# MONITORING AND EVALUATION OF EDUCATIONAL PROGRAMMES

REPORT OF THE WORKING GROUP

Set up by

The Planning Commission in connection with preparation of

Seventh Five Year Plan (1985-90)

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REPORT
OF THE WORKING GROUP ON
MONITORING & EVALUATION OF EDUCATIONAL PROGRAMMES
DURING SEVENTH FIVE YEAR PLAN (1985-90)

# C H A P T E R - I

## INTRODUCTION

1.1  A Working Group on Monitoring and Evaluation of Educational Programmes was set up by the Planning Commission to formulate programmes for the Seventh Five Year Plan (1985-90) vide their Memorandum No.M.12011/3/83-Edu., dated Sept. 6, 1983. The list of the members of the Working Group is given in Annexure I.

1.2  The terms of reference of the Working Group were as follows:

   i)   To take stock of the present position in respect of the monitoring arrangements in the States and at the Centre;

   ii)  To make suitable recommendations for building up a good information system with adequate provision for qualified and trained staff at all levels in the States and for undertaking the work of monitoring and evaluation.

1.3  The Working Group held three meetings on December 21, 1983 January 25, 1984 and March 9, 1984 in Yojana Bhawan, New Delhi.

During the course of its deliberations the Working Group also considered the recommendations made in the following two Reports:

a)   Report of the 'Technical Workshop on Monitoring and Evaluation of Educatonal Programmes with particular reference to Universalisation of Elementary Education' organised by the National Institute of Educational Planning and Administration from July 18-22, 1983; and

b)   Report of the 'High Level Committee on Educatonal Statistics' – September 1982.

1.4  The members also prepared the following papers on various themes pertaining to monitoring and evaluation which were considered by the Working Group:

a)   Background Paper for the Working Group on Monitoring and Evaluation (Planning and Monitoring Unit of Ministry of Education & Culture.

b) Note on Monitoring and Evaluation of Adult Education Programmes (Ministry of Education & Culture).

c) Integrated Management Information System for Monitoring and Collection of Annual Statistics on Education (by Shri S.C. Seddey, Dy. Director (Statistics) Ministry of Education & Culture).

d) Periodicity of Educational Surveys (by Shri K.N. Hiriyanniah, Head Survey and Data Processing Unit, National Council of Educational Reseach and Training.

e) Operational Arrangements for Monitoring of Educational Programmes : A Suggested Model (by Shri M.M. Kapoor, Fellow & Head, Sub-National Systems Unit, National Institute of Educational Planning and Administration).

1.5 After holding detailed discussions on the present system of monitoring and evaluation of educational programmes, the Working Group has made a number of suggestions for improvement and development of the system of monitoring and evaluation during the Seventh Five Year Plan for different sectors of education. The observations and recommendations of the Group have been incorporated in this Report in the four chapters that follow:

Chapter    I.    Review of the Existing System of Monitoring and Evaluation;

Chapter   II.    System Proposed for Monitoring of Educational Programmes;

Chapter  III.    System Proposed for Evaluation of Educational Programmes; and

Chapter   IV.    Infrastructural Rquirements.

1.6 In addition to the two major programmes of 'Universalisation of Elementary Education' and 'Adult Education', which were already being monitored in the Sixth Five Year Plan, the Working Group has made recommendations with regard to monitoring of other sectors of education such as secondary education, university education, technical education, arts and culture, languages, scholarships, physical education and sports and other programmes. Recommendations have also been made in respect of levels and process of monitoring, periodicity, infrastructual requirements and follow-up action. The Report also contains recommendations for the proposed system of evaluation.

1.7 The Working Group has restricted its deliberations to evolving of the system of monitoring and evaluation in the sector of education and suggesting strategy to decentralise the same. However, for designing of various forms for collection and compilation of information for monitoring and evaluation, it is suggested that a separate group may be set up.

1.8 One of the most important recommendations wich has been made in this report is in regard to the setting up of a Standing Committee on Monitoring and Evaluation of Educational Programmes at the Centre, and similar committees at state level in order to supervise and guide the programmes of monitoring and evaluation in the field of education. As this programme is of recent origin, the necessity for setting up of these committees cannot be over-emphasised, failing which it will be difficult to conduct this programme with efficiency and effectiveness.

1.9 The Report is submitted to the Planning Commission for acceptance of the recommndations made herein and for making suitable provisions in the Central and State Five Year Plans for implementing these recommendations. In the absence of necessary infrastructre and financial provision, it would not be possible to make any headway.

## REVIEW OF THE EXISTING SYTEM OF
## MONITORING AND EVALUATION

2.1 Monitoring and evaluation in the form of preparing Annual Progress Reports, Five Year Plan Reviews, Mid Term Plan Appraisals, collection of Annual statistics, conduct of surveys setting up of review committees and task forces etc. have been there since the First Five Year Plan. Introduction of monitoring and evaluation as a separate system in the process of planning, particularly in the sector of education, is of recent origin. Several efforts have been made since 1978 to introduce a system of monitoring and evaluation particularly in respect of programmes of adult education and elementary education. These programes were briefly reviewed by the Working Group.

**Adult Education Programme**

2.2 The system of monitoring and evaluation of adult education programme has been in operation since 1978-79 when this programme was launched on a massive scale. The pattern of monitoring has remained the same even after the inclusion of this programme under Point 16 of the New 20 Point Programme. Under this system every adult education centre sends a monthly report to its project officer who in turn sends a quarterly report to the State Adult Education Officer/ District Adult Education Officer. The latter also collects monitoring reports from voluntary agencies, Nehru Yuvak Kendras and educational institutions conducting adult education programmes in a district. The State Adult Education Directorate sends the quarterly report to the Central Directorate of Adult Education which is looking after the monitoring and evaluation of adult education programme at the national level.

2.3 With a view to ensuring proper functioning of the monitoring system necessary staff has also been provided at various levels. At the state level one deputy director, one assistant director and one statistical assistant have been provided and at the district level there is only one satistical assistant for this purpose.

2.4 Over the past five years of its working, the monitoring system of adult education is in operation in most of the states of the country. The information collected on various items through prescribed returns is used for monitoring and also for planning, administration and

statistical purposes. Therefore, it helps to avoid any overlapping or duplication in statistical information at various levels. However, there are problems of non-response and time-lag in reporting of information particularly in case of projects which do not fall under the control of District Adult Education Officer.

2.5 It is only in a few states/union territories that efforts have been made to systematically organise the feedback arrangements based on the monitoring returns. It has also been found that in the absence of proper mechanisms to check the reliability of data, it is difficult to vouch for its correctness, accuracy and truthfulness. The Working Group, therefore, feels it necessary to work out mechanisms to assess the degree of reliability of data to minimise misreporting.

2.6 As regards evaluation of the adult education programmes, emphasis has been laid on developing the 'internal' as well as 'external' systems of evaluation. It has been reported that the information available from the system of monitoring is used by the projects and the agencies implementing the programme to make internal assessment possible. For external evaluation, a number of renowned research organisations have been involved to undertake periodic evaluation of the ongoing programmes. So far, evaluation studies of adult education programmes in the states of Gujarat, Rajasthan, Bihar, Tamil Nadu and Maharashtra have been undertaken by institutes like Sardar Patel Institute of Economic & Social Research (Ahmedabad), Indian Institute of Management (Ahmedabad), A.N. Sinha Institute (Patna), Madras Institute of Development Studies (Madras), Tata Institute of Social Sciences (Bombay) etc. This system of external evaluation is intended to give credibility to the programme and to help in identifying its strength and weaknesses.

