

*Capacity Building of KRPs of Goa on
Continuous and Comprehensive Evaluation
(CCE)*

Programme Report

PAC 16.39 /2017-18

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
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Capacity Building of KRPs of Goa on CCE

Approach Paper

The Right to Education Act: 2009 provides right to free and compulsory education to all children between 6 to 14 years. One of the major mandates of RTE Act 2009 is to implement continuous and comprehensive evaluation which was envisaged in NCF 2005 as well. Continuous evaluation of learners will give teachers a holistic idea of what is basically required to improve teaching learning process. In CCE, teacher adopts various parameters with which he/she assesses learning progress of children continuously. Learning Indicators are most important parameters of CCE. They enable teacher to identify the learning gaps. The purpose of assessment is necessarily to improve processes and materials that would further enhance teaching and learning. In order to effectively assess the learners, definite learning indicators become very central in the process of learning.

Research informs that CCE is not being effectively implemented and there are certain hurdles in its implementation. The complexity of CCE is being highlighted as one of the major reason for the ineffective implementation of CCE. Moreover, it is also reported that, school teachers are not grasping the philosophy of CCE in its right spirit and are administering tools and techniques of CCE in a mechanical manner which is eventually becoming ritualistic. This is defeating the basic purpose of implementing CCE. Goa State also raised the demand to train their KRPs in this regard. Realising this, an immense need was observed to train the KRPs with the effective form of CCE implementation.

Therefore the programme entitled “Capacity building of KRPs of Goa on CCE at Elementary Level.” was proposed.

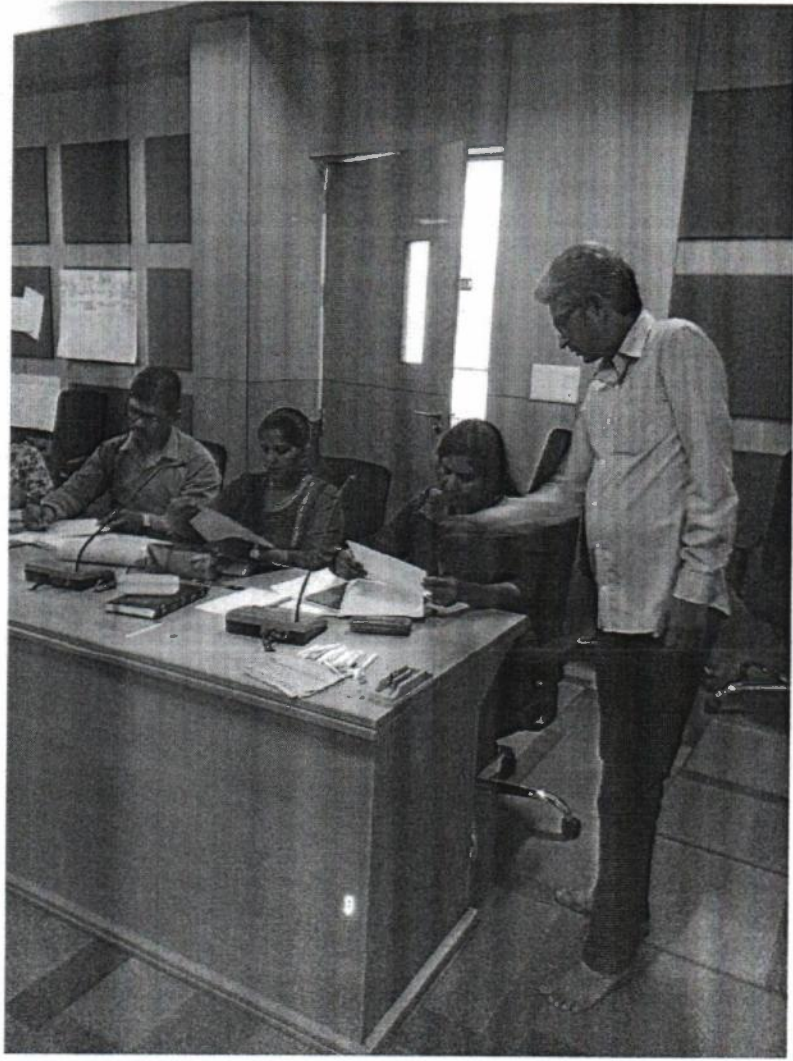
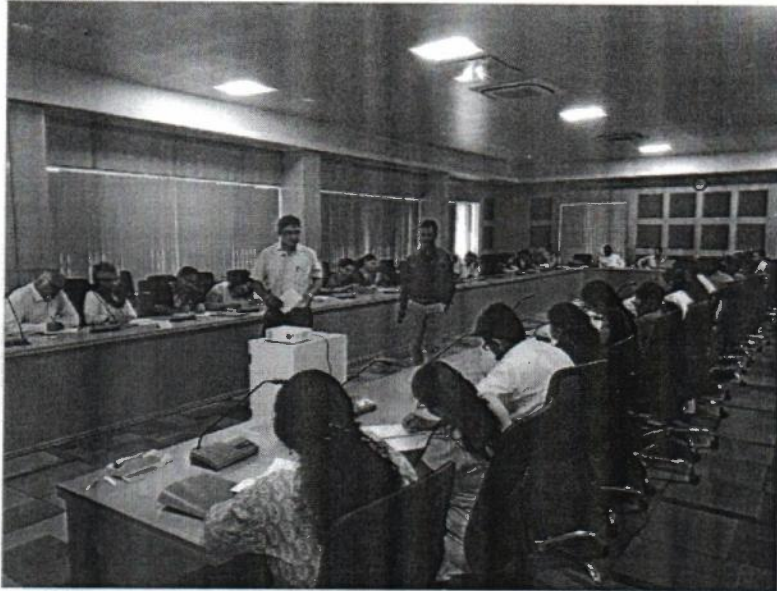
Objectives of the programme:

