



Gunotsav :: Assam 2017



Evaluation Guideline [Phase II & III]

Education (Elementary) Department
Government of Assam
Dispur, Guwahati-781006

GUNOTSAV DISTRICTS [PHASE – II & III]

#	Phase - II Gunotsav Districts	Schedule of Gunotsav (Phase – II)	#	Phase - III Gunotsav Districts	Schedule of Gunotsav (Phase – III)
1	Bongaigaon	19 th , 20 th , 21 st & 22 nd September, 2017	1	Baksa	6 th , 7 th , 8 th & 9 th November, 2017
2	Cachar		2	Biswanath	
3	Charaideo		3	Darrang	
4	Dima Hasao		4	Dhubri	
5	Jorhat		5	Dhemaji	
6	Kamrup [Rural]		6	Goalpara	
7	Karbi Anglong		7	Golaghat	
8	Kokrajhar		8	Hojai	
9	Nagaon		9	Karimganj	
10	Sivasagar		10	Majuli	
11	Tinsukia		11	Nalbari	
12	Udalguri		12	Sonitpur	
			13	South Salmara Mancachar	

1. INTRODUCTION :

The RTE Act, 2009 provides the Constitutional Right to Education to every child aged between 6 to 14 years thereby guaranteeing the Right to Elementary Education. Section 29 of the Right to Education Act, 2009 mandates that every child in India aged 6 to 14 years has the constitutional right to receive quality, inclusive and child friendly education. Drawing from the mandate of the Act, increased focus is being laid on quality education at elementary level which is the foundation of learning among children.

Over the years, various initiatives have been taken for improved Learning Outcomes. These include development of textbook in the line of NCF, 2005 , implementation of activity based learning, providing training to teachers, engagement of qualified teachers etc. Now, there is an urgent need to focus on assessing the learning outcomes which would help in identifying the learning gaps objectively and for providing necessary remedial measures.

Quality of education is one of the priorities of the State Government. To improve the quality of education being imparted to the children and thereby to re-instate faith in the Govt. educational system amongst the public, the State Government has started implementation of “**Gunotsav-Celebrating Quality**”, a programme to objectively promote “Quality” at elementary level through identification of learning gaps and designing effective / fruitful strategies for remedial education. The 1st phase of the programme has already been successfully conducted in 8 districts of the State from 4th to 7th April, 2017 with full cooperation from all concerned. The programme has been welcomed and well appreciated by parents/guardians, teachers, community members, Educational Administrators, External Evaluators who are from various Departments of the State Government and Academicians of the State. Positive change in the mindset of all concerned has also been witnessed, which will go a long way towards improving the quality of education in the State. Taking upon the feedback and considering importance of the programme, it has been planned to cover the remaining 25 districts in two phases i.e. **Phase-II in September, 2017 [Kamrup (Rural), Dima hasao, Bongaigaon, Cachar, Charaideo, Jorhat, Karbi Anglong, Kokrajhar, Nagaon, Sivassagar, Tinsukia and Udalguri]** and **Phase-III in November, 2017 [Majuli, Dhubri, Baksa, Darrang, Dhemaji, Biswanatn, Goalpara, Golaghat, Hojai, Karimganj, Nalbari, Sonitpur and South Salmara Manachar]**. The tentative dates for the two phases will be: **Phase II : from 19th to 22nd September, 2017** and **Phase III: from 6th to 9th November, 2017**.

In Gunotsav, following four areas are included for evaluation of the school:

1. Academic achievements of a child – 60%
2. Co-curricular activities – 20%
3. Availability and Utilization of School Infrastructure and other facilities- 10%
4. Community Participation-10%

With respect to child’s academic achievement, the following subjects/skills will be covered-

Area	Subject/Skills
Scholastic	Class 2 to 5 : Skill- Reading & Writing (Language -I &II) and Numeracy
	Class 6 : Skill- Reading & Writing (Language -I &II) and Numeracy Subjects- Science, Social Science, Maths, Language-I &II
	Class 7 & 8 : Skill- Reading & Writing (Language -I &II) and Numeracy Subjects- Science, Social Science, Maths, Language-I,II & III

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Besides, evaluation will also be done in respect of Co-curricular activities, Availability and Utilization of School Infrastructure and other facilities and Community Participation. The School Report Card will be prepared based on the evaluation covering all these four aspects.

In this noble endeavor of the State Government for bring about improvement in quality of education at elementary level, your active participation and neutral evaluation will be vital. Moreover, your observations/ view/ recommendations will be helpful in formulation of effective policies/ strategies for taking the state towards greater heights in improving the quality of education.

2. GENERAL INSTRUCTIONS FOR EVALUATION

3.1 ACADEMIC EVALUATION:

Phase of Gunotsav	Dates	Date of Self Evaluation	Evaluation to be done on date of Self Evaluation	No. of schools to be covered on date of Self Evaluation	Date of External Evaluation	Evaluation to be done on date of External Evaluation.	No. of schools to be covered on date of External Evaluation.
II	19 th to 22 nd September, 2017	19 th Sept/2017	<ul style="list-style-type: none"> ● Reading skill. ● School Evaluation. 	All schools	20 th /21 st /22 nd September, 2017	<ul style="list-style-type: none"> ● Skills/subject areas. ● School Evaluation. 	Schools will be distributed.
III	6 th to 9 th November, 2017	6 th Sept/2017	<ul style="list-style-type: none"> ● Reading skill. ● School Evaluation. 	All schools	7 th /8 th /9 th November, 2017	<ul style="list-style-type: none"> ● Skills/subject areas. ● School Evaluation. 	Schools will be distributed.

N.B.:-For every school, the exercise will be for two (02) days; for the state, it would be four (04) days in each phase of evaluation.

- 2.1 There will be both self-evaluation and external evaluation. Self evaluation by all schools will be done on 19th Sept/2017 (2nd phase) and on 6th Nov/2017 (3rd phase) and external evaluation of respective school as per schedule will be done on 20th/21st/22nd Sept/2017 (2nd phase) and on 7th/8th/9th Nov/2017 (3rd phase). Therefore, each school will have two days of evaluation. One for self evaluation on 19th Sept/2017 (2nd phase) and 6th Nov/2017 (3rd phase) which is common for all schools. The external evaluation would be on either of the three days i.e. 20th/21st/22nd Sept/2017 (2nd phase) and 7th/8th/9th Nov/2017 (3rd phase).
- 2.2 Areas viz Scholastic areas of standards 2 to 8, Co-curricular activities, Availability and Utilisation of Infrastructure and other facilities and Community Participation will be covered.
- 2.3 Overall score of the school will contain academic achievement of children (60%), co-curricular activities in the school (20%), availability and utilisation of infrastructure and other facilities (10%) and community participation (10%).
- 2.4 The assessment will be Optical Mark Recognition (OMR) based. For LP level one single OMR with pre-printed names of students for each class will be provided to record their performance.

Recording of performance will be done in OMR sheet by teacher. For UP level, OMR with pre-printed names of students for recording of skills by teachers will be used. OMR with subject wise Multiple Choice Question (MCQ) having four alternatives/options to be filled up by individual student will be provided.

2.5 For class 2 to 5, evaluation will be done on reading, writing and numeracy skills. The steps of evaluation will be as follows:

- (a) On 19th Sept/2017 (2nd phase) and 6th Nov/2017 (3rd phase), evaluation of reading skill will be conducted by all schools. The Record of performance will be entered by teachers in prescribed format.

Please Note: The entry of result in any OMR shall not be done on 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase)

- (b) On 20th/21st/22nd Sept/2017 (2nd phase) and 7th/8th/9th Nov/2017 (3rd phase), evaluation of reading skill of 20% students will be conducted by External Evaluator. Only after External Evaluation permits; the result of Reading Skill shall be entered in OMR by the Teacher.

- (c) Evaluation of writing and numeracy skill will be conducted in presence of External Evaluator on 20th/21st/22nd Sept/2017 (2nd phase) and 7th/8th/9th Nov/2017 (3rd phase). The entry of result in OMR shall be then done by the teacher.

Details are given in subsequent Pages.

