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SECTION I

Why this Package: An Overview

We are all aware that Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) has been implemented since April 2010. The Act requires that CCE is to be implemented for each child up to the completion of elementary schooling. 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 the implementation of 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 of CCE. 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 play as a powerful instrument in respecting the intent of RTE 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 improvements. CCE in turn would encourage all to focus on child's progress with her/his own 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 equated as 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.

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 implementations;
- ▲ provide examples *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 teachers, teacher educators and administrators* for implementing CCE.

What CCE is and what it isn't

- ❖ The primary purpose of *assessment and evaluation is to improve children's learning to help them progress leading to their overall development*. Information about their learning gathered through assessment during teaching-learning helps teachers to determine children's strengths and learning gaps in the concerned subjects which serves to guide them in adapting curriculum and teaching-learning approaches/methods to suit children's need. However, at the same time, it also serves the purpose to reflect how well a student has achieved the curricular expectations through the process of gathering information from a variety of sources.
- ❖ Assessment during teaching-learning gives clues about children and the teacher *can act upon timely* to enhance learning, especially where children are facing difficulties and special help is needed. Continuous assessment does not require the use of structured tests which are given to all children at the same time. In this process, they may not even know that they are being assessed. Thus continuous *does not mean more frequent formal tests*.
- ❖ One major misconception is related to the words **formative assessment**. In report cards, in a large number of schools, currently teachers report formative assessment in every quarter including project work and other activities under that. Actually formative assessments are not meant to be reported in report cards. The word formative comes from 'formation', i.e., formation of the learning process. These are assessments designed to monitor and improve students' progress during the teaching-learning process (also called *assessment for learning*). Any information on the learning process of a child for example, written work, oral work or observation can be used by the teacher to help the child improve further.
- ❖ The other 'C' in CCE is 'Comprehensive' component of assessment. Comprehensive component means getting a sense of 'holistic' development of child's progress. Progress cannot be done in a segregated manner, i.e., cognitive aspects and personal social qualities, etc. After completion of a unit/theme, teacher would like to know whether they have learnt as she/he expected them to learn and also based on lesson's expectation (assessment of learning). For that she/he broadly identifies the objectives of the lesson and spells out learning indicators. She/he designs activities based on expected learning. These activities are of varied nature. Through these questions/activities she/he would assess the learner and that data would be one kind of summative data of a unit/lesson. *Such assessment data must be recorded by the teacher*. Likewise in one quarter, she/he would cover 7-8 lessons/topics and in this manner, she/he would have substantial data covering varied aspects of the child's behaviour. It would provide data how the child was working in groups, doing paper-pencil test, drawing pictures, picture reading, oral expression, composing a poem/song, etc. These data would give 'comprehensive' picture of child's learning and development. This data would help in *assessment of learning*.
- ❖ Another misconception is related to assessment of personal-social qualities of children. These qualities such as empathy, cooperation are generally assessed at four/five point scale of

grading. Assessment of personal-social qualities is neither confined to a specific subject nor requires assigning a specific time as it can be observed and recorded more effectively in the context of class teaching (across subjects) and during various other activities of the school. These should not be assessed in terms of presence or absence. These must be described to state the extent the child displays these qualities.

- ❖ Assessment is a means to gather evidences to meet the requirements of evaluation. Assessment does not speak of final judgment but a process through which comparisons among various sets of observations are made. Evaluation is the process of finding out as to what extent changes have taken place in the development and learning among children. It has to be based on reliable and valid evidences so as to arrive at precise formulations. Good evaluation is one which provides a near complete picture of child's accomplishments and is based on multiple sources.
- ❖ Most of the time the terms '**assessment**' and '**evaluation**' have been used interchangeably. There is a difference in what these imply. Assessment's purpose is judging the quality of performance of children *while learning is going on*. Evaluation focuses on the actual level attained after a certain period of instruction with no interest in why and how that level was attained. It refers to judging the quality of students' work on the basis of established criteria, and assigning a value (for example, marks or grades) to represent that quality. Formative Assessment is process-oriented while evaluation is product-oriented.
- ❖ Educators think that the prime purpose of evaluation is labelling or comparing performance of children against each other. They also think that these processes are to point out weaknesses of the child or what the child *does not* know, rather than focusing on improving child's learning. The spirit of CCE is to enhance student learning both through assessment and evaluation. It compares the performance of a child with her/his previous performance, instead of comparing her with her peers.
- ❖ There is confusion related with what will be treated as *curricular and co-curricular areas*. Arts Education, Health and Physical Education, Work Education are often treated as co-curricular/co-scholastic areas where as language, Mathematics, EVS, Science, Social Sciences are considered as curricular areas. NCF-2005 places art education, health and physical education, work education as curricular area.
- ❖ Teachers think that in CCE they need to record each child's progress daily or her progress needs to be recorded on a large number of indicators continuously. This is totally contrary to the spirit of continuous assessment. Teachers *need not assess all the children all the time, nor do they need to make elaborate records of pupils' progress and report them to others*. Continuous assessment is only to help the teacher teach better and she may record only that which would be genuinely useful for her to enhance teaching-learning in her diary in her own format.

- ❖ It is also mistakenly thought that in CCE, every child needs to be promoted whether he/she learns or not. The real spirit of CCE is that every child would *get an opportunity to learn all through the process and get help whenever she is facing difficulties*. This means if the teacher regulates and monitors assessment throughout the year and devises strategies to help the child so that his/her learning improves, then the situation of a child ‘failing’ at the end of a term would not arise.
- ❖ Another mistaken view about CCE is that it is the responsibility of a teacher only. This makes the task seem impossible and makes the teacher feel extremely burdened with unrealistic expectations. On the contrary, CCE actually aims at *reducing* the teacher’s burden. Actually, it places the collective responsibility of implementing CCE on various stakeholders i.e., administrators, parents, children and teachers. Children need to take responsibility of assessing their own work, their peers’ work and helping each other learn. Some children can be a good resource to help the teacher.

Language and Assessment

Let us first try to understand how children acquire and learn a language. We know that

- children are born with an ability to learn languages;
- children learn a good deal from each other through interactions;
- children can learn more than one language at a time;
- language learning is naturally progressive and children move from simple to complex sentences;
- in the process of language learning, children may give ‘*incorrect*’ responses which should be seen as a necessary stage in the process of learning;
- in language learning, it is best to expose children to comprehensible but challenging input.

The same process applies to second language learning i.e., English. Let us first understand the position of English in our context.

a) English in a Multi-lingual Context

We find that English is being used for functional purposes in our day-to-day conversations along with our home language/ mother tongue/ regional language. English is used with other languages on sign-boards, advertisements, media etc. Thus, English is very much a part of our multilingual ethos.

In our schools, English is taught and learnt as a second language (also known as L₂). The purpose of English teaching is to enrich multilingualism among children and to allow diverse languages to flourish in each other's company. Therefore, English is learnt best if it is learnt along with and not at the cost of other languages.

Knowledge of more than one language helps children:

- to acquire higher level skills in the language they already know;
- to learn other languages and new subjects with ease;

- to understand new cultures;
- to become sensitive to other children and their languages;
- to appreciate different perspectives on the same issue; and
- to develop higher level analytical abilities.

Thus by learning English as a second language the children enrich themselves.

b) English as a Second Language

For teaching English as a second language the following is to be kept in mind:

- (i) Flexible use of first language in the classroom:** - The use of two languages (L_1 and L_2) in the classroom can be done in such a way so as to provide comprehensible input in English, using the first language to provide background information. For example, the teacher can, at first, initiate a warm up discussion in the first language and then move on to read the lesson with the children in English.
- (ii) Input-rich communicational environment:** - It is always important to provide the children with an input-rich-communicational environment to facilitate language learning. These inputs include textbooks, learner magazines, newspapers, radio/audio cassettes, learner-chosen texts (of different genres) and other authentic materials.

Language learning is not just a matter of acquiring the skills of listening, speaking, reading, writing and thinking but it should also focus on developing a communicative competence where these skills are used in an integrated manner along with several other abilities. Therefore, the goals of language learning are:

- attainment of basic proficiency in language and
- development of language for knowledge acquisition.

c) Language across the Curriculum

Every class is, at first, a language class and then a subject class as language cuts across the curriculum. For example, a class VI child who takes notes in a Social Science class is, at the same time, listening, asking questions, reading what is written on the blackboard or book and writing suitable notes in her notebook. This means that language learning effectively takes places even in other subject-classes. Therefore, it is not necessary that all the activities conducted in the English class be based on the English textbook; textual material from the EVS or Mathematics textbooks can very well be selected for organising and conducting activities and assessing children's language skills in any class.