- To orient the KRPs on use of CCE as an integral process of teaching -learning.
- To provide training to the KRPs about effective use of various tools and techniques of assessment.
- To develop conceptual understanding about Learning Indicators at elementary level.
- To develop conceptual understanding about Learning Outcomes at elementary level.

To achieve the above objectives capacity building programme was conducted successfully.









Brief Description about the Sessions of the Programme

Programme started with inaugural session on 26.02.18 at Seminar Hall of SCERT Goa in which Dr. Saurabh formally welcomed Director SCERT Goa and all the participants. He briefly explained the genesis of the programme. After the formal welcome, Participants introduced himself/herself. Director SCERT Goa with a welcome note emphasized the need of the programme. He wished all for wonderful stay and good learning experiences during the programme. Mr. Ajay Gaude also expressed their views and wished for good learning during the programme. In the last of the session Vote of thanks was proposed by Dr. Saurabh Kumar, coordinator of the programme.

After Inauguration Second session stated in an interactive manner on the theme “Revisiting the Conceptual Framework of CCE”. Dr. Saurabh Kumar highlighted the issues and concerns related to CCE. This session was fully based on the module developed by NCERT. Facilitator started the session in the light of NCF-2005 and explained the five guiding principles of NCF-2005 -

- Connecting Knowledge to the life outside school.
- Ensuring that learning is shifted away from rote methods.
- Enriching the curriculum to provide for overall development of the children rather than remain text book centred.
- Making examination more flexible and Integrate it with Class room life; and
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