2.6 For class 6 to 8; there will be evaluation of skills of reading, writing and numeracy as well as subject areas. The steps of evaluation will be as follows:

For Skills:

- a) On 19th Sept/2017 (2nd phase) and 6th Nov/2017 (3rd phase), evaluation of reading skill and other areas viz. will be conducted by all schools. Record of which will be entered by teachers in prescribed format.
- b) On 20th/21st/22nd Sept/2017 (2nd phase) and 7th/8th/9th Nov/2017 (3rd phase), evaluation of reading skill of 20% students will be conducted by External Evaluator.
- c) Evaluation of writing and numeracy skill will be conducted in presence of External Evaluator on 20th/21st/22nd Sept/2017 (2nd phase) and 7th/8th/9th Nov/2017 (3rd phase).

For Subject Areas:

- i. Evaluation will be conducted for core subject areas.
- ii. There will be total 100 questions, each carrying 1 mark. These 100 questions will be in one booklet.
- iii. Each question will have four alternative/options. Student will have to darken only one circle against each question using blue/black ball point pen.
- iv. Each student will be given individual OMR sheet which will be filled up by himself/herself for subject areas.
- v. Total time will be 120 minutes.

Details are given in subsequent Pages.

- On 19th Sept/2017 (2nd phase) and 6th Nov/2017 (3rd phase), evaluation will be done also for other areas viz. Co-curricular areas, availability and utilisation of infrastructure and other facilities and community participation by all schools. Record will be kept in prescribed format (annexure-V). On 20th/21st/22nd Sept/2017 (2nd phase) and 7th/8th/9th Nov/2017 (3rd phase) the record will be entered in OMR sheet after verification by External Evaluator.
- 2.7 There will be 3 sets of question booklet for Upper Primary level for 3 days of evaluation. Set-A will be administered on 20th Sept/17 (2nd Phase) and 7th Nov/17 (3rd Phase), Set-B on 21st Sept/17 (2nd Phase) and 8th Nov/17 (3rd Phase), Set-C on 22nd Sept/17 (2nd Phase) and 9th Nov/17 (3rd Phase) . Each school will get only one set depending upon the date of evaluation for the school.
- 2.8 The colour of OMR sheet for **LP** level will be **Orange** and for **UP** level will be **Magenta**.
- 2.9 Colour of packets for tools will be as follows:

Day/Date	Lower Primary		Upper Primary	
	Colour	Tools	Colour	Tools
19-09-17 and 06-11-17	Black	Frames for Reading & tool for school evaluation	Yellow	Frames for Reading& tool for school evaluation
Day-1 (20-09-17) and (07-11- 17)	Green	Frames for Writing & Numeracy & tool for school evaluation	Orange	Frames for Writing & Numeracy; question booklets & tool for school evaluation
Day-2 (21-09-17) and (08-11- 17)	Blue	Frames for Writing & Numeracy & tool for school evaluation	Red	Frames for Writing & Numeracy; question booklets & tool for school evaluation.
Day-3 (22-09-17) and (09-11- 17)	Brown	Frames for Writing & Numeracy & tool for school evaluation	Purple	Frames for Writing & Numeracy; question booklets & tool for school evaluation

N: B: In case of MV schools tools for other areas of school assessment i. e Co-curricular activities, Availability and Utilization of School Infrastructure and other facilities and Community Participation will be provided in packet of LP level.

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- 2.10 All filled up OMR sheets will be packed as per instruction of packing and sent back at state level for scanning, analysis and result generation. The packing and collection instruction are elaborated in subsequent pages (Annexure –III)
- 2.11 For assessment of Co-curricular areas, 10 major indicators have been selected. These indicators will be rated on a 6-point rating scale having ranges from 0 to 5 ranges considering their qualitative aspects. The 6 ranges are - 0: Very poor, 1: Poor, 2: Satisfactory, 3: Good, 4: Very Good, 5: Excellent. The average achievement score will be 20%.
- 2.12 For the assessment of Availability and Utilisation of Infrastructure and other facilities, 7 major indicators have been kept. These indicators will be rated following same rating scale to be used for assessment of Co-curricular areas aspects. The average achievement score will be 10%.
- 2.13 For the assessment of Community Participation also, 7 major indicators are kept. These indicators will be rated following same rating scale to be used for assessment of Co-curricular areas aspects. The average achievement score will be 10%.

Thus, score for Academic Achievement is 60%, for Co-curricular activities 20%, for Availability and Utilisation of Infrastructure and other facilities 10% and for Community Participation 10% which will make a total score of 100% for school evaluation and school will be graded accordingly. Apart from this, school will also get academic grade on the basis of average academic achievement.

The grading of schools for academic achievement will be as follows:

Grade	Scores (in %)
A ⁺	87 and Above
A	74 to 86
B	61 to 73
C	48 to 60
D	Below 48

This academic grade of the school will be considered for remedial teaching work that will be organised after Gunotsav programme.

If any child is absent, no circle is to be darkened against his/her name.

Only black/blue ball point pen is to be used in OMR sheet.

N:B: External Evaluators will be from various field/departments. They will be a mentor/guide to the schools to be visited by them. Their observations and recommendations will be crucial for formulation of policies and designing of strategies. Hence, apart from the conduct of evaluation , observation of some vital/key aspects of school functioning will have to be done as a part of

Gunotsav . The observation/recommendation are to be recorded in the separate prescribed format(copy annexed at Annexure-II). Their presence and stay will be crucial on the dates of evaluation, since assessment will be done right from the conduct of morning assembly till the completion of school evaluation.

Moreover, their presence will be essential for opening of sealed packets of question papers and packing of filled up OMR sheets. Care should be taken to reach the school before the conduct of morning assembly and to stay till the completion of whole process.

It may however be noted that if External evaluator is not present as per time detailed for opening of Question Papers; then the school can open the papers in presence of 2 members of SMC. The record of this shall be maintained as per format at Annexure-IV. However, no question paper is to be opened before the time scheduled for conduct of the evaluation as per time table provided in the guideline.

Key Points:

- Packets of frames for Reading Skill will have to be opened on 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase) in presence of SMC.
- Packets of Frames/Question papers on 20th/21st/22nd Sept/17 (2nd phase) and 7th/8th/9th Nov/17 (3rd phase) are to be opened in the presence of external Evaluator/ 2 members of SMC if External Evaluator is not present as per timing given in schedule. However, no question paper is to be opened before the time scheduled for the evaluation as provided in guidelines.
- Colour of OMR sheets specified at 2.10 is to be checked before distribution.
- Instructions regarding the use of OMR given in the OMR sheet are to be read out carefully.
- OMR sheet should not folded /scratched/torn/mishandled.
- Filled up OMR sheets are to be collected carefully and to be packed as per guideline.
- All relevant records of school like filled up U-DISE format, Proceeding of SMC meeting, Copy of Academic Calendar, Copy of School Development Plan, Evaluation record , MDM records etc. are to be kept ready in systematic manner .
- Evaluation of Children with Special Needs (CWSN) will be conducted as per guideline/ instruction given in the Annexure-VI.
- Evaluation of other areas viz. Co-curricular areas, availability and utilisation of infrastructure and other facilities and community participation will be conducted by school on 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase) and record will be kept in prescribed format (annexure-V). On 20th/21st/22nd Sept/17 (2nd phase) and 7th/8th/9th Nov/ 17 (3rd phase), the record will be entered in OMR sheet after verification by External Evaluator.

Key Points:

- Teachers will collect the filled up OMR sheet from the students (VI/VII/VIII) .
- Evaluation and marking of the skills (Reading, Writing & Numeracy) will have to be done as per instruction given.
- Students of Classes 6 to 8 will be provided support for proper darkening of circle so that they can darken circles properly and in time during evaluation.
- The instruction given on the packets is to be filled up and signed by all concerned at all levels.
- The used Question Booklets will be kept by concerned schools.
- No OMR sheet should be used on the date of self evaluation.
- The form to be filled up by External Evaluator will be provided by school (to be provided by the district/block). The filled up format will be submitted along with other filled up confidential materials of school.
- **In case of amalgamated School, School is to be considered as "one" school.**

3. MECHANISM/ PROCESS FOR EVALUATION:

Break-up of Weightage of course is as follows:

Phase of Gunotsav	Weightage of current year	Weightage of previous course
II	70%	30%
III	80%	20%

PART-A : Skill Related Assessment :

- (i) **For Lower Primary(LP):** Evaluation for classes 2 to 5 will be done for reading, writing and numeracy skills. **Skill wise allotment of marks for LP (classes 2 to 5) will be as follows:**

Class	Skills	Marks	Total Marks
2 to 5	Language: 1		50
	Reading	10	
	Writing	10	
	Language: 2		
	Reading	10	
	Writing	10	
	Numeracy	10	

- (II) **For Upper Primary(UP):** Evaluation for classes 6 to 8 will be done for reading, writing and numeracy skills along with achievement in learning outcomes of school subjects

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given below: For evaluation of skills of reading, writing and numeracy for students of classes 6 to 8, frames prepared for class 5 will be used for evaluation.