2.7 The Group feels that it is high time that the system of monitoring and evaluation of adult education programmes sould be evaluated in order to improve it further and to explore the possibilities of using the experience gained from this system in other sectors of education.

**Universalisation of Elementary Education**

2.8 Alongwith the Fourth All India Education Survey which was conducted in September. 1978, a system of monitoring of enrolment and attendance at the elementary stage was introduced. For this purpose, the following three cards were designed to collect the information:

i) Annual School Attendance Card;
ii) Quarterly School Attendance Card; and
iii) Quarterly Attendance Card (Block level)

2.9 The block was the basic unit of collection and compilation of information. The returns received from the blocks were processed on computer with the help of National Informatic Centre in collaboration with N.C.E.R.T. This system of monitoring did not function properly due to heavy non-response from a large number of schools/blocks. In June, 1980, the response rate was reported to have been less than 7%.

2.10 A number of reasons are responsible for poor functioning of this system:

i) There was no separate staff for this purpose at block, district or even at the national level;

ii) There was no system off feedback or issuing of reminders to non-responding schools/blocks;

iii) Direct collection of information from blocks at national level made this system over-centralised. This made monitoring and implementation of the system of monitoring itself a difficult task;

iv) There was lack of coordination between NCERT, Ministry of Edcation, National Informatic Centre and the State Governments in implementation of this system.

2.11 Of late, another system has also been evolved for monitoring of the progress of enrolment in classes I-VIII in respect of annual targets and achievements, as a result of inclusion of 'universalisation of elemenetary education programme' in the New 20-Point Programme. Under this system the Ministry of Education and Culture sends a simple proforma to all the State Governments and UTs for collecting quarterly information on annual enrolment targets and achievements for classes I-V and VI-VIII (with sex wise break up). Some information on non-formal centres and enrolment therein is also collected under this system.

2.12 The existing system of monitoring for universalisation of elementary education suffers from the following deficiencies:

i) This system covers information only on enrolment and no information on various aspects like teachers, attendence, repeaters, incentives etc. is being collected. This is equally essentially to monitor any programme universalisation of elementary education.

ii) There is no coordination between this system and the system of collection of routine annual educational statistics.

iii) There is no system of coordination among diferent agencies supplying data for monitoring and that of annual educational statistics at the state level.

iv) The existing system of monitoring does not provide for any check on the accuracy of data reported from the field.

v) Inadequacy of staff is also one of the reasons for mal-functioning of the existing system.

vi) The most significant weakness from which the existing system suffers is the lack of follow-up action or remedial measurs which should be taken as a result of monitoring at various levels. It is therefore, necessary that a comprehensive and more meaningful system of monitoring of elementary education should be evolved to meet the requirements of policy makers, planners and implementors.

**Other Educational Programmes**

2.13 The State Task Forces on Elementary Education in the nine educationally backward states also provide a very useful forum to take stock of the situation in these states in respect of the programmes of elementary education and non-formal education. They suggest various measures needed for their effective operationalisation. The National Committee on Elementary Education under the chairmanship of the Union Education Secretary at the National level also monitors and provides guidelines for universalisation of elementary education. For policy formulation at the national level, the Education Ministers' Conference makes an overall assessment of various educational programmes.

2.14 Plan schemes in all sectors including education are monitored through 'Qarterly Progrss Reports' in various States/UTs. The education planning departments of various States/UTs compile these reports but the extent of follow-up action varies from state to state. For the purpose of annual plan discussions in the Planning Commission, detailed information particularly in respect of elementary and adult education sectors is also collected through checklists. The information so collected is used in fixing future targets and also in making an assessment of achievements.

**Programme Evaluation**

2.15 So far, no specific efforts have been made by the state governments or by the centre to evaluate the impact of various educational programmes. While in sectors like agricultre, irrigation, industry etc. there exists a system of periodic evaluation of their programmes both by the state agencies internally and also by the Programme Evaluation Organisation in the Planning Commission.

2.16 However, a few evaluation studies have been undertaken by the Programme Evaluation Organisation in respect of the educational programmes. The NCERT and other rsearch organisations have also conducted a number of evaluation studies of various educational programmes from time to time. Recently, the NCERT has attempted evaluation studies particularly in respect of elementary education. The important among these are:

i) Educational backwardness of girls in eight selected states;

ii) Impact of mid-day meals programme on enrolment and retention at primary stage; and

iii) Sample survey of educational facilities in the areas predominantly populated by Scheduled Castes and Scheduled Tribes and their utilisation.

2.17 Similarly N.I.E.P.A. has also done some evaluation studies e.g. Functioning of the system of school complexes in Maharashtra, Functioning of Ashram Schools, Impact of post-matric scholarships etc.

2.18 However, these studies, though very important, do not form part of any regular and systematic in-built system of internal and external evaluation of educational programmes.

**Educational Surveys:**

2.19   Conduct of periodic educational surveys is also one of the most important techniques of making assessment of the factual position in the field.   Four comprehensive educational surveys have been conducted so far in the country on census basis.   The First All India Educational Survey was conducted in 1957, and the second one in 1965G., The Third Survey, which was conducted in 1973, for the first time covered all sectors of education i.e. school education, higher education, vocational and technical education, and educational administration.   In 1978, the Fourth All India Educational Survey was conducted.

2.20   The main problems with these surveys are:

  i)   Educational surveys are highly technical in nature. Although four large scale national surveys have been organised, there is no regular staff to undertake the responsibility of conducting these surveys and to take follow-up action at the state level except in case of two states, namely J & K and Karnataka.

  ii)   There is no fixed periodicity of surveys.   In the beginning it was eight years, then it came down to five years but uptil now there are no plans to conduct the fifth survey which was due in 1983.

  iii)   There are numbers of discrepancies in information on certain similar items thrown up by survey and routine educational statistics because of lack of coordination among various agencies collecting and compiling data at state and national levels.

**Conclusion:**

2.22   From the brief analysis of the existing situation, the Working Group has come to the conclusion that:

  a)   the system of monitoring and evaluation has yet to take ground in the various fields of education;

  b)   whatever system is to be introduced, it should be in-built and coordinated with the existing system of collection of information for various purposes;

c)   an effort will have to be made to develop an integrated
     information system in education to meet the requirements of
     planning, statistics, monitoring and administration;

d)   minimum infra-structure will have to be built-up at all
     levels of educational administration for managing the
     information system, as well as for the feedback and follow-
     up action; and

e)   there is an urgent need to have regular monitoring of the
     monitoring system itself.

# C H A P T E R - III

## SYSTEM PROPOSED FOR MONITORING OF EDUCATIONAL PROGRAMMES

3.1  As a technique of management, monitoring is a system of watching the progress of a programme with a view to take corrective action to optimise its effectiveness. The main objective of any system of monitoring is to function as a watchdog on the proper implementation of the programme i.e. to see from time to time that the scheme is implemented according to its fixed schedule, targets, norms etc. In case, it is found that the scheme is progressing satisfactorily no further action need be taken. If not, then corrective measures have to be taken as early as possible.

3.2  As mentioned earlier, introduction of a separate system of monitoring of educational programmes in the field of education is of recent origin. In view of the experience gained over the last five years, particularly in the field of adult and elementary education sectors, the Working Group feels strongly for an urgent need to institutionalise the system of monitoring of various educational programmes in general and programmes of national importance in particular. It should be systematically introduced and integrated with planning and statistical structures already existing at various levels. It should be self-articulating and able to provide necessary feed-back to apply corrective measures to improve the implementation of the programmes.

