# **INDEX**

#		CONTENTS	PAGE NO
1.	:	INTRODUCTION	3
2.	:	GENERAL POINTS	3-4
3.	:	KEYPOINTS	4-5
4.		ROLE OF EXTERNAL EVALUATORS	5-6
5.	:	FRAMEWORK/GUIDELINES/SCHEDULE/FORMATS	6-39
	i	DETAILED FRAMEWORK FOR SCHOLASTIC EVALUATION IS AT ANNEXURE-I	6-16
	i	DETAILED GUIDELINES FOR SCHOOL EVALUATION IS AT ANNEXURE-II	16-22
	iii	DETAILED SCHEDULE OF SELF EVALUATION & EXTERNAL EVALUATION IS AT ANNEXURE-III	22-28
	īV	FORMAT FOR RECORDING PERFORMANCE OF READING SKILL OF STUDENTS IS AT ANNEXURE-IV	28-29
	V	FORMAT FOR KEEPING RECORD OF OPENING OF QUESTION BOOKLET IS AT ANNEXURE-V.	29
	vi	FORMAT FOR RECORDING DATA OF SCHOOL EVALUATION TO BE CONDUCTED BY SCHOOL ON DATE OF SELF EVALUATION IS AT ANNEXURE-VI (TO BE RECORDED IN THE GUIDELINE ITSELF).	30-32
	vii	GUIDELINES ON EVALUATION OF CHILDREN WITH SPECIAL NEEDS(CWSN) IS AT ANNEXURE-VII	33-36
	Viii	ON-LINE FORMAT FOR EXTERNAL EVALUATOR IS AT ANNEXURE-VIII	36-37
	ix	GUIDELINES FOR PACKING AND COLLECTION OF	
		QUESTION BOOKLET & OMR SHEETS IS AT ANNEXURE-IX	37-39
6.		ITEMS TO BE SUBMITTED BY SCHOOL AFTER EVALUATION	40

#### 1. INTRODUCTION:

State Government has implemented 'Gunotsav-a quality initiative' from the academic year, 2017 for ensuring attaining grade specific learning outcomes by all children defined by NCERT. Two rounds of Gunotsav have already been conducted in all 33 districts of the state.

The exercise has been found to have the following major impact:

- Immense involvement of community in school activities.
- Generation of awareness amongst teachers, students, parents, community and other stakeholders.
- Positive feeling amongst community and parents towards Government school system. There are cases of shifting of children from private schools to Govt. schools.

#### 2. GENERAL POINTS:

- All Government/Provincialised/Tea Garden Management Schools of Elementary & Secondary level will be covered.
- The districts will be covered in three phases. Schools of each district will be distributed over three days for external evaluation.
- Scholastic evaluation will be for class I to IX. As the academic year will start in the month of April and Gunotsav is scheduled in May, question papers will be administered to students of next higher class. Though level of class I to IX will be assessed, students from class II to X will have to be covered. Hence, students of class II will get question paper of class I and so on for the rest of the classes.
- There will be both self-evaluation and external evaluation.
- Evaluation will be for two days for each school.
- On the 1st day of the two- day evaluation, all schools will conduct self-evaluation. The external evaluation of respective school as per schedule will be done on respective date of external evaluation.

Evaluation will be as follows for each of the three phases:

	Self-Evaluation		External Evaluation		
Date/day of	Evaluation to	No. of	Days/dates	Evaluation to be	No. of schools
Self	be done on the	schools to	of external	done on the date of	to be covered
Evaluation	date of Self	be covered	evaluation	external	on the date of
	Evaluation	on the date		evaluation(EE)	external
		of self-			evaluation
		evaluation			
1 <sup>st</sup> day	Reading	All schools	1st day	Scholastic	Schools will be
(Day of	skill			School	distributed over
Self	School		2nd day	Evaluation.	the 3 days of
Evaluation)	evaluation				external
			3rd day		Evaluation.

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

- Evaluation will be mainly of :
  - Scholastic (Learning Outcomes) achievement of students (Both Skill-Reading, Writing & Numeracy/Basic Mathematical Operations and subject areas) and School Evaluation.

School evaluation will be in respect of following areas:

- 1. Co-scholastic
- 2. Community Participation
- 3. Infrastructure

Grading will be done on the following:

- 1. Scholastic (Both Skill-Reading, Writing & Numeracy/Basic Mathematical Operations and subjects) 90%
- 2. Co-scholastic 5%
- 3. Community Participation 5%

Infrastructure part will not be considered for Grading of School.

#### 3. KEY POINTS:

- Self-evaluation (Reading skill and School Evaluation) will be conducted by schools in presence of SMC/SMDC. This will ensure greater participation of all teachers of schools, SMC/SMDC member and community.
- On the day of external evaluation, teachers will be interchanged within the cluster.
- Class I will also be covered.
- Evaluation will be OMR based.
- From Class –III level onwards, students will fill up the OMR sheet themselves
- Individual question papers will be provided to each student.
- For class I &II, class wise OMR sheets will be there for marking/transferring of responses.
- From class III onwards, OMR sheet will be for individual child.

#### Students will fill up OMR sheet against question number as follows:

Class	Questions Number
III to V	Q No. 1 to 58
VI to VIII	Q No. 1 to 98
IX	Q No. 1 to 100

<u>Question numbers</u> as given below will be filled up <u>by teachers/Evaluators</u> in the same OMR sheet:

Class	Questions Number
III to V	Q No. 59, 60, 61 a to 61 e, 62, 63
VI to VIII	Q No. 99, 100, 101 a to 101 e, 102, 103
IX	Q No. 101, 102, 103 a to 103 d, 104,105

Both skill and subject parts will be in the same question paper.

- Evaluation will be done for all students on three skills (Reading, Writing & Numeracy/ Basic Mathematical Operations) on the day of external evaluation. However, external evaluator will randomly select 20% students for each of the three skills (Reading, Writing & Numeracy) and will assess their performance. He/She will closely monitor the overall evaluation process.
- External evaluator will assess the areas of school evaluation and will fill up the OMR sheet by himself/herself.
- Time schedule of schools of Tea Garden areas will be same as other schools during Gunotsay.
- The colour of OMR sheet for LP, UP & Secondary level will be different. Colour of packets of confidential materials will also be different for LP, UP & Secondary level.
- All confidential packets are to be opened in front of External Evaluator. However, if External Evaluator is not able to reach in time due to unavoidable circumstances, the packets will be opened in presence of SMC, record of which will be kept as per annexed format.
- All filled up OMR sheets will be packed as per instruction of packing and sent back to state level for scanning, analysis and result generation.
- 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.
- In case of MV schools, tools for other areas of school assessment i. e Co-scholastic activities, Availability and Utilization of School Infrastructure and other facilities and Community Participation will be provided in the packet of either LP or UP level.
- Prevailing COVID protocol will have to be maintained by all who will be involved in the exercise.

#### 4. ROLE OF EXTERNAL EVALUATORS:

- External evaluators will be present in the assigned schools from morning assembly till completion of the exercise (upto labeling, packaging etc.) including submission of confidential report as in previous rounds.
- External evaluator will randomly select 20% students for each of the three skills (Reading, Writing & Numeracy) and will assess their performance. He/she will closely monitor the overall evaluation process.
- External evaluator will assess the areas of school evaluation and will fill up the OMR sheet by himself/herself.
- Will check the seat arrangement
- External evaluator will fill up OMR sheet of School Evaluation maintaining confidentiality.

