

Continuous Comprehensive Evaluation: Evaluation is an integral part of teaching learning process. It helps not only in supplying feedback to rectify the shortcomings of students but also in identifying the strengths and weakness of the teachers.

Journey..... CCE In Himachal Pradesh

- A Pilot-Project on 'Continuous Comprehensive Evaluation' was launched in 2007-08, selecting one block in each of the 12-districts. In the selected blocks students of Class-I-V were evaluated on the basis of CCE. Pupil were assessed as per pedagogical needs stated in NCF-2005 i.e. different learner learns differently, quality of teaching, beyond the examination hall, paper- pencil test. Pupils' achievements, both in scholastic and co-scholastic domain were kept in view. Teacher's contacted and coordinated with the parents for improving the student's learning status.

Benefits of CCE:

- Wider use of test results for improvement through diagnosis & remedial/enrichment program.
- Improvement in the mechanics of conducting examination.
- Introduction of desired changes in instructional material & methodology.

- Use of grades in place of marks in determining the level of pupil's performance and proficiency.
- Elimination of chance and subjectivity.
- De-emphasis of memorization
- Encouragement of comprehensive evaluation covering scholastic and co-scholastic aspects.
- Continuous evaluation spread over the total span of the instructional time.
- Functional and meaningful declaration of results for effective use by all.

Examination & Completion Certificate

Section-30 provides that no child shall be required to pass any Board examination till the completion of elementary education.

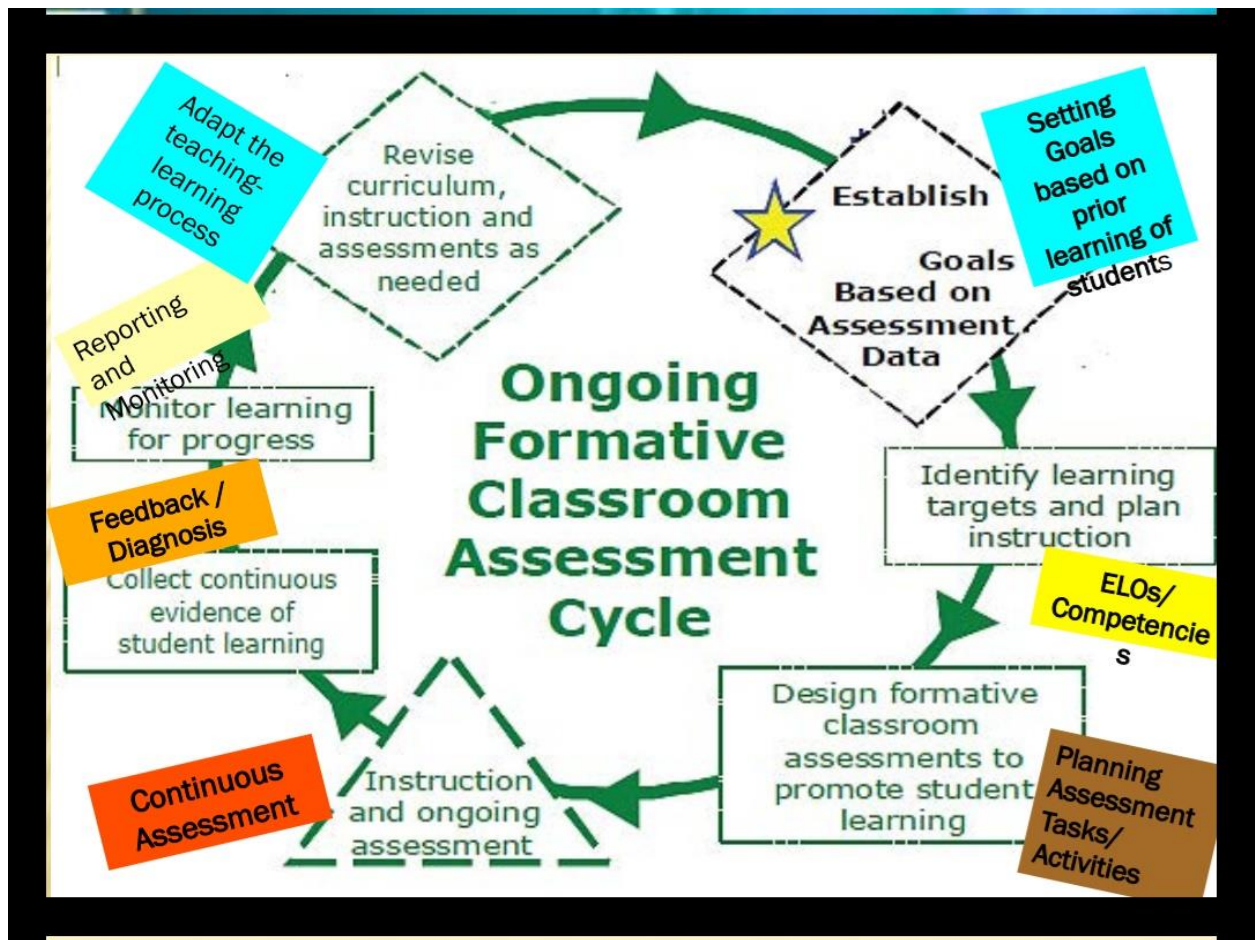
- Stress and anxiety.
- Flexibility in NCF-2005

