of questions would be rising in your mind?*
  - (b) *Some people thought this situation was better than the total lack of education for untouchable people. Would you agree with this view?*
- (ii) (a) *Pretend that you live in the prehistoric times on a high windy plateau. What are the uses you and your friends could put the fast wind to? Can you call the wind a resource?*  
b) *Now imagine that you are living in the same place in the year 2138. Can you put the winds to any use? How? Can you explain why the wind is an important resource now?*

➤ **Values/Attitudes/Concerns**

**Examples:**

- (i) Apply your understanding of the sites of old monuments and of the needs of the differently- able people and think of suggestions for making the monuments more accessible to them.
- (ii) An extract from the chapter and in text questions:

*That evening the children and their friends made packets and shopping bags out of old newspapers, discarded clothes and baskets from bamboo sticks. "We will give a few to every family we know," said Mona. "After all it is for a very good cause," said Mustafa, "To save our resources and to keep our earth alive".*

*"I am going to be very careful not to waste paper," said Jessy. "Many trees are cut down to make paper," she explained.*

*"I will see that electricity is not wasted in my house," shouted Mustafa. "Electricity comes from water and coal."*

*"I will make sure that water is not wasted at home," said Asha. "Every drop of water is precious".*

*"Together we can make a difference!" chorused the children.*

*These are some of the things Mona, Raju and their friends did. What about you? How are you going to help in conserving resources?*

#### **1.4 When to Assess?**

Continuous assessment has to occur frequently during the school year as a part of regular teacher-learner interactions to ascertain the knowledge, understanding and skills attained by learners. It has to be integrated into the teaching – learning process. Tasks used for assessment have to be justified in terms of the learning aims that they serve, and they can only work well if opportunities for pupils to communicate their understanding are built into the teaching-learning process. All tools of assessment for e.g. discussion, debates, quizzes, observation of activities, assessment of written work and projects etc. should be designed into the teaching process so as to provide opportunities for students to express their understanding. Feedback provided to the students based on the assessment carried out by the teachers should also be continuous so that improvement can be made simultaneously. However, reporting to the parents need to be done only at specific intervals, may be after a quarter.

#### **1.5 How to Assess?**

Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. It can be used to promote learning (assessment *for* learning) and also to discern whether learning has occurred (assessment *of* learning). A large number of assessment strategies need to be infused throughout the instructional process for the purpose of improving teaching or learning. Teachers must be skilful in using various assessment strategies and tools to help make students' thinking visible, to give them feedback that explicitly helps students see how to improve in their thinking and performance, and to guide teaching so that it is responsive to what students need to know and how they learn.

## **Designing Assessment**

Assessment must be designed to reflect the variety of learning indicators expected from a given topic/subject. Teachers may resort to the assessment results obtained from self-assessment, peer assessment and their own assessment.

**Self-Assessment:** Students themselves should be taking responsibility for reflecting on and monitoring their own learning progress. Once students have collected their important evidence of learning, it is essential to allow students to display their thinking i.e. to practice self-assessment and peer-assessment in relation to criteria. The self-assessment exercises enable learners to continuously review and strengthen their own understanding and to work together to peer review each other's understandings. It also helps students prepare to be an active partner in the assessment process by self-monitoring, self-assessing and self-evaluating. This not only helps teachers understand the learning more fully they also gain greater student ownership and less distrust.

The learner should be able to state:

- Strengths- which area I am confident and the rationale
- Difficulties faced- which area I lack confidence

**Peer Assessment:** (occasional) Effective feedbacks based on the specified criteria benefits both the student who gives the feedback and the student who receives it. The students should be taught to write down

- Strengths of the peer
- What she/he needs to improve upon

## **Teacher Assessment:**

Teacher needs to not only evaluate students' strengths and difficulties but also should construct appropriate tasks and supports and use strategies that enable students to learn. Teachers must also be aware of the learning differences and disabilities that are prevalent in the inclusive classroom. The emphasis should be on improvement of pupils rather than achievement. This means that the assessment has to be developmental as it seeks to identify difficulties and find out strategies that help to redress them.

- Strengths of the student
- Things which require improvement
- Measures to overcome the difficulties

## **Methods of Assessment**

Various assessment tasks can be given to the learners to find out what they know and can do. This helps the teacher in knowing whether the learning outcomes have

been achieved. Differentiated assignments and forms of testing to provide a more comprehensive and more valid assessment of pupil's ability, practical skills of presenting reports, analyzing data etc. and competencies acquired provide a more reliable indicator of the learner's performance in the subject. Assessment methods involving analytical thinking and problem solving skills and other competencies can help to acquire the critical thinking and logical reasoning abilities rather than pure memorization of facts. Taking into consideration that our learners are increasingly diverse our instructional plans and the resulting evidence also need to allow for a range of diversity. Teachers must be skilful in using various assessment tasks and tools according to the expected learning outcome such as observation, group discussions, debates, oral questioning, quizzes, role play, assignments, test papers, projects etc.

Flexible use of multiple forms of assessment helps in understanding the learning, makes it more feasible to integrate assessment with instruction, ensure equal opportunity to learn and protect against the biases inherent in any one form of measurement. The differentiated learning difficulties can be assessed and taken care of by differential pacing for learning and by using different assessment methods. It recognizes the individual diversity of learners and allows for differences in rates of learning.