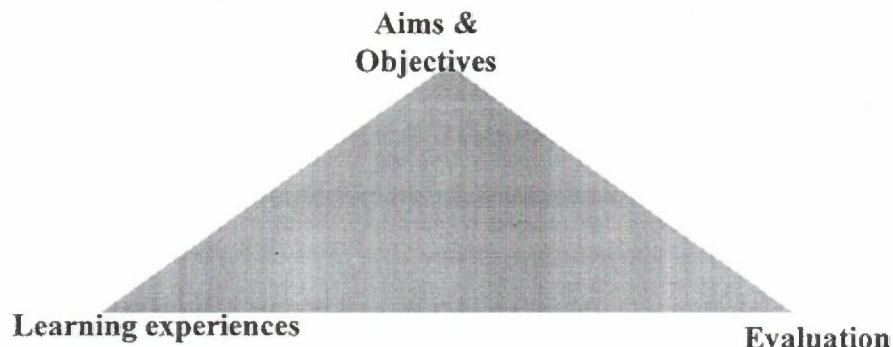
The 4th guiding principle clearly indicates that we need to make examination system more flexible and integrate it to the class room life. We need examination reform (according to Position paper on examination reform):

1. Because Indian School Board Exams are largely inappropriate for the ‘knowledge society’ of the 21st century and its need for innovative problem-solvers.
2. Because they don’t serve the need of the social justice.
3. Because the quality of the question papers is low. They usually call for the rote memorization and fail to test higher order skills like reasoning and analysis, let alone lateral thinking, creativity and judgement.

4. Because they are inflexible. Based on a 'one-size-fits-all' principle, they make no allowance for different types of learners and learning environments.
5. Because they induce an inordinate level of anxiety and stress. In addition to widespread trauma, mass media and psychological counsellors report a growing number of exam induced suicide and nervous breakdown.
6. Because while a number of boards use good practice in pre-exam and exam management there remain several glaring shortfalls at several boards.
7. Because there is often a lack of full disclosure and transparency in grading and mark/grade reporting.
8. Because there is need for a functional and reliable system of school based evaluation.

Facilitator explained the need of CCE to cater the needs of the knowledge society of the 21st century and to develop the problem- solving citizens?

After basic discussion on need of CCE facilitator discussed the fundamentals of the CCE, starting from Evaluation.



Facilitator explained the terms test, examination, measurement, Assessment and Evaluation. Test is the tools for the process of examination. Measurement is the quantitative description, assigning meaning to a measurement is called assessment, which may be quantitative as well qualitative and final conclusion drawn on the basis of several assessment along with the value judgement is called evaluation.

Forms of Assessment:

- Assessment of Learning
- Assessment for learning
- Assessment as Learning

- Assessment in Learning

Assessment of Learning

- The process which is meant for quantifying the knowledge, attitude or skills acquired by the students.
- The process is teacher centric and student has very little role in it.
- The teacher designs learning activities and collect evidences of learning during this process.
- Finally the teacher judges what has been learnt

Assessment for learning:

- This is seen as a part of the formative assessment.
- There is more emphasis towards giving useful advice to the student and less emphasis on the giving of marks and the grading function.
- Basically, teacher design learning and assessment as feedback to student.
- Finally, teacher and student try to understand what has been learnt and what areas need to be worked upon.

Assessment as Learning:

- Through this process students are able to learn about themselves as learners and become aware of how they learn – become meta-cognitive (knowledge of one's own thought processes).
 - Students reflect on their work on a regular basis, usually through self and peer assessment and decide (often with the help of the teacher, particularly in the early stages) what their next learning will be.
 - Assessment as learning helps students to take more responsibility for their own learning and monitoring future directions.
- What is the purpose of learning these concepts and skills?
 - What do I know about this topic?
 - What strategies do I know that will help me to learn this?
 - Am I understanding these concepts?

- What are the criteria for improving my work?
- Have I accomplished the goals I set for myself?

Assessment in Learning:

- The assessment in learning places the question/enquiry at the centre of teaching and learning.
- It deflects the teaching from its focus on the ‘correct answer’ to a focus on a ‘fertile question’.
- In this process the student who is at the centre of learning monitors, assesses and reflects on learning and teacher acts as a coach and mentor.

What CCE is and What it isn't?

1. 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:
 - students' strengths
 - learning gaps in the concerned subjects
 - Which serves to guide teachers in adapting curriculum and teaching-learning approaches/methods to suit children's needs.
 - 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.
2. Assessment during teaching-learning process (i.e., continuous assessment) gives clues about children, by which 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 should not mean more frequent formal tests.