Awarded a certificate to every child after the completion of elementary education.

Concept of CCE

- It refers to a particular process of evaluation which is school based and aims at *all round development* of the student.

This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students



Need and relevance of CCE

- 1. To develop cognitive, psychomotor and interpersonal skills.*
- 2. It helps to make the education process a student-centric activity.*
- 3. To help the teacher to organize effective teaching strategies.*
- 4. To develop students' achievement through continuous assessment, diagnosis and remediation, assessment in co-scholastic area.*
- 5. By continuous evaluation children can know their strengths and weaknesses. It provides the child a realistic self assessment of how she studies. It helps a learner to determine the areas of instruction in which more emphasis is required.*
- 6. It helps in making decision for the future, regarding choice of subjects, courses and careers.*

PRINCIPLES OF CCE

- Enriching the curriculum to provide for overall development of a child rather than remain textbook centric
- Making examinations more flexible and integrated into classroom life.
- Connecting knowledge to life outside the school
- Ensuring that learning is shifted away from rote methods, and
- Nurturing an overriding identify informed by caring concerns within the democratic polity of the country

(Reference: NCF-2005)

Objectives of CCE:

1. To make evaluation an integral part of teaching-learning process.
2. To use evaluation for improvement of students achievement through diagnosis and remediation.
3. To make sound judgments and take timely decisions for learners' growth, learning process, learning pace and learning environment.

4. To maintain desired standards of attainment.

5.To provide scope for self evaluation

Structure given below is followed for all elementary classes

CCE is done in two terms

1st Term	Winter Schools	February to June
	Summer Schools	April to September
2nd Term	Winter Schools	July to December
	Summer Schools	October to March

Types of Assessment followed in an academic session

- **Two type of assessments:**

- **Formative Assessment (2 per terms)**

1st Term-(FA1, FA2)

2nd Term- (FA3, FA4)

- **Summative Assessment (1 per term)**

1st Term- SA1

2nd Term- SA2

Detail of Formative Assessments

Formative assessment	School session type	Month/ time period	Process	Result/ Data collection
FA -1	Winter schools	March - Last week	Oral + written test. Written test is a class test of 70 minutes (conducted in first 2 periods). Routine classes continue after the test.	Marks of the students (subject and class-wise) are recorded by the teacher in self-made CCE register
	Summer schools	May - 2 nd week		
FA - 2	Winter schools	May - 2 nd week		
	Summer schools	June - 3 rd week		
FA -3	Winter schools	Aug - 3 rd week		
	Summer schools	Nov - 3 rd week		
FA -4	Winter schools	Oct - 3 rd week		
	Summer schools	Jan - 1 st week		

Detail of Summative Assessments

3. Summative assessment details:

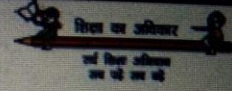
SA	School session type	Time -period		
SA -1	Winter schools	June - last week	3 hours paper.	Marks are recorded per student, per subject, in self-made CCE register
	Summer schools	Sept - 3 rd week	Question paper includes	
SA - 2	Winter schools	Dec - 2 nd week	problem solving, creative writing, picture reading, MCQ, comprehension & reasoning	
	Summer schools	March - 2 nd week		