3.3  For success of any system of monitoring it is essential that it should be in-built in the operational structure of the programme right from its initiation. In the sphere of education, it is not the case as the programmes are already in operation for years together and introduction of any new management technique is not an easy task. One of the main reasons for the effectiveness of the system of monitoring of adult education programmes is that it was introduced alongwith the introduction of National Adult Education Programme (NAEP) in 1978. Moreover, the size of educational network, multiplicity of levels of planning and administration and lack of project approach in implementation of various programmes, are the other constraints which one has to face for developing any effective and efficient system of monitoring of various programmes in education.
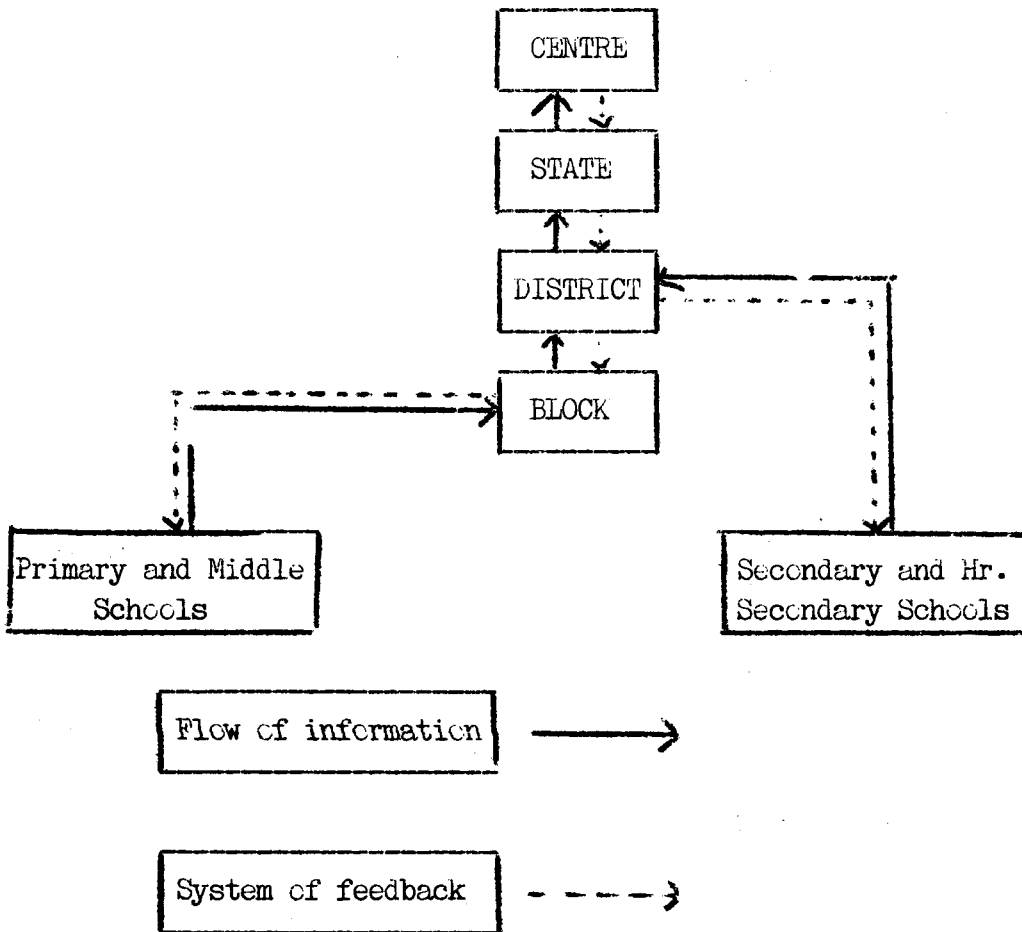
## Level Identification

3.4     The Working Group is of the view that, as a technique of management, the system of formal monitoring should be introduced at all those levels of administration where decisions are taken e.g. instittion, block district, state and nation.   But its significance is more at the lowest operational level i.e. block.   However, the nature and objectives of monitoring should vary from level to level. For example, at block and district levels, it should be management-oriented and concerned with behavior of inpts and at the national level its main concern should be to watch the behaviour of outputs where an element of evaluation also comes in.   At the state level, it should be rather a combination of both.

## Information Base

3.5  Success of any system of monitoring depends on its information base.   The coverage and frequency of information should be linked to its utility at a particular level and cost of maintaining the information system.   To avoid any duplication or overlapping, the Group is of the view that it should be developed as a sub-system of the existing general system of data collection.   Efforts should be made to evolve an integrated information system which should meet all the data requirements of planning, monitoring, statistics, administration etc.

3.6  The Working Group also considered the questions of frequency and levels involved in flow of information.   It is of the view that there may be monthly flow of information upto block level and thereafter it should be quarterly.  However, the information should be collected, compiled and discussed at all those levels where there is an administrative set-up for education.   At the national level, district may be taken as a primary unit for collection of information. From the district onwards, information may directly flow to state and the central levels.   At block and district levels, data banks on education should be maintained.   At the national level, National Informatic Centre may also help the Ministry of Education to process the data on their own computers.   However, at a later stage it would be desirable for the Ministry of Education to utilise their Mini Computer terminal (already installed in its premises for this purpose).

3.7  The following system of flow of information is suggested particularly to monitor various programmes of school education:

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                    │ CENTRE  │
                    └─────────┘
                       ↑ ↓
                    ┌─────────┐
                    │  STATE  │
                    └─────────┘
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                    ┌──────────┐ ◄───────────────┐
                    │ DISTRICT │ ◄╌╌╌╌╌╌╌╌╌╌╌┐   │
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          ─────────▶│  BLOCK   │             ┊   │
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┌──────────────────┐              ┌──────────────────┐
│ Primary and Middle│              │ Secondary and Hr. │
│      Schools      │              │ Secondary Schools │
└──────────────────┘              └──────────────────┘


        ┌─────────────────────┐
        │ Flow of information │   ──────────▶
        └─────────────────────┘


        ┌─────────────────────┐
        │ System of feedback  │   ╌ ╌ ╌ ╌▶
        └─────────────────────┘
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3.8  While considering the question of types of forms for collecting
the data, the Group suggested the following types of proformae to be
used for the proposed integrated information system for various
levels:

 i)    Monthly statement containing important data upto block
       level;

 ii)   Quarterly statements to be submitted at district, state and
       Central levels;

 iii)  Half yearly statements regarding various selected inputs
       viz. buildings, equipment etc. to be submitted at district,
       state and Central levels; and

 iv)   Annual Statistical Forms containing detailed information to
       be submitted at district, state and central levels.

3.9 The first three types of statements can be used for the preparation of monitoring reports on quarterly/half yearly basis the fourth type of form could provide detailed statistics to meet the statistical requirement of various levels. The Working Group, while making this suggestion, had in view the 'Management Information System' which has been functioning in the State of Jammu & Kashmir for the last eight years. It is suggested that a case study be developed on functioning of this system for circulation among other parts of the country.

3.10 The exact formats of the types of above mentioned statements/ forms may be worked out in close collaboration with the concerned agencies.

3.11 It is most important that the information which flows at various levels is accurate. To ensure this, the Group suggests that an in-built system of checking should be introduced. The Bureaus of Economics and Statistics in various states may also be associated in conducting sample checking of data from institutions. It is suggested that about 5% of schools should be checked every year by block/ district level officers.