The allotment of marks for skills for UP level will be as follows:

Skills	Marks	Total Marks
Language: 1		50
Reading	10	
Writing	10	
Language: 2		
Reading	10	
Writing	10	
Numeracy	10	

For Class-6 :

Subject	Marks
Maths	20
Science	20
Social Science	20
Language-1	20
Language-2	20
Total Marks	100

For Class-7 & 8 :

Subject	Marks
Maths	20
Science	20
Social Science	20
Language-1	20
Language-2	10
Language-3	10
Total Marks	100

(iii) Process of Assessment of Reading, Writing & Numeracy skills (for classes 2 to 8) :

The process of assessment of Reading, Writing & Numeracy skills (for classes 2 to 8) will be as follows:

a) Reading Skill :

Class	Specification of frame	Remarks
II	3 words and 2 simple sentences	<ul style="list-style-type: none"> • Each frame will have 5 items (word/sentences). • Each student will be asked to read out any one of the frames. • Frames will be rotated amongst the students to avoid repetition. • Each word/sentence of a frame will have 2 marks and total marks for a frame will be 10
III	5 sentences	
IV	Paragraph having 5 sentences	
V to VIII	Paragraph having 5 sentences but with more variety of punctuation marks	

- (i) On 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase), viva **voce** tests will be conducted by all schools for all children from classes 2 to 8 for assessing the reading skills. This will be done in the presence of SMC. Recording on this day will be done in a prescribed format (annexure-I).
- (ii) Scoring from 0 to 10 has to be given to the children based on children's reading performance. For assessment of reading ability, parameters will be: proper pronunciation (identification of proper alphabet), reading pace, use of punctuations, proper intonations, etc. Since, each word/sentence will have 2 marks, scoring type for 0-2 ranges will be as follows:

0	1	2	Remark
If totally unable to read	If done with much effort and skipping occasionally	If done properly/ with minor mistake.	If all 5 words/sentences read properly as per parameters then child will get full marks i.e 10 marks.

- (iii) Based on the viva voce conducted by schools on 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase); 20% student would be selected randomly by external evaluator for assessment on 20th/21st/22nd Sept/17 (2nd phase) and 7th/8th/9th Nov/17 (3rd phase). This would include Good/Average/Poor performing students out of all students. External Evaluator will give words/sentences or paragraph per class from the frames provided for use on 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase) for oral reading. On 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase), performance of reading skill of each

child will be recorded in the prescribed format by teacher. If marks given by teacher in the performance of reading assessment conducted by teachers on 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase) are found satisfactory by External Evaluator during random evaluation conducted by the External Evaluator, then marks will be entered in the OMR sheet from prescribed format by teachers in front of External Evaluator. Otherwise, teacher will have to re-evaluate all children in presence of External Evaluator and then enter marks into OMR sheets. Proper pronunciation (identification of proper alphabet), reading pace, use of punctuations, proper intonations, etc. should be taken in mind while assessing reading skill.

b) Writing Skill :

Class	Specification of frame	Remarks
II	3 words and 2 simple sentences	<ul style="list-style-type: none"> • Each frame will have 5 items (word/sentences). • There will be 3 separate sets for 3 days of External Evaluation in each of the 2 phases. • External Evaluator will randomly select any one of the frames to be used for dictation. • Students will write in their own copy. • Each word/sentence of a frame will have 2 marks and total marks for a frame will be 10.
III	5 sentences	
IV	Paragraph having 5 sentences	
V to VIII	Paragraph having 5 sentences but with more variety of punctuation marks	

- (i) While evaluating writing skill, consider correct writing of words, clear writing, proper space between words, space between two sentences, use of proper punctuations etc. Since, each word/sentence will have 2 marks, scoring type for 0-2 ranges will be as follows:

0	1	2
If totally unable to write	If partially correct	If a student writes all 5 words/sentences properly as per parameters then child will get full marks i. e 10 marks.

c) Numeracy:

- (i) The numeracy tests will consist of five parts i.e. Number, Addition, Subtraction, Multiplication and Division. Children will be given total five questions consisting of number knowledge, addition, subtraction, multiplication and division as per their standard. The teacher will write said five questions on the black board and will explain

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to students. Students will have to be asked to solve the problem showing the steps of solving the problem(s).

- (ii) Each question will have 2 marks. Here, marking will be given question wise. If a child does not attempt to solve a problem or is not able to solve a question, he/she will be given Zero (0). But if a child gives wrong answer though his/her process of solving the question is partially correct, he/she will be given one (1) mark for that. Mark will be recorded in OMR sheet.

Scoring type for 0-2 ranges will be as follows:

Sl	Name	None	Number Knowledge		Addition		Substraction		Multiplication		Division	
			1	2	1	2	1	2	1	2	1	2
1	Kabita			●		●	●		●			
2	Mafida			●		●	●			●		●
3	Birdao							●		●	●	
4	Mangalu	●										
5	Shrabani											

The above table shows that Kabita has scored 2 marks in Number Knowledge and Addition which indicates that process and product have been correctly done. Mafida has scored 1 mark in Substraction which indicates that her process of solving the problem is partially correct. Mangalu got zero at 'None' means either he did not attempt or could not solve. Shrabani was absent; hence no circle has been darkened against her name.

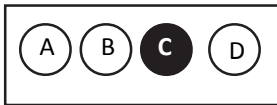
PART- B: Subject Related Assessment for Classes 6 to 8 :

- i. Under Gunotsav programme, school evaluation would contain 60% of academic achievement of students of standard 2 to 8. Process of evaluation of students in skills of reading, writing and numeracy for standard 2 to 8 is mentioned above. The evaluation of skills will be done in similar manner as done in LP section and frame developed for class-V will be used for UP level. **Subject related assessment will be conducted for classes 6 to 8. For class -6, subjects will be Maths, Science, Social Science , Language 1 & Language 2. For class –7 & 8 subjects will be Maths, Science, Social Science , Language 1, 2 & 3.**
- ii. A test of 100 Multiple Choice Questions (subjects wise) having four alternatives/options prepared for each standard will be administered during Gunotsav. The breakup of subject wise allotment of marks is mentioned under **point -3.1, Part-A(ii) at page.**
- iii. All 100 questions of the specified subjects will be in one single question booklet.

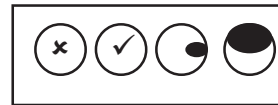
- iv. Each student will be given individual OMR sheet along with question booklet. A student will have to select only one appropriate answer from the given options and he/she has to darken the circle of that option in OMR against particular question.

Sample of darkening circle in OMR sheet:

Example of correctly filled up circle



Example of incorrectly filled up circle



- i. Each student will get separate OMR sheet. OMR sheet will have name of the student printed. So, OMR sheets are to be provided to students as per their name.
- ii. If any student does not get OMR of his name, use blank OMR sheet provided in advance. Details are to be filled up at appropriate place in blank OMR.
- iii. 3 sets of question booklet are to be used for 3 days of administration. Set-A on 20th Sept/17 (2nd Phase) and 7th Nov/17 (3rd Phase), Set-B on 21st Sept/17 (2nd Phase) and 8th Nov/17 (3rd Phase), Set-C on 22nd Sept/17 (2nd Phase) and 9th Nov/17 (3rd Phase).
- iv. OMR sheet from each student will have to be collected and arrange class wise for packeting as per instruction.

(v) Seat Arrangement: Preferably two students will sit on one bench. Care should be taken to ensure that no two children of same class sit together. In case of space constraint 3 or 4 students may be asked to seat in the same desk –bench. In such cases, children of same class may be seated in alternate places of the bench.