- External evaluator will fill up, sign the OMR sheet meant for External Evaluation and will ensure sealing in front of him/her.
- External evaluator will maintain impartiality and neutrality.
- External evaluator will put signature where required.
- External evaluator will ensure proper Packeting of materials (used and unused).

#### 5. FRAMEWORK/GUIDELINES/SCHEDULE/FORMATS:

- i. DETAILED FRAMEWORK FOR SCHOLASTIC EVALUATION IS AT ANNEXURE-I
- ii. DETAILED GUIDELINES FOR SCHOOL EVALUATION IS AT ANNEXURE-II
- iii. DETAILED SCHEDULE OF SELF EVALUATION & EXTERNAL EVALUATION IS AT ANNEXURE-III
- iv. FORMAT FOR RECORDING PERFORMANCE OF READING SKILL OF STUDENTS IS AT ANNEXURE-IV
- v. FORMAT FOR KEEPING RECORD OF OPENING OF QUESTION BOOKLET IS AT ANNEXURE-V.
- vi. FORMAT FOR RECORDING DATA OF SCHOOL EVALUATION TO BE CONDUCTED BY SCHOOL ON DATE OF SELF EVALUATION (TO BE RECORDED IN THE GUIDELINE ITSELF) IS AT ANNEXURE-VI
- vii. GUIDELINES ON EVALUATION OF CHILDREN WITH SPECIAL NEEDS(CWSN) IS AT ANNEXURE-VII
- viii. ON-LINE FORMAT FOR EXTERNAL EVALUATOR IS AT ANNEXURE-VIII
- ix. GUIDELINES FOR PACKING AND COLLECTION OF QESTION BOOKLET & OMR SHEETS IS AT ANNEXURE-IX

#### i. FRAMEWORK FOR SCHOLASTIC EVALUATION: ANNEXURE-I

#### **Scholastic Evaluation:**

- Scholastic evaluation will be for class I to IX. As the academic year will start in the month of April and Gunotsav is also scheduled in April, question papers will be administered to students of next higher class. Though level of class I to IX will be assessed, students from class II to X will have to be covered. Hence, students of class II will get question paper of class I and so on for the rest of the classes.
- There will be both self-evaluation and external evaluation.
- Evaluation will be for two days for each school.
- On the 1st day of the two- day evaluation, all schools will conduct self-evaluation.
   The external evaluation of respective school as per schedule will be done on respective date of external evaluation.
- There will be 3 sets of question booklet for 3 days of external evaluation. Each school will get only one set depending upon the date of evaluation for the school. Day wise set will be as follows:

Day of External evaluation	Set
Day-1	A
Day-2	В
Day-3	С

#### Sample of darkening circle in OMR sheet:

Example of correctly filled up circle

Example of incorrectly filled up circle





#### **Nature of Evaluation:**

Scholastic evaluation will be done on:

#### Skills:

☐ Reading, Writing & Numeracy/Basic Mathematical Operations

# Subjects:

LP: Language(L1 & L2), Maths, EVS

UP: Language(L1,L2 & L3), Maths, Science & Social Science

Secondary (Class-IX): MIL, English, Maths, Science & Social Science

# Comparison between earlier rounds and Gunotsav,2022:

Class	Earlier	Gunotsav, 2022
	Was not covered.	Will be covered. Only MCQ will be there since the children will be just beginner. Individual question paper will be provided and children will tick the answer in the question paper itself. Teacher will transfer responses in the OMR sheet Question paper cum answer sheet will be collected back.
II	Reading, Writing, Numeracy skills were assessed. Question papers were provided for a class wise and not for individual student.  Class wise OMR sheet used; not individual student. Marks of the three skills of Reading, Writing, Numeracy skills were recorded in a single OMR sheet.  Students wrote their answers on writing and numeracy skills in separate sheets which were assessed by teachers and marks were recorded by Teachers in OMR sheet infront of EEs.	Reading, Writing, Numeracy skills will be assessed like previous years.  In addition, subject wise MCQ will be there. Individual question paper will be provided and children will tick the answer in the question paper itself for MCQ part.  Students will also answer in question paper cum answer sheet for writing & numeracy portion.  Teacher will transfer responses in the OMR sheet  Question paper cum answer sheet will be collected back.  In the question paper, sequence will be as follows: MCQ, frames of writing, and questions for numeracy and paragraph for reading.

Class	Earlier	Gunotsav, 2022
II		In the same OMR sheet, responses of MCQ and marks of skill part will be entered.  Teacher will fill up OMR sheet for the MCQ part also. For reading, writing and numeracy, teacher will evaluate (evaluation of 20% students of each skill will be done by EE) and will transfer marks in the OMR sheet in front of EE.
III-V	Reading, Writing, Numeracy skills were assessed.  Question papers were provided for a class wise and not for individual student.  Class wise OMR sheet used; not individual student. Marks of the three skills of Reading, Writing, Numeracy skills were recorded in a single OMR sheet.  Students wrote their answers on writing and numeracy skills in separate sheets which were assessed by teachers and marks were recorded by Teachers in OMR sheet in front of EEs.	Reading, Writing, Numeracy skills will be assessed like earlier rounds. In addition, LO based subject wise MCQ will be there.  Individual child wise question paper cum answer sheet will be there. Students will answer in question paper cum answer sheet for writing & numeracy portion.  Question paper cum answer sheet will be collected back.  In the question paper, sequence will be as follows: MCQ, topics of writing, and questions for numeracy and paragraph for reading.  In the same OMR sheet, responses of MCQ and marks of skill part will be entered.  Children will fill up OMR sheet for the MCQ part by themselves. For reading, writing and numeracy, teacher will evaluate (evaluation of 20% students of each skill will be done by EE) and will transfer marks in the OMR sheet in front of EE.
VI-IX	Reading, Writing, Numeracy skills were assessed.  Question papers were provided for a class wise and not for individual student.  Class wise OMR sheet used; not individual student. Marks of the three skills of Reading, Writing and Numeracy skills were recorded in a single OMR sheet.  Students wrote their answers on writing and numeracy skills in separate sheets	The evaluation will be as like previous year with the following changes in the coming round: Individual child wise question paper cum answer sheet will be there. Students will answer in question paper cum answer sheet for writing & numeracy portion. Question paper cum answer sheet will be collected back. In the question paper, sequence will be as follows: MCQ, topics of writing, and

Class	Earlier	Gunotsav, 2022
VI-IX	which were assessed by teachers and marks were recorded by Teachers in OMR sheet in front of EEs.	questions for numeracy and paragraph for reading.
	Separate MCQ was also there for the subjects for which individual OMR sheet	In the same OMR sheet, marks of MCQ and skill part will be entered.
	was provided and students filled up the OMR sheet themselves.	Children will fill up OMR sheet for the MCQ part by themselves. For reading, writing and numeracy, teacher will evaluate (evaluation of 20% students of each skill will be done by EE) and will transfer marks in the OMR sheet in front of EE.

# Class and skill/ subject wise number of questions, nature of questions and marks:

Self Evaluation: Self-evaluation (Reading skill) will be conducted by schools in presence of SMC/SMDC. This will ensure greater participation of all teachers of schools, SMC/SMDC member and community. Class/subject/nature of questions etc. for self-evaluation will be as follows:

Class	Skills to be	Subjects to	Total No of	Marks	Nature of
	covered	be covered	Questions		Questions
II- VIII	Reading	L1	L1 = 1	Reading:	Reading: 3
		L2	L2= 1		separate frames
				L1=3	of pictures
				L2=3	/words, students
					will read one
					selected frame.
					Marking will be
					as per 4 point
					rating scale ( 0,
					1, 2, 3).
IX	Reading	MIL	MIL = 1		Reading: 3
		English	English= 1		separate frames
				MIL =3	of independent
				English=3	sentences;
					students will
					read one
					selected frame.
					Marking will be
					as per 4 point
					rating scale (0,
					1, 2, 3).