3. 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', that is, 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 learning of a child, for example, by written work, oral responses or may be simply observing the child, can be used formatively by the teacher to help the learner further.

4. 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 made in a segregated manner, that is, cognitive aspects, personal-social qualities, etc.
- After completion of a chapter/theme, teacher would like to know whether children have learnt (assessment of learning) as she/he expected them to learn based on lesson's objectives/learning points.
- For that she/he broadly identifies the objectives of the lesson and spells out learning indicators.
- The teacher designs activities based on expected learning indicators.
- These activities need to be of varied nature. Through these questions/activities she would assess the learners and that data would be one kind of summative data of a lesson/unit.
- 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 child's behaviour.
- It would provide data on how the child was working in groups, doing paper-pencil test, drawing pictures, reading picture, expressing orally, composing a poem/song, etc.

- These data would give ‘comprehensive’ picture of child’s learning and development. This data would help to know to the assessment of learning.
5. Another misconception is related with assessment of personal-social qualities of children.
- These qualities such as empathy, cooperation, concern for others, etc., are generally assessed at 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 more effectively in various situations such as during teaching-learning, outdoor activities, other activities in the school and peer interaction, etc.
 - These should not be assessed in terms of presence or absence.
 - These must be described to state the extent the child displays these qualities.

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.
 - 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 II Child**

Initiative Taking: Rohan is eager to participate in classroom activities. He volunteers to clean the blackboard or go to other teachers for some work, if required. He was the first one in the class to volunteer for cleaning the play ground in school. He helped in gathering leaves, plastic, paper, bottles, etc.. for the environment project.

Emotional Control: Rohan has the ability to control his actions and behaviour, for example, he waits for his turn patiently during the games or remains in the queue while going to the assembly hall. When he lost his pencil box in class, he was composed and waited for the teacher.

6. Teachers think that the prime purpose of evaluation is labelling or comparing performance of children against each other.
 - They also think that these processes are there 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 process of assessment and evaluation.
 - It compares the performance of a child with her/his previous performance, instead of comparing her with her peers.
7. One confusion is related with what will be treated as *curricular and co-curricular areas*.
 - Arts Education, Health and Physical Education, and Work Education are often treated as co-curricular/ co-scholastic areas.
 - where as Language, Mathematics, EVS, Science, and Social Sciences are considered as curricular areas.
 - National Curriculum Framework, 2005 places art education, health and physical education, work education also as curricular areas.
8. Teachers think that in CCE they need to record each child's progress daily or the progress needs to be recorded on a large number of indicators continuously by them.
 - This understanding 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 children's 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/logbook in her own format, which need not be common for all.
9. 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 should get an opportunity to learn all through the process and be helped whenever she/he needs feedback and support.
- This means if the teacher regulates and monitors assessment throughout the year and devises strategies to help the child so that the child's learning improves, then the situation of the child 'failing' at the end of a term would not arise.

10. CCE is also misunderstood as the sole responsibility of a teacher.

- This makes the task seem impossible and makes the teacher feel extremely burdened with unrealistic expectations.
- On the contrary, CCE aims at *reducing* the teacher's burden. Actually, it places the collective responsibility of implementing CCE by 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.

II Session of the programme was devoted for Group Discussion on issues related to CCE. Facilitators for this session were Dr. Saurabh Kumar, Dr. N. RohenMeetei and Mr. L.S. Chauhan. The Session was fully interactive session where in various questions were raised and deliberated.

III session was on the theme Understanding CCE from the perspective of Learning Outcomes. Facilitator for this session were Dr. Saurabh Kumar and Dr. N. RohenMeetei . In this session participants were oriented about learning outcomes.

Second day of the programme was started with Group wise presentations based on Session III & IV. This session was facilitated by Dr. Saurabh Kumar, Dr. N. RohenMeetei and Mr. L.S. Chauhan. Participants from Goa presented their views on the session of previous day. They discussed the problems and challenges faced by them in the implementation of CCE and learning outcomes.