The assessment should emphasise effort, and working hard rather than performing or getting the right answer. Teachers have to treat errors and mistakes as a normal part of learning.

**Assessment of Performance:** While assessing performance, at times the process attains importance, for e.g. debates, discussion, role play etc. Performance assessments require and promote deeper analysis and learning than just measuring recall. In case of assessment methods like, presentation, art & craft etc. the quality of the product attains more importance than the process of creation.

- Oral Presentations/Debate/Discussion/Role play/ Quiz/Art & craft/any other

**Assessment of Written Responses:**

- Assignments/Projects/Posters/slogan/notebook/test/ any other

**Assessment of Oral Communication:** Students' learning can be assessed through interactions with them by way of asking questions during instruction, observing students as they participate in group discussions, debates etc.

- Oral responses/group discussions/debates/any other

## **SECTION II: CCE in Social Science Classrooms**

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Let us know the teaching-learning objectives of different Social Sciences subject areas at the upper primary stage namely History, Geography, and Social and Political Life. An exemplar assessment procedure is provided for various activities related to these subject areas which show how it can be integrated with instruction and designed to probe students' conceptual understanding and reflect important learning objectives.

### **History**

History textbooks cover a number of themes that are important to the history of India. These themes, broadly, are areas that specialists and educators consider the child needs to be aware of. But equally, the themes are meant to focus on the lives and activities of ordinary men, women – hunters and peasants, crafts people and traders. The themes are not only about political events, but also about everything that happens in society. Many issues dealt within these themes fit well with some issues in the *Social and Political Life* textbooks relating to the contemporary history of India, equality and inequality, the importance of education and so on.

In handling and communicating the content in the textbook, teachers need to first ascertain what students should know and be able to do in history. The three important aspects of historical literacy include:

- Knowledge of historical facts, themes and ideas
- Historical reasoning-ability to analyse, synthesise, and evaluate historical evidence
- Communication of historical knowledge and reasoning to a wider audience

Students learning history need to know historical facts as well as be able to apply certain skills commonly used in the study of history. To orient the students to do more cognitively challenging and interesting work by involving in historical thinking skills to consider content, is the central task of teaching this subject.

### **Geography**

Geography has been a part of the teaching of Environmental Studies at the primary level. Environmental studies draw the child's attention to the broad span of time, space and life in the society, integrating this with the way in which children come to see and understand the world around them. At the upper primary level, students are introduced to the basic concepts of Geography necessary for understanding the world in which they live. Children enjoy learning it more when it relates to their personal lives. What they have gained in the primary level is the basis for what they further learn at upper-primary level, where they are introduced to Geography as a separate subject.

The learning objectives in geography at upper primary level have been formulated in terms of:

1. Acquisition of knowledge and understanding (to acquire the knowledge in terms of facts, terms, concepts, processes etc. related to the study of geography)
2. Application of knowledge (to apply knowledge to new situations; co-relate with the surroundings)
3. Development of skills (e.g. map interpretation)
4. Character building qualities and values (sensitivity towards environment; to develop a positive attitude towards people and environment, both natural and cultural)

### **Social and Political Life**

At the upper primary stage, the idea is to introduce students to various aspects of political, social and economic life. This is done through a preliminary focus on certain key concepts, knowledge of which is essential to understand the functioning of Indian democracy. These concepts are explained using imaginary narratives that allow children to draw connections between these and their everyday experiences. The focus on the real-life functioning of institutions and ideals is to enable the children to grasp the deep interconnectedness between the political and social aspects of their everyday life, as well as the impact of these two in the realm of economic decision-making.

Objectives:

- To enable children to make connections between their everyday lives and the issues discussed in the textbook;
- To have them imbibe the ideals of the Indian Constitution;
- To have them gain a real sense of the workings of Indian democracy: its institutions and processes;
- To enable children to grasp the interconnectedness between political, social and economic issues;
- To have them recognise the gendered nature of all of the issues raised;
- To have them develop skills to critically analyse and interpret political, social and economic developments from the point of view of the marginalised;
- To have them recognise the ways in which politics affects their daily lives.

## **2.1 Exemplar Assessment Activities- History**

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### **1. Visit to a historical site**

An exciting feature of a visit to a historical monument/site is the opportunity it offers to bring students out of the classroom that allows them to see, touch and experience our culture first hand. A site visit provides an enjoyable means to understand and actively engage with the past.

Learning objectives:

- develops observational skills,
- enables an understanding of the interrelationships between disciplines, and
- encourages a sense of appreciation for our diverse cultural legacy.

### **Reflection**

The activity is a good one for assessing the development of the children's historical enquiry skills. It is open-ended enough for all children to be able to tackle it with some success.

The following practical steps can lead to a very memorable experience for both teachers and students.