Objectives and Indicators of Language Learning

Objectives of English Language Teaching

One of the major objectives of language teaching is to equip children with the ability to read and write with understanding, communicate effectively and to make them independent children. Although there is a variety of teaching methods and materials, the language-teaching classroom has remained one of the most challenging areas of education. For a very long time now, we have been talking in terms of

LSRW skills as the objectives of language teaching. We need to develop skills holistically for example, when we are *Speaking*, we are also simultaneously *Listening* and when we are *Writing*, we are also *Reading* in a variety of ways. And then there are many situations (for example, friends reading a play together and talking notes for its production in which all the skills in conjunction with a variety of thinking skills are used together.) Some of our objectives for classes VI-VIII would include the following:

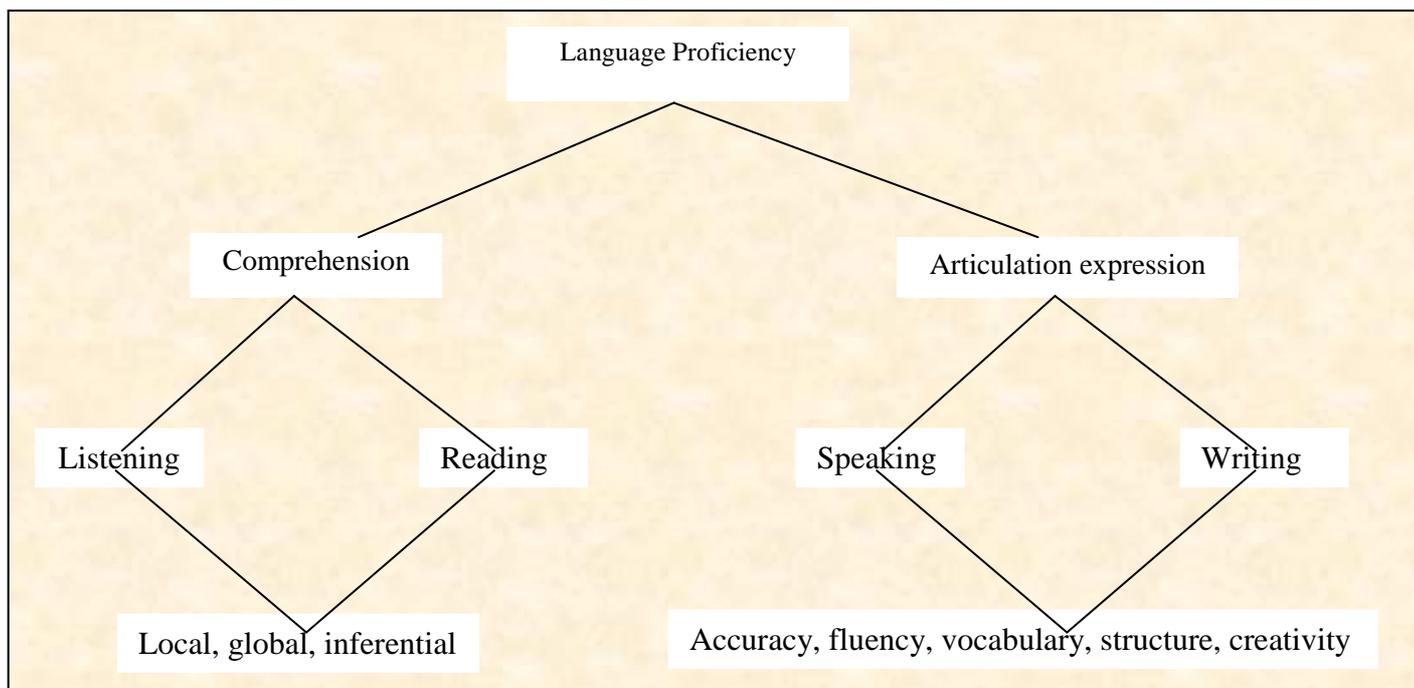
Objectives for Classes VI to VIII

- To enable children to articulate individual/personal response effectively.
- To help them use language and vocabulary appropriately in different contexts and social encounters.
- To help them organise and structure thoughts in writing/speech.
- To develop their production skills (fluency and accuracy in speaking and writing).
- To help them understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living.
- To enable them to use dictionary suitable to their needs.
- To help them understand and enjoy jokes, skits, children's films, anecdotes and riddles.
- To enable them to negotiate their own learning goals and evaluate their own progress, edit, revise, and review their own work.

At the end of this stage children will be able to do the following:

- Understand the central idea and locate details in the text (prescribed and non-prescribed).
- Use their critical/ thinking faculty to read between the lines and go beyond the text.
- Narrate simple experiences, describe objects and people, report events to peers.
- Speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts.
- Write simple messages, invitations, short paragraphs, letters (formal and informal) applications, simple narrative and descriptive pieces, etc.
- Use his/her proficiency in English to explore and study other areas of knowledge through print and non-print media.
- To undertake small projects on a regular basis.

The basic objective of language teaching is to develop language proficiency among the children which comprises comprehension and articulation/expression. Listening and reading help develop comprehension skills. Speaking and writing help develop expression. The following diagram will help you understand the process of developing comprehension and articulation (expression).



In order to achieve the objectives of language teaching, it is important to keep the indicators of learning in mind. Indicators of learning till class VIII are given in **annexure I**. These indicators are only suggestive. You can use these indicators to assess the language proficiency of children. While we understand that language skills cannot be developed in isolation, the indicators here have been given separately for teachers' convenience. As you proceed in the classroom, you will observe that these indicators overlap.



SECTION II

CCE in English Language Classrooms

Class VI

Title of the book - Honeysuckle

Lesson- Who did Patrick's Homework

This story is about a child named Patrick who never does his homework. Luckily Patrick meets an elf who promises him to grant a wish for saving his life. Patrick wants him to do all his homework and feels happy about his luck. The elf pretends that he needs help and makes Patrick work hard and read more books till the homework is completed. Very beautifully the writer tells that in this world magical results can be reaped only with hard work and only 'Hard work is the key to success.'

The overall objectives of this lesson are:

- Understand the central idea and locate details in the text. (Reading)
- Use critical thinking to read between the lines and go beyond the text.
- Narrate a simple experience.
- Write a small paragraph.
- Understand simple instruction / details while listening.
- Use language and vocabulary in different contexts.

To fulfil these objectives you need to create learning situations after assessing children's previous knowledge. Some of the examples are given below.

- ❖ Before you begin the lesson **pre-reading** activities will help the children comprehend the text better.
- You may prepare the students for the story by asking them to list all that they like to do or have to do at home after their school. Let them speak by turns the tasks they do at home. Make a list of all the activities on the board. Homework is sure to be one of the activities that they detail.

Have a debate in groups whether they like to do homework or not. (Speaking activity)

Simultaneously you can assess the children on their speaking ability and keep/maintain a record.

- You can also ask them to imagine that one day when they reach home, they find a fairy in their room who offers to do for them one of the tasks they have to do at home every day. You may then ask them which one out of all the tasks they would like the fairy to do for them and why.

This activity can be taken up as pair work. (Speaking activity)

- Now you can do the activities given in the section 'Before you Read' in the beginning of the lesson.

Their answers will bring the class close to the story 'Who did Patrick's Home work?' Tell them that the story is about Patrick who hates to do his homework. You can tell the students that an elf is a male fairy. Born in folk lore or children's literature, fairies are little creatures that often creep

into houses at night. In return for food or for some such thing, they leave gold or money. Good fairies help people in distress.

Encourage the students to share with each other their concept of fairies. This will create an environment for the story of fairy they are going to read.

Assessment during teaching-learning

The objective of the pre-reading exercise/task is also to develop children's speaking skills and also to make them familiar with the lesson and new words. The activity encompasses skills like 'thinking' and 'listening' skills too. You can assess the children's thinking skills and speaking skills and how they co-relate the ideas, express their likes and dislikes coherently, logically and confidently. If some children are unable to participate, encourage them to speak in their mother tongue.

You will be able to assess whether the children:

- can listen and interact with peers and thereby get different types of information.
- can converse with peers and teachers.
- can express their likes and dislikes.
- can narrate personal experiences and imaginary tales.

This information gathered by you is used for assessment for learning. For example if some children do not participate in the class discussion you may record, 'Rekha can speak in her home language but needs lots of practice to speak in English.'

Encourage the children to read the story and find out for yourself who does Patrick's homework.

- ❖ **While reading** the text, you can divide the text into manageable chunks for better comprehension. This would also help you with assessment for learning of children about the comprehension of the text.

You may ask the children to read Para 1 to 4 and answer the following questions:

- Why didn't Patrick do his homework?
- Why did the elf look like a doll?
- How was the elf dressed?
- What did the elf offer to grant if Patrick saved him from the cat?
- On what condition did Patrick agree to save the elf?

Once they have gone through Para 5-7, the following questions can be asked.

- Why did the elf need Patrick's help at every step while doing his homework?
- Make a list of all the jobs that Patrick had to do for the elf while he was doing his homework.

Example

1	had to bring a dictionary.	4
2		5
3		

After Para 8 to 10 have been read, you can ask the following questions for comprehension check:

- Did Patrick have an easy time leaving his homework to the elf?

- Why were Patrick's parents and friends surprised?
- What is the secret between you and the writer of the story?