6. The **final report card** to carry grades as per the following table:

<u>S.No.</u>	Total % marks obtained	Grade to be awarded	Remarks
1	80-100	A	Out standing
2	65-79	B	Very Good
3	50-64	C	Good
4	35-49	D	Average
5	1-34	E	Below Average



REPORT CARD (रिपोर्ट कार्ड)



Class (कक्षा): Session (सत्र) 20 to 20

STUDENT-PROFILE (छात्र सारांश)

Roll No. (रोल नं०): Aadhar No. (आधार नं०):

Name of the Student (विद्यार्थी का नाम):

Date of Birth (जन्म तिथि):

Mother's Name (माता का नाम):

Father's Name (पिता का नाम):

Residential Address (आवासीय पता):

Telephone No. (दूरभाष नम्बर)

Photo

TERM-I (सत्र - I)

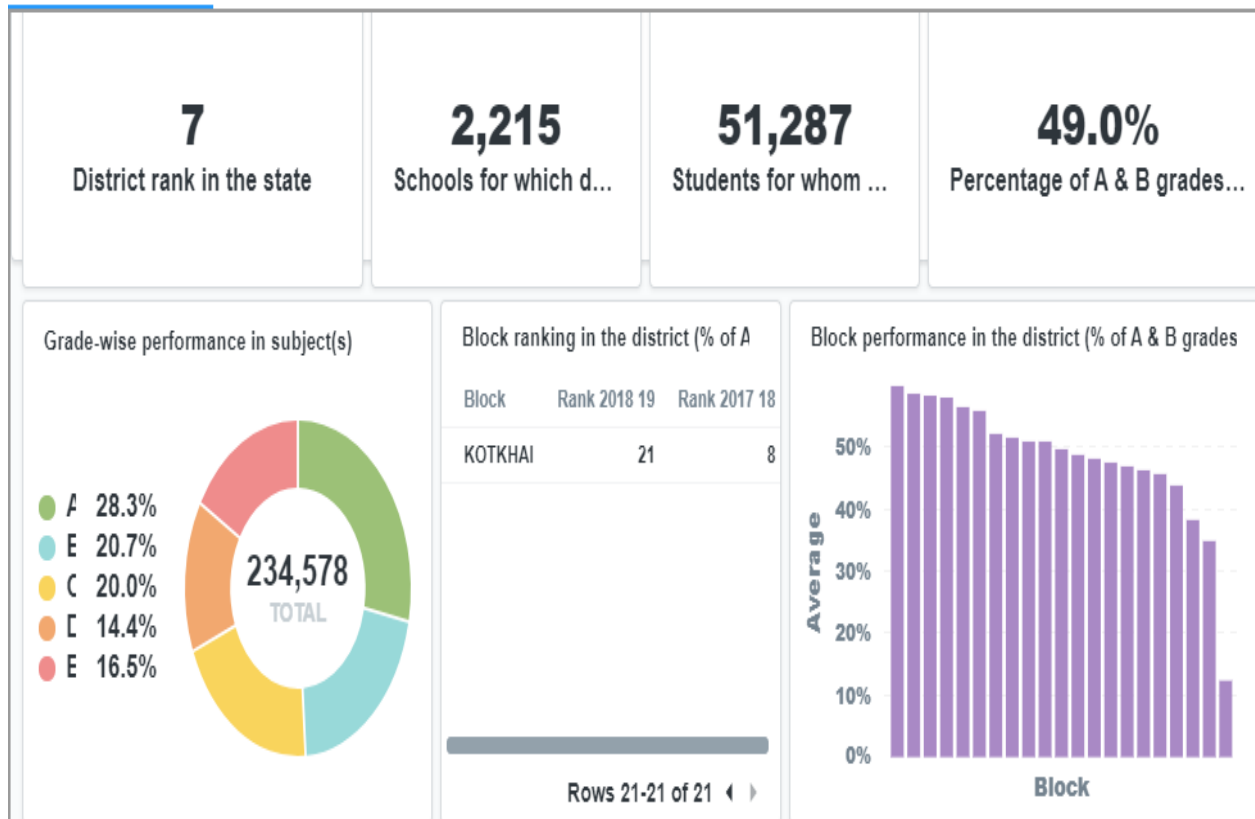
SUBJECT (विषय)	FORMATIVE ASSESSMENT (रचनात्मक मूल्यांकन) (50)				SUMMATIVE ASSESSMENT (सारांशित मूल्यांकन) (50)			TOTAL (कुल) (100)	GRADE (ग्रेड)
	FA-1 (25)		FA-2 (25)		Assignment (कार्य) (10)	Oral (मौखिक) (15)	Written (लिखित) (25)		
	Oral (मौखिक) (10)	Written (लिखित) (15)	Oral (मौखिक) (10)	Written (लिखित) (15)					
HINDI (हिन्दी)									
ENGLISH (अंग्रेजी)									
MATH (गणित)									
ENVIRONMENT SCIENCE (सामाजिक विज्ञान)									