### **Preparation**

Sufficient preparation is a prerequisite for a successful site visit. This involves:

- A preparatory visit to the site by the teacher(s). During this preparatory visit, try to gather all the practical information you need (such as the entry fee, opening and closing hours, permission to take photographs, availability of drinking water, food or snacks, souvenir shops, rest rooms, first aid), and check whether all the students can be accommodated at the same time, or if they should be divided into groups.
- Interaction with students on the site selected for the visit is very important. This can be done as an activity along with assessment.

### **Activity 1: Preparatory to the site visit**

In this activity through questioning we can assess children's general enquiry and research skills and prepare them for the visit. Suppose you have decided to take the children for a visit to Qutub Minar.

Place pictures of Qutub Minar and its adjoining monuments (**Quwwat-ul-Islam Masjid, Tomb of Imam, Zamin, Iron pillar, Alai Darwaza, Alai Minar etc.**), its **architectural features (ex. arches, pillars) and sculptures** on different tables. The class has not worked with these pictures before. Divide the class into groups and provide the children the pictures along with the following set of written instructions.

**Task 1** Write at least 10 questions about the picture. These can be anything you want to know about, but the more unusual ones are often better. Draft these and when you are ready, write them out in best.

**What to assess?**

*Task 1* requires the children simply to examine the picture and to pose questions. We can assess the child's ability to observe and frame questions.

**Sample questions:**

What is shown in the picture?

Who constructed it?

When was it made?

What kind of material has been used in the construction and why?

What was it for?

Who was it made for?

How old is it?

Why is it this shape?

What sort of activities went in this monument?

What kind of designs are on the monument?

Is monument representative of one style or many?

**Task 2** Take any three of your questions and try to answer them as well as you can. Write as much as you can for each answer. You may draft first and then write your final answers out. (Is there more than one possible answer? If so, which is the best?)

**What to assess?**

*Task 2* relates to more advanced skills. Here the children are expected to select any three from the set of questions to answer. **This selection process itself contributes towards the assessment.** They may have open-ended questions such as: How old it is? What are the designs on the monument? What kind of material has been used in its construction and why? Or they may have basic questions such as: What is shown in the picture? Who constructed it? What was it for? The kind of questions students are posing will help you in assessing their questioning and thinking skills. Basic questions indicate that these children are focussing upon the physical aspect of the monument though they are discussing the use of monuments as well. Their questions demonstrate that they can pose genuine but basic historical questions. Whereas some other children are able to pose a range of questions and they have selected interesting ones to answer. Once the children have chosen three questions, they have to find the answers. For this purpose of finding answers for their queries, they may look into the materials in the classroom/library/internet etc.

**Task 3** Finally label the picture. It must be no more than four words.

**What to assess?**

*Task 3 requires the children to select the most important features of their monument to label them. At the end of activity, we can gather the whole class together and ask each group verbally to justify the inclusion of their chosen information on their label. Selection of important features and their justification will help the teachers in assessing children's comprehension, reasoning, expression and writing skills.*

### **Activity 2: Project work (Interdisciplinary)**

Learning objectives:

- develops observational, enquiry, creativity, expression and collaboration skills,
- enables an understanding of the interrelationships between disciplines, and
- encourages a sense of appreciation for our diverse cultural legacy.

Divide the class into different subject groups (history, geography, literature, science, arts etc.) and ask them to prepare group projects based on various aspects of the site and its history/heritage. Suggested work for each group:

- History group: Provides information about the site throughout the ages such as when was the monument built? Who is the historical figure associated with the monument? etc.
- Geography group: Points out the special features about the site's location and its geographical features, the materials used to construct the monument, the places from where the materials were procured? etc.
- Language group: Provides special texts (literary, poetic, and dramatic) such as a biography on the historical figure associated with the monument.
- Art group: Draws pictures such as murals or frescoes used in the monument, designs of specific style, and the other art forms associated with the building –paintings, sculpture, wood carving etc.
- Mathematics/architecture group: Writes about the shape/size of the monument, using graphs, pie charts and statistics, presents the results graphically or produces scale models of the site, draws an elevation of the monument, define and draw the main architectural features of the building -arch, pillars, brackets, and dome etc.
- Science group: Writes about the natural surroundings (flora and fauna) of the monument, cleanliness of the surroundings and possible threats to the site from tourism.

At the end of the completion of the project work, the different groups may be asked to make presentations followed by discussions. This will enable children to have a better understanding of the site on various aspects and also understand the interrelationships between disciplines.

**What to assess?**

*Looking into the project work, presentation and discussions that follow the teachers can assess the ability of the children in observation, enquiry, comprehension, research skills, expression, creativity and collaboration skills.*

Note:

- ▲ Prepare before, on site and after visit student activity sheets in order to measure the change in students’ knowledge, attitudes, skills and behaviour about the site. Collect all materials and equipment needed for the visit, such as writing and drawing paper, cameras and pencils. If you have a video recorder, the visit could be taped and a video programme produced to be shown afterwards to students, parents and others.
- ▲ Preparing students for different kinds of activities, such as telling stories and legends about the site or making drawings of it.
- ▲ Plan the work that students will be asked to do as follow-up to their visit.
- ▲ Ask students to fill up an activity sheet prior to a site visit.

Name of the site . . . . .

Name of student . . . . .

Date of the site visit . . . . .

Write down your expectations for the visit (what do you want to discover, learn about, etc).