**Multipronged Approach to Monitoring**

3.12 In addition to the system of monitoring through established system of management information, the Working Group suggests that the following techniques for monitoring of various programmes should also be adopted:

    i)    Regular meetings of the staff concerned with programme
          organisation and implementation;

    ii)   Task forces, committees, steering groups, especially to
          monitor and coordinate efforts at all levels;

    iii)  Regular system of personal inspection and supervision of the
          programme at operational stage;

    iv)   Work schedules, plan of operations at implementation levels;
          etc.

3.13 These techniques are not exclusive of each other but they can be applied in combination after taking into account the level, type and objectives of monitoring. It is important that whatever technique is

applied it should be conscious, deliberate and planned effort.

## Scope of Monitoring

3.14  As a method of control in management, the system of monitoring should cover administrative, academic and physical aspects of various programmes.  As it would require a very comprehensive system of information, the benefits accruing from it may not justify the costs involved on its maintenance.  The Group, therefore, suggests that a system of monitoring of eduucational programmes may have two aspects:

> i)  General system for overall monitoring of various programmes; and

> ii)  Special system for monitoring of a particular aspect of a programme.

3.15  For example,  there should be a general system to monitor various schemes under plan including elementary education and special system to monitor the enrolment flows and payment of incentives from the point of view of its universalisation.

## General Monitoring of Various Programmes in Central and State Five Year Plans

3.16  In order to develop a general system for overall monitoring of various educational programmes, the Working Group recommends that all plan schemes in different sectors of education may be monitored on a continuous basis at the state level.  Centre may also monitor various schemes coming under the Central Sector.

3.17  The 'Technical Workshop on Monitoring and Evaluation of Educational Programmes' which was organised by the National Institute of Educational Planning and Administration (NIEPA) from July 18-22, 1983, developed a simple proforma for general monitoring of plan schemes on quarterly basis (Refer Annexure III).  The Group suggests that this proforma may be used with modification, wherever necessary, to meet specific requirements of various schemes.

## Special Monitoring of Important Programmes

3.18  In addition to a the system of monitoring for various educationl programmes, particularly the schemes under plans as suggested above, it is more important to identify selected important

programmes for comprehensive monitoring of the critical areas which can be considered as key elements for the success of the programme. For example, we may identify the programme of universalisation of elementary education for comprehensive monitoring. Instead of monitoring all aspects of this programme, it is suggested that we should identify the critical elements from the point of view of its implementation. For example, 'enrolment flow' and 'payment of incentives' could be considered as the two most important elements which should be specially monitored.

3.19 In addition to identification of critical elements of a programme for special monitoring, it is also suggested that areas which need special attention for implementation of the programme are also identifid. For example, to monitor the programme of universalisation of elementary education, we can concentrate our efforts on those areas where the magnitude of this problem is very high. We shouldnot only identify backward states but also backward districts in the whole of the country for special attention.

3.20 The Working Group recommends that a system of special monitoring should be introduced for the following programmes:

   i) Universalisation of elementary education;
   ii) Adult education; and
   iii) Vocational education .
   iv) Special education project

**Monitoring System for Universalisation of Elementary Education**

3.21 Programme of universalisation of elementary education has assumed special significance in the light of its inclusion in the Revised Minimum Needs Programme, of the Sixth Five Year Plan and also as Point No. 16 in the 'New 20 Point Programme'. Heavy investments being made both uder plan and non-plan in this sector of education make it obligatory to ensure its proper implementation and effective monitoring.

3.22 The Working Group recommends that evaluative as well as quantitative aspects of this programme should be monitored. The qualitative monitcrig should be done mainly through the school complexes and the local communities. The school complexes will have to be formedon the pattern recommended by the Kothari Education Commission (1964-66). Committees involving various sections of the community should be set-up at the institution and block levels. At

the district, state and national levels, appropriate committees/task forces should include both official as well as non-official members to monitor the qualitative as well as quantitative aspects of the programme.

3.23 The Working Group suggests that the school complexes should monitor the following qualitative aspects of the programme:

- Linkages between curriculum and the local environment;

- Relevance of the teaching-learning materials to the curriculum and the environment of the learners;

- Teacher attendance and accommodation arrangements for teachers;

- Handling of curricula by teachers;

- School broadcast/telecast programmes;

- Extra-curricular activities;

- Innovative practices in schools etc.

3.24 The following may be the main items to be monitored by the local community:

- Participation of the community in the school programme;

- Provision of physical facilities through public contributions; etc.

3.25 Quantitative monitoring should be done through collection of data on some selected items on regular basis in prescribed forms. The Group recommends that such information should be restricted mainly to student flows, number of teachers and management of incentives. The information should be both on achievements and targets both for formal schools and centres of non-formal education under recognised and un-recognised sectors. In this connection, the Group considered the process and forms as suggested by the 'Technical Workshop on Monitoring and Evaluation of Educational Programmes with Special Reference to Elementary Education' which was organised by NIEPA from July 18-22, 1983. It is recommended that the system proposed along-with various proformae for collection of information may be considered for general adoption particularly in those areas where the magnitude

of the problem is collosal. the process of monitoring, the forms for collection of information from basic reports and forms for submission of information at block and district levels as developed in this Workshop are given at Annexures III, IV and V respectively.

## Monitoring System for Adult Education Programme

3.26 The Group recommends that the existing system of monitoring of adult educaion programmes may continue. However, a national level agency should undertake evaluation of the functioning of this system including the system of its feedback. Changes, if any, should be made on the basis of report of this study. This evaluation study should be undertaken before the start of the Seventh Five Year Plan.

## Monitoring of Programme of Vocationalisation of Secondary Education

3.27 It is one of the most important schemes of educational reconstruction at the secondary stage of education. It is suggested that this scheme should be monitored comprehensively. It should especially be backed by follow-up study of students coming from the vocational stream. The monitoring system for this scheme will have to be restricted to only those areas where it has been implemented.

## Monitoring of Special Projects

3.28 The Group also recommends that special monitoring should be done for all time-bound projects undertaken from time to time e.g. educationl technology, preparation of text books, special schemes for in-service training courses use of INSAT for education etc.

# CHAPTER IV

## SYSTEM PROPOSED FOR EVALUATION OF EDUCATIONAL PROGRAMMES

4.1 Evaluation is an integral part of the planning process and is an essential ingredient of development administration. Its objective is not merely to have general assessment of the progress of any programme but it is essentially directed towards identification of areas of success or failure, appraisal of efficacy of meThods adopted and possible fresh approaches for securing the desired objectives. Evaluation studies are, therefore, basicaly action oriented and are valuable guides for the planning and appraisal of the programme.

4.2 During the last three decades, huge investments have been made in education from central as well as state resources. But it has been observed that no serious effort has been made either by the States or the Centre towards introduction of an organised system of regular evaluation of educational programmes. This is mainly due to lack of necessary machinery to undertake this responsibility. The Programme Evaluation Orgnaisation of the Planning Commission and the State Evaluaion Organisations at the State levels are too busy in evaluation studies of other sectors to get any time for undertaking evaluation of educational programmes.

4.3 The Working Group considered the various issues involved in the introdction of in-built system of continuous evaluation of educational programmes. It is suggested that internal evaluation should be done on continuous basis in the form of progress review reports which should be perioically brought out by the concerned agency/department. For external evaluation, both official and non-official agencies should be involved. Non-official agencies e.g. specialised institutes/ organisations of repute can be assigned the responsibility ofundertaking evaluation of selected projects. Selection of the external agency and the progamme to be evaluated should be done after taking into account the specialisation of the agency and the nature, priority and area of implementation of the programme to be evaluated.