Assessment during teaching-learning

While-reading exercises focus on the development and assessment of the comprehension level of the children. For this purpose a number of questions such as true-false, gap-filling, sentence completion, web-charts, tables, MCQs, match the column and sequencing etc. can be asked. This wide variety ensures that each child in a heterogeneous group gets ample opportunities to participate. These activities can be done as peer work/group work. As children do the activities together, peer assessment takes place simultaneously.

You will be able to assess whether the children:

- enjoy listening to rhyming words.
- read the texts with ease and understanding.
- understand the central idea.
- follow the sequence of ideas and events in the text.
- understand the importance of silent reading.

This provides you with criteria for assessment for learning. If some children are struggling with reading you may record for example, 'Rahul cannot read fluently. He needs lots of practice.'

- ❖ In addition to the questions given on page 11 in the textbook, you may ask the following questions as **post reading** activity. These are inferential questions. This would help you with assessment for learning of the text as a whole.
 - The elf accepted Patrick's condition but how did he show his anger?(4)
 - Why was Patrick weary and tired at the end of 35 days? (7)
 - Patrick got A's at the end of the term. Who should get the credit? Give reasons for your answers.(10)

Though the story does not highlight the moral dimension of the deal between Patrick and the elf and exploits the situation light-heartedly, you may use it to bring home to the students the value of helping others without any condition thereby developing social personal qualities among children.

You may ask the following questions. These are open-ended questions where along with other skills, thinking skills can also be assessed.

- Do you think Patrick was right in setting a condition for saving the elf?
- What would you do if you were in a similar situation?
- Should we take advantage of people in trouble?

Working with Language

You can take up exercise A and exercise B from page 11-12 of the textbook and encourage the learners to use a dictionary. Teach them how to consult a dictionary.

You would have noticed that the story is written in an informal, conversational style. You may use it for teaching the natural way of conversation. You may tell them that in spoken English

when they ask, order or request somebody to do anything, they don't have to use 'you are asked or ordered or requested'. It looks rather clumsy, unless it is used for the sake of emphasis.

1. They can use the imperative form. Imperative sentences begin with a verb but do not end with a question mark. Look at the example. Here are two sentences saying the same thing in different ways.

Example:

- You are asked to get me a dictionary.
- Get me a dictionary.

You can ask the students which one they feel sounds better? The second one, isn't it? It is short, crisp and informal. Ask them to rewrite the rest of the sentences in the same manner. (You may add more)

- You are asked to bring some fruits from the market.
 - You are asked to call a doctor.
 - You are asked to make some tea for me.
 - You are requested to water the plants.
 - You are ordered to march in a line.
2. The writer has spelt 'breeches' as 'britches' to rhyme it with 'witches'. The story has a unique style of folklore. Though it is written in prose, it is interspersed with rhyming lines. Read these aloud after you have finished the story and let the children notice and enjoy the lyrical quality of the prose in the story.
 - (i) Don't give me back to that cat.
I'll grant you a wish
I promise you that.
 - (ii) "Help me! Help me!" he'd say.
And Patrick would have to help
In whatever way

Now ask the learners to pick out more such lines from the story.

Assessment during teaching-learning

These activities will help you assess the children for the use of language. You created learning situations to give them practice to use imperatives in day-to-day conversation. The second activity is to make the children aware of the rhythmic use of language. If some children are unable to do you may have to give them more activities for practice.

Writing Activity

Grammar in Context : Given below are some words that express feelings:

Delighted, glad, pained, screamed, rejoiced, furious, grieved, shouted, sad, cried, howled, pleased

You can ask the students to express their feelings with the help of the given words in the following situations: (They can use more than one word for each situation and the same word can be used in other situations also).

- Your younger sister tears your notebook.
- Your uncle gives you a gift that you have long wanted.
- You see an old man being pushed around by the crowd.
- You are in urgent need of help and shout loudly.

Along with these, do the other questions with the children given in the textbook.

Speaking

You can give this activity to develop children's communicative competency. In spoken English we often do not say full sentences. For example,

'Home work—Too boring, he played hockey and basketball and Nintendo instead.'

If we don't skip some words the sentence would read like this:

He did not like to do homework because he found it very boring. Instead of it he liked to play hockey and basketball and Nintendo.

The focus is lost in the length of the sentences. The communication is quicker when certain words are dropped and the sentences shorter. But the meaning remains clear because the context explains everything.

You must note that such shortening is done only in a context. If this technique is applied where the context is missing, you might be misunderstood or may not be understood at all.

For example when the teacher is not in the class and the students are making a noise somebody shouts 'teacher', the class, at once, understands that the teacher is coming. It is the context, which does the rest of the talking in such sentences.

You may ask the students to express their likes and dislikes to each other in short, quick and conversational style. They can make use of the clues:

hot	cold
sour	sweet
long	short
dull	interesting
expensive	cheap

When the children are doing these activities, you are making observations and assessing them for their communicative competency. You can record this for future reference.

- Look at the expression that the author uses to describe wrinkles on the little man's face.

'Wrinkled like a dish cloth thrown in the hamper.'

The novelty of the comparison is very interesting. You may use the example to tell the children that language is not repetition of what they have learnt in the class or outside. They can

create their own expressions. It is fun to play with words. Encourage them to coin new phrases to express themselves. Help them play with words. Give them some situations and let them coin new phrases. For example

you can give some conventional comparisons and ask the children to give some interesting and new comparisons: as fast as the wind — as fast as an email

- as tall as an oak — as cold as ice
- as high as a mountain — as quick as an arrow

- Describing words can create vivid pictures. It is an important skill to learn to select appropriate describing words. Help your students acquire the skill. You can ask them to describe one of the following. They may use the words given below in the box:

- a guest in your house
- your new neighbor
- your grandmother
- beggar

tall, tiny, short, dwarf, stout, huge, fat, plump, pot-bellied, roly-poly, obese, broad, strong, weak, thin, slim, skinny, bony, lean, lanky, slender, bold, mild, cowardly, kind, gentle, rough, rude, pleasant, cheerful, cruel, coarse, gruff, crude, impolite, sweet, beautiful, ugly.

Assessment during teaching-learning

The learning situations created by you will help the children with language development. While doing the activities you can assess the children for their use of language/words. You can conduct these activities as pair work or group work to ensure everyone's participations. If some children are not doing, this means some kind of scaffolding is needed. You can use other children as resource to help the children who are below the level.

Going beyond the text

Here is a situation from the story for role-play. All the children now know that this story is of a boy who does not like doing his homework and the elf makes him do his work by pretending that he (the elf) is doing his work. Now the question is whether we should make our children do homework or should they learn and do all their work in school itself?

Children, parents, teachers and educationists have their own opinions and beliefs about homework. Let us bring them together to debate on the issue of homework through a role play.

You can divide the class into groups of four and allot roles based on the following

- 1 Sukriti, a student of class VI
- 2 One of Sukriti's parents
- 3 Mr. Rahim, Sukriti's class teacher
- 4 Mr. John Suresh Kumar, a psychologist

You ask the children to hold a discussion with the group members and develop the dialogues for the different roles. You may give clues/ideas to the students for each role. They enact their part and assess other groups.

Through role-play you have used all the skills—reading, listening, speaking, writing and thinking. While preparing the dialogues, the children were listening to the other group members and speaking. While enacting, they were listening to others as well as speaking their own parts. Thereafter, you can ask the children to present their views in the form of a written paragraph. You can assess them for writing keeping in view the process of writing refer page (ref. page no. 21). This can become part of their portfolio.

Assessment during teaching-learning

Post reading exercises aim at connecting learning to real life situations. These enable the children's to go beyond the text. Activities like role play provide you with the opportunity to assess them on inter-personal qualities as well. When each group performs in front of the class ask the children to assess the performance of other groups therefore, using the technique of group assessment. Give the children the criteria for assessment such as dialogues, presentation etc.

After the completion of the lesson you may assess them on the following criteria for **assessment of learning**,

- They speak and write about themselves.
- They infer meanings and understanding the text.
- They relate the ideas to their personal experience.
- They respond in English to specific contextual questions.
- They use critical thinking to go beyond the text.
- They listen to dialogues, conversations and narration with understanding.
- They participate in debate, class discussion and role-play.
- They speak/explain the cartoon given at the end of the lesson.

The data collected by you can be used for reporting purpose.

Class VIII
Title of the book - Honeydew
Poem - The School Boy

Everyone who has gone to school or is studying has felt like missing their classes at least once in their lifetime. The desire to be carefree and play in the lap of nature is what childhood is all about. In the poem ‘The School boy’ the poet talks of a young boy who wants to enjoy and relish the beauty of a summer day instead of attending school.

The overall objectives of the poem are:

- Enjoy and appreciate the poem.
- Reading the poem with comprehension.
- Connect central idea with life outside.
- Create a small poem.
- ❖ **Pre-reading** is an essential part of any poem or lesson as this provides you with the data about the children's learning levels and this knowledge will help you to design the learning situations for the children.

This poem describes the feelings of a boy who does not like to go to school because of the rigidity of the school system. He compares himself to a caged bird who wants to lead a carefree life like a free bird. He also feels like a flower which has withered away before flowering as he feels suffocated in school. He wants to be with nature and enjoy.