TERM-II (सत्र - II)

PERSONALITY DEVELOPMENT (व्यक्तित्व विकास)			
Life Skills (जीवन कौशल)	Descriptive Indicators (वर्णनात्मक संकेत)	Term-I (टर्म-1)	Term-II (टर्म-2)
Personal (व्यक्तित्वगत)	Neat & tidy, courteous, confident, regular & punctual. साफ-सुथरा, विनम्र, आत्मविश्वास, नियमित और समय पर स्कूल जाता है।		
Social (सामाजिक)	Leadership quality, caring and sharing, respect for other's property, honest. नेतृत्व के गुण, देखभाल और साझा करने के गुण, दूसरों की संपत्ति के प्रति सम्मान, ईमानदार।		
Emotional (भावनात्मक)	Emotionally stable, expresses feelings, stress anger and accepts criticism. भावनात्मक रूप से स्थिर, भावनाओं, तनाव, क्रोध को व्यक्त करता है और आलोचना स्वीकार करता है।		
Attitude (मनोवृत्ति)	Decent, obedient, positive, interactive, expressive and respectful. सभ्य, आज्ञाकारी, सकारात्मक, सम्मान, परस्पर संबद्ध, अर्धपूर्ण और सम्मान करता है।		
Thinking (सोच)	Is aware, decisive, critical, problem-solving & creative. सजग, निर्णायक, संशय, समस्या-सुलझाने और रचनात्मक है।		
Games (खेल)	Enthusiasm, discipline, team spirit, talent, active participation. उत्साह, अनुशासन, खेल भावना, प्रतिभा, सक्रिय भागीदारी का प्रदर्शन करता है।		
Art/Craft/Music Dance (कला/कलाकृत/संगीत/नृत्य)	Shows interest, skill, imaginative, expression, creativity, rhythm and melody. रुचि दिखाता है, कलात्मकता, कौशल अभिव्यक्ति, रचनात्मक, गान और राग का प्रदर्शन करता है।		
Dramatics/Debate (नाटक/अर्धपूर्ण कला)	Confidence, interest, voice control, poise, expressive. विश्वास, रुचि, आवाज नियंत्रण, शिष्टता, अभिव्यक्ति।		
Morning assembly (सुबह की सभा)	Sings prayer, reads, news, recites poem, asks general knowledge questions, declamation etc. प्रार्थना गाते हैं, खबर पढ़ते हैं, कविता पठते हैं, सामान्य ज्ञान-सवाल पूछते हैं, भाषण आदि में भाग लेते हैं।		
Note: *To be graded on the scale of A to E. (नोट: A से E के पैमाने पर वर्गीकृत किया जाए।)			
Attendance			
General Remarks			
Principal	Class Teacher	Parents	
Congratulations! Promoted to Class : * New session begins on.....			

SLAS SAI 2018-19 (STATE LEVEL ACHIEVEMENT SURVEY)

SPO(SSA) created an online website (www.hpsamarth.com) with the digitized SAI assessment results of all the students of classes 1-4 and 6-7. The website allows the user to choose any level of analysis (district, block, cluster, school) and see the results of any particular school, class or subject or overall results of a district/block/cluster.



NAS 2017

- **NAS 2017-18 was conducted for classes 3rd, 5th and 8th.**
- **For primary classes, Maths, Hindi, and EVS**
- **For upper primary class, Maths, Hindi, Science and Social Science subjects were tested.**
- **In Distt. Shimla, it was conducted in 173 schools of 21 Ed. blocks**

- A total no.of 1965 students appeared in this achievement survey.