3.2 EVALUATION OF CO-CURRICULAR ACTIVITIES:

Co-curricular activities play a vital role in all round development of a child. In respect of assessment of Co-curricular aspect the activities viz Morning Assembly, National and International days, Annual school week/*Sports*, Art Education, Use of Library book, Student Parliament, Plantation, Health & Physical Education, Personal and Social Skills of children etc. are included.

Evaluation of co-curricular activities will be done keeping mind on qualitative aspect. Evaluator has to darken the circle against respective activity on given six-point scale(0-5) in OMR sheet for co-curricular activities.

External Evaluator can visit the entire school and then record. He can re-check physically if required again.

Co-curricular Activities

SI No	Evaluation Standard for Activity	Excellent	Very good	good	satisfactory	Poor	Very Poor
	Marking	5	4	3	2	1	0
SI No	Indicator	Descriptor				Guidance for marking	
1	Morning Assembly (as per observation).	A. Conducted prayer B. Performed Jatiya Sangeet / National Anthem C. Oath Taking D. Inspection of personal cleanliness, discussion and demonstration of health related good habits E. Number table/puzzle/quiz/speech on selected topic/ Newspaper reading significance of the day/Messages of Great Personality/ Drill and free hand Exercise				One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0	
2	Singing of Jatiya Sangeet by standing in rows just before the end of school hours as per observation.	A. ALL children participated -5 marks B. Majority of the children-4 marks, C. More than half children-3 marks D. Less than half children-2 marks E. Very few -1 mark F. None-0				Marks to be allotted as shown against each descriptor	

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Sl No.	Indicator	Description	Guidance for marking
3	Observation of important National and International days as per the academic year, 2017 (as per school record, interaction with children, parents, SMC etc.).	A. 17 - 21 days observed as per academic calendar - 5 marks, B. 12 - 16 days- 4 marks C. 7 - 11 days- 3 marks D. 2 - 6 days- 2 marks E. Upto 2 days- 1 mark F. None- 0	Marks to be allotted as shown against each descriptor.
4	Organisation of Annual school week/Sports as per school record, interaction with children, parents, SMC etc.).	A. Organised B. Record maintained C. Maximum student participated D. Community participated E. Organised open meeting for distribution of prizes	One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0
5	Conduct Art Education classes for both visual and performing art as per academic calendar, 2017 (as per school record).	A. Conducted upto 5 period a week - 5 marks B. Conducted upto 4 period a week - 4 marks C. Conducted upto 3 period a week - 3 marks D. Conducted 2 period a week - 2 marks E. Conducted upto 1 period a week - 1 mark F. Not conducted- 0.	Marks to be allotted as shown against each descriptor
6	Use of Library book by students of the school (as per record and interaction with students)	A. Books are issued every week- 5 marks B. Books are issued fortnightly- 4 marks C. Books are issued once in a month- 3 marks D. Books are issued quarterly - 2 marks E. Books are issued some times- 1 mark F. Not at all issued- 0	Marks to be allotted as shown against each descriptor

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Sl No.	Indicator	Description	Guidance for marking
7	Student Parliament (as per school record, interaction with children & Teachers)	A. Exists B. Proportionate representation of students of all classes. C. Functional D. Actively participate in different school activities E. Maintained record of activities F. Organised open meeting for distribution of prizes.	One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0
8	Plantation (As per observation, interaction with children, teachers, community members, record of Academic Session, 2017).	A. Plantation on World Environment Day B. Plantation on other occasions/ days C. Well maintained D. Student participation in plantation E. Community participation in plantation	One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0
9	Conduct and evaluation of Health & Physical Education classes (for LP level- at least one period everyday in each class; for UP at least 2/3 period in a week)- as per record of academic session, 2017.	A. Conduct and evaluation of Health & Physical Education activities strictly as per academic calendar - 5 marks B. Conduct and evaluation of Health & Physical Education activities but not strictly as per academic calendar - 4 marks C. Conduct but evaluation is not as per academic calendar - 3 marks D. Conduct but evaluation is not done - 2 marks E. Conducted but irregularly- 1 mark F. Not conducted- 0.	Marks to be allotted as shown against each descriptor.

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SI No.	Indicator	Description	Guidance for marking
10	Personal and Social Skills of children –regularity, punctuality, sharing, emotional control etc.	A. Observation done regularly and record maintained for each child- 5 marks B. Observation done regularly but record maintained for majority children- 4 marks C. Observation done regularly but record maintained for a few children - 3 marks D. Observation done regularly but record not maintained for all classes - 2 marks E. Observation and record maintenance is irregular - 1 mark F. Not done- 0	Marks to be allotted as shown against each descriptor.

3.3 Evaluation of Availability and Utilization of School Infrastructure and other facilities:

Availability of adequate infrastructure is necessary for creating congenial and conducive teaching learning environment. Considering the importance of availability of Infrastructure facilities and its Utilization , assessment of the same is also to be done. Indicators like Toilets Facilities , Safe Drinking Water facility , Class Rooms , School premise-safety, security, inclusive & hygienic , Availability and use of facilities-Electricity, Computer etc, Preparedness for Disaster Management and Mid-Day Meal are included.

Here also, marking will be done considering qualitative aspect of the statement in given six-point scale and darken appropriate circle on OMR to record the score.

External Evaluator can visit the entire school and then record. He can re-check physically if required again.

Following are the list of indicators for evaluation:

SI No	Evaluation Standard for Activity	Excellent	Very good	good	satisfactory	Poor	Very Poor
	Marking	5	4	3	2	1	0
	<p>Guidance for marking : One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks (excellent) If 4 descriptors are available; 4 marks (very good) If 3 descriptors are available; 3 marks (good) If 2 descriptors are available; 2 marks (satisfactory) If 1 descriptor is available; 1 mark (poor) None; 0 (very poor) As per total marks, performance in each descriptor is to be indicated as excellent/ very good/good/satisfactory/poor/very poor.</p>						
SI No.	Indicator/Activity	Descriptor					
1	Toilets Facilities (as per observation)	A. Available separately for boys and girls B. Functional with running water facility/provision for flushing and cleaning C. Toilets are used and clean. D. Provision of hand washing facility with soap. E. Availability of incinerator					
2	Safe Drinking Water facility (as per observation)	A. Adequately available B. Provision of water storage with cover C. Surrounding area of water storage is hygienic D. Provision of regular water filtering & cleaning. E. Water testing done (to be considered for marking as per record/report only)					
3	Class Rooms (as per observation)	A. Available as per SCR (for LP-1:30 and UP-1:35). B. Provision of proper Ventilation and Light C. Classrooms are clean D. Rooms are safe and well furnished E. Provision of separate classroom with concrete wall/ temporary partition in case of hall type building.					

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SI No.	Indicator/Activity	Descriptor
4	School premise-safety, security, inclusive & hygienic (as per observation)	<ul style="list-style-type: none"> A. School premise is clean B. Availability of garbage bin/garbage pit C. School premise is barrier free. D. Periphery wall (Concrete/hedge/tree/ bamboo etc.) on all sides. E. Hazard (Pond, Big tree, high voltage wire etc.) free.
5	Availability and use of facilities- Electricity, Computer etc. (as per observation, record & interaction with Teachers)	<ul style="list-style-type: none"> A. Electricity is available both internal(internal wiring) & external(power energisation) B. Only internal wiring is available C. Computer facility is available D. Teachers are computer literate E. Children are familiar with computer operation
6	Preparedness for Disaster Management (as per observation & record)	<ul style="list-style-type: none"> A. Disaster Management Plan is available in the school B. Emergency numbers are available in the school C. Mock drill practice D. First Aid facilities are available. E. Fire extinguisher is functional
7	M i d - D a y Meal(MDM)(as per observation)	<ul style="list-style-type: none"> A. Availability of kitchen cum store B. Availability of adequate number of utensils for cooking C. There is safe storage of food grains D. There is seat arrangement for serving MDM E. Provision of soap & detergent powder for use by students before and after taking meal and cleaning of utensils by staff.

3.4 Community Participation:

Community is a statutory body of the school. Community has to play a crucial role for better functioning school and contribution of community both in respect of human and material resources facilitate teaching learning process as well overall school functioning. For assessment on the area on Community Participation, the activities viz Participation of School Management Committee in school activities, SMC meeting, Monitoring of school functioning by SMC, Conducting Social Audit, Summer Camp, Community Contribution and Teaching-learning process.