You can hold a discussion in the class on the topic ‘Feelings of a caged Bird and a Free Bird’. You can show them pictures of a caged bird and a free bird. To hold the discussion, divide the class into two groups. One group will speak about the caged bird and the other group about the free bird. You can consolidate the points on the blackboard after each group’s presentation.

You can assess the children about their speaking skills whether they can speak in English or not. If not, encourage them to speak in their own language.

Caged Bird	Free Bird

Continuing the discussion, ask the children how they feel in the school-

- Do they like to come to school?
- Is the school like a cage?
- How do they want their school to be?
- How do they want their teachers to interact with them?

You can play a vocabulary game with the children with the word ‘School’ to help them enhance their vocabulary related to school and also the poem.

Vocabulary Game: It is like *Antaakshri*. You write the word 'school' on the blackboard. Children have to come up with a new word related to school life, beginning with the last letter of the preceding word. For example, after the word 'school' the group will think of a word related to school, starting with the letter 'L', (like lab—blackboard—desks—sports field) Such an activity ensures the participation of all the children and they speak all the words in English related to school.

Assessment during teaching-learning

The objective of the pre-reading exercise/task is to develop children's speaking skills, introduce the theme of the poem and new words. You can assess the children for their thinking skills and speaking skills and how they correlate the ideas, express their likes and dislikes coherently, logically and confidently. You may record this observation in children's profile and focus on this aspect of language development whichever child needs.

For assessment for learning you can assess the children whether:

- They show interest in listening to different experiences of their peers.
- They participate in discussion.
- They look at the picture and speak about it.
- They narrate their own school experience.
- They exchange ideas, opinions and thoughts in pairs and in groups.

Based on these observations you may record as per the level of the children and create new learning situations while reading the text.

While Reading

You may read aloud the poem with proper stress and intonation. Ask children to read the poem in pairs.

The boy in the poem wants to enjoy a summer morning as the Skylark enjoys it. He hates the idea of going to school. After the learners have gone through the poem once or twice, they would come to know what the boy loves to do and what he has to do. This will help you assess their comprehension.

You can ask the children to make a table showing the comparison. (Pair work)

- a. The things the boy loves to do.
- b. The things the boy has to do instead.

The things the boy loves to do	The things the boy has to do

For this activity you can use peer assessment as a technique. While assessing each other the children will understand the poem better. After completing the table it would be easy to answer Q.1 & 2 given in the textbooks. After doing Q.3 you can ask them what the words 'fears annoy' refer to

- (i) teacher's anger

- (ii) parent's anger
- (iii) afraid to be caged
- (iv) afraid of the rain.

Thus, helping children with the comprehension of the poem.

Assessment during teaching-learning

While-reading exercises focus on the development and assessment of the comprehension level of the children. For this purpose a number of questions such as true-false, gap-filling, sentence completion, web-charts, tables, MCQs, match the column and sequencing etc. can be asked. This wide variety ensures that each child in a heterogeneous group gets ample opportunities to participate.

For assessment for learning you can assess the children whether:

- They listen and enjoy poems.
- They recognise and appreciate rhyming words.
- They enjoy reciting poems in peers.
- They respond in English to a variety of textual questions.
- They read aloud/recite the poem.
- They understand the central idea of the poem.
- They follow sequence of ideas.
- They analyse and compare ideas in the text.

Based on this record you can prepare activities for assessment of learning.

- ❖ **Post reading** exercises aim at connecting the learning to real life situations. These enable the children to go beyond the text. Post-reading activities will help you assess the children's overall development in listening, speaking, reading and writing.

You can ask the children to describe various kinds of schools, using appropriate adjectives, for example, 'a good playground'. 'a pucca building' etc.

Writing

This activity can be taken up as peer work and peer assessment can be done. After the peer assessment you can ask the children to improve their paragraph and this can be put in their portfolio. You can ask the children to discuss and write on the topic 'School should be a Place for Joyful Learning'. You can provide sufficient clues to the children for this activity.

The points can be:

- freedom to express themselves.
- lots of activities to do.
- teachers and children work together.
- children don't have to carry heavy bags.
- children are like friends.

Comprehension questions follow: (p.85, textbook)

You must have noticed that the poem has rhythm and the poet follows a rhyme scheme. Draw the attention of the children towards the rhyme scheme for example, morn, horn, tree, me; joy, annoy; nip'd, strip'd....

Let Us Create A Poem

You can ask them to write a Cinquain poem on the topic 'School'. A Cinquain poem is a five line poem.

In the first line write one word - 'School' (noun)

In second line write two words describing the school - 'adjectives'

In the third line write two action words - (verbs + ing)

In the fourth line write two more describing words related to the words given in the third line - adjectives

In the last line write a synonym of the noun in the first line.

Now you have a short poem. Cinquain means five-5 in French

Assessment of Learning

You have seen that while doing different activities the focus is to develop language skills among the children and assess them on regular basis. After the poem has been completed the following criteria can be used to assess the children.

- They express personal experiences and school life.
- They write answers for textual questions using inference.
- They write a paragraph using verbal clues.
- They express ideas and feelings on a given topic in a paragraph.
- Use of grammar in context (adjectives).
- They create a poem.

You would have observed some children in the class who are creative and have been able to create a poem without your help. For such children you may record, for example, Anita is very creative. She is going ahead of her class but she needs to share with her friends.

In order to assess the activities that you may choose to conduct in your class the matrix given as **annexure-II** can be referred. You can use the tools and techniques as per the unit/ lesson/ activity/ task. The periodicity of assessment will depend on the task/activity type. For the upper-primary stage it can be 4 point scale along with qualitative discussion.

Let Us Remember

Listening and speaking have traditionally been neglected and reasons cited for these are lack of resources, lack of initiative by teachers and absence of these in formal examination. These two important abilities most often do not find a place in classroom teaching situations and continuous assessment will be a means to include these aspects of language learning in the language classroom.

Children can be assessed after providing audio/audio-visual inputs by asking them to respond orally or in writing. Observation and oral techniques can be used on a daily basis and also from activity to activity through the academic calendar after every unit/term. Speaking skills can be further assessed through tools like role-plays, interviews, discussions and debates etc. Reading aloud is a useful activity to assess and give inputs on specific points like pronunciation and intonation patterns.

Writing techniques help us in assessing the writing proficiency of the children. Writing tasks may be designed using verbal or visual stimulus and should be accompanied by hints/guidance. Writing tasks should be assessed on content, accuracy and fluency. They can comprise: gap-filling, transformation, rewriting, open-ended questions, cloze procedure, translation etc. While assessing the children for writing skills the process involved in learning writing is equally important. This process can tell us how much the learner has improved from the first draft to the final draft. This process of writing can become a part of children's portfolio. The steps involved in the process of writing are:

- brainstorming for collecting ideas
- organising the ideas
- preparing the first draft
- editing
- revising

Reading should also be tested continuously. Various types of passages like a story, time table, instructions, answers, gap filling, completion type, word attack questions and table completion type questions can be used. Quick tests of comprehension can also be made by using true/false, matching, multiple choices, type questions. While marking answers for reading tasks, it is important to remember that it is not a test of writing. Children should not be penalized for errors in spelling, punctuation and grammar.

Points to ponder over...

- Language assessment is not only related to the performance of the learner with respect to a particular syllabus. It should be based on assessing the language proficiency of the children.
- Learning can also be assessed through routine activities and exercises in the classroom.
- The types of questions that are prepared and used for assessment need **not** be restricted to those found in the textbooks.
- Individual and group activities can be designed to enable the children to reflect on and assess their learning experiences.

You have seen that language assessment involves collecting data/information about the way children learn the language, the progress made and providing them with the feedback. Feedback is also important for you as it will enable you to reflect and take measures for improving the teaching-learning process.

The record of the children's progress should be both qualitative and quantitative because report cards need to bring out a comprehensive and overall picture of the children's development. While recording the achievement level of language proficiency of the children you need to record their inter-personal skills as well. You need to develop these among the children. Therefore, there is an emphasis on peer work and group work. The children need to develop the skills of negotiating their views, sharing ideas, working and learning together etc. These can be recorded and reported in the child's profile and these should be qualitative remarks.

After the teaching learning process of about three months and completing 4/5 chapters/units, you plan to evaluate children based on the criteria (indicators for English Language Learning). You analyse that you have assessed children by using different methods such as paper pencil test, oral expression, reading, writing, debate, discussion etc. providing individual and group activities to assess children's learning. You also referred to their portfolios, your diary and log book as well to recollect the progress of each child.

You assessed their performance keeping in view the criteria (indicators) of class VI-VIII level collected through the evidences using various sources. After assessing their performance collected through the evidences using various sources, report the progress on a four point scale along with some qualitative description.