**Activity 3: The site visit**

This enjoyable activity can be made both educational and assessment oriented. You can ask students to do the following:

- Make a drawing of a feature or part of the site which you particularly liked
- Record some facts and figures which you learned about the site
- Take photos of the monument and its artistic features
- Carry out interviews (among the students themselves or people living near the site and find out what the site means to them)
- Produce a video (depending upon the feasibility the teacher can decide)

**What to assess?**

*This activity is good for assessing observation, enquiry, comprehension, research skills,*

*expression, creativity and collaboration skills of children.*

#### **Activity 4: Follow-up to the site visit**

The follow-up to the visit is just as important as the preparations, to allow students to assimilate their experience and to share it with others. This can be done as an activity along with assessment.

##### **Task 1: Group discussion**

Children may be asked to discuss on the following lines:

- Were your site visit expectations fulfilled? Discuss.
- Why do you think that this site is important?
- What you saw and learned, including what you liked most and least?
- How to improve the site to promote tourism while protecting it, examine possible threats to the site and eventual solutions?

##### **Task 2: Exhibition**

Invite students to make larger paintings or sculptures based on their sketches and drawings, and exhibit their work, develop photographs taken during the visit, label them with appropriate captions and set up an exhibition (students can be given opportunity to select several of the best pictures and prizes may be given to the winners.)

##### **Task 3: Assignment**

(i) List some steps that can be taken to make buildings and monuments accessible to differently-able people.

(ii) Invite students to write an article on their visit for a school and/ or a local/national newspaper or write information leaflets or advertising slogans about the site.

##### **What to assess?**

*The materials collected and the points discussed after the site visit will help the teacher to assess their observation, enquiry and ability for inquisition. Task 2 promotes peer assessment were the students are going to select the best photographs and this will enhance their reasoning skills. Task 3 will sensitize students towards the needs of differently-able and old people and teachers can assess the writing skills, creativity, attitude, values and their understanding of skills of application.*

## **2.2 Exemplar Assessment Activities- Geography**

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## **Topic: Environment**

### **Central concepts:**

This chapter will help learners to understand the concept of environment and its component; how and why our environment changes.

1. Environment- natural and human
2. Ecosystem

The ability to observe, comprehend, critical thinking and expression can be evaluated during the conduct of the activity.

### **Procedure:**

#### **Beginning: Introductory discussion**

The teacher can start with a discussion about environment i.e. what all they see around, near their home or school. Have they noticed any changes in last one year? Children may have noticed and same can be discussed in the class. But there can also be the chances that nothing remarkable may have changed. At that point teacher can help them and take them little beyond. E.g. their school building came into existence ten years back. Can students imagine what must be there at this land ten years back? In every classroom, there will be students who are always eager to answer and on the other hand there will be many who prefer to keep quiet. Even in this category there will be:

- Some who know the answer but still keep quiet and
- Others who do not know/understand the question and keep quiet.

Teacher should observe and help every child to participate in this discussion. As they have still not started the chapter and the questions posed for the discussion are general kind and related to their immediate surroundings, it will generate an interest in the chapter and facilitate their learning.

#### **Activity 1: Assignment**

Task 1: After the introductory discussion, ask the students to imagine an ideal environment where they would love to live and draw the picture of their ideal environment.

Task 2: Prepare a write up on its features and state why they would like these features to be a part of the ideal environment.

Task 3: From the pictures displayed let the students select any three four pictures for the discussion.



**Learning Objectives:**

1. Understand the concept of environment and its components - natural, human and human made.
2. To comprehend the inter relationship between biotic and abiotic elements.

**Procedure:**

1. All learners will draw an ideal environment according to their imagination.
2. Based on their drawing they may be asked to explain orally and there can be a discussion in the class:

- a) Which ecosystem is reflected in their drawing?
- b) Why do they think it is an ideal environment?
- c) Is there any interdependence between biotic and abiotic elements in their drawing?
- d) Which are the factors which reflect these interdependences?
- e) Which factors can harm this ideal environment?

**What to Assess?**

*From the drawings made by the students and the discussions that follow, the teacher can assess the following:*

*The illustration prepared by the learners (task 1) will help the teacher to assess the **understanding** of the learners regarding the environment and its various components. The learner's drawing and presentation will reflect on their **imagination** and **creativity**. The selection of the best drawings will enhance the ability of **reasoning, logical thinking** and provide scope for peer assessment. Task 2 and 3 will enable to assess their **comprehension** of biotic and abiotic elements, reasoning and logical thinking with regard to the elements required to support the ecosystem and their sensitivity towards environment.*

*Assessment has to be carried out during discussions also. While participating in the discussion learners clarify and check their own understanding. Learners can assess their peers also. In this sense they are acting as checks and balances for each other. Simultaneously teachers can also assess them.*

*Usually learners open up more if they have to put their points in front of small group in comparison to whole class. The teachers can also think of promoting such types of group discussions.*

## **Topic: Local Government Bodies in Rural and Urban Areas**

This material is meant for the subject area of Social and Political Life (earlier known as Civics) component of social sciences at the upper primary stage.

