Draft

2013

Academic Support to States/UTs in CCE Implementation at the Elementary Stage

(North Eastern Zone)

A Report
(August 21-23, 2013)

Department of Elementary Education
National Council of Educational Research and Training

CONTENT

Regional Workshop on Academic Support to States/UTs in CCE Implementation North Eastern Zone of India

Inaugural Session: A Three day regional workshop on CCE implementation for North Eastern Zone, covering eight states namely Nagaland, Assam, Mizoram, Manipur, Meghalaya, Sikkim, Arunachal Pradesh and Tripura, was organized at NERIE, Shillong from 21st to 23rd August 2013. In all 33 participants attended the workshop. The names of the participants who attended the workshop are appended. The programme began with the welcome address by Prof. S. C. Roy followed by self introduction by the participants and the faculty involved in this programme. Prof. Sukumar, Principal, RIE in his inaugural address stated the importance of implementation of CCE at school level to address the issue of wastage and stagnation. He reiterated the need of this programme and shared with the participants that NCERT is doing this exercise with the state functionaries to take this process forward and collaborate with the states to provide support as per their needs and demands.

Prof. S. C. Roy in his address said that quality is a major concern besides wastage and stagnation. He said that our policy documents e.g. NPE 1986 and PoA 1992 have talked about CCE. Theoretically this issue was addressed fully and then NCERT brought out the Source Books on Assessment for primary level in Hindi, English, Maths, EVS & Arts Education and Maths & Science at the Upper Primary Stage. At present various models are being used by the various states / agencies to implement the same as per the need of the state. NCERT has brought out exemplar materials on CCE in all curricular areas. The prime focus also is to develop clarity and evolve workable model.

Dr. Kavita Sharma, Assistant Professor, DEE, NCERT said, that CCE implementation becomes mandatory to improve the quality of education and also for universalisation of primary education. It is rightly said that CCE exists but has not taken place in the context of education. She also talked about issues such as: teacher – pupil ratio, individual attention in the context of CCE. She also said that to reduce the dropout rate, CCE scheme needs to be implemented in its true spirit.

Dr. Kirti Kapur, Associate Professor, DEL, NCERT shared the broad objectives and focus of the three days workshop.

The broad objectives of this exercise were to:
- ➢ *discuss and share* the status of CCE implementation in the respective States & UT.
- ➢ *develop a conceptual understanding on CCE* among various stakeholders, i.e., practitioners, administrators, and teacher educators for its implementation;
- ➢ *provide examples* how CCE could be used as an integral component of teaching-learning process;
- ➢ *critical analysis of the CCE scheme* followed in the states (strengths, weaknesses) and evolve a plan of action for further improvement.
- ➢ *discuss issues related to criteria of assessment* and an understanding on learning outcomes and learning indicators.

She also said that workshop is a collaborative activity wherein sharing of experiences and discussion on implementation of CCE in states will be discussed. The workshop will help us critically analyse the existing schemes on CCE in states and evolve strategies for its effective implementation.

After the inaugural session, there was state wise sharing of experiences on CCE implementation and discussions on issues related to CCE.

Technical Session One: States' Presentation on Status of CCE implementation

- **Nagaland**

CCE was implemented in the state of Nagaland in the year 2011. All the Government Primary Schools in Nagaland have Pre-primary Sections i.e., Classes A and B.

I. Pre-Primary Scheme of Assessment

At the Pre-Primary level, children are evaluated on Language, Number Readiness, Creativity, Physical Development and socio-emotional development. The first three areas are assessed on three proficiency levels such as the basic, intermediate and advanced. The last two areas are assessed on remarks – Good, Needs attention.

II. Scheme of Assessment for Elementary Level (classes I – VIII)

A. Scholastic subjects: (i) English (ii) Grammar (iii) Mathematics (iv) Social sciences/EVS (v) Science (vi) Hindi (vii) Alt Eng/MIL/MT

These Subjects are evaluated on a *nine-point absolute scale of grading*, for low achievers remedial teaching is in the form of re-teach and re-test, etc. It should be organized every quarterly. High achievers will be awarded with stars for motivation.

B. Co-Scholastics Subjects: (i) Life skills Education (ii) General Knowledge

The performance of the students is evaluated by using *five point absolute grading*.

In one academic session, there are four quarterly assessments. Each quarter has a weightage of 100 marks both in scholastic and co-scholastic subjects. In scholastic subjects 60% is allotted for written assessment, 20% for project work/activities, 10% for home work and 10% for class work.

III. Pupils Cumulative Record (PCR)

The numerical marks and numerical grades are reflected in the PCR.

The rationale for incorporating the numerical marks and grades is mainly for the following reasons:-

(i)   To facilitate a smooth transition to the new system i.e., CCE
(ii)   To convey to parents/students the achievement level of the student/pupil

(iii)   To enable the teacher to record the achievements of the pupil.

There is no summative evaluation of the Scholastic and co-scholastic areas.

- **Assam**
  - Evaluation is an integral part of teaching learning process. There has been a long established tradition of *examination* at school level which primarily involves "testing" as a tool for student performances of learning. This testing is based on question answer type, pen & paper test only. This type of *testing* creates anxiety, fear, and trauma in the minds of students particularly at elementary level. In the year 1999, the state of Assam had developed Curriculum based on NCF – 1988 and at the same time some changes had been made in new textbooks, teachers training as well as TLM etc. But nothing was done with regard to evaluation system.

  - In 2002, the SCERT organized seminar on *'Reform of existing examination system'* involving teachers, teacher educators, child psychologists, parents, guardians etc. It was decided unanimously to eradicate traditional examination system and to adopt new evaluation process. A State Level Evaluation board was constituted to develop the system as well as materials on evaluation. Similarly, District Board on Evaluation was constituted to regulate and monitor the evaluation at the grassroots level. Model evaluation tools were prepared at state level and distributed to all schools.

    Further, it was decided to hold four periodic evaluation yearly. Due to administrative problem frequent changes were made in conducting periodic evaluation which created lot of problems at the field level. Moreover, the notification on *No-detention policy* had also created lot of confusion among parents and teachers.