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Evaluation of Community Participation will also be done keeping mind on qualitative aspect. Evaluator has to darken the circle against respective activity on given six-point scale(0-5) in OMR sheet.

SI No	Evaluation Standard for Activity	Excellent	Very good	good	satisfactory	Poor	Very Poor
	Marking	5	4	3	2	1	0
SI No	Indicator/Activity	Descriptor				Guidance for Marking	
1	Participation of School Management Committee in school activities	A. Participate in Enrolment drive(as per record & interaction with SMC/Community/Teachers) B. Participate in morning assembly(as per observation) C. Participation in observation of various days. D. Assist in cooking and serving MDM(as per observation) E. Preparation of School Development Plan (as per interaction with SMC).				One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0	
2	SMC meeting-Frequency as per record and observation for academic session upto September, 2017.	A. Upto 7 numbers of meeting held (10), proceeding maintained-5marks. B. Upto 6 numbers of meeting held, proceeding maintained-4 marks C. Upto 5 numbers of meeting held, proceeding not maintained regularly - 3 marks D. Upto 4 numbers of meeting held, proceeding not maintained regularly- 2 marks E. Upto 3 numbers of meeting held, proceeding maintained -1 marks F. Upto 2 numbers of meeting held, proceeding not maintained -0				Marks to be allotted as shown against each descriptor.	
3	Monitoring of school functioning by SMC (as per record and observation)	A. Utilisation of Grants B. Hygienic Practices (School campus, Drinking water, Toilets etc.) C. Monitor the attendance of student and teacher D. Functionality of Mother Group/ Saturday Club/Student Parliament. E. Implementation of Special Training Intervention				One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0	

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SI No	Indicator/Activity	Descriptor	Guidance for Marking
4	Conducting Social Audit(as per record, observation and interaction), 2016-17.	A. Social Audit is conducted B. Participated in the social audit process C. Analysis of the findings of the social audit is done D. Attended sharing meeting on finding of social audit E. Action is taken as per suggestion of social audit report	One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0
5	Summer Camp as per record	A. 9-10 days, 5 mark B. 7-8 days, 4 mark C. 6-5 days -3 mark D. 4-3 days -2 marks E. 1-2 day-1 mark F. Not organised-0.	Marks to be allotted as shown against each descriptor
6	Community Contribution as per record, observation	A. Provide Materials Support like Desk-Benches, Chalk Board, Utensils, Boundary wall, filter , Class/office room, sport materials etc. (mark is to be given even in case of one contribution) B. Provide support in class transaction C. Provide reference/story books etc. D. Regular and smooth implementation of MDM E. Provide special attention to children belonging to Disadvantaged Group & Weaker section.	One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0
7	Teaching-learning process.	A. Monitors evaluation conducted by school.. B. Monitors/ensures the proper use of school timing. C. Monitors children's performance in curricular and co-curricular areas. D. Assists in preparation of Teaching Learning materials. E. Helps during remedial teaching.	One mark is allotted against each descriptor. Marking is to be done as follows: If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0

N:B : Marking for Co-scholastic, Availability and Utilization of School Infrastructure and other facilities and Community Participation areas-marking as Excellent/Very Good/Good/Satisfactory/Poor/Very Poor is to be done as per total marks considered to be awarded against each descriptor following guidance for marking.

Example :

5 marks _____	Excellent,
4 marks _____	Very good,
3 marks _____	Good,
2 marks _____	Satisfactory,
1 mark _____	Poor
0 mark _____	Very poor

4. EVALUATION SCHEDULED AT SCHOOL LEVEL :

Lower Primary:

Day-1 [(on 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase)] :

Time	Duration (in mins)	Class	Activity	By whome	Remarks
9.00 am-9.15 am	15	I-V	Morning Assembly and Recitation of National anthem	School	
9.15 am-9.25 am	10	I-V	Attendance check	Teacher	
9.25 am-12.00 noon	155	II-V	Reading Evaluation	Teacher	Evaluation and recording of marks (0-10) in prescribed format by Class Teacher (Annexure-I).
12.00 noon-12.30 pm	30	II-V	MDM	School	
12.30 pm-1.45 pm	Activities/classroom transaction as per Academic Calendar				
1.45 pm-2.45 pm	60	School Evaluation <ul style="list-style-type: none"> • Co-curricular Activities • Availability and Utilization of School Infrastructure and other facilitiesCommunity Participation 			Evaluation in presence of SMC, Parents etc. and recording in prescribed format by Head Teachers (Annexure-V).

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Day-2 [(on 20th/21st/22nd Sept/17 (2nd phase) and 7th/8th/9th Nov/17 (3rd phase)] :

No.	Time	Duration	Class	Activity	Remarks
1	9.00 am-9.15 am	15 Min	I-V	Morning Assembly	
2	9.15 am-9.20 am	5 Min	I-V	Attendance check	
3	9.20 am - 10.25 am	65 Min	II	Assessment of... <ul style="list-style-type: none"> • Language 1 - Writing (10 Min), Reading (15 Min) • Language 2 - Writing (10 Min), Reading (15 Min) • Numeracy (15 Min) 	<ul style="list-style-type: none"> ▪ Checking of 20% students randomly by External Evaluator of each class for reading skill (both L1&L2) whose marking were already done by class teacher in the prescribed format and entering mark of all the students on OMR sheet on the day of external evaluation. • Writing & Numeracy skills will be assessed in front of External Evaluator.
4	10.25 am-11.30 am	65 Min	III	Assessment of... <ul style="list-style-type: none"> • Language 1 - Writing (10 Min), Reading (15 Min) • Language 2 - Writing (10 Min), Reading (15 Min) • Numeracy (15 Min) 	
5	11.30 am - 11.40 am	10 Min		REST	
6	11.40 am-12.45 pm	65 Min	IV	Assessment of... <ul style="list-style-type: none"> • Language 1 - Writing (10 Min), Reading (15 Min) • Language 2 - Writing (10 Min), Reading (15 Min) • Numeracy (15 Min) 	

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No.	Time	Duration	Class	Activity	Remarks
7	12.45 pm - 1.15 pm	30 Min		Mid-Day Meal	
8	1.15 pm - 2.20 pm	65 Min	V	Assessment of.. <ul style="list-style-type: none"> • Language 1 - Writing (10 Min), Reading (15 Min) • Language 2 - Writing (10 Min), Reading (15 Min) • Numeracy (15 Min) 	
9	2.20 pm - 2.25 pm	5 Min	V	Recitation of Jatiya Sangeet	
10	2.25 pm - 3.25 pm	60 Min		School Evaluation <ul style="list-style-type: none"> • Co-curricular Activities • Availability and Utilization of School Infrastructure and other facilities • Community Participation 	Assessment / verification of school evaluation will be done in consultation with Head Teacher, Teachers, SMC, Community etc. and enter the marks in the OMR sheet from prescribed format (whose marking were already done by Head Teacher on 19 th Sept/ 17 (2 nd phase) and 6 th Nov/17 (3 rd phase) in the prescribed format) .

N:B: Evaluation will be conducted in schedule time for specified class as mentioned in the schedule. The activities/classroom transaction for other classes will be held like normal days. E.g. classes of class-V will be held like normal days upto 1.15 pm as the schedule time of Gunotsav evaluation for class-V is 1.15 pm to 2.20 pm. It would be same for other classes also.



Upper Primary:

Day-1 [(on 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase)) :

Time	Duration	Class	Activity	by Whom	Remarks
9.00 am - 9.15 am	15 Min	All classes	Morning Assembly and Recitation of National anthem	School	
9.15 am - 9.25 am	10 Min	All classes	Attendance check	Teacher	
9.25 am - 12.00 noon	155 Min	VI, VII & VIII	Reading Evaluation	Teacher	Evaluation and recording of marks(0-10) in prescribed format by class Teacher.
12.00 noon - 12.30 pm	30 Min	VI, VII & VIII	MDM	School	
12.30 pm- 1.45 pm	Activities/classroom transaction as per Academic Calendar				
1.45 pm- 2.45 pm	60 Min	School Evaluation <ul style="list-style-type: none"> • Co-curricular Activities • Availability and Utilization of School Infrastructure and other facilities • Community Participation 	Head Teacher/ Teacher.	Evaluation in presence of SMC, Parents etc. and recording in prescribed format by Head Teacher/ Teacher.	