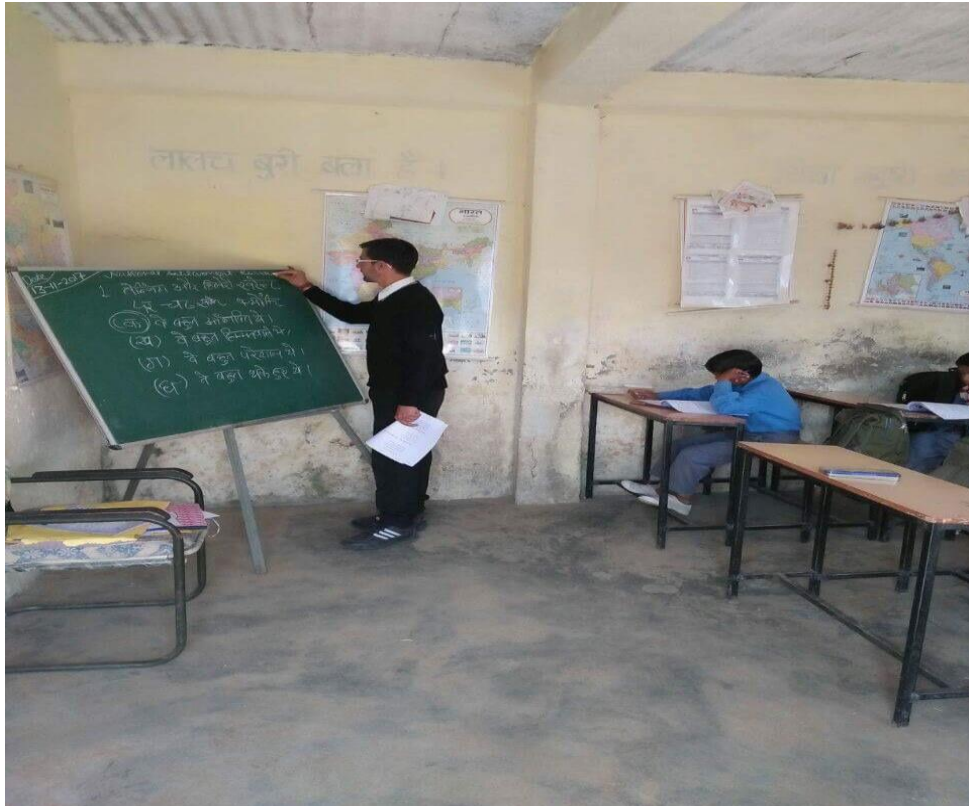
NAS 2017 DISTT. SHIMLA A BRIEF OVERVIEW

	Total No of Education Blocks Covered-21			
CLASS	CLASS-3	CLASS-5	CLASS-8	Total
School Covered	61	61	51	173
Students Covered	531	538	896	1965
Subjects Covered	EVS,HINDI,MATHS	EVS,HINDI,MATHS	SST,HINDI,MATH,S CIENCE	