Suggestive/Exemplar format for analyses of summative data for language learning

Name of Child	Observations* during one quarter						Qualitative remarks/ description
	Obs-1	Obs-2	Obs-3	Obs-4	Obs-5	Obs-6	
	Oral (Listening and Speaking)	Written Work (Based on Listening and Speaking)	Reading Comprehension	Written Activities	Paper Pencil Test	Creative Writing	

*Assessment of these observations is based on the criteria identified for respective class.

Name of Child	Remarks	Level of Learning*
Anita	She is very creative. She is also able to articulate her thoughts clearly while writing and speaking. She has leadership qualities. She does all the activities with great enthusiasm. She is fond of reading and reads books other than the textbook. Her comprehension is good. She is meticulous and works with interest and concentration. She is able to relate her learning beyond the classroom and gives many examples. She hesitates to share her work with	Beyond the level of class VIII. (Learning Level IV)

	others.	
Aman	He is a keen learner. He can express himself clearly and confidently but sometimes makes errors. He needs practice. He makes an effort to relate the classroom learning with his daily life. However, he needs to be patient while working in a group and help others when required.	Learning as per the level of class VIII (Learning Level III)
Kiran	She can manage her work. She needs support to do the activities. She learns new words of English quickly but cannot speak in English. She is otherwise confident in expressing herself in Hindi/home language. She draws very well.	Learning as per the level of class VIII with support of teacher and peers. (Learning Level II)
Sunita	She cannot read with comprehension. Her writing skills are weak. She barely manages to keep pace with the class. She does not speak in the class.	Not learning as per the level of class VIII. (Learning Level I)

*Learning Level I: Child's performance has not reached the expected level

Learning Level II: Child needs support from elders to reach the expected level

Learning Level III: Child's performance as per expected level

Learning Level IV: Child's performance beyond the expected level

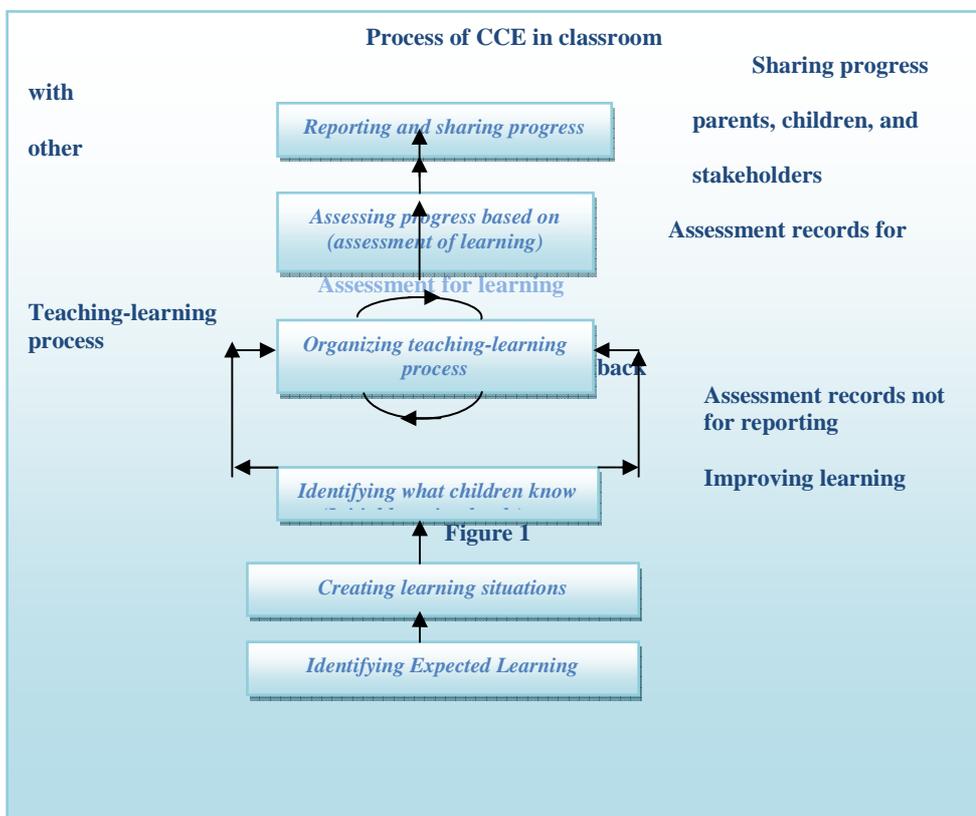
Note: The format mentioned above is only a suggestive one. A prescriptive criteria/format to report the progress of children may be avoided. A decentralised approach may be followed that provides flexibility.



Section III

Some Essentials for CCE Implementation

In Section II, you have seen examples of how assessment is being used, during the teaching-learning process (assessment for learning) as well as after the completion of a lesson/theme (assessment of learning). In order to follow this, the teacher needs to follow some necessary steps. This section provides you some guidance on these necessary steps for implementation of CCE in the classroom. This section also provides guidelines on using the assessment data by the teachers to provide feedback and report the progress of children based on subject-specific criteria. You will find some guidelines for teacher educators and administrators, as CCE is a collective activity on the part of various stakeholders.



The present section includes the following components:

1. What are the essential steps for CCE implementation in the classroom?
2. What roles do Teachers need to play?
3. What roles do Teacher Educators or BRC/CRC Personnel need to play?
4. What are the broad guidelines for Administrators?

1. What are the essential steps for CCE implementation in the classroom?

Step I: Identifying expected learning

Before initiating the teaching-learning process, read the lesson/chapter carefully and understand the lesson in the context of children's learning needs. Teachers generally think that textual materials are developed for children only. Whereas textual materials need to be dealt with jointly by teachers and children while creating learning situations. Thus, the first step of your teaching-learning plan (as you have seen in Figure1) is to identify the expected learning points/objectives of the lesson. Whether the learning objectives/points have been realised or not are to be judged by the learning indicators. Broad indicators are provided for reference as Annexure I. These indicators are purely suggestive in nature and can be developed as per the context and situation. The indicators help you in a number of ways by

- *focusing on and understanding children's learning as a continuous process;*
- *providing a reference point for parents, children and others to understand the progress of every child in a simple way; and*
- *providing a framework for monitoring and reporting the progress of the child.*

Step II: Creating learning situations to know existing learning levels of children

We need to initiate teaching-learning process with the children's learning experiences related to each curricular area. As we have seen in the examples, teacher visualizes and creates the learning situations rather than asking direct questions or giving direct information to children. *You can create learning situations keeping in view the context of the children.* While creating learning situations through interaction/discussion, etc., you can judge the involvement of children. This data will help you to relate new learning with the previous experiences of children and move forward in a spiral manner.

Step III: Initiating teaching-learning process

After knowing children's existing learning levels, you would decide which transactional approaches are appropriate to take up the lesson. For example, while dealing with lesson, you may first initiate the group work and later may be followed by individual work. Thus, while dealing with one lesson, you need to follow various approaches or ways to transact the concepts/content or develop skills. The selection of transactional approaches must be decided by you as per children's need, nature of the subject, and facilities available. Classroom interactions, discussions, sharing of experiences, etc., provide opportunities to children not only to construct knowledge but also help teachers to assess children's level of learning. You would realize that a lot can be understood from observing, listening to children, discussing informally with them, asking questions, reviewing their written work (class work and

homework) and other learning materials made by children. Accordingly, you provide inputs/feedback to children.

- ✓ **Individual learning assessment** – Individual learning focuses on individual child while she is doing an activity/task independently. This can be worksheet, paper-pencil tests, performing activity, picture reading, class work, project work, etc. It is to be assessed individually. This is done for improving child's self learning during teaching-learning process. This is not necessary for you to do it every day for each child. This could be completed in two or three days but *timely feedback must be given to them as seen in the examples.*

- ✓ **Group learning assessment** – Group learning focuses on the learning and progress of a *group of children working on a task together*. The prime purpose of group learning is to initiate interaction, discussion, and sharing of learning in the class and use children's knowledge as a learning resource. The assessment of group learning must focus on accomplishment of a given task. It should not assess each child's task in the group. Group work helps teachers to identify the strength of children and also to assess inter-personal qualities such as co-operation, empathy, taking initiatives, concern for others, etc.

- ✓ **Self and peer assessment** – During teaching-learning process you will realize that some children not only learn the concepts, but have the ability to assess their own work and can also assess the work of their peers. These children are a *learning resource for teachers* for facilitating other children's learning when she/he is engaged with other children.

- ✓ **Individual assessment in groups** – In primary classrooms, generally, teacher makes small groups. She assigns activities to each child working in group situation. The purpose of creating this learning situation is to provide scope for mutual/peer learning. This is a useful way to engage all the children meaningfully. Fast learners can help those children who are lagging behind. In such groups, assessment of each child's work will be necessary by you. Peers can also assist you in this task. Your overall supervision is necessary.

Do you know what scaffolding is?

- Scaffolding means support of teachers/peers/elders to children while teaching-learning is going on. Actually it is a bridge which is used to build upon what children already know in order to arrive at something they do not know.
- In the process of scaffolding, the teacher/peer helps the child to do a task or understand a concept that the child is initially unable to do independently.
- The teacher provides assistance on only those skills/concepts that are beyond the child's ability to fully understand. Children are expected to commit errors, but with teacher's feedback and prompting, they will be able to learn.
- When the child takes responsibility to do it independently, the teacher begins the process of gradual removal of the scaffolding.
- This is a very useful way to improve child's level of learning during the teaching-learning process.