  - National Curriculum Framework – 2005 (NCF – 2005) and introduction of RTE – Act 2009 advocates that diverse forms of knowledge to be constructed by the child, requires a shift in assessment to recognize child's own knowledge from the existing examination system to the continuous evaluation mode in the classroom. It also advocates that the evaluation should be organized beyond scholastic part and advocates for inclusion of co-curricular part in a comprehensive way, rather than in a segregated manner.
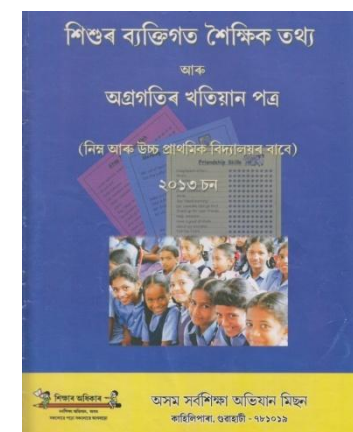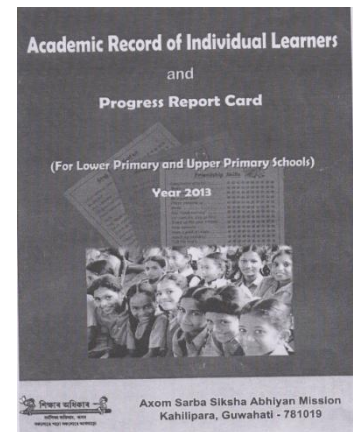
In Assam, following steps are undertaken after introduction of RTE act 2009 and implementation in the year 2010:

- Notification issued regarding no external examination at the end of elementary level.

- State level workshops on CCE were organized where experts from NCERT participated.

- Notified four evaluation in a year along with continuous competency based evaluation in every lesson. It is totally school based evaluation to minimize the diverse environment of the state. Emphasis on formative evaluation lather than summative evaluation.

- Subject wise, Class wise lesson divisions/ indicators are prepared against each periodical evaluation. Competency based functional learning of the pupils are accelerated and it is placed in Academic Calendar every year.

- Assessment of the competencies/ concepts incorporated in a lesson is to be done after completing the transaction of the lesson, and also at the end of the week and after the end of the month.

- The following evaluation tools have been used since 2011 –

1) Oral questions, written questions, activities, projects, observation, group work, quiz/extempore speech/ debate competition and field study.

2) *Evaluation register books,* etc provided to students to practice the evaluation tools in the classroom.

- *Prepared Children Progress Card* for the pupils for record keeping to every school of the state. It covers both scholastic and co- scholastic part.

- Community involvement is enhanced through sharing of Children Progress Report card'

- A comprehensive teachers' handbook on CCE is to be developed and teacher training will be conducted during December, 2013.

- **Mizoram**

Continuous and Comprehensive Evaluation has been introduced in Mizoram with the enforcement of RTE Act 2009. ***The actual implementation started from the Academic session 2011.*** Being the designated academic authority for elementary education, SCERT was declared nodal agency for implementation of CCE in Mizoram, SCERT developed source book on CCE, guidelines on CCE and sessional work plan for primary and upper primary schools. A calendar for implementation has been developed/prepared and distributed to all govt. and private schools.

Road Map for implementation of CCE

There were three stakeholders identified for implementation of CCE in Mizoram.

- ➢ Directorate of school education (to provide administrative back-up)
- ➢ SSA mission (so provide financial back up)
- ➢ Directorate of SCERT (so provide academic back up)

Strategy for Implementation

Strategies for implementation of CCE have been prepared as:

- ➢ Training on CCE for stakeholders, key resource persons and all teachers
- ➢ Awareness programmes AIR, Doordarshan and local TV channels etc.

Guidelines on implementation of CCE

Guidelines have been prepared on how to implement CCE and distributed to teachers which comprise:-

- ➢ Two assessment and two entries in one academic session
- ➢ Both entries comprise formative and summation evaluations
- ➢ First half of academic session – 1st entry
- ➢ End of academic session – 2nd entry

Formative Evaluation (70% in one entry)

- ➢ Unit Tests - 30% marks, at least   6 tests in one entry
- ➢ Activities   - 40% (different weightage)

Summative Evaluation (30% in one entry)

- ➢ Middle of the year – 30%
- ➢ End of the year   - 30%

Weightage for Activities

Language: Oral Skills – 10 %(Atleast 2)

Assignment Project   – 10% (At least 2)

Activities   – 10% (At least 2)

 Portfolio   – 10%

EVS: Project work   – 10% (At least 2)

Field Trip/survey   – 10% (At least 2)

Activities/equipment – 10% (At least 2)

	Portfolio	– 10%
Maths:	Practical Application	– 10% (At least 2)
	Activities	– 10% (At least 2)
	Assignment Project	– 10% (At least 2)
	Portfolio	– 10%
Science:	Project Work/activities	– 10% (At least 2)
	Assignment	– 10% (At least 2)
	Practical/experiment	– 10% (At least 2)
	Portfolio	– 10% (At least 2)

Textbooks have been revised and modified to conform to the practices of CCE and are being used since 2013-14 academic session.

- **Manipur**

The program of CCE has been introduced by the board of Secondary Education during the 2010-11 sessions in Manipur. The scheme has been followed based on the CBSE pattern and again many important areas are also seen neglected during implementation. So, the SCERT has decided to develop a scheme in light of the guidelines provided by the NCERT. The SCERT has started working on it recently and a draft on the CCE scheme *has been brought out with the objective of implementing it from the next academic session of 2014-15.*

In the draft, small modifications are made without losing the track of the NCERT guidelines as an attempt to improvise the teaching-leaning process and also to make a smooth transition from the existing pattern of CCE. To achieve the goals and objectives of CCE, emphasis is given to the comprehensiveness and continuity of teaching – learning process. Adequate amount of remedial teaching is also to be given to the learners who require it until mastery is achieved and are ready to learn the next topic.

The CCE scheme is prepared for two different stages – primary and upper primary.

In both the stages, the scheme is divided into two parts namely pre-summer break term and post-summer treak term.

Weightage scheme for primary stage is as follows:-

Subjects	Pre-summer break term			Post-summer break term			Total
	Formatives	Summatives	Students Classroom Performance	Formatives	summative	Students classroom performance	
	10%	20%	10%	10%	40%	10%	

The formative assessments are done through oral testing, assignments, written tests, projects, etc. The number of tests is decided by the teachers concerned. The summative assessments are done twice in an academic session in the form of pen and paper testing. The students' classroom performance will be recorded by the subject teachers descriptively according to the learning development each student has acquired in the class. The Personal Social Qualities are reflected as anecdotal records. The co-scholastic components are attempted not to be overshadowed by the scholastic parts. Moral values and their development have to be given more weightage during the assessment of co-scholastic areas which is often over sighted by the co-scholastics like games and sports, etc.