4.4 For in-built system of external evaluation by the official agency i.e. other than the implementing agency the Working Group came to the conclusion that there is an urgent need for setting up of an organisation on the lines of 'Programme Evaluation Orgaisation' both at the Centre and State levels, exclusively for evaluation of

educational programmes. The main function of these 'Educational Programme Evaluation Organisations (EPEO)' should be :

i) to undertake regular evaluation of various plan schemes under the sector of education, particularly in priority areas of elementary and adult education;

ii) to coordinate and act as clearing house for all evaluation work done by various official and non-official agencies in the education sector; and

iii) to undertake follow-up of findings and recommendations made in evaluation studies.

4.5 The Working Group is of the opinion that these Evaluation Organisaions should have certain amount of independence and they need not operate directly under the administrative agencies. It is, therefore, suggested that these organisations may be given an autonomous status. To start with, we may have such an organisation at the national level and later on the States can be given grants to establish similar organisations at their level.

4.6 An All India Advisory Body may also be set-up to determine the programmes to be evaluated by various agencies on the basis of agreed priorities so as to avoid duplication or overlapping. In this body, representatives from Planning Commission, Ministry of Education, Technical Division of the Ministry of Education, Directorate of Adult Education, University Grants Commission, NCERT, NIEPA and State Governments should be included. The main functions of this body should be:

i) to identify the programmes to be evaluated;

ii) to decide the official and non-official agencies to be entrusted with the task of undertaing evaluations of various schemes; and

iii) to supervise and guide the functioning of Educational Programme Evaluation Organisation(s).

4.7 The Working Group also suggests that the secretariat of this National Advisory Body should preferably be located in a national level organisation having expertise in concerned with planning and administration of educational programmes for all sectors of education.

4.8 Similar bodies should also be set up at the state level in the Departmes of Education, where machinery for evaluation of educational programmes is set-up.

## Educational Surveys

4.9 To strengthen the system of continuous and in-built evaluation, it is essential that educational surveys are conducted regularly both on census as well as sample basis.

While considering the question of conduct of 'All India Educational Surveys', the Working Group felt that inspite of very valuabe reports and recommendtions based on these surveys, they are not conducted on a regular basis and the follow up work is very poor.

4.10 The Working Group, therefore, makes te following suggestions:

i) The periodicity of educational surveys may be determined according to their nature i.e.:

    i) Regular surveys; and

    ii) Special surveys.

The periodicity of regular surveys should be as under:

a. **Ten Yearly Surveys:** These should be very comprehensive surveys which should be conducted once in ten years and cover all the sectors of education as was done under 'Third All India Educational Survey'.

b. **Five Yearly Surveys:** These surveys should cover selected informaton with particular reference to plan priorities and should be co-terminus with Five Year Plans. For example, Fourth All India India Mini Educational Survey conducted by the NCERT for school education provided very useful information for the Sixth Five Year Plan.

4.11 As far as special surveys are concerned, they should be preferably be organised on sample basis in order to study specific educational problems e.g. regional imbalances, causes of wastage and stagnation, absenteeism among teachers etc. NCERT has done considerable work in organisation of special surveys to study various educational problems at school level.

4.12 The Working Group also suggests that there should be a permanent machinery at the centre and the state levels to organise, coordinate and undertake follow-up activities with regard to surveys in the field of education. Adequate staff should be provided for this work both at the centre and state levels. There should be a joint and well knit planning, statistics, survey and monitoring machinery at block, district, state and central levels. While making suggestion on infrastructural requirements, these requirements have also been taken into account.

# C H A P T E R  -  V

## INFRASTRUCTURAL REQUIREMENTS

5.1    As planning, monitoring, statistics and survey are interlinked tasks, it is essential to take a coordinated view of their infrastructurl requirements.  Creation of a separate machinery for these tasks would not only result in duplication and overlapping of efforts but also in under-utilisation of the staff.

5.2    As the process and system of planning and statistics varies from state to state, no common pattern can be suggested for general adoption.  However, the Working Group recommends the following guidelines for determining the staffing pattern at various levels. These guidelines are based on the recommendations made in the 'Technical Workshop on Monitoring and Evaluation of Educational Programmes with Particular Reference to Universalisation of Elementary Education' which was organised by NIEPA in 1983 and the 'Higher Level Committee on Educational Statistics' appoined by the Ministry of Education and Culture in September, 1982.

### i) Block Level:

5.3    Block will have to undertake the major responsibility not only in regard to monitoring but also planning for catchment areas and maintainig information system.  It was suggested that at least one full-time planning and monitoring assistant, preferably with the background of economics/mathematics/statistics and education, should be provided to help the Block Education Officer in his tasks of planning, monitoring and statistics.  For this post, a teacher having mathematics/statistics/commerce/economics background with aptitude for field work should be given preference.

### ii) District Level:

5.4    At the district level, there should be a strong unit for planning, monitoring and statistics as it is to cater to the needs of not only elementary education but also other sectors of education. The District Education Officer should be provided with one gazetted officer and a statistician for the work pertaining to statistics and monitoring.  In case of larger districts (having more than 10 blocks), a planning and monitoring assistant should also be provided having

qualifications suggested above for such an assistant at the block
level.

### iii) Regional Level:

5.5   In States where there are educational regions, suitable machinery
for planning, monitoring and statistics may also be provided, if such
functions are undertaken at that level.

### iv) State Level:

5.6   At the State level planning, monitoring and statistical units
should be created and placed under the charge of a Deputy Director
(Joint Director in case of bigger states).   This officer should be
assisted by one Assistant Director (Statistics and Survey) (Deputy
Director in case of bigger states).   One additional Deputy Director
(Planning and Monitoring) may also be given in case of big states
(with more than 20 Districts).

### v) National Level:

   In view of the proposed increase in the Central intervention and
the Centre's responsibility for monitoring the 20-Point Programme, the
workload of the Planning, Monitoring and Statistical Division of the
Ministry of Education & Culture is likely to increase.   Also the
present set up of the Division requires reorganisation and
strengthening in the light of the recommendations of the High Level
Committee on educational statistics.   The following minimum staff is
therefore, recommended for discharging the functions of Planning,
Monitoring and Collection of data efficiently:

| | | |
|---|---|---|
| 1. | Director (Divisional Head) | : One |
| 2. | Joint Director (Statistics 1) | |
| | (Plg.& Montg.1) | : Two |
| 3. | Deputy Directors: | |
| | 1. Statistics | : Six |
| | 2. Plg., Monitoring and Evaluation (Elem. Education) | : One |
| | 3. Plg., Monitoring and Evaluation (Adult Education) | : One |
| | 4. SC & ST Sub-Plan & Spl.Component Plan | : One |
| | 5. Plg., Monitoring and Evaluation (Other Programmes) | : One |

Two Research Officers/AEOs for each Deputy Director (each Unit) would be required alongwith four Investigators/Assistants for each Unit. Besides, one Computer for each Unit for computation of data is necessary, in addition to the complementary ministerial and Class IV staff according to the norms for each Unit. For the Statistical Unit, number of computers may be based on actual requirement for tabulation purposes.

In addition to the above, a Programmer with one Console Assistant, One Data Processing Assistant and some Key-Punch Operators, according to the load of work would be required, when computerisation of data is introduced at the Centre. This cell should be developed gradually.

## Training

5.8 There is also a need for training the staff which is assigned the responsibility of planning, monitoring and statistics at various levels. Facilities for training of officers at the District Level and above should be provided at the National level at institutions having adequate expertise. For other officers training prorammes should be conducted at the State level.

## Standing Committee on Monitoring and Evaluation of Educational Programmes

5.9 It is also recommended that a Standing Committee on Monitoring and Evaluation of Educational Programmes may be set up at the Central level and similar Committees at the State level which should be entrusted with the responsibility of ensuring proper implementation of these recommendations.