Step IV: Sources for collecting information/data on child's learning

You must realise that you are the most important source for providing information about children. Besides you, there are other persons/sources from which information about children can be collected and this would provide you a complete/holistic picture of children's learning and development.

- The other sources could be
 - parents
 - child's friends/peers
 - other teachers
 - community members
- Portfolio is a rich source of child's performance. It should be used while assessing and reporting child's progress.
- Child's homework, project work, other assignment, etc., are generally not taken into account. These should also be taken into account while writing child's profile.
- Parent-teacher meetings are a very rich source of getting information about different aspects of child's behaviour.

Projects	Portfolio
Projects can be given in pairs or groups. They can be assessed on the basis of how they have collected, organized, interpreted data and drawn conclusions. Projects may be given as per the theme of the lesson.	Children's work can be put into portfolios and these can be developed over a term or the entire year. Each piece may be individually assessed or a holistic assessment can be done for the portfolio. Portfolios can help you determine what the children have learned and identify areas for further improvement. Portfolio indicates the learning profile of the children.

Step V: Recording of information

As you have seen in the given examples that the information to be recorded is of two kinds:

- The information/data collected during the teaching-learning process is for teacher's own record and is used by the teacher to improve children's learning and provide feedback. The focus of this assessment is to improve child's self learning. She compares child's progress with his/her previous one. This will be seen in class-work copies.
- The second kind of information is related with the data collected after completion of theme/chapter/unit. This will be reported by the teacher at the end of a quarter, and will be called assessment of learning (summative assessment) based on the criteria (indicators) identified by the teacher.

Recording should bring out a comprehensive picture of children's development. Thus, the record of a child's progress in English should be maintained in a qualitative manner and not in quantitative terms only (marks). Parents need to understand how proficient the child is in speaking, reading, writing and understanding the language. In other words, the progress of the child needs to be reported to the parents in a way that it is easily understood by them.

- Recording for Speaking and Listening:

You can comment on the children's development and use of spoken language in different contexts, in English. Observations on range and variety of expression for specific purposes, experience and confidence in talking and listening to different people in different settings may also be a part of recording.

For example, She/He should be given opportunities to speak in groups.

- Recording for Reading:

Comment on the children's progress and development as a reader: the range, quantity and variety of reading in all areas of the curriculum; the children's pleasure and involvement in story reading, poetry reading etc. individually or with others; the range of strategies used when reading and the children's ability to reflect critically on what is read.

For example, Rahul is not comfortable when reading aloud however he reads well silently. He is aware of the structures of the language.

- Recording Writing:

While evaluating writing tasks, the process of writing (refer to the box given below) should be assessed at every stage.

- Brainstorming: writing down any ideas that may come to mind or through discussions, pair work, group work.
- Outlining: organising ideas into a logical sequence.
- Drafting: concentrating on the content of the message (rather than the form).
- Revisions: in response to the child's second thoughts or feedback provided by peers or teacher wherein the draft is revised.
- Proof-reading: with an emphasis on form; correcting the language; appropriateness of use.
- Final draft: writing the final draft.

You can comment on children's progress and development as a writer depending on the task such as: degree of confidence; the range, quantity and variety of writing in all areas of the curriculum; children's pleasure and involvement in writing both narrative and non-narrative pieces; individual or collaborative writing; the influence of reading on children's writing; growth in understanding of the written language, its conventions and spelling. Teachers can adopt peer-assessment and self-assessment as techniques for evaluating writing.

For example, Sonia makes spelling mistakes but is able to identify the mistakes when told. She enjoys writing letters.

Step VI: Reporting process

You being a teacher must be experiencing that most of the time you are engaged with recording information for reporting the progress of children. For this, you are getting prescriptive formats to record and report the progress. With this, there is less emphasis on actual teaching-learning process and improving children's learning. If you focus much on teaching-learning and use assessment simultaneously for improving children's learning rather than for just creating data for reporting, children would get time for learning.

- You need to understand that reporting is one of the activities of child's learning process. After completion of a chapter/unit/theme you must assess children keeping in view the indicators of learning. You must keep this data as record. Schools generally conduct assessment (assessment of learning) once in one quarter or on half yearly basis by using paper-pencil tests. This is again not a correct way of assessing children's progress. Variety of ways of assessment must be used to assess the progress.
- School reports the child's progress in the form of 'grades' such as 'A', 'B', 'C' without giving any remarks/descriptions/feedback: the rationale of such grades a parent or an elder can hardly understand. This kind of reporting neither communicates to children about their strengths or areas of interest nor communicates to parents/elders.
- While preparing a report the teacher needs to communicate and share the feedback with the child and parents. This aspect is important and needs to be done carefully and in a constructive and positive manner. It would be better, if we could report assessment data (summative assessment) in three quarters and it should be criteria based.

Points to remember while recording and reporting:

- Assess the child's work after the completion of a specific period.
- Make a special effort to write qualitative description of a child's work along with her learning level.
- Keep samples of a child's work in a portfolio and assess them.
- Make a conscious effort to note down important observations, incidents, strengths of children.
- Prepare a child's profile based on these evidences.

How to Assess for Personal-Social Qualities (PSQ)?

- The purpose of assessment of personal-social qualities under CCE is to indicate *how well the child is progressing* in his/her development of personal-social qualities. Personal-social qualities of the child are not to be assessed in terms of their "presence or *absence*" as it can do more harm than good. It is more important to state the extent to which the child displays a particular quality.
- Assessment of personal-social qualities would require teachers to observe/*look for evidence* related to child's personal-social quality while she/he is in the class during teaching-learning process in different curricular areas.

- Teacher should make observations throughout the year and *report/record once in one quarter* the key personal-social quality observed in a particular child.
- While reporting teachers will be required to *descriptively state/write* only those personal-social qualities observed/seen in a child.
- *Direction of development* is more important than the status of it. So, focus should be on the strengths of the child and undesirable behaviours should not be highlighted especially in the view of CCE.

Exemplar on Reporting of Personal-Social Qualities Class VI Child

Saving with others: Gagan is eager to participate in classroom activities. He volunteers to share his work with others and help the children who are struggling with the activities. He is a resource for the teacher as he always helps in organising the group activities.

Emotional Control: Jayashree does not fight or argue with anybody with anybody. For example, she waits for her turn patiently during the games, remains in the queue while going to the assembly hall. When she lost her pencil box in class, Jayashree was composed and waited for the teacher.

Report: Mapping the progress of the child, three times in a year

- Assigning the Levels I, II, III, and IV in the subject areas will indicate the range within which the child's learning and performance lies on these four performance/learning levels.
Learning Level I: Even with support the child's performance has not yet reached the expected level
Learning Level II: Child needs support from teachers/pares to reach the expected level
Learning Level III: Child's performance as per expected level
Learning Level IV: Child's performance beyond the expected level
- Using a collection of illustrations of a child's work will help understand at which level of learning she/he is.
- While writing descriptions focus on different aspects of the child's personality. You should report this based on your observation about the child in one quarter.
- Provide qualitative statement about what and how the child is learning along with the levels.
- Provide examples of the kind of work that has been done by the child.
- Highlight the strengths and also those aspects requiring further improvement.

Suggestive format of Progress Report of one quarter is given below:

Progress Report

Name of the child Class..... Quarter** - I / II/ III

Subjects	Level of Learning	Description
English		
Hind		
--		
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--		

*Learning Level I: Child’s performance has not reached the expected level

Learning Level II: Child needs support from elders to reach the expected level

Learning Level III: Child’s performance as per expected level

Learning Level IV: Child’s performance beyond the expected level

**The progress report of each quarter may be developed as suggested above and the compiled report of all the three quarters may be kept in the cumulative record of each child.

i. Sharing with the child on regular basis

Teachers need to provide informal feedback to children on regular basis, when they are doing activities or tasks in the classroom. Children working in group/pairs/individually are able to improve themselves with this feedback. This kind of feedback monitors and improves child’s learning during the teaching-learning processes, and it should not be reported in the report cards.

ii. Sharing with parents/elders in monthly meetings

Parents are likely to be most interested in knowing how their child is ‘doing’ in school, what she/he has learnt, how is their child performing and what is the progress of their child over a given period of time. More often than not, teachers feel they have communicated effectively through comments made to parents such as – ‘can do better’, ‘good’, ‘poor’, ‘needs to put in more effort’. For a parent what do these statements mean? Do such statements provide any clear information of what their child can do or has learnt? In order to enrich the feedback being communicated, it is suggested use a simple and easily understandable language and focus on

- What the child can do, what are the strengths of a child, e. g., oral communication, level of confidence, team-spirit, habit of sharing material/food, etc.
- What a child likes or does not like to do.
- Qualitative description of activities/work observed by you (samples). Parents always like to see what their children do in the school.
- What the child has learnt and where did she/he face difficulty. This sharing helps teachers because parents would take care of those aspects.