Day-2 [(on 20th/21st/22nd Sept/17 (2nd phase) and 7th/8th/9th Nov/17 (3rd phase)) :

No.	Time	Duration	Class	Activity	Remarks
1	9.00 am- 9.15 am	15 Min	VI-VIII	Morning Assembly	
2	9.15 am- 9.20 am	5 Min	VI-VIII	Attendance Checking	
3	9.20 am- 10.20 am	120 Min	VI-VIII	<ul style="list-style-type: none"> • Scholastic Assessment (Written Exam – MCQ) 	Time includes both conducting of assessment and collection of filled up OMR sheet(class wise)
4	10.20 am- 11.20 am				

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No.	Time	Duration	Class	Activity	Remarks
5	11.20 am- 11.30 am	10 Min		Rest	
6	11.30 am- 12.10 pm	40 Min	VI	Assessment of... <ul style="list-style-type: none"> • Language 1 - Writing (5 Min), Reading (10 Min) • Language 2 - Writing (5 Min), Reading (10 Min) • Numeracy (10 Min) 	<ul style="list-style-type: none"> • Checking of 20% students randomly of each class for reading skill (both L1&L2) whose marking were already done by class teacher in the prescribed format and entering mark of all the students on OMR sheet on the day of external evaluation. • Writing & Numeracy skills will be assessed in front of External Evaluator.
7	12.10 pm- 12.50 pm	40 Min	VII	Assessment of... <ul style="list-style-type: none"> • Language 1 - Writing (5 Min), Reading (10 Min) • Language 2 - Writing (5 Min), Reading (10 Min) • Numeracy (10 Min) 	
8	12.50 pm- 1.20 pm	30 Min		Mid-Day Meal	
9	1.20 pm- 2.00 pm	40 Min	VIII	Assessment of... <ul style="list-style-type: none"> • Language 1 - Writing (5 Min), Reading (10 Min) • Language 2 - Writing (5 Min), Reading (10 Min) • Numeracy (10 Min) 	
10	2.00 pm- 2.05 pm	5 Min	VI-VIII	Recitation of Jatiya Sangeet	

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No.	Time	Duration	Class	Activity	Remarks
11	2.05 pm - 3.05 pm	60 Min		School Evaluation <ul style="list-style-type: none"> • Co-curricular Activities • Availability and Utilization of School Infrastructure and other facilities • Community Participation 	Assessment / verification of school evaluation will be done in consultation with Head Teacher, Teachers, SMC, Community etc. and enter the marks in the OMR sheet from prescribed format (whose marking were already done by Head Teacher on 19 th Sept/ 17 (2 nd phase) and 6 th Nov/17 (3 rd phase) in the prescribed format) .

N:B: Evaluation will be conducted in schedule time for specified class as mentioned in the schedule. The activities/classroom transaction for other classes will be held like normal days. E.g. during evaluation of class-VI, the classes of VII & VIII will be held like normal days. Similarly, during evaluation of class-VII, classes for VI&VIII and during evaluation of class-VIII, classes for VI &VII will be held.

Students will also participate during school evaluation (for UP level only).

Note : Care should be taken to ensure that the exercise is carried out adhering to the guideline/ instruction. Utmost commitment and sincerity is expected from every one concerned. Any deviation and misdeed in evaluation (opening of question set ignoring the External Evaluator, leakage of question paper etc.) will be viewed seriously and if necessary, disciplinary action will also be initiated.

**Format for Teachers for recording performance of reading skill of children on 19th Sept/17
(2nd phase) and 6th Nov/17 (3rd phase)**

Name of School:

DISE Code:

Cluster:

Block:

District:

Medium of Instruction:

Class :

Name of Student	Marks	
	Language - 1	Language - 2

★ School will make sheets as per this format for each class (2 to 8) considering the number of students in class

Name of Teacher/Head Teacher :

Signature:

Contact Number:

Format for External Evaluators (Gunotsav, September & November, 2017)

Name of External Evaluator:

Designation:

Department:

Date of visit:

Name of School	DISE Code	Cluster	Block	District

Area	Sub area	Observations	Recommendations
Teacher attendance			
Student attendance			
Free Textbook			
Mid Day Meal			
Infrastructure			

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	Whether there is partition or concrete wall between classrooms .		
	Whether classrooms are pucca or kaccha.		
Overall	School management		
	Record keeping		
	Participation in the programme		
Others			

Signature of External Evaluator :

GUIDELINE FOR PACKING AND COLLECTION OF QUESTION BOOKLET & OMR SHEETS**Packaging of OMR :**

Gunotsav-Assam will be conducted for four consecutive days. The evaluation will be OMR based. The colour of OMR sheet for **LP** level will be **Orange** and for **UP** level will be **Magenta**.

Packing Team will print School wise Sticker for Packaging OMR sheet. The sticker will also be marked as '**A**', '**B**' or '**C**' in big font for three different days of evaluation in respective school.

The school and medium wise packaging of OMR is as follows:

Category	Variety of Packets	No. of OMR
Lower Primary (For All Medium)	Three	<ol style="list-style-type: none"> 1. One (1) School Evaluation OMR sheet. 2. Pre-printed class wise student evaluation OMR sheet for skills of Reading, writing & Numeracy from Class 2 to Class 5 (One OMR per 30 students) –Class Wise 3. Blank Student Evaluation OMR sheet (Class 2- Class 5) –Class Wise (only in case of the students where name of student is not appearing in pre-printed OMR sheet)
Upper Primary (Assamese Medium School)	Five	<ol style="list-style-type: none"> 1. One(1) School Evaluation OMR sheet 2. Pre-printed class wise student evaluation OMR sheet for skills of Reading, writing & Numeracy from Classes 6 to 8 (One OMR per 30 students) – Class Wise 3. Blank OMR for Skill from Classes 6 to 8 (One OMR per 30 students) –Class Wise (only in case of the students where name of student is not appearing in pre-printed OMR sheet). 4. Pre Printed Student Evaluation OMR sheet from Classes 6 to 8 (one for each student) – Class Wise 5. Blank Student Evaluation OMR sheet (Classes 6 to 8) –Class Wise(only in case of the students where name of student is not appearing in pre-printed OMR sheet).
Upper Primary School having any of these mediums (Other than Assamese) Bodo/ Bengali, English/Hindi/ Garo/Mizo/ Manipuri/ Nepali	Five	<ol style="list-style-type: none"> 1. One(1) School Evaluation OMR sheet 2. Pre-printed class wise student evaluation OMR sheet for skills of Reading, writing & Numeracy from Classes 6 to 8 (One OMR per 30 students) 3. Blank OMR for Skill from Classes 6 to 8 (One OMR per 30 students) –Class Wise(only in case of the students where name of student is not appearing in pre-printed OMR sheet).

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Category	পেকেটৰ ধৰণ	OMR ছীটৰ সংখ্যা
		<p>4. Pre Printed Student Evaluation OMR sheet (other medium) from Classes 6 to 8 (one for each student) (Same for all classes 6, 7 and 8)</p> <p>5. Blank OMR for Student Evaluation for Classes 6 to 8 (One OMR per 30 students) (Same for all classes 6, 7 and 8) –Class Wise(only in case of the students where name of student is not appearing in pre-printed OMR sheet).</p>
Upper Primary (Mixed Medium School)	<p>Five: For mixed Medium Schools having mediums other than Assamese</p> <p>Seven: For mixed Medium Schools having Assamese as one of the medium.</p>	<p>1. For recording of marks of School Evaluation, one (1) OMR will be used for the School (all mediums).</p> <p>(a) If Assamese is a medium in the mixed medium school, then for children of Assamese medium the following OMR sheet will be used.</p> <p>For Assessment of Skills:</p> <p>1. Pre-printed class wise student evaluation OMR sheet for skills of Reading, writing & Numeracy in Assamese medium from Classes 6 to 8 (One OMR per 30 students) – Class Wise.</p> <p>2. Blank OMR for Skill from Classes 6 to 8 (One OMR per 30 students) – Class Wise(only in case of the students where name of student is not appearing in pre-printed OMR sheet).</p> <p>For Assessment of Subject Areas:</p> <p>3. Pre Printed Student Evaluation OMR sheet in Assamese Medium from Classes 6 to 8 (one for each student) – Class Wise.</p> <p>4. Blank Student Evaluation OMR Form -Assamese Medium: Classes 6 to 8 – Class Wise (only in case of the students where name of student is not appearing in pre-printed OMR sheet).</p> <p>(b) For mediums other than Assamese, the following OMR will be used.</p> <p>For Assessment of Skills:</p> <p>1. Pre-printed class wise student evaluation OMR sheet for skills of Reading, writing & Numeracy from Classes 6 to 8 (One OMR per 30 students) – Class Wise.</p> <p>2. Blank OMR for Skill from Classes 6 to 8 (One OMR per 30 students) –Class Wise (only in case of the students where name of student is not appearing in pre-printed OMR sheet).</p> <p>For Assessment of Subject Areas:</p> <p>1. Pre Printed Student Evaluation OMR sheet from Classes 6 to 8 (one for each student) –Class Wise(Same for all classes 6, 7 and 8)</p> <p>2. Blank Student Evaluation OMR sheet from Classes 6 to 8 (Same for all classes 6, 7 and 8) (only in case of the students where name of student is not appearing in pre-printed OMR sheet).</p>