The teaching-learning of Local Government Bodies (LGBs) – Panchayats and Municipalities in rural and urban areas respectively – is a key component of education in social sciences in the upper primary schools throughout India. Moreover, this topic is significant in the wake of the first principle of the NCF, 2005: **connecting knowledge to life outside the school.**

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifically mentions learning through activities, discovery and exploration. It further states that children's understanding of knowledge and their ability to apply the same be evaluated continuously and comprehensively. In any case, acquiring knowledge, skills and attitudes by learners is an ongoing process. From this perspective, it is suggested that the assessment of the topic of LGBs on a continuous and comprehensive basis would make teaching more effective and learning more meaningful.

### **Assessment through 7E model of project-based learning**

An attempt has been made here to weave assessment into teaching-learning processes through a series of seven phases (7E model): elicit, engage, explore, explain, elaborate, evaluate, and extend. These phases are not isolated from each other, as some of them may happen concurrently. Furthermore, the sequence can be practiced in a flexible manner to suit your teaching-learning environment. It is useful to constantly remind ourselves that practicing a democratic teaching style would create a democratic learning environment and lead to active participation of learners in the teaching-learning process.

**1. Elicit:** Find out the existing knowledge of students about the issues regarding the LGB of your locality. Ask them what they think about various local issues of everyday life and the role of the LGB in dealing with them.

**2. Engage:** Ask students the following questions about issues such as the condition of drinking water supply, sanitation, public health and roads in their own localities. By way of doing this, you can arouse interest among them about these issues.

*Who supplies drinking water to your locality?*

*Who collects garbage from your locality?*

*Who takes care of public health matters in your locality?*

*Who lays roads in your locality?*

*Who is responsible for these works?*

*Who makes decisions about these matters? How are they made?*

The phases of **eliciting** and **engaging** would provide an idea about learners' existing knowledge about their surroundings. These interactions would be useful to you later while assessing the progress made subsequently by learners.

**3. Explore:** You can form groups of five students in the classroom to work on select issues, emerging out of the above discussion. You can suggest some of the issues mentioned in the 11th or 12th Schedules of the Constitution of India to each group for doing projects. They may relate to drinking water, sanitation, public health, public distribution system, markets and so on. It is evident that many of these issues are geographical and economic in nature. You can advise students to choose issues that are more relevant in your local context. They can find out about the role of the LGB of your own locality regarding these matters. Each group may be allotted about one month to complete their project.

Let children observe the neighbourhoods of their homes and school; enquire their family members and neighbours about various local issues and the history of your LGB; collect and record data.

**Suggested Activities:**

- Draw a map of your locality, specifically marking your home, school and the office of panchayat / municipality.
- Read newspapers for a week and note down the coverage given to the matters of your LGB. The district supplements of newspapers cover local news.

**4. Explain:** Let learners build their own understanding from these experiences. Let them explain to their classmates and what they have learned so far.

Describe and explain the structure and functions of the LGBs with special reference to the LGB of your locality. Introduce here certain key **political concepts** such as power, authority, legitimacy, justice, equality, election, right to vote, popular participation, jurisdiction, decentralization, transparency, accountability, and so on. Although some of these are abstract, complex concepts, attempt may be made to explain them in simple terms.

**Productive feedback** may be provided to learners at regular intervals during the project about what they need to do for learning further.

**5. Elaborate:** Let learners apply their understanding about the functioning of your LGB to explore further its role regarding some other issues. Elaborate on relationships among LGBs on the one hand and the district administration, the State government and the Central government on the other hand. Several schemes funded by the Central government and / or State government, e.g. National Rural Health Mission and midday meal, are implemented by the LGBs.

You can also invite the elected representatives and other functionaries of your LGB to address the students about the work done by the LGB.

**Suggested Activities:**

- Prepare a chart about various activities of your LGB and display it in your classroom.
- Prepare collages with press clippings about the work being done by your LGB on select issues and display them in the classroom.
- Prepare brief reports on select issues with press clippings and discuss them in the classroom.
- Perform a role-play about any significant issue in your locality.
- Form a children's council.
- Organize a 'model panchayat' / 'model municipality' in your school.
- Find out your elected representatives in your LGB and their social background.
- Visit the office of your LGB to observe its functioning and note their observations.
- Interview elected representatives / employees (regular and contract) of your LGB about their work.
- Find out about the role of your LGB in implementing various programmes / projects of the following Ministries in your locality: Ministry of Health & Family Welfare,

Ministry of Human Resource Development, Ministry of Rural Development, Ministry of Urban Development and Ministry of Women & Child Development.

**Continuous assessment:**

The phases of **exploring**, **explaining** and **elaborating** would provide numerous opportunities to you to continuously assess learners and gauge their progress on a regular basis. You may assess, through observation, learners' understanding of concepts; their oral communication skills through presentations, classroom discussions, debates, role-play; and written communication skills through brief reports.

**6. Evaluate:** Ask each group to prepare a brief project report on the issues on which it worked and make a brief presentation in the classroom. Evaluate not just the end product but also throughout the process of doing the project. Assessing a group project is a tough task. However, the performance of each group while doing their projects can be observed, recorded, and if necessary, graded.