• External Evaluation: Class/skills/subjects/no. of questions/marks/nature of questions for external evaluation will be as follows:

Class	Skills to be	Subjects to	Total No of	Marks	Nature of
	covered	be covered	Questions		Questions
I	-	Language 1	30	30	Multiple Choice
		Language 2	(L 1=10 , L2= 10 &	(L 1=10 , L2= 10	(MCQ) with 2
		Mathematics	Maths=10)	& Maths=10)	options
II	Reading ,	Language 1	35	50	Reading: 3
	Writing &	Language 2			separate frames of
	Numeracy	Mathematics	Skill:	(Skill-	pictures /words,
			Reading	Reading:	students will read
			L1 = 1		one selected frame.
			L2= 1	L1=3	Marking will be as
			Writing	L2=3	per 4 point rating
			L1= 1		scale (0, 1, 2, 3)
			L2= 1		
				Writing:	Writing: 3 separate
			Numeracy(with 4	L1=3	frames of pictures
			sub questions)= 1	L2=3	having 3 questions
			=5		and students will
			<u>MCQ</u>	Numeracy= 8	write on one
			L1= 10		selected frame.
			L2= 10	Total(Skill)= 20	Marking will be as
			<u>Maths= 10</u>		per 4 point rating
			= 30	MCQ	scale (0, 1, 2, 3)
				L1= 10	
				L2= 10	Numeracy: 4
				Maths= 10	Questions on
				Total MCQ	number knowledge
				=30)	and its operations
					(marking of each
					question will be
					done as per 3 point
					rating scale (0, 1,2)
					Multiple Choice
					(MCQ) with 2
					options in the
					respective subject
11117	De!::	Lamente d	00	00	as per LO.
IIFV	Reading ,	Language 1,	63	80	Reading: 3
	Writing &	Language 2	OL:U	(Skill-	separate frames of
	Numeracy	Mathematics	Skill:	Reading:	independent
		EVS	Reading	1.4-2	sentences; students
			L1 = 1	L1=3	will read one
			L2= 1	L2=3	selected frame.
			Writing		Marking will be as
	<u> </u>		L1= 1	l	

Skills to be	Subjects to	Total No of	Marks	Nature of
covered	be covered	Questions		Questions
			Writing	per 4 point rating
		L2= 1	L1=3	scale ( 0, 1, 2, 3)
		Numeracy (with 5	L2=3	Writing: 3 separate
		sub questions) <u>= 1</u> Total =5	Numeracy= 10	frames of topics and students will write
		MOO	Total(Skill)= 22	on one selected topic. Marking will
			MCO	be as per 4 point
		L2= 10	L1= 16	rating scale (0, 1, 2, 3).
				Numeracy : 5
				Questions on
		. 513	Total MCQ=58	number knowledge
				and its operations,
				marking of each
				question will be
				done as per 3 point
				rating scale (0, 1,2)
				Multiple Choice
				(MCQ) with 4
				options in the
				respective subject as per LO.
Reading	Language 1	103	120	Reading: 3
•	• •			separate frames of
Numeracy	Language 3,		Reading:	independent
·	Math,	•		sentences; students
	Science,		L1=3	will read one
			L2=3	selected frame.
	Science			Marking will be as
		L2= 1	•	per 4 point rating scale (0, 1, 2, 3)
		Numeracy (with 5	_	Scale (0, 1, 2, 3)
		sub questions) = 1		Writing: 3 separate
		=5	Numeracy= 10	frames of topics and
		<u>MCQ</u>	Total(Skill)= 22	students will write on one selected
			MCQ-	topic. Marking will
			L1= 20	be as per 4 point
			L2= 10	rating scale (0, 1, 2,
				3).
			1 NA-11 OO	
			Maths= 20	No
		Science = 20 S. Science = 20	Science = 20 S. Science= 20	Numeracy :5 Questions on
	Reading , Writing &	Reading , Writing & Numeracy   Numeracy   Language 1 , Language 2 , Language 3 , Math,	L2= 1   Numeracy (with 5 sub questions)=1   Total =5	Reading   Language 1   Los   Los

Class	Skills to be covered	Subjects to be covered	Total No of Questions	Marks	Nature of Questions
IX	Reading ,	MIL, English,	105	120	and its operations, marking of each question will be done as per 3 point rating scale (0, 1,2)  Multiple Choice (MCQ) with 4 options in the respective subject as per LO.  Reading: 3
	Writing & Basic Mathematical Operations	Maths, Science & Social Science	Skill: Reading  MIL = 1 English= 1 Writing  MIL= 1 English = 1 Basic Mathematical operations (with 4 sub questions)=1 Total =5  MCQ  MIL= 20 English= 20 Maths= 20 Science = 20 S. Science= 20 Total= 100	(Skill-Reading:  MIL =3 English=3  Writing: MIL =3 English=3  Basic Mathematical operations = 08  Total(Skills)=20  MCQ-  MIL= 20 English= 20 Maths= 20 Science = 20 S. Science= 20 Total= 100	separate frames of independe nt sentences; students will read one selected frame. Marking will be as per 4 point rating scale (0, 1, 2, 3).  Writing: 3 separate frames of topics and students will write on one selected topic. Marking will be as per 4 point rating scale (0, 1, 2, 3).  Basic mathematical operations: 4 questions on basic mathematical operations, marking of each question will be done as per 3 point rating scale (0, 1, 2).  Multiple Choice (MCQ) with 4 options in the respective subject as per LO.

# Summary:

Class	Skill		MCQ		Total	
	No. of Questio- ns	Mark- s	No. of Questions	Marks	Questions ( Skills + MCQ)	Marks( Skills + MCQ)
1	-	-	30	30	30	30
II	05	20	30	30	35	50
III to V	05	22	58	58	63	80
VI to VIII	05	22	98	98	103	120
IX	05	20	100	100	105	120

Class	Subject/Skill	Mode	Remarks
I	L1, L2 & Maths	MCQ	<ul> <li>Students will tick the answer in question paper cum answer sheet.</li> <li>Teacher will transfer the responses in the OMR sheet.</li> </ul>
II	Reading, Writing & Numeracy Skill	Paragraph for reading, topics for writing & questions for numeracy	<ul> <li>Students will write answers in question paper cum answer sheet for writing and numeracy.</li> <li>Teacher/ External Evaluator will check and transfer the responses to the OMR sheet.</li> <li>Evaluation of 20% students will be done for each skill by EE.</li> </ul>
	L1, L2 & Maths	MCQ	<ul> <li>Students will tick the answer in question paper cum answer sheet.</li> <li>Teacher/ External Evaluator will check and transfer the responses to OMR sheet.</li> </ul>
III-V	Reading, Writing & Numeracy Skill	Three independent sentences for reading, topics for writing & questions for numeracy	<ul> <li>Students will write answers in question paper cum answer sheet for writing and numeracy.</li> <li>Teacher/ External Evaluator will check and transfer the responses to OMR sheet.</li> <li>Evaluation of 20% students will be done for each skill by EE.</li> </ul>
	L1, L2 & Maths	MCQ	Students will answer in the OMR sheet by themselves.