- Aspects such as willingness to cooperate and take group responsibility, sensitivity towards others, interests, etc. Share this with both the child and the parents.
- Discussing with parents what the child does at home and what they have observed about the child.
- Why, inspite of you making consistent efforts, some children do not perform well. Ask parents what kind of behaviour the child reflects at home. This will help you identify personal problems of a child and then solve jointly.

2. What roles teachers need to play?

A. Broad guidelines for teachers

a) Essential elements of Continuous Assessment (assessment for learning)

- ❖ Continuous Assessment must not be used as a separate activity, or an activity distinct from learning situations. It is to be built into the learning situation, as an integral part of teaching-learning process. Here, assessment is as much of *teaching by the teacher*, as of *learning by the learner*.
- ❖ When you use assessment as an in-built part of teaching-learning process, it improves learning of children. As you have seen in the examples, various ways of assessment such as *asking questions, creating situations for discussion, peer interactions and sharing, written work or oral activities, etc., can be used by the teacher during teaching-learning process*. This assessment provides opportunities for teachers to get information/data about children's own progress of learning.
- ❖ Continuous Assessment is not to be used for making judgement about the child's progress. The purpose of this assessment is to assess child's progress with reference to her previous performance and to highlight her strengths and also to identify learning gaps.
- ❖ This assessment would help you to provide timely feedback as well as to improve the teaching-learning methodology according to the need of the children.
- ❖ Continuous Assessment requires that the teacher and children work collectively for better learning. It means that if appropriate conditions are created, children have a natural inclination and capacity to learn, and can show constant growth. If a child/class does not respond adequately to a teaching-learning situation, the teacher needs to change her techniques instead of putting the blame on children for non-performance.

Points to Remember

- Assessment done during teaching-learning process is not for reporting purpose in the progress card
- You may note down children's progress in your logbook/diary if required.
- There is no need to follow prescriptive formats for recording of this assessment.
- This recording would help you to provide feedback and know the strength of children.

- ❖ Continuous Assessment can work only in a non-threatening situation where children are not fearful of constant judgements. Free from fear, learners can report their own progress, express their doubts and problems, ask questions to give the teacher evidence of their learning or not-learning. They can, to an extent, assess their own learning as well as each other's learning, and even help each other learn better.
 - ❖ Classroom teaching-learning must encourage and provide opportunities and space to children to monitor their own learning so that they are enabled to critically assess/reflect on and analyze their own work. *You must understand that this kind of learning will take time and you need to be patient.* This will develop gradually over a period of time and this is the ultimate goal of child's learning.
- b) Essential elements of Comprehensive Assessment (assessment of learning)**
- ❖ To know what children have learnt, after the completion of a chapter/unit/theme, you need to collect evidence by using *various methods/techniques of assessment*. This should not be based only on paper-pencil tests as most of the time you must be doing it. It needs to include various ways of learning such as performance-based activities, oral tests, group work, etc., as seen in the examples.
 - ❖ *Assessment of learning* should not be conducted by you daily/weekly or in a pre-fixed time. However, this assessment should be conducted when you want to know the progress of children in the context of identified criteria/objectives after the completion of a related chapter or unit or theme in the textbook.
 - ❖ In one quarter, you would have collected such data of 3 to 5 chapters/themes/units in the form of paper-pencil tests, projects, group work, oral work, etc., maintained in the portfolios of children. This data is useful for reporting purpose in each quarter.
 - ❖ Summative assessment (assessment of learning) should not be based on knowledge/information-based questions/activities. Otherwise their purpose remains only to make children memorize more of information, only to forget it later. Instead, they should look for broader understanding and provoking mental processes allowing open-ended answers. Also, the children should be given questions that allow them to show their own understanding or come up with their own point of view.
- c) Essential elements of evaluating child's progress**
- ❖ The important point is that here the child's learning is judged against some kind of standard set earlier by the syllabus or expected level for that stage or period of learning. Here now a value is assigned to the child's achievement and reported to the child, parents, or the school, usually in the form of a report card. Traditionally, under the name of this kind of evaluation tests and exams were conducted. The spirit of CCE requires that some important changes need to be brought in the way this evaluation is done.
 - ❖ It is suggested that evaluation of child's progress may be done two or three times in a year (every four/six months). However, the final decision regarding this must be made by the

school. However, *very frequent evaluations should be necessarily discouraged*, as the continuous assessment should take care of judging and improving gaps in the child's learning throughout.

- ❖ Instead of marks, grades/levels should be assigned. Marks often make faulty judgements and comparisons. Often a child receiving 70 marks and one receiving 77 marks may not have much difference in their levels of understanding but would be ranked very differently.
- ❖ In the report card, mere assigning child's level of learning would not communicate about child's strengths or interest areas. These levels should speak different aspects of child's behaviour by providing qualitative statements/descriptions.

A Reflective Teacher...

- Are my children involved in activities and learning optimally? If not, at what level are most of the children?
- Am I able to understand the different needs of children? If yes, what am I doing to cater to those needs?
- Are there any children who are finding it difficult to reach even the first level? What should I do to motivate and encourage each of them individually?
- How can I improve my teaching-learning practices to bring children from one level to the next?
- How can I motivate children towards self-assessment?
- What are the difficulties I face? (Dividing children into groups, finding appropriate activities according to the age and level of the child, insufficient materials for all children etc.)
- What further help do I need? Who can offer this? (Educational functionaries, parents, community, other teachers.)

What effort should I make to arrange better teaching-learning practices?

The teacher may like to think and ponder over these and other such questions that will help her/him to plan better teaching-learning strategies for the future.

3. What roles do Teacher Educators or 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 organizing in-service training programmes for teachers, the following points need to be addressed:

- Trainings are not to be organized in a 'top-down' manner, by telling teachers (do-know) 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.
- For implementing CCE in any curricular area, the understanding about nature, status and approach of respective subject (as suggested in *NCF-2005*) is very crucial. Without developing understanding on those aspects, training would not serve the purpose.
- In different States and Union Territories, the respective Departments of (School) Education have developed their own various kinds of formats for recording and reporting the progress of the children under CCE. Teacher's experiences have shown that these formats are not helping in this process, rather taking away their teaching-learning time. Therefore, use of such formats need to be discouraged.
- Material developed on CCE should be shared and discussed with them and given to the teachers. Their orientation on different aspects of CCE is necessary.
- Teachers are working in various situations, such as large-size classrooms, school located in hard-to-reach terrain, multigrade classrooms, etc. One kind of recording and reporting format would not serve the purpose. 'What to record', 'why to record', 'how to record' information in prescriptive formats would not serve the purpose.
- It is also suggested that the assessment procedures for children with special needs may include more objective items, short quizzes, provision of extra time, special aids, simplifying and making the child to comprehend instructions, alternative measures like audio-recording of answers, taking help of experts in respective disabilities and of parents while assessing them.
- Whenever we initiate teaching-learning process in the classroom, we need to relate it with the children's previous learning experiences in that specific curricular area. Further, the teacher must observe that many of the learners, especially those belonging to linguistic minority groups, may find difficulty in responding, mostly on account of shift from home language to school language.

4. 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 it should be mainly to inform the teacher, and the choice as to what records she wants to keep, must be with her. Recording of each and every classroom activity is burdensome, impractical and does not help teaching-learning. Only over prolonged periods of many months, records of some of children's regular work (like written work, charts, graphs,

models, projects, portfolio, reports, drawings, etc.) can be shared with others like parents, if needed. Here the school can have a policy as to what the teacher needs to report. *But she/he should not be forced to record and report continuously, for all her classes or activities.*

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 outcome (assessment of learning)*. They can give her feedback on the processes that go on in her class, for which we have provided some examples.

1. Administrators need to know that their role is very crucial in child's learning in the school. Regular interactions with teachers can solve many problems.
2. Flexibility in the time table is necessary. This would help teachers to try out their ideas in school which they have learnt in training programmes. This should be done within the total school time.
3. 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.
4. Training programmes attended by the teachers, need to be shared 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.
5. Autonomy needs to be given to teachers to use the syllabi as per the need of the children. For example, in most of the schools teachers have to take chapters in a sequence suggested by schools. Flexibility needs to be given to teachers.
6. Organization of training programmes for planners and administrators on CCE is necessary. This would help 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.
7. Administrator's role should not be that of a supervisor or reporting officer. He/she should create conditions for learning in the school and play a role of a facilitator or a guide.
8. Opportunities should be given to the head teachers and teachers to participate in seminars/conferences on Assessment and Evaluation.
9. Proforma for evaluation should be developed at the school level and it should be simple.

How does an English classroom look like?

If there is absolute silence in an English classroom then there is no language learning taking place. A language classroom is where there is lot of interaction among children, between the teacher and the children. Participatory learning is to be encouraged. For large classes, group work is to be encouraged. Team teaching is one of the solutions. All this calls for a lot of flexibility on the part of the administrators.