- **Meghalaya**

Pre – Implementation Stage:

As it was envisaged in the Right to Education Act 2009, that implementation of CCE is mandatory in all the states and Union Territories of India, the state of Meghalaya through the DERT has organized various orientation programmes on the whole concept of CCE and also various workshops were conducted on the development of Hand Book on CCE. (Subject – wise development of Guide Books and Sample Techniques and Tools were prepared by Subject Teacher educators). Participants in these programmes for KRP's were teacher educators from DERT and 7 DIET's.

- Training of KRP's on CCE – DERT in collaboration with NERIE.
- The Hand book on CCE in Meghalaya has been developed by DERT and has come out after a series of Workshops and Reviews.
- Development of Ready Reckoner and Activity Book by SSA in collaboration with RGF.

Scheme of CCE:

Scholastic areas cover the various subject areas taught at the elementary level.

Level wise assessment in scholastic areas

Level I – Class I & Class II – English, MIL, Maths, AHPL

Level II – Class III to Class V – English, MIL, EVS, Maths, AHPL, Music.

Level III – Class VI to Class VIII – English, MIL, Science, Social Science,

Maths, Works Education, Music, Health & Physical Education.

Evaluation in Scholastic Areas:

- The evaluation Scheme consists of FA & SA
- The whole academic session should be divided into **Two Terms** i.e., **Term–I and Term–II.**

- Students' performances/grades in FA I means the average performances/grades of a student in all the FA's assessed throughout Term – I, using different techniques and tools of evaluation. (different FA's are maintained and recorded in a register as shown in Table 5.1
- Similarly for FA2
- Term–End Tests, i.e., Mid–Term (SA I) and Final–Term (SA2, shall be conducted at the end of each term.
- Student's performance/grades in SAI are the performances/grades of a student at the term-end test of Term-1. (Recording is done in Table 5.2)
- Similarly for SA2
- A 3-point scale for Lower Primary and 5-point scale for Upper Primary to be used for grading and reporting purposes.

Evaluation in Co-Scholastic Areas:

- Co-scholastic areas will cover
- Personal & Social Qualities (PSQ's) – cleanliness, punctuality/regularity, co-operation, communication skills, discipline, good manners, civic sense, emotional stability.
- Co-curricular activities like games and sports, drama, dance, singing, debate, quiz, creating work, scouts and guides/ncc, drill etc.
- Health Status/Physical Growth.
- Direct/Absolute Grading in a 3 point scale for Lower Primary and 5 – point scale for Upper Primary.
- Five or more behavioural indicators to be identified for observing each quality under PSQ's.
- At the end of each term, observations made against each PSQ may be rated for grading purposes.
- Co-curricular activities – each child should participate and be assessed in at least one activity in each term.
- Health Status – twice/at least once a year by medical practitioner.

Weightage:

- Weightage of Term – I and Term – II is 50:50.
- Similarly, the weightage of FA and SA in each Term is also 50:50.

Grading:

- The performance of students is assessed in qualitative terms and the evidence so obtained by the teacher is expressed in terms of letter grade

3 – Point scale for Lower Primary (LP)

Grade Point	Percentage(%) of Marks	Letter Grade	Level of Performance
3	75 – 100	A	Advanced
2	45 – 74	B	Intermediate
1	Below 45	C	Basic

5 – Point scale for Upper Primary (UP)

Grade Point	Percentage(%) of Marks	Letter Grade	Level of Performance
5	80 – 100	A+	Advanced
4	60 – 79	A	Proficient
3	45 – 59	B+	Intermediate
2	30 – 44	B	Basic
1	Below 30	C	Below Basic

Action Plan for training of teachers on CCE

The Target is to train head teachers of all elementary schools and Headmasters/Principals of Secondary/Higher Secondary Schools having elementary sections.

- The head of institutions will in turn impart training to their co-teachers in their schools.

There will be two levels of training:

- At the **district level** for the head teaches of Secondary/Higher Secondary Schools having elementary sections.
- **At the block Level** for Head Teacher of Elementary Schools.
- Training of Master Trainers in all Districts (each District 60 Teachers) 7 Districts x 60 Teachers = 480 Teachers.
- **District Level** Training of Master Trainers at each and every District by the DIET'S (KRP'S). 60 teachers of both LP and UP from each district. So 7 Districts x 60 Teachers = 480 Teachers Trained on CCE.

Future action Plan:

Orientation Programme for Master Trainers & BMC at the District Level (Target is 521)

- To train 12618 Heads teachers of LP and UP (Target) at Block Level.
- Training of Heads of Sec/Hr Sec Schools at the district level (Target 393).

All the target groups are to cover at least 1 teacher from one school.

- It is worth mentioning here that all CCE orientation and trainings so far have been done according to the scheme laid out in the CCE Handbook of Meghalaya developed by DERT with support materials of SSA.

- **Sikkim**

After RTE act in 2009, Sikkim was one of the few states which implemented CCE in schools up to class VIII level in the year 2010. A guideline book on the same was prepared by State Institute of Education now (SCERT) in collaboration with state mission of SSA and circulated to all Govt. Schools in the year 2011.

Guidelines on CCE basically talks about –

➢ Meaning of CCE
➢ How does CCE support implementation of RTE act 2009
➢ Objectives of CCE

Focus of the document "Guidelines on CCE"

➢ To ensure that teachers are clear about objectives of learning prescribed at different levels (subject/domain-wise)
➢ The indicators reflecting achievement of objective
➢ Appropriate tools, that can be used for the purpose of evaluation (subject/domain-wise)
➢ Appropriate format for recording the progress of the child
➢ Evaluation is integrated with teaching-learning process (formative assessment)

Implementation of CCE: to ensure an effective implementation of CCE in the classroom/schools-

➢ HRDD officials of district/block level and heads of school are sensitized
➢ A pool of resource persons was created by training them on CCE (trained at NCERT on different occasions and also by the experts at state level as well)
➢ Pattern of evaluation was developed under guidelines from **CBSE (FA1 (10%), FA2(10%), SA1(30%) and SA2(30%)**
➢ Behavioural indicators for co-scholastic domain of learning were prescribed
➢ Tools to be used for evaluating achievement of different learning objectives were suggested
➢ Teachers are trained on integration of evaluation with teaching-learning process
➢ Teachers are trained on use of appropriate formats for recording the progress of the child

Experiencing for two year the gaps and positive aspects of guidelines on CCE the document is in the process of being revised so that problems of teachers on implementation part could be addressed and the process of CCE could be made more realistic and teacher friendly.