VII	Reading , Writing & Numeracy Skill / Basic mathematical operations	Paragraph for reading, topics for writing & questions for numeracy	<ul> <li>Students will write answers in question paper cum answer sheet for writing and numeracy</li> <li>Teacher/ External Evaluator will check and transfer the</li> </ul>			
			responses to OMR sheet.  Evaluation of 20% students will be done for each skill by EE.			
	L1, L2 , L3, Maths, Science & Social Science	MCQ	<ul> <li>Students will answer in the OMR sheet by themselves.</li> </ul>			
IX	Reading , Writing & Basic Mathematical Operations	Paragraph for reading, topics for writing & questions for Basic Mathematical Operations	<ul> <li>Students will write answers in question paper cum answer sheet for writing and numeracy</li> <li>Teacher/ External Evaluator will check and transfer the responses to OMR sheet.</li> </ul>			
			<ul> <li>Evaluation of 20% students will be done for each skill by EE.</li> </ul>			
	MIL, English, Maths, Science & Social Science	MCQ	<ul> <li>Students will answer in the OMR sheet by themselves.</li> </ul>			
1.						

- 2. Individual OMR sheet will be provided
- 3. Question paper cum answer sheet will be collected back.

# Guideline for scoring: (Skills):

# Reading:

Marking point for reading frames of class II:

3 mark	2 mark	1 mark	0 mark
All 3 words are read correctly, confidently and fluently with proper pronunciation.	<ul> <li>2 words are read correctly but takes time to associate letters with sounds.</li> <li>Takes time to pronounce the words.</li> <li>Takes time to associate letters with sounds.</li> </ul>	<ul> <li>1 word is read</li> <li>Takes time to pronounce the words.</li> <li>Takes time to associate letters with sounds.</li> </ul>	Could not read a single word

Marking point for reading frames of class III to IX:

3 mark	2 mark	1 mark	0 mark
All 3 sentences are read correctly, confidently and fluently with proper pronunciation, pace and pause.	<ul> <li>2 sentences are read.</li> <li>Takes time to pronounce the words of the sentences.</li> <li>Takes time to associate letters with sounds.</li> </ul>	<ul> <li>1 sentence is read.</li> <li>Takes time to pronounce the words of the sentences.</li> <li>Takes time to associate letters with sounds.</li> </ul>	Could not read a single sentence correctly.

# Writing:

3 point	2 point	1 point	0
<ul> <li>All the 3 sentences are on the topic.</li> <li>All 3 sentences are written with grammatically correct sentence structure.</li> <li>There is no spelling error in all 3 sentences.</li> <li>Appropriate punctuation mark and capitalization etc., are used in all 3 sentences.</li> <li>Proper space between words is maintained in the whole paragraph.</li> </ul>	<ul> <li>At least 2 sentences are on the topic.</li> <li>2 sentences are written with grammatically correct sentence structure.</li> <li>2-3 spelling errors in the whole paragraph.</li> <li>Occasionally, punctuation marks, capitalization etc., are not appropriately used but which is not affecting the comprehensibility of the paragraph.</li> <li>Occasionally, space between words is not properly maintained but which is not affecting the comprehensibility of the paragraph.</li> </ul>	<ul> <li>At least 1 sentence is on the topic</li> <li>Only 1 sentence is written with grammatically correct sentence structure.</li> <li>4-6 spelling errors</li> <li>Frequent use of inappropriate punctuation marks, capitalization etc., which is affecting the comprehensibility of the paragraph.</li> <li>Space between words is frequently not maintained which is affecting the comprehensibility of the paragraph.</li> </ul>	<ul> <li>The child has not written anything or</li> <li>Not a single sentence is on the topic.</li> <li>The paragraph is not at all comprehensible due to inappropriate sentence structure, spelling error, no space between words etc.</li> </ul>

# **Numeracy/Basic Mathematical Operations:**

2 point	1 point	0 point
The child is able to solve the problem completely correctly following all necessary steps.	<ul> <li>If the answer is not correct though the process/steps of solving the question is partially correct</li> </ul>	<ul> <li>If a child does not attempt to solve a problem, or,</li> <li>If a child is not able to solve a question</li> </ul>

Students will have to be asked to solve the problem showing the steps of solving the problem(s) and marking will be done on the basis of steps followed.

# ii. <u>GUIDELINES FOR SCHOOL EVALUATION : ANNEXURE-II</u>

#### A. Co-scholastic Activities/other areas:

SI.No.	Indicator	Descriptor	Guidance for marking
1	Morning Assembly (as per observation).	<ul> <li>A. Conducted in disciplined and systematic way and following COVID Protocols</li> <li>B. All students and teachers participated</li> <li>C. SMC/ SMDC /MG members are present.</li> <li>D. Conducted activities like prayer/Jatiya Sangeet / Rastriya Sangeet, oath taking,</li> <li>E. Inspection of personal cleanliness,</li> <li>F. Reading of number table / quiz,/speech on selected topic/Newspaper reading</li> <li>G. Discussion on significance of the day/messages of great personality etc.</li> </ul>	If all 7 descriptors are available; 7 marks  If 6 descriptors are available; 6 marks  If 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	Record keeping (Observation and interaction)	<ul> <li>A. Proceedings of SMC/SMDC meeting &amp; PTM are available.</li> <li>B. Records of Co-scholastic activities are available</li> <li>C. Other records (attendance, evaluation, scholarship, participation of children in Swachata etc.)</li> </ul>	If 3 descriptors are available; 3 marks  If 2 descriptors are available; 2 marks  If 1 descriptor is available; 1 mark  None; 0

SI.No.	Indicator	Descriptor	Guidance for marking
3	*Learning Out- come (Observa- tion and interac- tion)	<ul> <li>A. Learning outcome document is available</li> <li>B. Teachers are trained</li> <li>C. Learning outcomes are displayed in each classroom.</li> <li>D. Parents, SMC, Community members are aware of learning outcome.</li> </ul>	If all 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
4	Sports and Physical Educa- tion (Observation and interaction)	<ul> <li>A. Records of utilisation of sports grant are available</li> <li>B. Sports items are available</li> <li>C. Assigned responsibility to a teacher to take care of sports equipment and maintain stock position.</li> <li>D. Sports class is included in class routine.</li> </ul>	If all 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	Student Parlia- ment (as per school record, Interaction with children & Teach- ers)	A. Exists     B. Functional     C. Actively participates in different school activities	If all 3 descriptors are available; 3 marks If 2 descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0
6	Teaching Learning Materials (TLMs) (as per school record and discussion)	<ul> <li>A. TLMs are available in classrooms.</li> <li>B. Teachers prepare TLMs.</li> <li>C. Students are involved in preparation of TLMs.</li> <li>D. Teachers mobilise resources for preparation of TLMs</li> </ul>	If all 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	Innovative Practices	<ul><li>A. Academic practices during COVID pandemic</li><li>B. Infrastructure development</li><li>C. Monitoring</li><li>D. Resource mobilisation</li></ul>	If 4 descriptors have been fulfilled, 4 marks.  If 3 descriptors have been fulfilled, 3 marks.  If 2 descriptors have been fulfilled, 2 marks.  If 1 descriptor has been fulfilled, 1 mark.  None: 0

SI.No.	Indicator	Descriptor	Guidance for marking
8	Use of Library	A. Library guidelines are available.	If all 7 descriptors are available; 7 marks
		B. Library books are numbered and catalogued.	If 6 descriptors are available; 6 marks
		C. Library books are properly kept in almirah/bookshelf /or	If 5 descriptors are available; 5 marks
		other safe place.  D. Register is maintained for	If 4 descriptors are available; 4 marks
		keeping record of library books, issue of library books	If 3 descriptors are available; 3 marks
		etc.  E. Library books are used by children.	If 2 descriptors are available; 2 marks
		F. In class routine there is provision of Library classes	If 1 descriptor is available; 1 mark None; 0
		G Provision is therefore keeping Library open after school hours and non-working days.	None, o
9	Use of Academic	A. Mentor teachers are notified	If all 5 descriptors are available; 5 marks
	Packages during COVID period	B. Academic package is distributed to all children	If 4 descriptors are available;
		C. Assignments are evaluated	4 marks
		D. Need based support is provided to children	If 3 descriptors are available; 3 marks
	E.	E. Records are maintained properly regarding distribution,	If 2descriptors are available; 2 marks
		use and checking of Academic Package.	If 1 descriptor is available; 1 mark
			None; 0

<sup>\*</sup>Not applicable for Secondary schools having classes from IX.