**Comprehensive assessment:**

This project would enable you to assess learners on a comprehensive basis, as it involves doing multiple activities inside the classroom and beyond the school and learning various skills in the process. It also provides opportunities for self-assessment and peer assessment. By means of CCE, you can deepen and widen their – and your – knowledge of your neighbourhood issues and the role being played by your LGB.

**7. Extend:**

New projects may be undertaken so that the learning acquired through this project is transferred to master other topics. The students may apply their new knowledge in other contexts.

## Exemplar Assessment Activities – Social and Political Life (Economics)

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### Topic: Livelihoods

#### Central Concepts:

- Explore the different ways in which people earn their living in rural areas and urban areas.
- Understand the variety in the livelihoods and compare their life situations
- Analyze the working conditions of people and problems and challenges faced by them
- Examine whether people have equal opportunities to earn a living

The teacher for integrating assessment into the teaching-learning process may start the class by providing them an activity which will help the teacher in understanding the knowledge that the learner has acquired from her day-to-day life and surroundings.

#### Procedure:

In the beginning of the class, teacher may initiate the discussion by asking questions to probe into their understanding of the different livelihoods they see around them.



1. Describe the work that you see people doing in the above pictures.
2. Identify the different types of work that are related to farming and those that are not. List these in a table.
3. In your notebook draw some pictures of work that you have seen people do in rural areas and write a few sentences that describe the work.

**Activity 1: Discussion:** Students bring in large amount of knowledge acquired from their day-to-day surroundings and experiences. Teacher can initiate the discussion by letting the students speak about the different types of work they are familiar with. Encourage them to speak about the livelihoods that they have come across through newspapers, media etc. Following questions to probe more into their understanding may be used.

- *What are the different types of work people around you are engaged in?*
- *Which are the other livelihood activities that you have read or heard of through newspaper/ media?*
- *Can you say why you are unable to see such type of activity in your area?*
- *Why do people engage in this type of work in your area?*
- *Does the work they are engaged in, have any relation with the place they live in?*
- *Does it have any relation to their level of education? Or with respect to gender/ caste?*

**Activity 2: Assignment:** As a follow up of the discussion, the children may be asked to write about the various livelihoods.

**What to Assess?**

*Discussion on these topics helps the teacher to know the understanding that the learner has acquired from the outside world as well as interrogates these understandings. After the completion of activity 2 it can be distributed and pupils can assess each other's work. Learners should be asked to comment on what has been included and what more can be done for improving the work.*

*Teacher may assess the ability of the students in making connections with real life experiences and effectively articulate reasons for differences in livelihood and working conditions of people.*

*Learners' ability to communicate their arguments effectively through employing adequate evidence and sound reasoning.*

*Assessment of learners' capacity for empathy can be carried by looking into the capability of the learner to listen, read upon and communicate from a viewpoint that is not based on one's own experiences.*

**Activity 3: Discussion:** Identify the different types of work that are related to farming and those that are not.

Farming is a major activity in the rural areas. Here also a brief discussion will be helpful in making the learner understand what she/he has to look for? For this the teacher may initiate the discussion posing questions like:

- *When you are engaged in farming how would you start with? And then through what activities would you have to proceed further?*
- *Is it the same for all types of agricultural products?*
- *What are the skills you would require to do these activities?*
- *What are the other related activities that people are engaged in?*
- *Can you find any difference in the activities involved in cultivation of wheat/paddy/maize and coconut/rubber/coffee?*
- *Do they require different time periods? Different climatic conditions? Different soils? Different skills?*

- Which are the problems that affect farming? Are there more physical or human problems affecting farming?

Instead of providing answers to the learner, by probing more the teacher should be able to help them discover the answer themselves. This requires more amounts of time and efforts to help the learner explore the material and construct meaning from the experience.

#### **Activity 4: Making of Table**

List the different types of work related farming and those that are not, in the form of a table. After the discussion, where all activities related to farming have been put forth, children may be asked to proceed further to listing of these activities in the table.

#### **What to Assess?**

*While the learners justify their answers to each other or to the whole class the teacher gets an opportunity to assess the quality of understanding and conceptions related to farming.*

*The last 2 questions in Activity 3 are interdisciplinary in nature and teacher can use it for assessing their understanding of the different types of farming, the influence of geographical factors on farming activity, the ways they are influenced by the environment, the problems associated with farming which may be man-made or physical.*

*Activity 4 enables to assess the learner's ability to summarize the activities and their ability in sequencing and synthesizing information.*

*The table made can be self assessed after reading the textbook so that they themselves will be able to improve. Teacher also may intervene to draw out the level of pupil knowledge and tackle pupils' misconceptions by asking other pupils to explain the answers.*

**Activity 5:** Drawings of the different activities engaged by the people in the rural areas and description of these can provide teacher understand what the individual learners are able to and their level of understanding.