## Financial Implications

5.10 The Working Group also recommends that this scheme be introduced as a Central Scheme with 100% assistance during the Seventh Five Year Plan. An amount of Rs. 50 crores may be earmarked for this purpose under Seventh period Plan.

# C H A P T E R - VI

## MAIN RECOMMENDATIONS

### System Proposed for monitoring of Educational Programmes

6.1    A system of programme monitoring should be introduced at all those levels of administration where decisions are taken e.g. institution, block, district, state and nation.  But its signifinance is more at the lowest operational level i.e. block.

6.2    Success of any system of monitoring depends on its information base.  To avoid any duplication or overlapping, the Working Group is of the view that it should be developed as a sub-system of the existing general system of data collection.  However, efforts should be made to evolve an integrated information system which should meet all the data requirements of planning, monitoring, statistics, administration etc.

6.3    That there may be monthly flow of informaton upto block level and thereafter it should be quarterly.  However, the information should be collected, compiled and discussed at all those levels where there is an administrative set-up for education.  At the national level, a district may be taken as a primary unit for collection of information.  From the district onwards, information may directly flow to the state and the Central levels.  At block and district levels, data banks on education should be maintained.  At the national level, National Informatic Centre may also help the Ministry of Education to process the data on their own computers.  However, at a later stage it would be desirable for the Ministry of Education to utilise their Mini Computer Terminal (already installed in its premises for this purpose).

6.4    It is most important that the information which flows at various levels is accurate.  To ensure this accuracy, an in-built system of checking should be introduced.  The Bureau of Economics and Statistics in various states can be associated in conducting sample checks of data from institutions.  It is suggested that about 5% of schools should be checked every year by block/district officers.

6.5    In addition to system of monitoring through established system of management information, the Group suggests that the following

techniques for monitoring of varous programmes should also be adopted:

i) Regular meetings of staff concerned with programme organisation implementation;

ii) Task forces, committees, steering groups, especially to monitor and coordinate efforts at all levels,

iii) Personal inspections and supervision at regular intervals;

iv) Work schedules, plan of operations at implementation level; etc.

6.6    All plan schemes in different sectors of education may be monitored on a continuous basis at the state level.  Centre may also monitor various schemes coming under Central sector.

6.7    The system of special monitoring may be introduced  for the following progrmmes:

i) Universalisation of elementary education;

ii) Adult education;

iii) Vocational education; and

iv) Special Education Projects.

6.8    Qualitative as well as quantitative aspects of the programme of Universalisation of Elementary Education should monitored.  The qualitative monitoring should be done mainly through the school complexes and the local communities.  The school complexes will have to be formed on the pattern recommended by the Kothari Commission. Committees involving various sections of the community should be set-up at the institution and block levels.

6.9    Quantitative monitoring should be done through collection of data on some selected items on regular basis in prescribed forms. Such information should be  restricted mainly to student flow, number of teachers and management of incentives.  The information should be both on achievements and targets both for formal schools and centres of non-formal education under recognised and un-recognised sectors.

6.10 The existing system of monitoring of adult education programme may continue. However, a national level agency should undertake evaluation of the functioning of this system including the system of its feedback. Changes, if any, should made on the basis of report of this study. This evaluation study may be undertaken before the start of the Seventh Five Year Plan.

6.11 Vocationalisation is one of the most important schemes of educationl reconstruction at the secondary stage of education. It is sugested that this scheme should be monitored comprehensively. It should especially be backed by follow-up study of students coming from the vocational stream. The monitoring system for this scheme will have to be restricted to only those areas where it has been implemented.

6.12 Special monitoring should be done for all time-bound projects undertaken from time to time e.g. educational technology, use of satellite in education, preparation of text books, special schemes for in-service training courses, etc.

**System Proposed for Evaluation of Educational Programmes**

6.13 Evaluation studies should be action oriented and valuable guide for planning and appraisal of programmes.

6.14 It is suggested that internal evaluation should be done on continuous basis in form of progress review reports which should be periodically broughtout by the concerned agency/department. For external evaluation, both official and non-official agencies should be involved. Non-official agencies e.g. specialised institutes/organisations of repute can be assigned the responsibility of undertaking evaluation of selected projects. Selection of the external agency and the programme to be evaluated should be done after taking into account the specialisation of agency and the nature, priority and area of implementation of the programme to be evaluated.

6.15 For in-built system of external evaluation by the official agency i.e. other than the implementing agency, there is an urgent need for setting up of an organisatin on the lines of 'Programme Evaluation Organisation' both at the Centre and at the state levels exclusively for evaluation of educational programmes.

6.16 These Educational Programme Evaluation Organisaions should have certain degree of inependence and they need not operate directly under

the administrative agencies. It is, therefore suggested that these organisations may be given an autonomous status. To start with, we may have such an organisation at the national level and later on the States can be given grants to establish similar organisations at their level.

6.17  A suitale All India Advisory Body should also be set-up to determine the programmes to be evaluated by various agencies on the basis of agreed priorities so as to avoid duplication and overlapping. In this body, representatives from Planning Commission, Ministry of Educaton, University Grants Commission, Technical Education Division, NIEPA, NCERT and State Governments should be included. The secretariat of this National Advisory Body should be located in a national level organisation having expertise in planning and administration of educational programmes for all sectors of education.

6.18 To strengthen the system of continuous and in-built evaluation, it is essential that educational surveys are conducted regularly both on census as well as sample basis. The periodicity of regular surveys should be as under:

a.  **Ten Yearly Surveys:**  These should be very comprehensive surveys which should be conducted once in ten years and cover all the sectors of education, as was done under 'Third All India Educational Survey'.

b.  **Five Yearly Surveys:** These surveys should cover selected informaton with particular reference to plan priorities and should be co-terminus with Five Year Plans. On the basis of 4th All India India Mini Educational Survey conducted by the NCERT for school education which provided useful inormation ffor Sixth Five year Plan.

6.19  As far as special surveys are concerned, they should preferably be organised on sample basis to study specific educational problems.

6.20  It is suggested that there should be a permanent machinery at centre and state levels to organise, coordinate and undertake follow-up activities with regard to surveys in area of education. Adequate staff should be provided for this work both at centre and state levels.

## Infrastructural Requirements

6.21  As planning, monitoring, statistics and survey are interlinked tasks, it is essential to take a coordinated view of their

infrastructul requirements. Creation of a separate machinery for these tasks would not only result in duplication and overlapping of efforts but also in under-utilisation of the staff.

6.22   As the process and system of planning and statistics vary from state to state, no common pattern can be suggested for general adoption. However, the Working Group recommends that the guidelines for determining the staffing pattern at various levels suggested at the 'Technical Workshop on Monitoring and Evaluation of Educational Programmes' and 'High Level Committee on Educational Statistics' may be followed.

### Training

6.23   There is also a need for training the staff which is assigned responsibility of planning, monitoring and statistics at various levels. Facilities for training of offcers at the District Level and above should be provided at the National level at institutions having adequate expertise in this field. For other officers, training programmes should be conducted at the State level.

### Standing Committee

6.24   A Standing Committee on Monitoring and Evaluation of Educational Programmes may be set up at the National level to ensure proper implementation of these recommendations. Similar Committees may also be set up at the State level.

### Financial Implications

6.25   To implement various recommendations made in this report, a Central Scheme with 100% assistance should be introduced during the Seventh Five Year Plan period. A sum of Rs.50 crores may be provided under this scheme to meet the expenditure on account of infrastructural requirements at various levels of administration.