# **B) Community Participation:**

	B) Community Pa		
#	Indicator /Activity	Descriptor	Guidance for marking
1	Receipt of free uniform (as per record and	A. Received two pairs of uniform by all students- 1mark	
	interaction)	B. Not received -0	
2	Receipt of free textbooks(FTB) within one month of start of	A. Received by all students - 1 mark     B. Not received- 0	Marks to be allotted as indicated.
	academic year(as per record and interaction)		

#	Indicator /Activity	Descriptor	Guidance for marking
3	Teacher attendance after reopening of schools in 2021 (as per attendance register)	A. 100% - 5 marks B. 90-99% - 4 marks C. 80-89% - 3 marks D. Below 80% -0	Marks to be allotted as indicated.
4	Inspection/ academic visit by Officials(as per inspection register)	<ul> <li>A. School Visit Register is used by visitors during school visit.</li> <li>B. School visit observations are discussed in meeting of SMC/SMDC, PTA.</li> <li>C. Follow up action on observations/reports is planned /taken.</li> </ul>	If all 3 descriptors are available; 3 marks.  If 2 descriptors are available; 2 marks  If 1 descriptors are available; 1 marks  None; 0
5	Bio-diversity Register(as per record and interaction)	<ul> <li>A. Teachers are aware of Biodiversity.</li> <li>B. Bio-diversity Register is maintained.</li> <li>C. Formats are available in the school</li> <li>D. Children are oriented on Biodiversity</li> <li>E. Survey is done by children</li> </ul>	If all 5 descriptors are available; 5 marks If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0
6	SMC/SMDC involvement (as per record and interaction)	<ul> <li>A. Identification of Out of School Children(OoSC)</li> <li>B. Monitoring of utilization of grants</li> <li>C. Hygienic Practices (School campus, Drinking water, Toilets including maintenance of COVID protocols etc.)</li> <li>D. Monitoring of attendance of students and teachers</li> </ul>	If 4 descriptors are available; 4 marks If 3 descriptors are available; 3 marks If 2descriptors are available; 2 marks If 1 descriptor is available; 1 mark None; 0
7	*PM-POSHAN (earlier known as MDMS) as per observation	<ul> <li>A. Whether Ration in place of Mid-Day Meal has been distributed to entitled children at their home during COVID-19 pandemic period. Yes/No</li> <li>B. Whether hot cooked Mid-Day Meal provided to the children in school with one egg to</li> </ul>	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

#	Indicator /Activity	Descriptor	Guidance for marking
		each child per week weekly after reopening of school. Yes/No  C. Whether school has displayed suggested food menu in the prominent place of School campus. Yes/No  D. Whether rice and other ingredients are stored in a hygienic manner and arrangement for waste disposal, hand washing, cleaning utensils is available. Yes/No  E. Whether School Nutrition Garden (Kitchen garden) has been set up in School. Yes/No	If 1 descriptor is available; 1 mark None; 0
8	Vidyanjali	A) School has registered in portal(Yes/No)     B) Volunteer supported in schools (Yes/No)	Only for information. No mark will be allotted.
9	Twinning/ Partnership	A) School covered under Twinning/ Partnership (Yes/No)      B) If yes, activities are conducted (Yes/No)	Only for information. No mark will be allotted.
10	Students attendance after reopening of schools	All students attended as per norm of SoP -Yes/No	Only for information. No mark will be allotted.
11	Teachers reached out to students during COVID pan- demic	<ul> <li>A. Through online classes-Yes/No</li> <li>B. Through home visits- Yes/No</li> <li>C. Through Community-Yes/No</li> <li>D. Assignments-Yes/No</li> <li>E. Teachers provided psychological and emotional support to children and parents-Yes/No</li> </ul>	Only for information. No mark will be allotted.
12	Health Record	A) Health screening of 100% children enrolled in school under Rastriya Bal S w a s t h y a Karyakram(RBSK) through Mobile Health Team(MHT)-Yes/No	Only for information. No mark will be allotted.

#	Indicator /Activity	Descriptor	Guidance for marking
		B) Consumption IFA tablets by all children- Yes/No	
		C) Consumption of Albendazole tablet- Yes/No	
		D) Children availed services under State's scheme like Congenital Heart diseases, cleft lip and palate - Yes/No	
		E) Full Immunization of students(to be verified as per child immunization card) - Yes/No	
		F) Services availed by the students under different Health Programme and Schemes like congenital heart diseases, cleft lip & palate, cochlear implantation and spectacles - Yes/No	

<sup>\*</sup>Not applicable for Secondary schools having classes from IX.

# C) Availability and Utilization of School Infrastructure and other facilities (This area will not to be considered for grading of schools):

#	Indicator /Activity	Descriptor
1	Toilet Facilities (as per observation)	<ul> <li>A. Available separately for boys and girls: Yes/No</li> <li>B. Functional with running water facility/provision for flushing and cleaning: Yes/No</li> <li>C. Toilets are used and cleaned: Yes/No</li> <li>D. Availability of incinerator: Yes/No</li> <li>E. Availability of door and window: Yes/No</li> </ul>
2	Hand Washing Station (as per observation)	A. Availability of Hand washing facility: Yes/No B. Availability of Group Hand washing facility: Yes/No C. Availability of soap: Yes/No D. Hand washing before meal: Yes/No
3	Desk & Benches (as per observation)	A. Adequately available for all children: Yes/No     B. Available but not adequate for all children: Yes/No
4	Electrification (as per observation)	A. Electricity is available: Yes/No B. Internal electrification is available: Yes/No C. External electrification is available: Yes/No D. Payment of bill is done regularly: Yes/No E. Electric fans are available in Teachers' room: Yes/No F. Electric fans are available in classroom: Yes/No

#	Indicator /Activity	Descriptor
5	Safe Drinking Water facility (as per observation)	<ul> <li>A. Adequately available: Yes/No</li> <li>B. Provision of water storage with cover: Yes/No</li> <li>C. Surrounding area of water storage is hygienic: Yes/No</li> <li>D. Provision of regular water filtering &amp; cleaning: Yes/No</li> <li>E. Water testing done (as per record/report only): Yes/No</li> </ul>
6	School is CWSN Friendly (as per observation)	<ul><li>A. Ramp and Rail is available : Yes/No</li><li>B. School premise is barrier free: Yes/No</li><li>C. School has CWSN friendly toilet : Yes/No</li></ul>
7	Safety & security, including COVID appropriate measures (as per observation)	<ul> <li>A. School premise is clean with availability of garbage bin/ garbage pit: Yes/No</li> <li>B. Periphery wall (Concrete/hedge/tree/ bamboo etc.) on all sides: Yes/No</li> <li>C. Hazard (Pond, Big tree, high voltage wire etc.) free: Yes/No</li> <li>D. Availability of sanitizer, soap, water etc.: Yes/No</li> <li>E. Wearing of mask by students, teachers &amp; non-teaching staff: Yes/No.</li> </ul>
8	Integrated Science Lab/ Computer Lab/Tinkering Lab (as per observation & interaction)	A) School has Integrated Science Lab/Computer Lab/ Tinkering Lab: Yes/No     B) If yes, used and maintained properly: Yes/No
9	Schools covered by vocational education subject in classes 9 & 10 (as per observation & interaction)	A) Assessment of students is conducted : Yes/No B) Labs are functional : Yes/No