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Category	Variety of Packets	No. of OMR
MV School (Assamese Medium)	Five	<ol style="list-style-type: none"> 1. One (1) School Evaluation OMR sheet. 2. Pre-printed class wise student evaluation OMR sheet for skills of Reading, writing & Numeracy from Class 2 to Class 8 (One OMR per 30 students) –Class Wise 3. Blank Student Evaluation OMR sheet (Class 2-Class 8) –Class Wise(only in case of the students where name of student is not appearing in pre-printed OMR sheet). 4. Pre Printed Student Evaluation OMR sheet from Classes 6 to 8 (one for each student) –Class Wise. 5. Blank Student Evaluation OMR sheet from Classes 6 to 8 –Class Wise(only in case of the students where name of student is not appearing in pre-printed OMR sheet).
MV School having any of these mediums (other than Assamese medium) Bodo/Bengali/English/Hindi/ Garo/Mizo/ Monipuri/Nepali	Five	<ol style="list-style-type: none"> 1. One (1) School Evaluation OMR sheet. 2. Pre-printed class wise student evaluation OMR sheet for skills of Reading, writing & Numeracy from Class 2 to Class 8 (One OMR per 30 students) 3. Blank Student Evaluation OMR sheet (Class 2-Class 8) (only in case of the students where name of student is not appearing in pre-printed OMR sheet). 4. Pre Printed Student Evaluation OMR sheet from Classes 6 to 8 (one for each student) (Same for all classes 6, 7 and 8). 5. Blank Student Evaluation OMR sheet from Classes 6 to 8 (Same for all classes 6, 7 and 8) (only in case of the students where name of student is not appearing in pre-printed OMR Sheet).
MV School (Mixed Medium)	Five: For mixed Medium Schools having Assamese medium	<ol style="list-style-type: none"> 1. For recording of marks of School Evaluation, one (1) OMR will be used for the School (all mediums). (a) If Assamese is a medium in the mixed medium school, then for children of Assamese medium the following OMR sheet will be used. For Assessment of Skills: <ol style="list-style-type: none"> 1. Pre-printed class wise student evaluation OMR sheet for skills of Reading, writing & Numeracy from Class 2 to Class 8 (One OMR per 30 students)

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Category	Variety of Packets	No. of OMR
	<p align="center">Seven: For mixed Medium Schools other than Assamese medium.</p>	<p>2. Blank Student Evaluation OMR sheet (Class 2- Class 8) (only in case of the students where name of student is not appearing in pre-printed OMR sheet).</p> <p>For Assessment of Subject Areas:</p> <p>1. Pre Printed Student Evaluation OMR sheet (Assamese medium) from Classes 6 to 8 (one for each student) – Class Wise.</p> <p>2. Blank Student Evaluation OMR sheet (Assamese medium) from Classes 6 to 8(only in case of the students where name of student is not appearing in pre-printed OMR sheet).</p> <p>(b) For mediums other than Assamese, for recording the marks, the following OMR will be used.</p> <p>For Assessment of Skills:</p> <p>1. Pre-printed class wise student evaluation OMR sheet for skills of Reading, writing & Numeracy from Class 2 to Class 8 (One OMR per 30 students)</p> <p>2. Blank Student Evaluation OMR sheet (Class 2- Class 8) (only in case of the students where name of student is not appearing in pre-printed OMR sheet).</p> <p>For Assessment of Subject Areas:</p> <p>1. Pre Printed Student Evaluation OMR sheet from Classes 6 to 8 (one for each student) (Same for all classes 6, 7 and 8)</p> <p>2. Blank Student Evaluation OMR sheet from Classes 6 to 8 (Same for all classes 6, 7 and 8) only in case of the students where name of student is not appearing in pre-printed OMR sheet).</p>

Note: Blank OMR sheets, where required will have to be collected from respective block office.

Delivery of OMR:

- The delivery of OMR with pre-printed student name and ID will be delivered to concerned block well in time.
- The concerned CRCC will collect the school wise packets and will distribute to schools well in time. The school will check the following on the same day.
 - Whether number of OMR is as per requirement (class wise)
 - Whether the name of each student of the school is found correctly printed in the OMR sheet and will report on the same day of any shortfall/ printing error/ missing of student name to block.
- Block will report to district on the same day. The district will send the details of such reports to state and state will arrange the necessary OMR sheets .

Collection Process of filled-up OMR:

- After evaluation, school will insert the class wise filled-up OMR sheets along with detailed attendance sheet in packets which will be provided for the purpose and will seal the same. These individual packets will be again placed in a tamper proof high security single packet which is to be sealed properly.

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- The CRCC will collect the schools wise sealed packets of filled-up OMR and attendance sheets and will make a single packet of all the schools of the cluster. The CRCC will submit the same with a compiled sheet to the block.
- The Block In-charge will submit the packet(s) of the block to the district; district will submit the packets of all blocks of the district to State Mission Office, SSA, Assam.

N:B : The instruction given on the packets is to be filled up and signed by all concerned at all levels.

DELIVERY OF TOOLS/QUESTION BOOKLET & FORMATS:

- Tools/ question booklet & Formats will be delivered to the concerned block and block will despatch to school well in time.
- The question booklet will be sent in packets having tamper proof security with hot melt adhesive strip on the top. Question booklet once sealed cannot be removed from the packet without tearing the packet.
- The school wise packets will be checked and distribute to the schools well in time through CRCC.
- An additional tamper proof packing packet will be provided inside the question booklet, so that school can send back the filled-up OMR after packaging it in the tamper proof packet provided for the purpose.
- Four (4) different colours will be used for packaging of Question Booklet for different days. Day wise colours of the packets are as below:

Day/Date	LP		UP	
	Colour	Tools	Colour	Tools
19-09-17 and 06-11-17	Black	Frames for Reading & tool for school evaluation	Yellow	Frames for Reading & tool for school evaluation
Day-1 (20-09-17) and (07-11-17)	Green	Frames for Writing & Numeracy & tool for school evaluation	Orange	Frames for Writing & Numeracy; question booklets & tool for school evaluation
Day-2 (21-09-17) and (08-11-17)	Blue	Frames for Writing & Numeracy & tool for school evaluation	Red	Frames for Writing & Numeracy; question booklets & tool for school evaluation
Day-3 (22-09-17) and (09-11-17)	Brown	Frames for Writing & Numeracy & tool for school evaluation	Purple	Frames for Writing & Numeracy; question booklets & tool for school evaluation

N:B : 1. The instruction given on the packets is to be filled up and signed by all concerned at all levels.