FIELD INVESTIGATORS CONDUCTING NAS IN VARIOUS SCHOOLS OF DISTT.SHIMLA





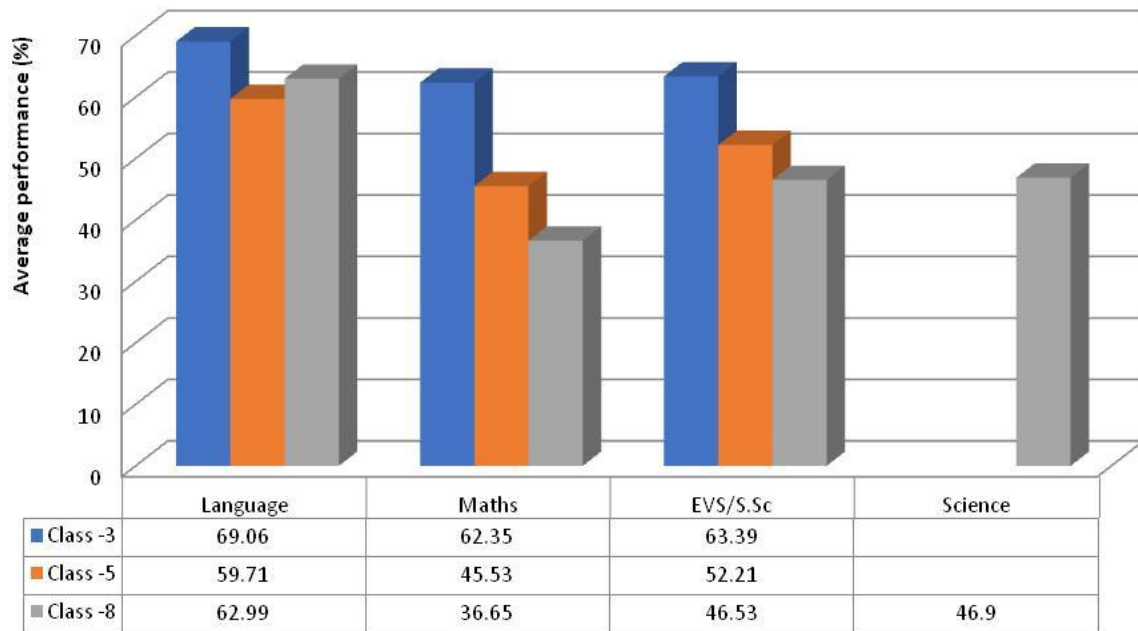




Annexure 3

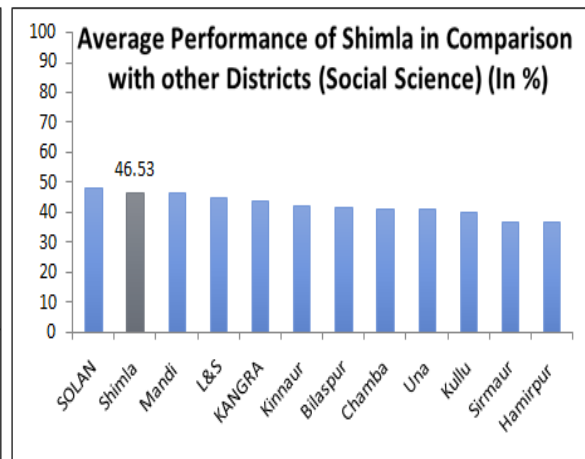
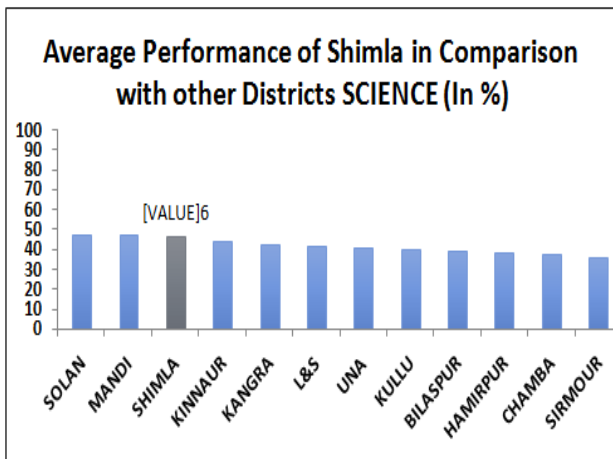
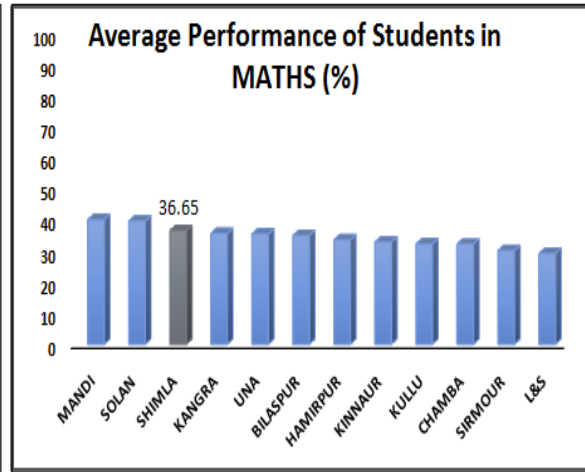
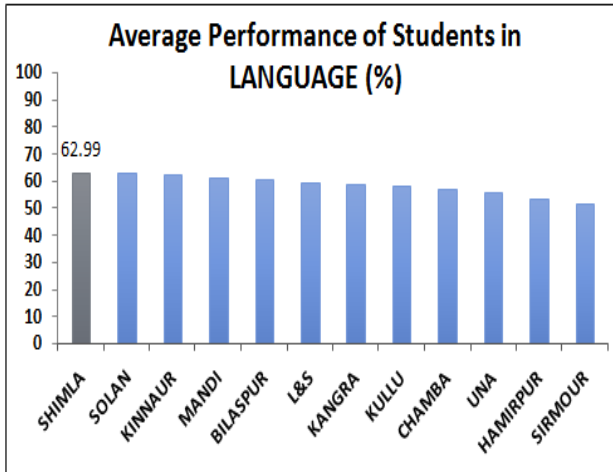
NAS Results