#### iii. EVALUATION SCHEDULE AT SCHOOL LEVEL: Annexure-III

# Lower Primary:

# Date of Self Evaluation:

Time	Duration	Class	Activity	By Whom	Remarks
9.00 a.m-9.15 a.m	15 minutes	I to V	Morning Assembly	School	
9.15 a.m- 9.25 a.m	10 minutes	I to V	Attendance check	Teacher	
9.25 a.m-12.25 p.m	180 minutes	II to V	Reading Evaluation (Language 1 & Language- 2)	Teacher	Evaluation and recording of marks in prescribed format by concerned teacher.
12.25 p.m -1.00 p.m	35 minutes	II to V	MDM	School	
1.00 pm- 1.45 p.m	Activities/cla	ssroom	transaction as per A	Academic C	alendar

1.50 pm- 2.50p.m	60	School Evaluation	Evaluation in presence of
	minutes	<ul><li>Co-Scholastic</li></ul>	SMC, Parents etc. and
		Activities	recording in prescribed format
		<ul><li>Community</li></ul>	in the guidelines itself.
		Participation	
		<ul><li>Availability and</li></ul>	
		Utilization of School	
		Infrastructure and	
		other facilities	

#### ■ Date of External Evaluation

No	Time	Duration	Class	Activity	Remarks		
•							
1	09:00 a.m	15	I to V	Morning Assembly			
	to 09:15	Minutes					
	a.m						
2.	09:15 a.m	05	I to V	Attendance Checking			
	to	Minutes					
	09:20 a.m						
3.	09:20 a.m	60		■ Scholastic Assessment	Time includes		
	to	Minutes		(Written Examination –	conducting of		
	10.20 a.m			MCQ)	assessment, collection		
			1		of question paper cum		
					answer sheet from		
					students.		
4.	09:20 a.m	90		■ Scholastic Assessment	Time includes		
	to	Minutes		(Written Examination –	conducting of		
	10.50 a.m		п	MCQ, Numeracy,	assessment, collection		
			"	Writing(Language 1 &	of question paper cum		
				Language-2)	answer sheet from		
					students.		
<b></b>	For Class 4, years again to the depth will be transferred to CMD about by to a boutlevisible to WEF						

For Class 1, responses of students will be transferred to OMR sheet by teacher/Invigilator/EE. For Class 2, MCQ part (Q.No.1 to 30) responses of students will be transferred to OMR sheet by teacher/Invigilator/EE and for Q. No. 31, 32, 33 a to 33 d,34 & 35 marks (as per scoring guidelines) on the basis of responses of students will be given in OMR sheet by teacher/Invigilator/EE.

	5			
	9:20 a.m to	150		■ Scholastic Assessment Time includes both
	11.50 a.m	Minutes	III to	(Written Examination – conducting of
			V	MCQ, Numeracy, assessment, collection
5.				Writing(Language 1 & of filled up OMR sheet
				Language-2) (class wise) and
				question paper cum
				answer sheet from
				students
01		· · · · · · · · · · · · · · · · · · ·	• "	

Siuc	Students will write their answer for the writing and numeracy part in the question paper itself.							
	Assessment of Reading Skill:							
	11:00 a.m	60	П	Assessment of	■ EE	will	assess	
6.	to 12:00	minutes		■ Reading (Language	performan	ice of	20%	
noon 1 & Language-2)				students	randoml	y for		

					reading skill (both L1&L2) and monitor assessment of remaining students.  EE will ensure that marking is done neutrally.	
7.	12:00 noon	60	III to	Assessment of	■ Assessment of all three	
	to 1:00 p.m	minutes	V	<ul><li>Reading (Language 1 &amp; Language - 2)</li></ul>	ge classes will be conducted simultaneously.	
				,	■ EE will assess	
					performance of 20% students randomly for each	
					class of reading skill (both	
					L1&L2).	
					EE will monitor	
					assessment of remaining students of all three	
					classes.	
					■ EE will ensure that	
					marking is done	
					neutrally.	
	h a a l Evralvad			nenu of the day (1.00p		
8.	1.50 p.m to	90 90	School	Community Participati  School Evaluation	Assessment will be done as	
0.	3.20 p.m	minutes	3011001	Scribbi Evaluation	per physical observation and	
	0.20 p.m	minatoo			interaction with Head	
					Teacher, Teachers, SMC,	
					Community; students etc. and	
					enter the marks in the OMR	
					sheet.	
					<ul> <li>students of class-V will be retained for interaction.</li> </ul>	
9.	3.25 p.m to	60	-	■ Filling up OMR	sheet as per responses from	
	4.25 p.m	minutes		answer script (cla	' '	
				■ Checking of	answer of writing and	
				numeracy(class-II to V)		
					•	
				■ Transferring of	II to V) mark of reading, writing and R sheet (class-II to V).	
10.	4.25 p.m to	30	School	<ul> <li>Transferring of numeracy to OM</li> </ul>	mark of reading, writing and	
10.	4.25 p.m to 4.55 p.m	30 minutes	School	<ul><li>Transferring of numeracy to OM</li><li>Packing after pro</li></ul>	mark of reading, writing and R sheet (class-II to V).	

N:B: Timing of activities may vary depending on enrolment.

# Upper Primary:

#### **Date of Self Evaluation:**

Time	Duration	Class	Activity	Ву	Remarks
				Whom	
9.00a.m-9.15a.m	15	VI to	Morning	School	
	minutes	VIII	Assembly		
9.15a.m-9.25a.m	10	VI to	Attendance	Teacher	
	minutes	VIII	check		
9.25a.m-12.25 p.m.	180	VI to	<ul><li>Reading</li></ul>	Teacher	Evaluation and
	minutes	VIII	Evaluation		recording of marks
			(Language 1 &		in prescribed
			Language -2)		format by
					concerned teacher.
12.25 p.m -1.00pm	35	VI to	MDM	School	
	minutes	VIII			
1.00 pm- 1.45 pm	Activities/cla	issroom t	ransaction as per A	cademic C	alendar
1.50 pm- 2.50 pm	60	School I	Evaluation	Evaluation	in presence of
	minutes	■ Co-S	Scholastic	SMC, F	Parents etc. and
		Activ	/ities	recording	in prescribed format
		<ul><li>Community</li></ul>		in the guid	elines itself.
		Part	icipation		
		<ul><li>Avai</li></ul>	lability and		
		_	ation of School		
			structure and		
		othe	r facilities		

# Date of External Evaluation

No-	Time	Duration	Class	Activity	Remarks
1	09:00 a.m	15	VI to	Morning Assembly	
	to 09:15	Minutes	VIII		
	a.m				
2.	09:15 a.m	05	VI to	Attendance Checking	
	to	Minutes	VIII		
	09:20 a.m				
3.	09:20 a.m	150		<ul> <li>Scholastic Assessment</li> </ul>	Time includes both
	to	Minutes		(Written Examination –	conducting of
	11.50 a.m		VI to	MCQ, Numeracy,	assessment, collection of
			VIII	Writing (Language 1 &	filled up OMR sheet (class
			VIII	Language-2)	wise) and question paper
					cum answer sheet from
					students
Stud	ents will write	their answe	r for the	writing and numeracy part in t	he question paper itself.