Subject-wise and grade-wise objectives of learning are prescribed for the purpose of evaluation, which help the teacher to have a clear vision of what needs to be evaluated and how.

- **Arunachal Pradesh**

With the coming of NCF (2005), the Govt. of Arunachal Pradesh was beginning to feel the need of Continuous and Comprehensive Evaluation (CCE) for having better school education. After the coming of the RTE Act 2009, the implementation of CCE became rather mandatory for imparting quality education. As such, the state government had a thorough discussion about implementation of CCE in the state in the purview of the Right of Children to Free and Compulsory Education. Later, in consultation with the SCERT, SSA and DIET, the state government discussed the philosophy of CCE and its implementation as it is considered most appropriate and conducive to the state's educational wellbeing. As a result, SCERT, Itanagar was given the task of developing a CCE Manual. The SSA provided the fund under Learning Enhancement Programme (LEP) which made it possible for us to organize workshops and to give shape to the CCE manual.

The faculty members of SCERT after having discussed and gone through the manual developed and conceptualized by CBSE for primary and upper primary stage, chalked out the things as to what were the areas that needed to be given priority and the local educational scenario of the state. Accordingly, we went into the process of developing the manual. It was after carefully and meticulously considering the different pros and cons of CCE that we somehow came to develop the CCE Manual and Training Package for both the primary & upper Primary stage. After having prepared the said manual and training package, it was realized that there was a further need of conducting training for different teachers from different parts of the state. As a result, a series of training programmes were organized on CCE by SCERT, SSA and DIETS. We prepared Key Resource persons from DRCs, BRCs, CRCs etc that could conduct trainings on CCE at district level.

The manual on CCE for both the Primary and Upper Primary Stage contains chapters such as;

Chapter 1 – CCE; Concept, Need and Scope

Chapter 2 – Role of school and Teachers

Chapter 3 – Assessing Scholastic and co-scholastic Areas

Chapter 4 – Tools and Techniques

Appendix; - List of Indicators and Descriptors

As per this CCE Manual, the Academic year has been divided into two Terms;- Term I and Term II

First Term: April to September

Second Term: October to March of the subsequent year

The First term consists of; FA1, FA2 and SA1 (10% + 10% + 30% = 50%)

The Second Term Consists of; FA3, FA4 and SA2 (10% + 10% + 30% = 50%)

The weightage over the two terms are as under:

FA1 + FA2 + FA3 + FA4

(10% + 10% +10% +10%) = Total 40%

SA1 + SA2

(30% + 30%)   = Total 60%

Grand Total   =   100%

Grading Scale for Primary (I-V)

5 point grading scale both in scholastic and co-scholastic areas i.e. A+, A, B, C & D

Grading Scale for Upper Primary (VI-VIII)

*9 point grading scale in scholastic areas being A1, A2, B1, B2, C1, C2, D, E1 & E2

*5 Point grading scale in co-scholastic areas being A, B, C, D & E

*The minimum qualifying grade in scholastic as well as co-scholastic areas is 'D'

How to award grades?

To award a grade in a particular domain under scholastic assessment we assess the learners on the basis of different tools and techniques used in the class. In the co-scholastic areas, we award grade(s) based on curricular indicators that we use for assessing learners in different situations. SCERT, Itanagar has prepared a list of probable indicators on descriptors in the form of annexure supplied at the end of the CCE Manual. Moreover, teachers are advised to develop their own indicators and descriptors which may be found appropriate and suitable in classroom or local situation.

Formative Assessment: Formative assessment is conducted at the formative stage of a student's learning of a particular subject. Since it is developmental in nature, it is undertaken during the teaching learning process.

*Under FA1, we have advised pen and paper test whereas formative assessments may be based upon assignments, activities, projects, experiments, debate, group discussion, field trip/excusion, poem recitation, extempore speech, role plays etc.

Summative Assessment: Summative assessment is conducted at the end of a term or semester. It sums up 'what' and 'how much' a learner has learnt and to what extent the learning objectives have been realized.

While undertaking formative and summative assessment, a teacher can undertake diagnostic testing to diagnose the causes of learning difficulties and learning errors during the teaching and learning process, as the poor performance of the learners, at the end of a unit/term, may have a follow up with appropriate remedial measures for improvement in learning.

Life skills; The progress Report Card, under the provision of CCE, reflects not only the academic performance (under part I) of a child but also his life skills such as personality development, thinking skills, emotional skills, values, health and physical education, music, art education, ICT etc. These are the key areas which SCERT Itanagar has highlighted and focused upon for building up the total personality of learners.

Conclusion:

The main aim of education is to enhance the holistic potential of the pupils with strong values. Therefore, the curriculum needs to be transacted the way the learners progress is evaluated. Also, the entire teaching learning process needs to be joyful, stress tree and motivating.

- **Tripura**

The CCE Scheme is under preparation as per the NCERT guidelines. It has not been implemented as yet. Class wise student performance record is being maintained and teachers are being given training on student performance record.

> **The state presentations have shown that there are gaps in understanding in the and implementation of CCE, broadly in the following areas.**
>
> ➤ lack of conceptual clarity regarding formative assessment i.e assessment for learning.
>
> ➤ Summative assessment is taken as an external activity and one time affair.
>
> ➤ focus more on quantification of child's learning rather than the process of learning.
>
> ➤ lack of understanding on assessing personal social qualities.
>
> ➤ assessing scholastic and non-scholastic in a segregated manner.
>
> ➤ Cumbersome and time consuming recording and reporting process at the cost of teaching learning time.

Technical Session Two: NCERT Presentation

Prof. S. C. Roy discussed in detail about the how and why of CCE implementation. He said that CCE includes all aspects of student learning, personality, performance skills, interests, attitudes, motivation etc. He said that using a range of activities that a child participates in both inside and outside the classroom makes assessment holistic and comprehensive. He further said that the assumption is that every child can learn, every teacher can learn and every resource person can bring about the change.