NAS Performance on Learning Outcomes 2017



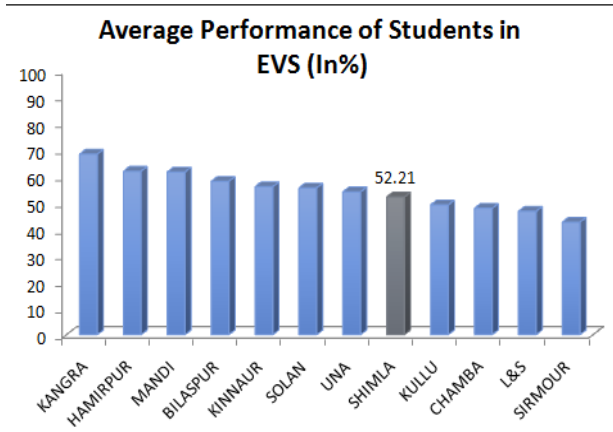
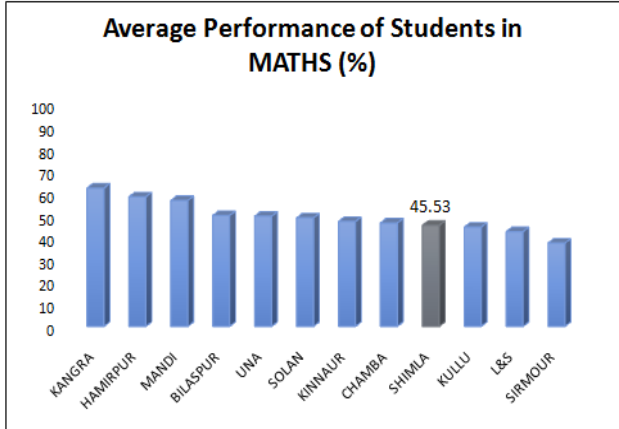
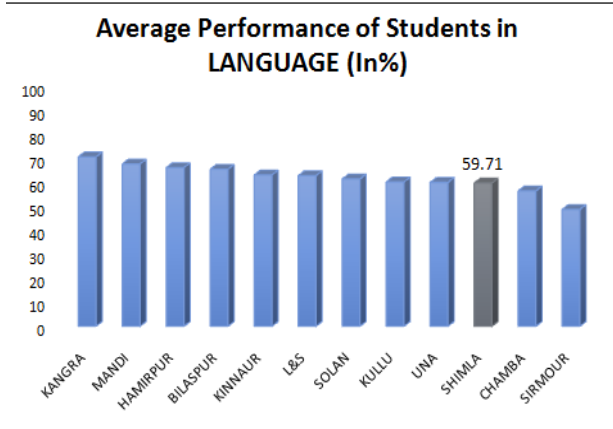
- ❑ Average performance in Language, Mathematics, Social Studies & Science is 64%, 48%, 54% & 47% respectively in all three classes.
- ❑ The average performance in class 3rd, 5th is above 60% & 50% whereas, it is below 50% in class 8th across all subjects.