Second session of the second day was on Tools and Techniques of CCE with special reference to Rubrics and Portfolios. Dr. Saurabh Kumar and Dr. N. RohenMeetei facilitated this session. Facilitators explained various alternative tools and techniques of assessment such as observation, projects, assignments, laboratory work, concept map etc. Special focus

was given on assessment through Rubrics and Portfolios. Facilitator provided various examples of the above.

In the third session of the second day participants developed sample Rubrics and Portfolios with the support of facilitators Dr. Saurabh Kumar, Dr. N. RohenMeetei and Mr. L.S. Chauhan. In the last session of the second day participants did presentation of the self-prepared Rubrics and Portfolios before the group.

First session of the third day started with the talk of Mr. Ajay Guade on ICT based Assessment tools. He beautifully and in a very interactive manner discussed various ICT based tools which may be used for assessment, to make the process more objective, reliable and valid.

Second session of the third day was on the theme Role of Teacher and other stake holders (Administrators, BRC/CRC Personnel and Parents etc.) for effective implementation of CCE. This session was facilitated by Dr. G.C. Pradhan of SCERT Goa. He gave his reflections on the content and examples given in the NCERT module on CCE. He discussed following points:

Guidelines for Administrators:

CCE believes that teaching-learning is a continuous process that depends on dynamic - interactions between the child, her/his peers and the teacher. The teacher is the person who spends maximum time with children in the classroom. Therefore, the teacher is the best person to judge children's learning needs, levels and progress. If any record is to be maintained in formative assessment, the choice as to what records have to be kept should be decided by the teacher. Recording of each and every classroom activity is burdensome, impractical and does not help teaching learning. This would require that education officials, superiors and inspectors respect the teacher's autonomy, making her feel responsible and worthy of taking charge of children's learning. CCE can only work in non-threatening situations, for both the teacher and the children, where the charge of teaching-learning is given to them. Here administrators can encourage teachers to concentrate more on assessing the process and interaction in her classroom, rather than the product.

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

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

Third session of the third day was on Cumulative Reporting in CCE by Dr. N. RohenMeetei. He initiated the session with the views of participants about Reporting of Results. He explained the concept of Grading, types of Grading (Directs and Indirect), Percentile and Percentile Ranking.

He expressed the ideas in the module that teachers have to share the assessment results with important education stakeholders including parents, other teachers, school heads, higher authorities, and the learners themselves. The assessment feedback/reporting should be criterion referenced that describes the nature of progress a pupil is making in regards to the

specified learning targets. Parents would be keen in knowing how their children are doing in school. After every three-four months the teachers may report the parents the learning level of their child on the basis of continuous assessments which will allow the parents to know about the progress. With this knowledge in hand, parents can assist and support children with their studies during the school year before opportunities for grade level achievement have passed. Regular reports to the learner themselves as soon as any activity/project is done, will help them in knowing where they stand and what to strive for. The feedback should also provide specific suggestions about how that improvement might be achieved. What to Report: Descriptive feedback should be used to explain what is working and what is not as students' progress towards their learning goal. The feedback which is specific, easy to understand, in comparison with the expected learning outcomes should be provided to the students and parents.

Last session of the third was devoted for Group work and presentation based on previous Sessions Facilitator of this session were Dr. Saurabh Kumar, Dr. N. RohenMeetei and Mr. L.S. Chauhan. Participants prepared various themes on the chart and presented before the group.

First session of the fourth day was on the theme CCE in Science and Facilitator for this session was Mr. L.S. Chauhan. He presented some modelsof teaching for the science classes and then discussed various aspects related to the assessment in Science. He also provided the examples of various soft wares which can be used for teaching as well as for assessment in science class. The session ended with the fruitful discussion.

In the second session of the fourth day facilitator Dr. Saurabh Kumar discussed various barriers and road map for CCE. Dr. Kumar discussed the present status of CCE, How it is going to be implemented. Further he discussed the various barriers in the implementation of CCE. Some of them are as follows:

- Large class size
- Time Management
- Pupil absenteeism
- Monitoring and feedback

Further he discussed various implementation strategies as given in the module. Session ended with the fruitful discussion.