## Working Group on Monitoring and Evaluation for the
## Seventh Five Year Plan (1985-90)


1.  Shri J. Veeraraghavan                                    Chairman
    Adviser (Education)
    Planning Commission
    New Delhi


2.  Shri M.R. Kolhatkar                                      Member
    Joint Secretary
    Ministry of Education & Culture
    New Delhi


3.  Shri S. Sathyam                                             "
    Joint Secretary
    Ministry of Education & Culture
    New Delhi


4.  Shri P.K. Patnaik                                           "
    Joint Secretry
    Ministry of Education & Culture
    New Delhi


5.  Prof. K.N. Hiriyanniah                                      "
    Head Survey & Data Processing Unit
    N.C.E.R.T.
    New Delhi


6.  Shri P. Shankar                                             "
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7.  Shri N.C. Ahuja                                             "
    Deputy Adviser (M & I)
    Planning Commission
    New Delhi


8.  Shri R.S. Mathur                                            "
    Joint Director
    Directorate of Adult Education
    New Delhi


9.  Shri M.M. Kapoor                                            "
    Fellow & Head
    Sub-National Systems Unit, NIEPA
    New Delhi

10. Shri K.K. Khullar                                          Convenor and
    Director (Planning)                                        Member-Secretary
    Ministry of Education & Culture
    New Delhi


The following Officers and non-officials also attended various
Meetings of the Working Group.

1.   Prof. Satya Bhushan, Executive Director, NIEPA

2.   Shri S. Vishvanath, Additional Secretry, U.G.C.

3.   Smt. Kumud Bansal, Director (AE), Ministry of Education

4.   Shri Y.D. Sharma, Deputy Secretary, U.G.C.

5.   Shri R.K. Bhandari, Deputy Education Adviser, Planning Commission

6.   Shri S.C. Seddy, Deputy Director (Statistics), Ministry of
     Education and Culture

7.   Shri S.C. Sahai, Deputy Director, (Planning), Ministry of
     Education and Culture

8.   Shri G. Balachandran, Deputy Director (SC/ST), Ministry of
     Education and Culture

9.   Dr. Gulab Singh, Management Analyst, Planning Commission

10.  Shri R.K. Sharma, A.E.A., Ministrry of Education and Culture

11.  Shri R.S. Trehan, R.O. (Planning), Ministry of Education and
     Culture

12.  Shri D.R. Kapool, R.O. (Stat), Ministry of Education and Culture

13.  Shri N.H. Dave, Sr. Investigator, Ministry of Education & Culture

14.  Shri Shekher Srivastava, Statistical Assistant, Ministry of
     Education and Culture

Proposed Proforma for General Monitoring of Plan Schemes

Qarterly Educational Plan Progress Report

(For the Quarter : April-June/July-Sept/Oct.-Dec./Jan-March)

(Please specify the period)


I. GENERAL IDENTIFICATION

    1. Name of the Scheme              .................................

    2. Main Sector                       .................................

    3. Sub-Sector                      ..............................

    4. Implementing Department/
       Agency                        .................................

    5. Date of Commencement of
       the Scheme                  .................................

    6. Area of Operation of the
       Scheme                      .................................


II. PARTICULARS OF THE SCHEME

    A. Financial Aspects (In Rs.)

    1. Five Year Plan Provision      .................................

    2. Budget Provision for the
       Current Year (19....)        .................................

    3. Current Year Expenditure

       i) 1st Quarter (April to June)    ..........................

       ii) 2nd Quarter (July to Sept.)   ..........................

       iii) 3rd Quarter (Oct. to Dec.)   .......................

       iv) 4th Quarter (Jan. to March)  ..........................

           Total                ..........................

B. Physical Aspects (Please specify the units)

    1. Five Year Plan Target        .........................

    2. Annual Plan Target (19  )     .........................

    3. Achievements

        a. 1st Quarter         .........................
        b. 2nd Quarter         .........................
        c. 3rd Quarter         .........................
        d. 4th Quarter         .........................
        e. Total              .........................

III. 1.   Reasons for shortfalls, delays and other factors impeding the implementation of the programme:

_____

_____

    2.   Action taken to over-come the problems mentioned above:

_____

_____

    3.   Other steps required to be taken to get over the difficulties mentioned above:

_____

_____

IV.  Follow-up action taken on the issues arising from the Report of the preceeding Quarter:

| S.No. | Issue | Action taken by the Appropriate authority |
|-------|-------|-------------------------------------------|
| 1 | 2 | 3 |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

V.   Any other information relevant to the implementation of the Scheme

_____

_____

_____

Date of Submission                    Name and Signature of the
of Information ................       Reporting Authority

## PROCESS OF LOCAL MONITORING FOR UNIVERSALISATION
## OF ELEMENTARY EDUCATION

A.   In-formal monitoring should be done mainly by the lead schools in the school complexes and local committees.   The major tools for informal monitoring are occasional visits to the institutions, meetings and discussions.   A proper schedule of visits, meetings and discussions is necessary to be drawn by each school complex and the local level committees.   State Governments should issue necessary guidelines in this regard to the district and block agenccies.

B.   Formal monitoring is proposed to be done through the collection of necessary data from various agencies involved in the implementation of the programme.   These data are to be collected on a regular basis in a set of forms prescribed for this purpose.   The nature of the statistics to be collected through these forms and the process of collection are briefly given below:

i)  Register of Primary and Middle Schools/Sections and NFE Centres:

        This register is to be prepared at the Block level by the Block Education Officer.   The main objective of preparing this register is to have a complete list of primary and middle schools as well as the non-formal edcation centres in the block.   Apart from other thigns, this register will help in identifying the feeder schools/NFE centres of each middle school in the block and in forming the school complexex.

ii)  Register of Habitations and Independent Houses with Nearest Schooling Facilities

        This register is also to be prepared by the Block Education Officer on the basis of information collected two or three months before the starting of the admissions.   It gives information about the urban wards and rural habitations in the block, their estimated population and the nearest primary/middle schools and non-formal education centres.   This information will help in deciding the catchment area of each school as well as in identifying the unserved areas in which new schools/non-formal education centres will have to be opened in the course of time.

iii) Register of School Catchment Areas and School Complexes

        On the basis of information collected in the first two registers the Block Education officer will decide the catchment areas of each school and will also form school complexs with the help of Principals of the higher secondary schools and headmasters of the middle schools. This register will have necessary information about the catchment area of each school with schools in each complex.

iv) Register of Survey of School Age Children

This is the most important basic data to be collected about the enrolment of children in the prescribed age group 6-14. The information to be collected in this proforma will include children of the age 5 also because in several states the age of entry is 5+. Alongwith the collection of necessary information about the school age children in the catchment area of the school this register will also serve an important purpose of familiarising the teachers with the locality and the people they are supposed to serve. The personal contacts established while collecting this information, will also help in fixing of the targets and enrolling the non-attending children.

v) Catchment Area Report and Enrolment Targets:

The real process of monitoring will start from this statement which is meant for collecting information from all primary schools. The information will be submitted to the lead schools of the complex every year two or three weeks before the admissions in the schools start. The information to be supplied in this proforma relates only to the catchment area of the school/non-formal education centre and would reflect the situation as obtaining in the school before the beginning of the academic session. The information received by the lead schools would be compiled in the same proforma for all the schools of the complex and would be submitted to the Block Education Officer. The information would stop at the block level and it is not considered necessary to supply it to the district/state or central levels because it constitutes mainly the bench mark data. The last two sections of this statement provide information about the targets proposed for enrolment for the subsequent year by each institution and those approved by the Block Education Officer on the basis of this proforma, would be considered as final for that institution.