2. The used Question Booklets will be kept by concerned schools.

FORMAT FOR KEEPING RECORD OF OPENING OF QUESTION BOOKLET

(In presence of two SMC members, in case, External Evaluator is not able to reach School in time)

Name of School:

DISE Code:

Cluster:

Block:

District:

Medium of Instruction:

Class:

As the external evaluator was not able to reach school in time, sealed packets of questions papers for class(s) have been opened in presence of the following:

Sl No	Name	Signature with Date
1	Head Teacher/Asstt. Teacher	
2	SMC Member (1)	
3	SMC Member (2)	

Format for recording data of School Evaluation to be conducted by School on 19th Sept/17 (2nd phase) and 6th Nov/17 (3rd phase)

School Name:

DISE Code:

Date:

Area: Co-curricular						
Indicator	Excel- lent	Very Good	Good	Satisfac- tory	Poor	Very poor
Marking	5	4	3	2	1	0
Morning Assembly						
Singing of Jatiya Sangeet						
Observation of important National and International days						
Organisation of Annual school week/Sports						
Conduct Art Education classes						
Use of Library book						
Student Parliament						
Plantation						
Conduct and evaluation of Health & Physical Education class						
Personal and Social Skills of children						
Availability and Utilization of School Infrastructure and other facilities						
Toilets Facilities						
Safe Drinking Water facility						
Class Rooms						
School premise						
Availability and use of facilities- electricity, computer etc.						
Preparedness for Disaster Management.						
Mid-Day-Meal						

Evaluation Guideline for Gunotsav-2017, Assam

Indicator	Excellent	Very Good	Good	Satisfactory	Poor	Very poor
Marking	5	4	3	2	1	0
Community Participation						
Participation of School Management Committee in school activities						
SMC meeting						
Monitoring of school functioning by SMC						
Conducting Social Audit						
Summer Camp						
Community Contribution						
Teaching-learning process						

Signature of Teacher:

Signature of SMC President:

Evaluation Techniques for Children With Special Needs (CWSN)

General Evaluation Techniques for CWSN :

- Extra time may be provided, as per the needs of the child. Breaks may be allowed during this time to counter fatigue.
- Use of devices to be allowed as per the individual needs of the child e.g. calculators, abacus, Braille, Taylor Frame communication board, slant boards, pencil/ pen grips etc.
- Use of technology e.g. computers, tape recorders, voice synthesizers to be allowed as per the needs of the child.
- Flexibility in syllabus allocated for testing. For example, if the child is learning at a slower pace, he/she may be tested on smaller units of content rather than the whole syllabus at one time.
- Assessment procedures may include objective type questions, instead of essay type questions for children with difficulties in language acquisition, questions to be modified e.g. simple language.
- Accommodations are to be provided in the area of response methods. Example, oral responses instead of written (can be taped) or amanuensis to write down answers, which would be given orally or through a communication board.
- Instructions and questions to be read out to student when needed.
- Braille and print size to be enlarged according to needs of students.
- Suitable posture and seating arrangement to be made by providing adapted chair/table and separate room, if required.
- Timing of evaluation may be necessary, where children are on specific regular medication.
- Disabilities which have language acquisition problems may be exempted from the 3-language formula. Sign language can also be provided as an option.

Category wise Specific Evaluation Techniques :

For Children with Seeing Problems :

Commonly used methods of examination/evaluation for children with seeing problems.

- Question papers should be provided to children with visual impairment in Braille/ large print or a scribe should be provided.
- The child should be allowed to provide answers in Braille/ large print/ computers or with the help of a scribe.
- The examination should be same except writing can be in Braille or large print. The child may be evaluated based on oral performance in consultation with parents, child and others.
- Questions may be provided on the tape-recorder and the child's answers/ responses may also be recorded on the tape recorder, only if required. If the child can write, then this opportunity should be provided.
- The child may be permitted to write his/her answers in computers.
- Wherever possible, computers with talk software should also be used as examination/

evaluation mode.

- If the child writes in Braille, more time should be provided, if required. Teachers, in consultation with the parents can decide on the extra time. Alternatively, less number of questions may be given to the visually impaired child using Braille.
- Allow rest time if the child has to write for long time as writing Braille for a long time causes fatigue.
- Marks should not be deducted for Braille dot errors (except for Braille reading/writing test). If required, ask the child to give answers orally to find out if s/he knows the answers.
- For providing a large print question paper, the teacher should assess the print size suitable for the individual child, which s/he can see. The child should be allowed to write using a felt pen and on a plain paper (if required).
- Separate seating arrangement could be provided when the child is answering through tape recorder or dictating to a scribe to reduce noise.
- Alternative questions for drawing/ diagrams (pictorial) questions can be provided, only in cases required.
- Clear instructions for objective type questions needs to be given.
- For essay type questions when the child is writing through Braille, marks should be given on key points, not on length of the answers. Both the teacher and the parents should be involved in this.
- The child should be allowed to use all the assistive devices required by him/her.

For Children with Hearing Problems :

- Question papers for children with language acquisition problems should be simple, mainly comprising objective type questions.
- As far as possible, marks should not be cut for punctuation, spelling and grammatical errors. Teachers in consultation parents can decide this.
- Mathematical word problems should be short and simple, if need be.
- Extra time may be provided where absolutely necessary (15 minutes extension per hour or as decided by the teacher).
- Oral evaluation should be substituted by written responses, if required.
- The child should be exempted from the 3-language formula and should be taught the language/s according to the cultural context of the child. Sign language can also be used.
- All oral directions given during the exam should also be written on the board.

For Children with Locomotor Impairment :

- Ensure physical access to room where evaluation/examination is taking place.
- If the child has problem in writing due to impairment in a hand, more time should be provided, depending on the needs of the child or alternatively less number of questions may be given or a scribe may be provided.

For Children with Cerebral Palsy :

- Ensure physical access to test area.
- Separate room to be provided.

- Provide writer, when needed.
- Use of technology for e.g. computers, voice synthesizers.
- Use of communication boards for responding to questions.
- Modifications of question types to accommodate motor difficulties for e.g. do not test on drawings, geometry questions. These can be decided by the teacher and parents.
- If associated conditions such as visual, hearing, intellectual impairment co-exist, refer to specific evaluation techniques mentioned under each impairment above.
- Suitable postural and seating arrangement to be made by providing adapted chair/ table.
- Time for answering questions should be extended, if need be. Breaks may be allowed to counter fatigue.
- Use of adapted devices and equipment e.g. pencil grips, wedges etc.
- The paper/ answer sheet provided should be thick enough (as children with cerebral palsy at times use lot of pressure while writing).

For Children with Mental Retardation :

- The language used in the question paper should be simple.
- The difficulty level of the questions framed for evaluation of children with mental retardation should be at the child's level of understanding.
- Time for answering questions should be extended. Breaks may be allowed to counter fatigue.
- Flexibility should be given to use appropriate teaching learning material for the purpose of evaluation of these children, wherever required. For example use of concrete material, flash cards, visual aids, pictorial illustrations etc.
- The children with mental retardation should not be penalized for punctuation/spelling/ grammatical errors. But they should be told about the errors made
- Fewer number of questions should be given to such children, if required.
- Questions should mainly be objective type/ multiple- choice/ pictorial, if required.

For Children with Multiple Disabilities :

- Extra time to be given to children with multiple disabilities.
- Special furniture to be provided to these children.
- Arrangements to be made for adequate space.
- Assistance should be provided to the child in ensuring physical comfort.
- Ensure easy access to toilets.
- Provisions to be made for a writer or a scribe, if required by the child.
- Suitable modifications should be made in the question paper according to the needs of the child.
- Some children with multiple disabilities may require additional cues and provisions for the same should be made during exams.

Note : *These are just guidelines for the States to help them develop some mechanism for the evaluation of children with special needs. However, these may be adapted/ modified according to the individual needs of the child.*

DISTRICT - WISE GRADING OF SCHOOLS: GUNOTSAV (PHASE-I, APRIL, 2017)

#	NAME OF DISTRICT	NUMBER OF SCHOOL	GRADE-WISE NUMBER OF SCHOOLS				
			A+ (87% and above)	A (74% - 86%)	B (61% - 73%)	C (48% - 60%)	D (Below 48%)
1	KAMRUP METRO	708	68	197	210	175	58
2	DIBRUGARH	1891	173	410	493	501	314
3	MORIGAOIN	1509	110	328	431	406	234
4	LAKHIMPUR	2449	164	526	625	632	502
5	BARPETA	2498	165	526	669	641	497
6	CHIRANG	972	41	110	234	327	260
7	HAILAKNDI	1518	51	185	339	450	493
8	WEST KARBI ANGLONG	741	5	41	105	170	420
	TOTAL	12286	777	2323	3106	3302	2778



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