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

As one of the stakeholders for children's education, it becomes important for the administrators to work in collaboration with students, teachers, parents and the community. A constructivist classroom requires a lot of flexibility in terms of managing the syllabus, designing the activities or the manner in which they are undertaken. Therefore, teacher autonomy and learner autonomy play a crucial role in the entire process of teaching and learning. This would help children acquire skills, positive attitudes, values and above all have confidence.



Annexure-I

I. Indicators of learning at the end of Class VIII

I. Comprehension

1. Listening

1.1. Ability to understand English language spoken in their immediate environment.

- Learners develop sensitivity towards languages other than their home language.
- They listen to English words used in neighbourhood, school, bazaars, hospitals, railway station etc.
- They identify English in their immediate surroundings. e.g. sign boards, TV, radio bulletins and films.
- They differentiate between communication done in English and in home language.
- They appreciate English and also understand the need for learning English in the present scenario.

1.2. Enthusiasm to listen to English words and sentences and ability to listen with understanding

- They show enthusiasm in listening to English poems, rhymes, songs, jokes, stories, riddles, tongue-twisters etc.
- They differentiate a question from a statement through the intonation.
- They pay attention to different types of announcements in the morning assembly, TV and radio, at the railway platform, cinema hall and at different other places.
- They show keenness in listening to
 - their parents/ teachers
 - their peers, teachers and principal or
 - different professionals like their favourite actors, sports persons and models speaking in English.
- They understand a variety of registers associated with domains like music, sports, media, films, market etc.
- They show interest in listening to different experiences of their peers (e.g. their journeys, visits; their descriptions of what they have seen and experienced).
- They listen to oral messages or telephonic conversations in English, understand those messages and convey them either in English or in home language.

1.3. Familiarity with English phrases used in specific situations such as commands and requests etc.

- They listen and understand different types of instructions, commands and requests, dialogues and delivery of textual material in school and other situations.
- They listen to narrations, descriptions, simple speeches, conversations and dialogue (both in familiar and unfamiliar situations), with understanding.

2. Reading

2.1. Familiarity with English in their immediate surroundings

- The learners read notices, hoardings, sign boards, handbills, pamphlets, labels on certain products etc
- They read sub titles of movies, books, plays, captions, advertisements on TV etc.
- They show interest in reading news clippings on TV.

2.2. Reading with understanding

- They take interest in reading newspapers and magazines etc.
- They locate details in books. - both prescribed and non prescribed.
- They use dictionary and encyclopedia and other material for reference and for enriching their vocabulary.
- They identify, differentiate and develop interest in various types of genres like prose, poetry, drama etc.
- They read and compare the texts of their home language with those of English.
- They understand the central idea of a poem, a prose piece, a play they read.
- They follow the sequence of ideas and events in the texts they read.
- They relate those ideas with their personal experiences.

- They analyse, compare and contrast ideas in the text.
- They read and recognize different grammatical structures as used in narration, voice etc.
- They understand the importance of silent reading.
- They use their critical thinking to read between the lines and go beyond the text.

2.3. Reading for Information and Pleasure

- They develop a habit of reading for information.
- They interpret tables, charts, diagrams, graphs and maps.
- They develop the habit of choral reading and shared reading.
- They read aloud a poem or recite a poem.
- They read independently story books and comics and enjoy reading.
- They deduce and infer meanings of unfamiliar words while reading the content.
- They collect and read books from different sources like school/community libraries, reading rooms.
- They come forward and help in establishing class libraries, reading corners.

II. Articulation/ Expression

3. Speaking

3.1. Expressing themselves in English.

- Learners introduce themselves in English.
- They converse in English with their peers, teachers, siblings and professionals like doctors, salesman, telephone operators, receptionists at various organizations etc. using simple sentences and responses.
- They participate in different events like English debates/ elocution/declamation/speech competitions, quiz contests, role plays, drama, poetry recitation, skits etc. organized in schools from time to time. e.g. Class discussions, morning assembly, Annual Day programme, speech on a given topic etc
- They express their likes and dislikes (e.g. favourite games, food preferences, people they like, places they have visited etc).
- They narrate their own personal experiences, anecdotes, or stories they have read or heard,
- They tell about the place /the locality where they live and show the way or guide if anyone asks about the area known to them.
- They respond in English especially to the textual questions asked in both English as well as other subject classes.
- They express interest in speaking to celebrities like actors, sportspersons in English. For example, they show interest in preparing and conducting a mock interview with their role model.
- They inquire/question about things around them by asking questions – simple, interpretative and analytical
- They ask questions before, during and after the story, in the middle of a discussion.
- They give short responses and use question tags during their talk.
- They narrate stories using their imaginative faculty

3.2. Reciting/Using, poems, dialogues, songs, already listened.

- They enjoy singing rhymes, poems and songs in groups and individually.
- They repeat dialogues from English movies and plays.
- They make use of lines from poems, simple English proverbs, idioms and phrases.
- They take care of grammatical structure when they make sentences to describe or narrate.
- They speak about/explain a cartoon/ picture.
- They talk about different aspects of culture like festivals, functions, celebrations, customs and traditions.
- They speak sentences with proper intonation and stress and change stress on words to highlight/emphasize meaning.

4. Writing

4.1. Writing with ease

- They know basics of writing

- make letters of right shape and size.
 - use proper spacing between letters, words, sentences , lines and paragraphs
 - join letters to write words
 - use capital letters and punctuation marks correctly
 - They can write about correct sentences,
 - personal experiences
 - school life
 - neighbourhood
 - They write answers for textual questions using inference.
 - They make use of their active vocabulary in simple writing tasks.
- 4.2. Formal and informal communication through writing
- They write both formal and informal letters.
 - They write paragraphs with the help of visual and verbal clues.
 - They take dictation from teachers, parents for different purposes like writing their class time table, date sheet of exams or class notes.
 - They write many things at home like monthly budget, washer man's/ milk man's account etc.
 - They make a record of the events like a family picnic, visit to a historical place.
 - They maintain a personal diary.
 - They write brief reports which may be used as reference in future.
 - They play games and attempt puzzles and riddles which involve writing. e.g. Crossword
- 4.3. Creative writing
- They express in writing, their feelings and opinions on a given topic in a paragraph.
 - They write in an organized way taking care of
 - sequencing of ideas
 - logical presentation of ideas and
 - coherence
 - They understand the use of grammar in context and apply their knowledge in their writing tasks.
 - They can rewrite dialogues in form of a story and a story in form of dialogues.
 - They write in their own words stories they have read in English or in any other language.
 - They write notices for the school notice board.
 - They write project reports.
 - They use the same word in different contexts, conveying different meanings.
 - They write stories using their imagination.
 - They compose poems, jokes, and frame crossword puzzles and riddles.
 - They write slogans on different themes
 - They contribute for the school magazine, wall of expression and make collages etc.
 - They make a glossary of words from different sources like magazines, newspaper, electronic media, text books, other books or from different people like teachers, parents and peers.
 - They prepare flash cards, leaflets, posters that can be used as resources later
- 4.4. Writing and technology
- They write SMS, letters and e-mail.
 - They come forward and help in preparing transparencies for (OHP) and slides (for power point presentation)
5. Concern about the Environment
- 5.1. Observation
- They observe the physical and social environment around them.
 - They observe nature and respond to different happenings in nature through verbal and non verbal expressions.
 - They read about social issues and concerns and form an opinion.
- 5.2. Expression of concern
- They generally express their feelings and emotions about environment in the form of dialogue, paragraph, diary, poem or song.

- They express concern about issues such as wastage of water, girl education, child labour and RTE, cutting of trees etc.
 - They appreciate beauty in nature particularly in plants and animals, flowers and birds.
 - They express changes in nature and look for new words in magazines and newspapers, or peers, teachers, parents, etc.
 - They appreciate the writer's/poet's feelings towards nature /environment.
- 5.3. Acknowledging mankind as an active part of environment and appreciating relationships
- They show and share sensitivity towards environment degradation and restoration
 - They describe their feelings, views after viewing a visual, like a poster, film clip, documentary.
 - They understand, interact and appreciate the heterogeneous group in the class room, playground and neighbourhood,
 - They acknowledge the diversity of living forms and learn to respect the gentle balance – the web of life.
 - They grasp from various sources, the ill effects of the Man vs. Nature conflict and the benefits of making Nature as Man's friend.
 - They use the theatre as a medium to express ideas on issues like.
- 5.4. Exploration by self:
- They raise questions on
 - the current happenings and social issues,
 - physical changes in their environment e.g. climate change.
 - They show interest in finding out from various sources the causes of natural/man made disasters and the solutions to such calamities.
 - They write slogans to emphasize the environment issue.
 - They present their views in group discussions on topics like,
 - They learn to explore and exploit various possibilities of gleaning information and reference for projects, by accessing different sources like the encyclopedia, library books and the computer.
 - They access human resources and engage in useful dialogues with grandparents, artisans/professionals to collect first hand information and share it among their group.
 - They use the information collected to find a role for themselves in their family, school and neighbourhood.