Thereafter, Dr. Kirti Kapur shared and discussed the CCE exemplar package, developed by NCERT in all curricular areas at the elementary stage. She shared the need, nature and salient features of the package. The exemplar package was developed after wide consultations with subject experts, practitioners and educationists in a series of meetings and developmental workshops at NCERT with the support of MHRD. The prime focus of this package is to develop understanding about CCE among various stakeholders, i.e. practioners, administrators, and teachers educators for CCE implementation, how CCE is to be used as an integral part of teaching learning process, what kind of information should be recorded for a child' progress, what type of reporting, and guidelines for teachers, teacher educators, and

administrators. She said that the main aim of CCE is to shape the learning of the child rather than grading the child. The teacher should not label the child. CCE is a teaching learning process. It is not different from pedagogy. The process of recording and reporting was also discussed and shared how to make this aspect as simple as possible. A sample of recording and reporting formats were also shared an exemplar. Dr. Kirti Kapur said that the purpose of the workshop is to analyse the existing schemes and hand hold to implement CCE in the right spirit.

Dr. Kavita Sharma continuing the programme ahead took up an example from EVS. She made a presentation on EVS Package at the Primary Level. She explained that EVS is an integral curricular area at Primary Level which includes the components of Science, Social Sciences and Environmental Education and at classes I & II it needs to be transacted through language and Maths to address the issues of curriculum load. She said that it is very difficult to understand CCE without talking about the pedagogy of curricular areas as assessment is an integral part of Teaching-Learning. Giving the example of chapters and themes from the EVS textbooks of class III, she explained CCE through examples included in the package. She clarified various steps to be adopted for assessment for learning, assessment as learning and assessment of learning. She took an example of the Plant Fairy from the NCERT textbook of class III. She explained how the teacher identifies the learning points, uses children's prior learning experiences for creating learning situations and selects the method of teaching-learning based on the context, concepts and the available resources. She also explained with examples how assessment is being used to provide on the spot, timely, specific and clear feedback to the children to help them improve their learning without causing any additional burden on the teachers. The example from the theme of *'Family and Friends'* and *'Food'* were given where feedback/ teacher's observation of students and their work was used by the teachers to review and revise their teaching learning to address gaps in the learning of students and this need not be reported to the parents. She also elaborated on tapping the personal-social qualities in a holistic manner with this curricular area. Some examples of self/peer assessment were also provided where children reach out to resources other than the textbooks and teachers. Lastly, she shared with the group to record the change in the child's progress based on the evidences collected using multiple ways of learning and suggestive formats to report this change in learning progress to various stakeholders specially parents. It was also mentioned that in order to make use of CCE in correct perspective, flexibility in the system needs to be created and performa may be developed for recording at the school level for reporting the progress of children. Some of the group members said that this approach to CCE seems to be quite feasible yet the training of the teachers is a big concern.

Thereafter, Dr. Kirti Kapur took a session on CCE in English at the Upper Primary stage, class VI, *Honeysuckle* 'Who did Patrick's Homework'. She highlighted how assessment for learning can go along with the teaching learning process. While conducting group work and pair work, social personal qualities can also be observed to make assessment not only continuous but also a comprehensive one. 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. Thereafter video on Mathematics teaching learning on CCE was shown.

After the presentationers few questions were raised by the participants. The questions were to clarify what is 'comprehensive', 'co – scholastic' and how to assess personal social qualities. Other questions were regarding recording and reporting. After the in depth discussion, all the participants agreed that there is a need to revise & review the schemes already in practice.

The following points emerged from the discussion.

- CCE needs to be simple and teachers should get quality time for teaching rather than filling the records and reports.
- Teacher orientation is most crucial.
- Flexibility in time table, course design and planning is needed.
- CCE is a school activity rather than an external activity.
- Recording and reporting to be simplified.
- Understanding of project and portfolio needs to be developed.
- Reflective diary, recording format and report card, only three documentary proofs are required.
- CCE is a joint responsibility of all the stakeholders.
- Teacher training module/package is needed.

Assessment is a school based activity integrated with teaching learning process.

Technical Session Three: Analyse Critically CCE implementation plan, developed by each state. A Format was developed covering various aspects of CCE implementation.

Format of Analysis of CCE Scheme

1. What is the understanding about Continuous and Comprehensive assessment in your CCE scheme?
2. What is the understanding about curricular and co-curricular area at the elementary stage?
3. How does the teacher collect the assessment data under CCE?
4. How does the teacher record this data?
5. How does the teacher use the assessment data under CCE?
6. How does the teacher report this data?
7. What change do you think could be made for addressing assessment for learning?
8. What is the understanding of the state about comprehensive assessment?
9. What changes do you suggest on this component in your scheme?
10. What changes do you suggest to assess the personal, social qualities of children?
11. What changes do you suggest in recording procedures?
12. What changes do you suggest for reporting procedures?
13. What are the major gaps in the scheme which need improvement?
14. How to you plan to address these gaps in the scheme? (suggest strategies)
15. Any other suggestions/observations?

Each state presented their critical analysis of the CCE implementation plan and shared the gaps that need to be addressed. Thereafter, discussion on 15 questions further helped clear the doubts and share experiences.

The questionnaire was given to the states and they worked in their groups. Thereafter each state presented their analysis of the CCE scheme being implemented in their respective states. Their responses have been collated in a summary form.

The following are the responses:
1. All the states said that their understanding of CCE has some gaps. They had modeled their scheme on *CBSE pattern and continuous was based on the frequent formal tests.* They were reporting formative assessment in the report cards. They are using multiple tools to assess the learners but only for reporting purpose and not integrating the feedback in the teaching learning process. The state of Mizoram recorded that the formative assessments are done through oral testing, assignments, written tests, projects etc. and the students' class room performance is recorded by the learning development of each student.

2. All the states are assessing curricular and co-curricular separately. There is a confusion and not so clear understanding how these should be evaluated. Co-scholastic has also been put under different names such as Life skills Education, General Knowledge.

3. The data is being collected in the form of marks and then percentages are being taken. The process is 'cumulative' in nature rather than comprehensive. Percentages of FA1, FA2, SA I, FA3, FA4, SA II are added and converted into grades.

4. All the states said that this data is recorded by the teachers in the form of marks. The teachers are spending more time in collecting & entering the data for reporting purpose. Different states are using different point scale which is reflected in their schemes.

5. They are using the assessment data only for reporting purposes which is totally contrary to the spirit of continuous assessment. They are assessing all the children all the time and preparing elaborate records for reporting purpose instead of using that data to improve the teaching learning process.