	Assessment of Reading Skill:								
4.	12:00 noon to 1:00 p.m	60 minutes	VI to VIII	Assessment of  Reading (Language 1 & Language-2)  Language-2)  Assessment of all three classes will be conducted simultaneously.  EE will assess performance of 20% students randomly for each class of reading skill (both L1&L2).  EE will monitor assessment of all three classes.  EE will ensure that marking is done neutrally.					
Sc	MDM as per menu of the day (1.00p.m to 1.45p.m) School Evaluation(Co-scholastic, Community Participation & Infrastructure)								
5.	1.50 p.m to 3.20 p.m	90 minutes	School	School Evaluation  Assessment will be done as per physical observation and interaction with Head Teacher, Teachers, SMC, Community; students etc. and enter the marks in the OMR sheet.					
6.	3.25 p.m to 4.25 p.m	60 minutes	-	<ul> <li>Checking of answer of writing and numeracy(class-VI to VIII)</li> <li>Transferring of mark of reading, writing and numeracy to OMR sheet (class-VI to VIII).</li> </ul>					
7.	4.25 p.m to 4.55 p.m	30 minutes	Scho ol	<ul> <li>Packing after proper sealing and labelling.</li> <li>All concerned are to put signatures where required before packing.</li> </ul>					

N:B: Timing of activities may vary depending on enrolment.

# Secondary:

# Date of Self Evaluation:

Time	Duration	Class	Activity	By Whom	Remarks	
9.00a.m-9.15a.m	15 minutes	IX	Morning Assembly	School		
9.15a.m-9.25a.m	10 minutes	IX	Attendance check	Teacher		
9.25a.m-12.25p.m	180 minutes	IX	<ul> <li>Reading         Evaluation         (English and MIL)     </li> </ul>	Teacher	Evaluation and recording of marks in prescribed format by concerned teacher.	
12.25 p.m- 1.45 p.m	Activities/cla	ssroom	transaction as per A	Academic C	alendar	
1.50 pm- 2.50pm	60 minutes	School Evaluation  Co-Scholastic Activities  Community Participation  Availability Utilization of School Infrastructure other facilities		recording		

# **Date of External Evaluation**

No	Time	Duration	Class	Activity	Remarks
1	09:00 a.m	15	IX	Morning Assembly	
	to 09:15	Minutes			
	a.m				
2.	09:15 a.m	05	IX	Attendance Checking	
İ	to	Minutes			
	09:20 a.m				
3.	09:20 a.m	150		<ul> <li>Scholastic Assessment</li> </ul>	Time includes both
	to	Minutes		(Written Examination –	conducting of
	11.50 a.m			MCQ, Basic	assessment, collection
			IX	Mathematical	of filled up OMR sheet
			'^	Operations, Writing	and question paper cum
				(English and MIL)	answer sheet from
					students

Students will write their answer for the writing and Basic Mathematical Operations part in the question paper itself.

	Assessment of Reading Skill:							
	12:00 noon	60	IX .	Assessment of				
4.	to 1:00 p.m	minutes		<ul><li>Reading (English and MIL)</li></ul>	■ EE will assess performance of 20% students randomly for reading skill .			
					EE will monitor assessment of remaining students.			
					<ul> <li>EE will ensure that marking is done neutrally.</li> </ul>			
				ommunity Participation & In				
5.	1.00 p.m to	90	School	School Evaluation	Assessment will be			
	2.30 p.m	minutes			done as per physical observation and interaction with Head Teacher, Teachers, SMDC, Community; students etc. and enter the marks in the OMR sheet.			
6.	2.35 p.m to	60	-	<ul><li>Checking of answ</li></ul>	· · · · · · · · · · · · · · · · · · ·			
	3.35 p.m	minutes		Basic Mathematical Operations.  Transferring of mark of reading, writing and Basic Mathematical Operations to OMR sheet.				
7.	3.35 p.m to 4.05 p.m	30 minutes	School	<ul> <li>Packing after proper sealing and labelling.</li> <li>All concerned are to put signatures where required before packing.</li> </ul>				

	4.05 p.m	minutes			concerned uired before		•	signatures	wne
	N	N:B: Timing	of activitie	es may	vary depen	ding o	n enroln	nent.	
i		t for Teache XURE: IV	ers for rec	ording į	erformanc	e of rea	ading sl	till of childr	en:
Nam	e of School:								
DIS	E Code:								
Clus	ter:								
Block	k:								
Distr	ict:								
Med	ium of Instruc	tion:							
Clas	s:								

Name of	Reading	Reading Language-1(L1)/MIL				Reading Language-2(L2)English			
Student	0	1	2	3	0	1	2	3	

N:B: L1 & L2will be applicable for Elementary level and MIL and English will be for Secondary level

Name of Teacher/Head Teacher Signature:

#### V. FORMAT FOR KEEPING RECORD OF OPENING OF QUESTION BOOKLET

(in presence of two SMC/SMDC members, in case, External Evaluator is not able to reach School in time): **Annexure-V** 

Name of School:
DISE Code:
Cluster:
Block:
District:
Medium (s) 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	Name	Signature with date
1	Head Teacher/Asstt. Teacher:	
2	SMC Member(1):	
3	SMC Member(2):	

<sup>\*</sup>The marking of the students will be recorded as per the format given above for both self and external evaluation. However, marks recorded on the date of external evaluation will be transferred from format to OMR sheet. School will make sheets as per this format for each class (II to VIII/IX) considering the number of students in a class.

# vi. Format for recording data of School Evaluation to be conducted by School on the date of Self Evaluation. *Annexure-VI*

School Name:
DISE Code:
Date:

Co-scholas	tic Activities/other a	ireas	
Indicator	Descriptor	Yes	No
	A		
	В		
	С		
Morning Assembly	D		
	E		
	F		
	G		
December on in a	A		
Record keeping	В		
	С		
	A		
La amaina a Ocata ana a	В		
Learning Outcome	С		
	D		
	Α		
On anta and Dhamical Education	В		
Sports and Physical Education	С		
	D		
	A		
Student Parliament	В		
Student Paniament	С		
	Α		
	В		
Teaching Learning Materials	С		
reaching Learning Materials	D		
	E		
	А		
Innovative Practices	В		
IIIIOVALIVO I IAOLIOOS	С		
	D		
	A		
	В		
	С		
Use of Library	D		
oo or Elerary	Е		
	F		
	G		

	Α					
	В					
Use of Academic Packages	С					
	D					
	U					
	E					
Community Participation						
	Α					
Receipt of free uniform	В					
Receipt of free textbooks within one	Α					
month of start of academic year	В					
,	Α					
Teacher attendance after reopening of	В					
schools in 2021	С					
	D					
	А					
Inspection/academic visit by officials	В					
	С					
	Α					
	В					
Bio-diversity Register	С					
	D					
	E					
	Α					
SMC/SMDC involvement	В					
	С					
	D					
	Α					
	В					
PM-POSHAN (earlier known as MDMS)	С					
	D					
	Е					
Vidvanjali	Α	Υ	N			
Vidyanjali	В	Υ	N			
Twinning/ Dortnorchin	А	Υ	N			
Twinning/ Partnership	В	Υ	N			
Students attendance after reopening of schools	Α	Υ	N			