vi) Institutional Progress Report on Elementary Education

This is the most important return in which complete and consolidated information is to be supplied by each institution/NFE Centre to the next higher agency. This will form the basis of development for the entire information system for monitoring purposes. The information in this return is proposed to be collected on monthly basis for the first 3 month after the beginning of the academic session and thereafter on a quarterly basis. The information supplied by the institutions would be scrutinised and countersigned by the head of the lead institution in the complex and would be transmitted to the Block Education Officer.

vii) Qarterly Progress Report on Elementary Education

The information received from the institutions by the Block Education officer would be consolidated at the Block level in the proforma prescribed for the quarterly progress report. The block level officers would send one copy of this proforma to the District Education officer and another to the State Headquarters. At the district level, the same proforma would be used for consolidating the information received from various blocks and the consolidated report

would be sent to the State Headquarters. At the State Headqarters, the information would be cross checked and consolidated in the same proforma. Thereafter, it would be transmitted to the Ministry of Education. It may be seen that the major tools proposed for monitoring are only the last two proformae in which the information is to be supplied on a periodic basis. The other returns suggested are meant only for collecting the background data on the basis of which further monitoring can be done.

Information for the Month of.............

## INSTITUTIONAL PROGRESS REPORT ON ELEMENTARY EDUCATION

(To be submitted within a week after every working month in the first quarter after admissions, and quarterly thereafter by all primary and middle schools/sections/and NFE Centres (through their Supervisors) to the concerned B.E.O.)

1. a) Name of the School/Section/NFE Centre .......................

   ...............................................................

   b) Classes from ....................to.........................

2. Number of Teachers/Instructors:

   a) Teachers required ..........................................
   b) Sanctioned Posts ..........................................
   c) Number of Teachers in Position ............................

3. Targets amd Enrolment

| Particulars | Enrolment in Classes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI | VII | VIII | Total |
| a) Enrolment Targets (as fixed before the academic session) | | | | | | | | | |
| b) Enrolmnt (as on the last working day of the Month/Quarter) | | | | | | | | | |
| i) All students | | | | | | | | | |
| Total | | | | | | | | | |
| Girls | | | | | | | | | |
| ii) Scheduled Castes | | | | | | | | | |
| Total | | | | | | | | | |
| Girls | | | | | | | | | |
| iii) Scheduled Tribes | | | | | | | | | |
| Total | | | | | | | | | |
| Girls | | | | | | | | | |

c) During the Month/
   Quarter how many
   students:

   i) Joined the School

  ii) Left the School
      (Discontinued)

 iii) Did not attend
      the school for
      more than half
      of working days

  iv) Average daily
      attendance

4.  During the Month/Quarter, how many students did receive the
    incentives

<div align="center">No. of beneficiaries</div>

| Total | Girls | S.C. | S.T. | O.B.C. |
|-------|-------|------|------|--------|

   i) Attendance scholarships

  ii) Scholarships/Stipends

 iii) Free School Uniforms

  iv) Free Text Books

   v) Mid-day Meals

  vi) Other incentives
      (Please specify)

5.  a)  Has the Local School Committee been formed? ...............

        - If yes, give number of meetings of the
          Committee held during the month/quarter .................

        - If not, the reasons thereof .............................

    b)  Give details about organisation of enrolment drives and
        their impact on increase in enrolment ......................

        ............................................................

        ............................................................

c)   What special efforts have been made to improve enrolment attendance, physical facilities in the school, school-community relations, academic standards of the schools etc.

.....................................................................
.....................................................................

d)   Give problems or suggestions (if any) regarding poor attendance, achievement of enrolment targets, payment of incentives to children, building, furniture, equipment, textbooks etc.

.....................................................................
.....................................................................
.....................................................................

Date ...........                                    Name and Signature of
                                                    Head of Institution

Block/District .....................

Information for the Month of March/June/September/December

## QUARTERLY PROGRESS REPORT ON ELEMENTARY EDUCATION

(To be sbmitted by the 3rd week of April, July, October and January by
the BEO/Taluk Officer to DEO and by the 4th week of these months by
DEO (Separately for each block and one consolidated for the district)
to the State Department of Education and Ministry of Education)

1. Name and Address of the Block/District Officer ....................

2. Nmber of Schools and NFE Centres
   (as on the last working day of the quarter) ......................

| Particulars | Primary Schools | Primary Sections with other type of schools | Middle Schools | Middle Sections with other type of schools | Non-Formal Education Centres | Total |
|---|---|---|---|---|---|---|
| a) Recognised Institutions | | | | | | |
| b) Un-recognised Institutions | | | | | | |

3. Targets and Enrolment in Primary and Middle Schools/ Sections

| Particulars | Enrolment in Classes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI | VII | VIII | Total |
| a) Enrolment Targets (as fixed before the academic session) | | | | | | | | | |
| b) Enrolment (as on the last working day of the Month/Quarter) | | | | | | | | | |
|   i) All students | | | | | | | | | |
|     Total | | | | | | | | | |
|     Girls | | | | | | | | | |

ii) Scheduled castes

    Total
    Girls

iii) Scheduled Tribes

    Total
    Girls

c) During the Month/
   Quarter how many
   students:

   i) Joined the School

   ii) Left the School
     (Discontinued)

d) During the last
   working month of
   the quarter how
   many stUdents did
   not attend the
   schools/sections
   for more than half
   of working days

e) Average daily
   attendance


4. Targets and Enrolment in Centres of Non-formal education

| Particulars | Enrolment by Stages | | |
| --- | --- | --- | --- |
| | Primary | Middle | Total |
| a) Enrolment Targets (as fixed before the academic session) | | | |
| b) Enrolment (as on the last working day of the Month/Quarter) | | | |
|   i) All students | | | |
|     Total | | | |
|     Girls | | | |

ii) Scheduled castes

    Total
    Girls

iii) Scheduled Tribes

    Total
    Girls

c) During the Month/
   Quarter how many
   students:

  i) Joined the School

  ii) Left the School
     (Discontinued)

d) During the quarter
   how many students
   did not attend the
   centres for more
   than half of
   working days

e) Average daily
   attendance

5. During the quarter how many students received incentives:

| | No. of beneficiaries | | | |
|---|---|---|---|---|
| Total | Girls | S.C. | S.T. | O.B.C. |

a) **Primary/Middle Schools**

   i) Attendance scholarships

   ii) Scholarships/Stipends

  iii) Free School Uniforms

    iv) Free Text Books

     v) Mid-day Meals

    vi) Other incentives

b) **NFE Centres**

    i) Attendance scholarships

    ii) Scholarships/Stipends

    iii) Free School Uniforms

    iv) Free Text Books

    v) Mid-day Meals

    vi) Other incentives

6. Staff Position (As on the last working day of the quarter)

| Particulars | Primary Schools/ Sections | Middle Schools/ Sections | Centres of Non-formal education |
|---|---|---|---|
| a) No. of teachers required as per prescribed norms | | | |
| b) No. of sanctioned posts | | | |
| c) No. of teachers in position | | | |

7. Other Information

a)    In how many schools the local Schools Committees are yet to be constituted, with suggestions to cover all the schools

    _____

    _____

b)    What special efforts have been made to improve enrolment attendance, school-community relations physical facilities in the schools and academic standards of the schools, etc.

    _____

    _____

c)    Any other problem or suggestion regarding poor attendance, achievement of enrolment targets, posting of teachers, paymnet of incentives to children, buildings equipment furniture text books etc.

    _____

    _____

Date :

Name and Signature of the Reporting Officer