#### **What to Assess?**

*Learners, who may not be very good in writing skills, may be able to put forth their ideas in form of drawings, which the teacher can use for assessing their level of understanding and the description of each activity will help these learners in enhancing their writing skills.*

*This activity carried out through the transaction process will enable the teacher in assessing the extent of comprehension attained by the learner with respect to the various livelihoods, their ability to locate these in their own experiences and depict it in form of drawings as well as in writing and their ability in synthesizing information.*



## Section III: Some Essentials for CCE Implementation

### 3.1 Building an Assessment Plan

This section will deal on how to construct an assessment plan that will allow teachers to be successful right away. They can develop an assessment plan for each chapter before instruction. It can include a description of the informal and formal assessments teachers use to gauge student learning which will reveal students' learning of content, skills and what kind of feedback will be provided. It can also describe any plans proposed for students who have **special educational needs** and how these plans address their needs. The key steps to building an assessment plan are discussed, followed by an exemplar assessment plan for all social science disciplines.

**Shift the emphasis from continuous testing to continuous assessment!**

- Step 1: List out the learning objectives / expected learning outcomes of each unit that you are going to transact in the class.
- Step 2: Trace out activities/tasks that will provide you proof for level of attainment of learning objectives. List the evidences, which you have to gather while conducting activities/tasks, to make assessment reliable and valid.
- Step 3: Time management plays a crucial part in planning the teaching-assessment-learning process. The teacher can plan for time required to transact the topic along with conduct of activities. They can also take into consideration the time to be allotted for remediation /enrichment. The assessment tasks should be planned in such a way that they do not interrupt teaching, instead, should continuously feedback into ongoing teaching-learning.
- Step 5: Review the assessment tasks planned and check whether you will be able to assess and have evidence of all expected learning outcomes.
- Step 6: Based on the list of evidences to be collected, take measures to collect and place them in the portfolio of each student along with their self-assessment reports.
- Step 7: Prepare a detailed progress map which gives clear indications of expected learning outcomes, the level of attainment and suggest ways for improvement looking into the evidences collected during the teaching-learning process and the observations made. This has to be discussed with the student and later at the end of each quarter reported to the parents/guardians along with the portfolio.

### 3.2 ASSESSMENT PLAN

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#### **Content/Theme:**

Assessment needs to be seamlessly integrated with teaching. It cannot promote learning if it is based on tasks or questions that divert attention from the main goals of instruction. It is meaningless if it does not engage those things that the students are expected to learn. Therefore assessment plan should focus on content/theme. Teachers should be knowledgeable about the content standards and of the learning progression, within subject matter domains, so that they know where they are helping the student reach as well as how to take remedial measures in case of any lack in progression. Assessment tasks should be understood as having a learning purpose and should be designed to probe for students' conceptual understanding and reflect important learning goals. The focus of the assessment strategies should move towards conceptual understanding of core ideas and on students' abilities to solve problems and formulate an argument.

#### EXEMPLAR:

#### **Content/Theme**

<b>Learning Objectives</b>	<b>Suggested Assessment activities</b>	<b>Competencies</b>	<b>How to Assess</b>
General and Specific Outcomes	State the activities and tasks that can be used. This will provide evidence of learning.	Indicators that can be assessed	Depending on the various methods of assessment and the indicators, the teachers can prepare criteria to be considered while assessing.

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### 3.3 REPORTING

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Finally, teachers have to share the assessment results with important education stakeholders including parents, other teachers, school heads, higher authorities, and the learners themselves. The assessment feedback/reporting should be criterion-referenced that describes the nature of progress a pupil is making in regards to the specified learning targets. Parents would be keen in knowing how their children are doing in school. After every three-four months the teachers may report the parents the learning level of their child on the basis of continuous assessments which will allow the parents to know about the progress. With this knowledge in hand, parents can assist and support children with their studies during the school year before opportunities for grade level achievement have passed. Regular reports to the learner themselves as soon as any activity/project is done, will help them in knowing where they stand and what to strive for. The feedback should also provide specific suggestions about how that improvement might be achieved.

*"Grades cause an emotional reaction – either positive or negative. Feedback causes you to think and engage, which is reflective learning."*  
 – Dylan William

#### **What to Report:**

Descriptive feedback should be used to explain what is working and what is not as students' progress towards their learning goal. The feedback which is specific, easy to understand, in comparison with the expected learning outcomes should be provided to the students and parents. The reporting should be inclusive of:

<b>Evidence of learning</b>	<b>Level of competencies acquired</b>	<b>Suggestions for improvement</b>
State the activities and tasks that have been used to assess learning and show the portfolio.	Indicate the progress of each learner keeping in mind the required targets and proof of learning.	State the strengths of the student, what needs to be done for further improvement/enrichment (For proper concept formation, acquiring skills, undo the misconceptions)

***Note:** This will give a bigger picture where they are now relative to the expected learning outcome and where the teacher ultimately wants them to be. The goal is to increase student's motivation and learning which requires a productive feedback that will tell what they are doing right, pinpointing their strengths and helping them to develop their strength even further.*

### 3.4 Challenges in CCE Implementation

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#### Large class size

One of the major challenges is the large class sizes. Conduct of activities and assessing simultaneously becomes difficult for the teacher. Teachers' workload would increase as they were required to mark and keep records of the progress of all learners. With the implementation of the RTE Act which suggests the teacher- pupil ratio of 1:35, the problem of large class sizes in the upper primary stage might reduce to some extent. Moreover as mentioned in the package, it is not necessary to assess all children during all activities. The teacher has to do it over a period of time.