	T	T	T
	A		
Teachers reached out to students	В		
during COVID pandemic	С		
	D		
	E		
	A		
	В		
Health Records	С		
	D		
	E		
Accessed to the second of the second of Co.	F		
Availability and Utilization of Sc		cture and other facilit	ies
	A		
Toilet Facilities	В		
Tollet Facilities	С		
	D		
	Е		
	Α		
	В		
Hand Washing Station	С		
	D		
Desk & Benches	A B		
	A		
Electrification	В		
Liconflication	С		
	D		
	E		
	F		
	Α		
Safa Drinking Water facility	В		
Safe Drinking Water facility	С		
	D		
	E		
	Α		
School is CWSN Friendly	В		
	С		
	Α		
Safety & security, including COVID	В		
appropriate measures	С		
	D		
	Е		
Integrated Science Lab/Computer Lab/	Α	Υ	N
Tinkering Lab	В	Υ	N
Schools covered by vocational	Α	Y	N
education subject in classes 9 & 10	В	Υ	N

Signature of Teacher:

Signature of SMC President:

# vii. <u>GUIDELINES ON EVALUATION OF CHILDREN WITH SPECIAL</u> <u>NEEDS(CWSN): ANNEXURE-VII</u>

#### 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, Brailler, 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.

# viii. On-Line Format for External Evaluators, Gunotsav, Assam: Annexure: VIII (to be filled-up by log in in the Gunotsav Web portal)

Name	of External Evalua	tor:			
<u>Desig</u>	nation:				
<u>Depai</u>	rtment:				
Date o	of visit:				
Nam	e of School	DISE Code	Cluster	Block	District
Specif	fic observations (Pref	erably point wise) (F	Please write in En	glish)	
attend	s of Observations: lance, Dropout of sommunity support, o	tudents, Innovation	(by teachers &	•	• ,
#	Area		Observation		
opera basic comp	vill also randomly s ate the computers in a competencies or outer aided learning ief note on perfor	n their schools. He n computer opera g facilities).	e/she will write a ation (this is a	n brief note on oplicable for	n performance on schools having

Information of children performing exceptionally well in co-curricular activities like sports, music, art, dance etc.			
Name of child:	Class:	Faculty (Sports, music, art, dance etc.)	Level(State/National/International

External Evaluator has to submit the filled-up form by clicking the 'SUBMIT' button

Observations are to be brief, specific and legible.

# ix. <u>GUIDELINES FOR PACKING AND COLLECTION OF QUESTION BOOKLET & OMR SHEET: ANNEXURE-IX</u>

### Packaging of OMR:

Gunotsav-Assam will be conducted for four consecutive days in each phase. The evaluation will be OMR based. The colour of OMR sheet for **LP** level will be **Orange** and for **UP and Secondary** 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 external evaluation in respective school.

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

Category	Variety of Packets	s Number of OMR
1. Lower Primary [Class 1 to class 5]	Four packets	<ol> <li>One (1) School Evaluation OMR sheet.</li> <li>Pre-printed class wise student evaluation OMR sheet for Class-1 (One OMR per 30 students) –Class Wise.</li> <li>Pre-printed class wise student evaluation OMR sheet for Class-2 (One OMR per 14 students) –Class Wise.</li> <li>Pre-printed Student Evaluation OMR sheet from Class 3 to 5 (one for each student) –Class Wise.</li> </ol>
2. Upper Primary (All) Medium School [Class 6 to class 8]	Two packets	<ol> <li>One(1) School Evaluation OMR sheet.</li> <li>Pre-printed Student Evaluation OMR sheet from Class 6 to 8 (one for each student) –Class Wise.</li> </ol>

Category	Variety of Packets	Number of OMR
3. MV School All Medium. [Class 1 to class 8]	Four packets	<ol> <li>One (1) School Evaluation OMR sheet.</li> <li>Pre-printed class wise student evaluation OMR sheet for Class-1(One OMR per 30 students) –Class Wise.</li> <li>Pre-printed class wise student evaluation OMR sheet for Class-2(One OMR per 14 students) –Class Wise.</li> <li>Pre-printed Student Evaluation OMR sheet from Class 3 to 8 (one for each student) –Class Wise.</li> </ol>
4. Secondary(Only Class 9) All Medium School.	Two packets	<ol> <li>One (1) School Evaluation OMR sheet.</li> <li>Pre-printed Student Evaluation OMR sheet for Class 9 (one for each student).</li> </ol>
5. Composite (Class 6 to 9) School All Medium.	Two packets	<ol> <li>One(1) School Evaluation OMR sheet.'</li> <li>Pre-printed Student Evaluation OMR sheet from Class 6 to 9 (one for each student) –Class Wise.</li> </ol>
6. Composite (Class 1 to 9) School All Medium.	Four packets	<ol> <li>One (1) School Evaluation OMR sheet.</li> <li>Pre-printed class wise student evaluation OMR sheet for Class-1(One OMR per 30 students) –Class Wise.</li> <li>Pre-printed class wise student evaluation OMR sheet for Class-2(One OMR per 14 students) –Class Wise.</li> <li>Pre Printed Student Evaluation OMR sheet from Class 3 to 9 (one for each student) –Class Wise.</li> </ol>

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 before 10 days prior to exam in each phase of Gunotsav.
- ➤ The concerned CRCC will collect the school wise packets and will distribute to schools before 7 days prior to exam in each phase. 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 and the district will send the details of such reports to state and state will arrange the necessary OMR sheets.

#### Process of collection 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.
- 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 packets of all blocks of the district to State Mission Office, Samagra Shiksha, Assam, Kahilipara, Guwahati.

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 District then District will deliver to block and block will dispatch to school .The date of delivery of Tools/ question booklet & Formats will be communicated later.
- The question booklet will be sent in packets having tampered proof security with hot melt adhesive strip on the top. Question booklet once sealed cannot be removed from the packet without tearing the packet.
- 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 different colours will be used for packaging of Question Booklet as below:

Class I & II	Class III, IV & V	Class VI, VII & VIII	Class IX
Green	Red	Blue	Yellow

#### 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.

#### 6. ITEMS TO BE SUBMITTED BY SCHOOL AFTER EVALUATION.

#### **Used materials**:

Level	Items	Remarks
LP	<ul> <li>Filled up and signed OMR sheet.</li> <li>Filled up and signed OMR sheet ( School Evaluation).</li> <li>Attendance Sheet of students.</li> <li>Format as per Evaluation Guideline ( If any school has to start evaluation in case of delay of External Evaluator).</li> </ul>	<ul> <li>In case of MVS, School Evaluation OMR will be one and can be inserted in either LP or UP packet.</li> <li>Student's OMR sheets (filled up), to be</li> </ul>
UP	<ul> <li>Filled up and signed OMR sheet.</li> <li>Filled up and signed OMR sheet ( School Evaluation).</li> <li>Attendance Sheet of students.</li> <li>Format as per Evaluation Guideline (If any school has to start evaluation in case of delay of External Evaluator).</li> </ul>	submitted class wise.  Cardboards are to be used at the bottom and top to prevent OMR sheets from getting damaged.

Secondary	Packeting will be done in same manner. But packeting is to be
	done separately for Secondary level.

# **Unused materials**:

Leve	Items	Remarks
LP	Unused OMR sheets	In separate Packet mentioning numbers
UP	Unused OMR sheets	(separately for OMR & Question Papers)

Note: Packets of used and unused materials are to be submitted separately.

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

All concerned are requested to study the evaluation guideline thoroughly for smooth conduct of evaluation

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