District Wise Average Performance – Std. 8th



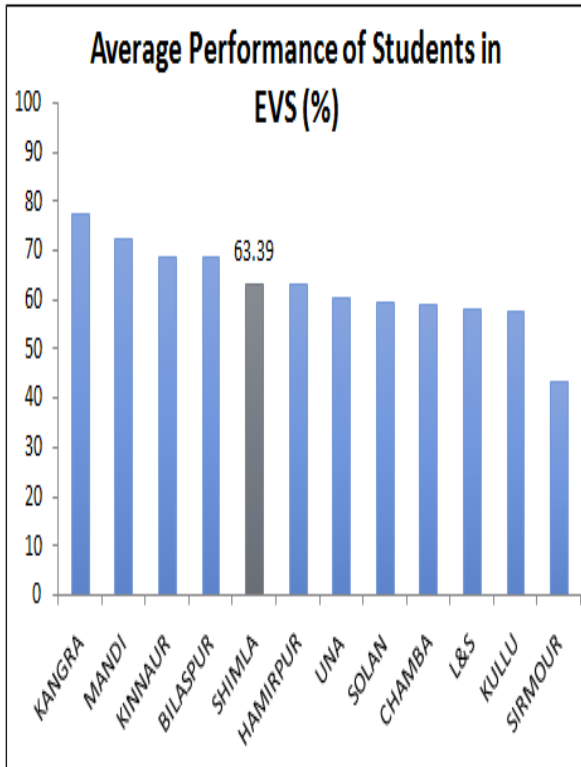
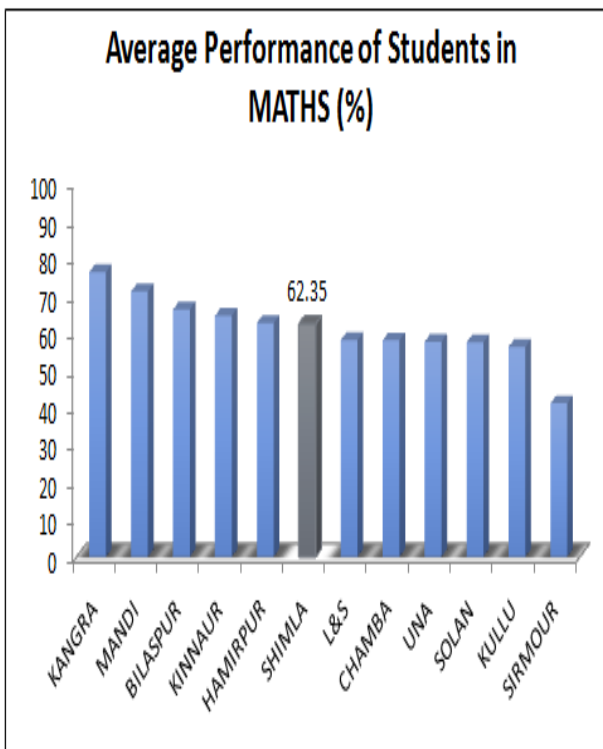
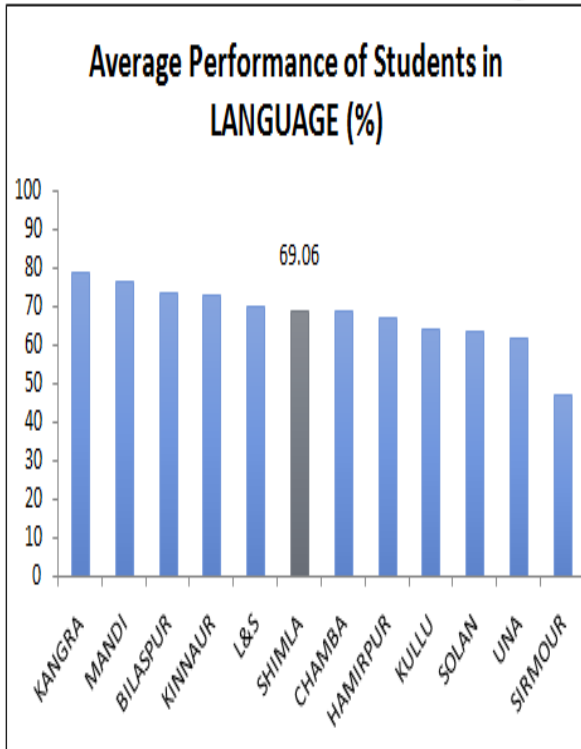
❖ In class 8th district Shimla attained 1st position in Language, 3rd in Mathematics, 3rd in Science and 2nd in Social Science w.r.t other districts of Himachal.

District Wise Average Performance – Std 5th



❖ In class 5th the district is at 10th position in Language, 9th in Mathematics, and 8th position in EVS w.r.t other districts of Himachal.

District Wise Average Performance – Std 3rd



❖ In class 3, the district is at 5th position in EVS and 6th position in Language and Mathematics w.r.t other districts of Himachal.