6. It is mostly in the grade form.

7. There was a consensus on the view that assessment for learning is part of the entire teaching process. This assessment should be designed to monitor and improve students' progress during the teaching- learning process. The information gathered on the learning process of a child for example, written work, oral work or observation can be used by the teacher to help improve further.

8. After the discussion, it became clear to the participants that 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. while conducting the activities in the class, 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.*

9. The understanding of formative assessment needs to be reviewed. The existing schemes need to be revised in the light of NCERT's exemplar package. Another important aspect is instead of labeling or comparing children against each other, the spirit of CCE should be to enhance learning through assessment and this needs to be focused. Teacher training/orientation is a must.

10. Manipur state mentioned that they are using *anecatotal descriptors for PSQs.* The understanding developed was that 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 desired to state the extent the child displays these qualities.

11. It was the observation of all the states that recording is time consuming. It should be minimized. All the states agreed that data for recording is teacher's record to improve teaching learning process.

12. All the states were of the opinion that reporting should be meaningful and should convey a constructive feedback to all the stakeholders for examples parents, administrators.

13. The teachers have been oriented but there are many gaps. The major gaps are understanding about formative assessment, curricular and Co-curricular, PSQ's, recording and reporting.

14. The states felt that there gaps need to addressed in the scheme and teachers to be informed, therefore workshops, training is a must.

15. The suggestion was that along with teachers, state functionaries, administrators should be oriented and NCERT should conduct workshops for the dissemination of CCE package.

Technical Session Four: Discussion on Learning Indicators

All the states felt that there a need to provide learning indicators to the teachers. It was shared that NCERT is developing learning indicators for stage III, V, & VIII. Learning Indicators need to be co-related at three stages.

- The teacher starts by identifying the curricular expectations (learning outcomes) that the children will achieve at the end of the course/stage
- The teacher plans the teaching learning process – (Pedagogical Process)
- The learning indicators informs the teacher and the children about the processes involved to achieve the curricular expectations/learning outcomes

These goals are meaningful to children also, and over a period of time both the teacher and the children will appreciate and understand that how the specific activities/tasks relate to these goals. It enhances collaborative learning. Therefore the pedagogical tasks designed by the teacher need to be challenging, authentic, integrative and interdisciplinary. The teachers' role in the entire process is that of a facilitator, co-children and co-investigator. The states shared that in their schemes they have given some indicators but these also needs to be relooked.

Valedictory and the Way Forward:

Prof. Sukumar, Principal, NERIE, Shillong presided over the valedictory function. Prof. S. C. Roy gave a brief report about the proceedings of the three days programme and said that CCE has opened up new horizons for us. It is not complex but it has been made so. It is part of the teaching learning process. He expressed that we have received a very warm response. Thereafter, the state representatives shared their views, concerns and hope to implement CCE in the right spirit. Dr. Kirti Kapur said that this was a collaborative and hand holding exercise and the dialogue must continue. Dr. Kavita Sharma said that in this way each state is getting opportunities to learn from each other's experiences and analyse their schemes and move forward. Prof. Sukumar in his valedictory address said that such programmes help us to develop a vision and all should work together for quality education.

The following major issues/points emerged:

- All the North Eastern States are following CBSE pattern of CCE i. e. FA1, F2, SA I, FA3, FA4 and SA2.
- Tripura has just initiated the process of developing their scheme for CCE.
- There is a lack of conceptual clarity on formative assessment i.e., assessment for learning.
- Summative assessment is treated as an external activity with the focus on paper-pen tests.
- Curricular and co-curricular are treated as separate activities and grades are being assigned.
- Lack of understanding regarding personal social qualities and its reporting process.
- Recording and reporting processes are time consuming and are not being used to improve the teaching learning process.
- Teacher orientation is a must.
- Principals, administrators also need to the oriented to implement CCE effectively.

The workshop came to an end with the vote of thanks from Dr. Floret Dkhar, Associate Professor, NERIE Shillong. She thanked everyone for their active and meaningful participation and contribution. Special thanks to the principal and faculty from NERIE, Shillong for coordinating the workshop. Everyone looked forward to meaningful implementation of CCE in collaboration with NCERT.

Appendices

(i)   Background Note

(ii) Time Schedule

(iii) List of Participants

Academic support to States and UTs in Implementing (CCE) at the Elementary Level

(Background Note)

1. Context

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), implemented since April 2010, has made Elementary Education a Fundamental Right to all children in the age group of six to fourteen years. Chapter V of the Act on *curriculum and completion of Elementary Education under Section 29 (2) (h) provides for **comprehensive and continuous evaluation of child's understanding, knowledge and his or her ability to apply the same.** In view of this, various efforts have been made by States and UTs to develop CCE materials and evolve strategies for its implementation. The analysis of materials developed in this area and the field experiences suggested that teachers are facing problems in understanding CCE and its implementation in the classrooms. Different kinds of prescriptive formats are developed for teachers to record the progress of children. As a result of this, teachers are engaged more in compiling the data for CCE rather than in the actual teaching learning time. The reporting procedures of children's progress have also been found to be a mechanical and cumbersome exercise for teachers. Apart from this, there are misconceptions related to various terms such as a continuous, comprehensive, evaluation, assessment, formative and summative assessment, which created lot of confusions among various stakeholders in the system. As a result of this practitioners and other field level functionaries are interpretating CCE in their own way.

NCERT being an academic authority had also developed exemplar material on CCE for the elementary stage in all curricular areas. The material has been developed with wide consultations with subject experts, practitioners and educationists in a series of meetings and developmental workshops at NCERT. This endeavour has been done with the support of MHRD. The package has been field-tested in schools by the teachers after orientation by the members involved in the development of the package. *The underlying idea of developing the exemplar CCE material is to provide some examples on how CCE can be used effectively by the teachers in various curricular areas till the elementary stage. The package would facilitate and equip the teachers to implement CCE meaningfully in the classroom.* This material would address different facets of CCE, that is, how to carry out assessment *during the teaching-learning process,* assessment after teaching-learning process, recording *and* reporting the child's progress, etc. At the primary stage, generally one teacher teaches all the subjects. Therefore, for this stage, a comprehensive package has been developed covering examples from different subjects. This would not only help primary teachers to follow an integrated approach to teaching-learning across different subjects but also get the space to reduce the curricular burden by avoiding overlap of the content. However, at the upper primary stage, subject-wise material has been developed in Science, Mathematics, Social Sciences, Hindi, English, Urdu and Arts Education. The examples given in this package can be

conducted in a classroom having teacher-pupil ratio as per the RTE norms (1:30 for primary stage and 1:35 for the upper primary stage). These examples may be adapted/adopted by the States and UTs as per their needs.