Third session of the fourth day was facilitated by Dr. S.K. Pradhan of SCERT Goa. He presented the Research work done by SCERT Goa on the effectiveness of CCE. He discussed various results which reflected that CCE is beneficial for our system if it is implemented in right direction. The last session of the fourth day was taken by Dr. Saurabh Kumar. In this session discussion was occurred on various issues related to assessment and evaluation including Teachers' assessment. Dr. Kumar discussed PINDICDS also in brief. Since 02.03.18 was a Gazetted holiday on the occasion of Holi festival so programme ended on 01.03.2018. Dr. Kumar expressed his gratitude to the Director SCERT Goa, other senior faculty members of the SCERT for his constant guidance and support.

CAPACITY BUILDING OF KRPs OF GOA ON CCE

FROM 26TH FEBRUARY TO 2ND MARCH, 2018

List of Participants

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CAPACITY BUILDING OF KRPs OF GOA ON CCEFROM 26TH FEBRUARY TO 2ND MARCH, 2018

List of Resource Persons

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6	Mr. Ajay Gaude	Director, GIDC	Government of Goa	9923852407	-

Regional Institute of Education, NCERT, Bhopal

"Capacity Building of KRPs of Goa on CCE"

Venue: Hall, SCERT, Goa

Duration: 26/02/2018 to 02/03/2018

Date:	Session I 9:30 am- 11:00 am	Session II 11:15 am- 1.00 pm	Session III 2.00 pm – 1.30 pm	Session IV 3.45pm – 5.30 pm
26.02.18	Registration 9: 30 am – 10:00 am Inauguration 10:00 am – 11:00 am *Welcome and objectives of the Programme : Dr. Saurabh Kumar *Inaugural Address : Director, SCERT, GOA	Revisiting the Conceptual Framework of CCE – Facilltator: Dr. Saurabh Kumar	Group Discussion on issues related to CCE: Facilitator : Dr. Saurabh Kumar, Dr. N. RohenMeetei and Mr. L.S. Chauhan	Understanding CCE from the perspective of Learning Outcomes: Facilitator: Dr. Saurabh Kumar, Dr. N. RohenMeetei
27.02.18	Group wise presentatons based on Session III&IV Facilltator :Dr. Saurabh Kumar, Dr. N. RohenMeetei and Mr. L.S. Chauhan	Tools and Techniques of CCE with special reference to Rubrics and Portfolios Facilltator : Dr. Saurabh Kumar and Dr. N. RohenMeetei	Development of sample Rubrics and Portfolios Dr. Saurabh Kumar, Dr. N. RohenMeetei and Mr. L.S. Chauhan	Group wise presentations based on Session VI and VII Facilltator : Dr. Saurabh Kumar, Dr. N. RohenMeetei and Mr. L.S. Chauhan
28.02.18	ICT based Assessment tools Facilltator : Mr. Ajay Guade	Role of Teacher and other stake holders (Administrators, BRC/CRC Personnel and Parents etc.) for effective implementation of CCE Facilltator : Dr. G. C. Pradhan	Cumulative Reporting in CCE Facilltator : Dr. N. RohenMeetei	Group work and presentation based on Session IX & XI Facilltator : Dr. Saurabh Kumar, Dr. N. RohenMeetei and Mr. L.S. Chauhan
01.03.18	CCE in Science Facilltator : Mr. L.S. Chauhan	Roadmap for CCE Dr. Saurabh Kumar	Research done by SCERT Goa in the area of CCE Dr. S.K. Pradhan	Various issues related to assessment and evaluation including Teachers' assessment. Dr. Saurabh Kumar
02.03.18	Holi holiday	Holi holiday	Holi holiday	Holi holiday

Tea 11:00 am to 11:15 am

LUNCH 01:00 pm to 2.00 pm

Tea 3.3. pm to 03.45 pm