#### Time Management

Although continuous assessment should be well integrated with the teaching and learning processes, if teachers undertakes the process of assessing and teaching separately it is going to be time consuming. This will further reduce the time for remediation and enrichment leaving less time for transaction. Once they are built into classroom routines these assessment methods are not onerous and do not take away the instructional time. Moreover if the insights gained help the teacher work with students more effectively, the time used for accommodating a variety of assessment methods is worth enough.

#### Pupil absenteeism

Absenteeism also poses an obstacle to the smooth management of pupil performance due to irregularity in the attendance. The fear of challenging works also led to increased absenteeism. Some of them also might drop out from the schools as they fear for excessive monitoring. Challenging works are not to be made compulsory and teacher should weave into her assessment activities taking into consideration all learners and the expected learning outcomes. Then learners start enjoying the conduct of these assessment activities without realising that they are being assessed. This will make them *learn without burden* and attract them to the class.

#### Monitoring and feedback

The assessment result of learners is often used for assessing and monitoring the teachers. Therefore, the teachers tend to prepare the assessment tools, evaluate and maintain records as per the requirements of the authorities rather than for enriching the teaching-learning process. This has led to narrow instruction and teaching done "to the test". Instead of bringing out improvements in their teaching, they look for

putting forth clean records indicating better teaching. The monitoring instead should be carried out so as to provide adequate support to teachers and address their problems in implementing continuous assessment.

Assessment should be viewed as developmental which emphasises on the improvement of pupils rather than achievement. It should be able to diagnose the strengths and weaknesses and determine ways that help to address the problems and enrich their strengths.

### **3.5 What Roles Do Teacher Educators and BRC/CRC Personnel Need to Play?**

Teacher educators have a crucial role to play in the professional development of teachers. While implementing CCE, some points need to be considered by teacher educators and BRC/CRC personnel who would orient teachers and monitor the teaching-learning process in the classrooms regularly. 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 to become reflective practitioners and agents of change with a view to improve learning process among children. While organising in-service training programmes for teachers, the following points need to be addressed:

- ⊙ Training programmes are not to be organized in a 'top-down' manner, by telling teachers ('know-how') to implement methods or strategies for CCE as suggested by the trainers. Teachers need to be provided ('do-how') by taking examples so that they would get opportunities to discuss, reflect on and share their problems.
- ⊙ Training programmes must adopt a strategy wherein teachers get the chance for peer discussion and sharing of school practices related to CCE. This process would facilitate mutual and participatory learning.
- ⊙ Teachers are working in various situations, such as large-size classrooms, schools located in hard-to-reach terrain, multi-grade classrooms, etc. A uniform recording and reporting format would not serve the purpose of CCE. Teacher's experiences have shown that such formats are not helping in this process, rather taking away teaching-learning time.
- ⊙ Training programmes should enable teachers to relate subject with the children's experiences and surroundings. Further, many of the learners, especially those belonging to linguistic minorities, may find difficulty in responding, mostly on account of shift from home language to school language.

### 3.6 What are the Broad Guidelines for Administrators?

CCE believes that teaching-learning is a continuous process that depends on dynamic interactions between the child, her/his peers and the teacher. The teacher is the person who spends maximum time with children in the classroom. Therefore, the teacher is the best person to judge children's learning needs, levels and progress. If any record is to be maintained in formative assessment, the choice as to what records have to be kept should be decided by the teacher. Recording of each and every classroom activity is burdensome, impractical and does not help teaching-learning.

This would require that education officials, superiors and inspectors respect the teacher's autonomy, making 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. Here administrators can encourage teachers to concentrate more on assessing the process and interaction in her classroom, rather than the product.

- Administrators should have regular interactions with teachers to strengthen the teaching-learning process.
- Flexibility in the timetable is necessary for implementing CCE. This would also help teachers to try out the techniques they have learnt in training programmes.
- Teachers should be encouraged to use locally available resources, opportunities of learning from outside the classrooms, which sometimes are not encouraged by the head teachers.
- Opportunities may be given to teachers for sharing their experiences gained from training programmes with head teachers and other educational personnel (BRC personnel). This process would help them update their knowledge and also make them understand the rationale of changes (pedagogical shifts) made in respective subjects.
- Autonomy needs to be given to teachers to use the syllabi as per the needs of the children. For example, in most of the schools teachers have to take chapters in a sequence suggested by schools.
- Organisation of training programmes for planners and administrators on CCE is necessary to develop harmony in ideas between practitioners and administrators. This would also help them to understand the total process of learning and assessment and their role in this endeavour.
- Administrator's role should not be that of a supervisor or reporting officer. S/he should create conditions for learning in the school and play the role of a facilitator or guide.

The entire process of CCE demands sharing of responsibility on the part of administrators, teachers and children.

**Development Team:**

Tannu Malik, *Assistant Professor of Geography*, DESS

Seema S. Ojha, *Assistant Professor of History*, DESS

M.V.S.V. Prasad, *Assistant Professor of Political Science*, DESS

Ashita Raveendran, *Assistant Professor of Economics*, DESS