2. Need of the Package

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), has been implemented since April 2010. *The Act requires that CCE be implemented for each child till the completion of elementary schooling.* Thus, CCE is a mandatory requirement under RTE which is to be implemented in true spirit. In implementing CCE, the role of teachers becomes central. 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 to be performed separately.

The RTE Act prohibits any public examination up to Class VIII and 'no detention' policy has to continue. It must be clear at this juncture that implementing non-detention policy should not lead to the 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 for all children on the other hand, as assessment during teaching-learning process would provide for necessary and timely feedback for further improvement. 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 in CCE implementation. '*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 from the curricular learning. 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. The package would address these issues and suggests some ways for effective implementation of CCE.

3. Nature of the Package:
Each package is composite in nature and consists of three sections.

- **Section I:** It begins with an overview which clarifies the need of this package and some misconceptions about CCE that are prevailing in the system. The section develops an understanding on continuous and comprehensive evaluation in the context of Right to Education Act, 2009.
- **Section II**: This section provides subject-wise examples which show how assessment process needs to be followed so as to use assessment as an in-built component of teaching-learning process focusing on assessment for learning (formative assessment).

This section also provides criteria for assessment for each subject, spelt out in the form of 'indicators' given in Annexure I. These indicators are purely suggestive in nature. The examples also elaborate how and when *assessment of learning* (summative assessment) can be used by the teachers. This section highlights various methods/ways that can be used to assess child's progress rather than depending on paper-pencil tests only. The section also suggests what kind of data needs to be recorded by the teacher and what kind of assessment data needs to be reported in the report card so as to present a comprehensive picture of child's progress.

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

- The package also includes a video film on '*CCE in mathematics classroom',* focusing at the primary stage. The film depicts through examples how a teacher assesses children while teaching-learning process is going on, and what are the ways to provide feedback to children during the process itself. This would also clarify some misconceptions related to various aspects of CCE.

4. Organizing Regional Workshops: Methodology of Capacity Building

All states and UTs have consistently been making efforts to improve the quality of elementary education through various programmes. Most of the states have evolved CCE scheme and rolled out across all schools while some states and UTs are in the process of developing CCE material and scheme. Efforts have also been initiated by concerned states and UTs to make the scheme usable and useful from the benefit of children and practitioners. In order to do there is a need to, develop consensus on various issues related to CCE. These workshops are being planned with the following expectations.

- develop conceptual *understanding about CCE* among various stakeholders, i.e., practitioners, administrators, and teacher educators, for CCE implementation;
- provide examples *how CCE could 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 on what *type of reporting would be useful for* child's progress and
- provide a model and broad *guidelines for teachers, teacher educators, and administrators,* for implementing CCE.

These workshops have been planned with key functionaries of states and UTs, to provide support in implementing CCE.

- ➢ 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 an inbuilt part of teacher preparation programme. This would help teachers to become *reflective practitioners and agents of change with a view to improve learning process among children.*

➢ This would require that education officials 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 products outcome.*

The major agenda of this workshop is to share CCE package developed by NCERT, which is exemplar in nature. The package expectation is not only to develop understanding on many issues related to CCE but also provide examples how to use CCE in elementary classrooms in various subjects. These examples would provide how to use continuous assessment as a process of learning. The examples would also discuss how to use assessment of learning data in one quarter to make the evaluation more comprehensive. The workshop would also provide opportunity to participants/key functionaries to share and discuss their scheme. This process would facilitate to identify strengths and gap areas to further improve the scheme. Each state would also evolve the action plan to improve CCE implementation process in the state.

Keeping the above in view the NCERT has planned to orient nodal officers/representatives of States/UTs responsible for the implementation of CCE system and provide hand holding on a regular basis. The NCERT (NIE & RIEs) would organize CCE capacity building workshops for each state/UTs in smaller groups within 2-3 months, through RIEs and will submit the workshop reports to MHRD. The workshops would focus on sharing of experiences and discussion on implementation in States/UTs. The Exemplar Package developed by the NCERT will be shared subject specific examples. Curriculum Standards (learning outcomes) Pedagogical Standards and Assessment Standards will also be discussed to understand the assessment process in a holistic manner. Thereafter a group work on a critical analysis of the schemes being implemented in the States and UTs will be done to evolve the strategies for effective implementation of CCE. All the States & UTs will then share their action plan.

5. Participating States & UT- The following North Eastern states, Nagaland, Assam, Mizoram, Manipur, Meghalaya, Sikkim, Arunachal Pradesh and Tripura, are participating in this workshop. From each state, 5-6 members have been invited, one member from SPO office has been invited, and who is looking after pedagogy component under SSA while from each SCERT 2 members have been invited along with and 2-3 members from the DIETs in the respective state. These members will later act as master trainers to initiate the same process in the state.

6. Venue and Dates of the workshop: The regional workshop for North-Eastern Zone states has been planned from 21-23 August, 2013, to organize at RIE Shillong with the expectation to do this exercise in a holistic way by involving RIE faculty, so that regular academic support could be provided to States and UTs as and when required for the Southern States/UTs.

Regional Workshop on Implementation of CCE
Venue: NERIE, Shillong

Schedule of the Regional Workshop

Day 1, 21 August 2013		
Session	Time	Resource Person
Registration	09:30-10:00hrs	Extension Education Department, NERIE, Shillong
- Welcome - Inaugural Address - About the programme - Need and objectives of the workshop	10:00-11:00 hrs	Dr. S. C. Roy, Professor, NERIE, Shillong Dr. Sukumar, Professor, Principal, NERIE, Shillong Dr. Kavita Sharma, Assistant Professor, DEE, NIE Dr. Kirti Kapur, Associate Professor, DEL, NIE
State wise sharing of experiences on CCE	11:15-13:15 hrs	Representatives from States
LUNCH BREAK 13:15-14:00 hrs		
Sharing and Discuss	14:00-15:30 hrs	Representatives from States

ion on States Presentations		
Implementation and Discussion on issues related to CCE	15:45- 17:30 hrs	Dr. S. C. Roy, Professor, NERIE, Shillong Dr. Kirti Kapur, Associate Professor, DEL, NIE Dr. Kavita Sharma, Assistant Professor, DEE, NIE
Day 2, 22 August 2013		
Sharing and Discussion on Exemplar Package on	9:30 – 11:00	Dr. S. C. Roy, Professor, NERIE, Shillong Dr. Kirti Kapur, Associate Professor, DEL, NIE Dr. Kavita Sharma, Assistant Professor, DEE, NIE

CCE, Developed by NCERT		
Presentation and Discussion on Subject specific examples from CCE Package for the Elementary Stage	11:15 – 13:15	Dr. Kirti Kapur, Associate Professor, DEL, NIE Dr. Kavita Sharma, Assistant Professor, DEE, NIE

LUNCH BREAK 13:15-14:00 hrs

Video Film on CCE (Mathematics) and discussion	14:00 – 15:30 hrs	Representatives from States , NERIE and NIE faculty
Analysis of CCE Scheme of States (Group work) Evolving Action Plan for effective implementation of CCE and developing time line.	15:45- 17:30 hrs	Representatives from States , NERIE and NIE faculty

Day 3 : 23 August 2013

Session	Time	Resource Person
Sharing and Discussion on States Action Plan for effective implementation of CCS	09:30 -13:15 hrs	Representatives from States , NERIE and NIE faculty

LUNCH BREAK 13:15- 14:00 hrs		
Discussion on Curriculum standards 0 Learning outcomes, pedagogical standards and assessment standards	14:00 – 15:30 hrs	Representatives from States , NERIE and NIE faculty
Session Continues	15:45 – 16:15 hrs	Representatives from States , NERIE and NIE faculty
The way ahead: Deciding future course of action	16:15 – 17:30 hrs	NERIE and NIE faculty

Sr. No.	Name & Designation	Address	Contacts & Mail Id
1.	Mr. Niranjan Kumar Chorasia, Lecturer	SCERT, Itanagar (Arunachal Pradesh)	0360-2203741 (O) 9436252143 (M) nkchourasia26@yahoo.in
2.	Mr. V. R. Sharma, Subject Specialist	SCERT, Itanagar (Arunachal Pradesh)	0360-2203741 (O) 9436054812 (M) vedrams64@yahoo.in
3.	Mr. Lalwuntluanga Hnamte, Principal	DIET, Lungle, Mizoram	0372-2342282 (O) 0389-2340033 (R) ttahnamte@gmail.com
4.	Mr. Shiv Shankar Singh Thakur, Subject Specialist (English)	SCERT, Itanagar (A. P.)	0360-2290483 (O) 09636271549 (M) sssthakur44@gmail.com
5.	Shri. Anup Hazarika, State Consultant	Axom Sarba Shiksha Abhijan Mission, Assam	03612383803 (O) 09613616162 (M) anuphz.hzarika@gmail.com
6.	Mr. Rebati Mohan Kakati, State Pedagogy Coordinator	SSA, Assam	0361-2383803 (O) 9435127669 (M) rmkakti@gmail.com
7.	Mr. Z. Milkar, DSPD	SSA, Mizoram	0389-2346565 (O) pedassamillor@gmail.com
8.	Ms. Laldawngliani Chawngthu, Joint Director	SCERT, Mizoram	0389-2305793 (O) 0389-2343473 (R) dawngi.chawngthu@rediffmail.com
9.	Ms. D. Ramdinthangi, Dy Director	SCERT, Mizoram	0389-2349435 (O) 0389-2327378 (R) dorothymataasli@gmail.com
10.	Mr. Salam Bidyananda Singh, Lecturer	DIET, Manipur	9615237711 (M) salam.bidyananda@yahoo.com
11.	Mr. R. K. Shashiranjan Singh, Lecturer	DIET, Manipur	9774575771 (M) rkshashiranjan@yahoo.com
12.	Mr. Suraj Bir Singh, State Coordinator	SCERT, Sikkim	03592-202585 (O) 03592-208567 (R) suraj.bir.singh.sikkim@gmail.com
13.	Mr. Debabreata Sarkar, Distt. Pedagogy Coordinator	West Tripura, SSA, Tripura	03812-353762 (O) 09436451494 (M) debabreatasarkar738@gmail.com
14.	Ms. Benjung Yaden, TRA	SCERT, Nagaland	9436070210 (M) benjungy@rediffmail.com
15.	Ms. R. Lithunglo Yanthan, Co-ordinator	SSA, Nagaland	9436809943 (M) lithuanglo.yanthan@yahoo.com
16.	Ms. Veketula, Lecturer	SCERT, Nagaland	9436001164 (M) veyieati@yahoo.com
17.	Mr. Thekielie Keditsu,	SMA, SSA,	9612001874 (M)

	Assistant Mission Director	Nagaland	
18.	Mr. Lalhunlawma, Lecturer	DIET, Aizwal, Mizoram	0389-2341006 (O) 0389-2305448 (R)
19.	==Smt. Mary W. Lynrah, State Pedagogy Coordinator==	SSA, Meghalaya, Shillong	9612000928 (M) mlynrah@yahoo.com
20.	Shri. Mathew P. Diengdoh, Lecturer	DIET, Tura, Meghalaya	clickmatt1234@yahoo.com
21.	Smt. Jasmine Sangma, Lecturer	DERT, Shillong	0364-2223752 (O) 9436114675 (M) jasminesangma@gmail.com
22.	Shri. P. B. Lartang, Senior Grade Lecturer	DERT, Shillong	9436335591 (M) lartangpb@gmail.com
23.	Mr. K. R. Diku, Principal	DIET, Moriyar Assam	9435801266 (M)
24.	Ms. Nirmali Hazarika, Reader	SCERT, Assam	0361-2382507 (O) nirmali.hazarika@gmail.com
25.	Ms. Rumi Chaudhary, Dy. Director	SCERT, Assam	0361-2382507 (O) 9864155514 (M) rumichaudhary76@gmail.com
26.	Dr. Flourette Dkhar	NERIE, Shillong	
27.	Dr. Prachi Ghildyal	NERIE, Shillong	
28.	Dr. Ph. Brajayanti, Den	NERIE, Shillong	
29.	Dr. T. Newmei, Assistant Professor	NERIE, Shillong	9436312420 (M) tasongwi@rediffmail.com
30.	Dr. S. Joshi		
31.	Dr. Kavita Sharma, Assistant Professor	DEE, NCERT	
32.	Dr. Kirti Kapur, Associate professor	DEL, NCERT	
33.	Dr. S. C. Roy	NERIE, Shillong	