School Monitoring and Performance Mapping System

SSA Mission, Uttaranchal

सर्व शिक्षा अभियान
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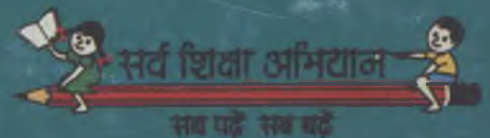
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Foreword

District Primary Education Project (DPEP) an externally aided project in Uttaranchal commenced in the year 2000, when Uttaranchal was still a part of Uttar Pradesh. State's six DPEP districts – Haridwar, Tihri Garhwal, Uttarkashi, Champawat, Bageshwar and Pithoragarh (of a total of 13) were originally planned and initiated as part of the Uttar Pradesh DPEP III project in 38 districts.

The project initially designed for five years was to come to an end on September, 30, 2006. The project was extended for six months and has now come to an end on March 31, 2006. Over the project life of five plus years, project team and project itself went through a consistent evolutionary process and today has build a capacity to design, plan, manage and implement large-scale projects. The project carried out several innovative interventions at state, district and sub district levels which have emerged into replicable models. State Project Office Uttaranchal, through its DPEP initiatives has vast experience to share with every one who is interested in education.

With this purpose in focus, State Project Office Uttaranchal is bringing out series of monographs on its DPEP initiatives both in Hindi and English. These monographs do not simply speak of the best interventions, they have at the same time attempted to analyze the shortcomings and diagnose the reasons thereof. The series is so developed that it will find its use with planners, development officers, researchers, students, teachers, trainers and training institutes, surveyors...

I hope, every reader of this series will find each monograph of use and interest.

Namrata Kumar
State Project Director

Contents

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ABBREVIATIONS AND ACRONYMS

ABRC	Additional Block Resource Coordinator
ADEO (B)	Additional District Education Officer (Basic)
AIE/ AS	Alternative Innovative Education/ Alternative School
APF	Azim Premji Foundation
AWPB	Annual Work Plan and Budget
AWS	*Anganwadis*
BAS	Baseline Assessment Study
Bed	Bachelor of Education
BPL	Below Poverty Line
BRC	Block Resource Centre / Coordinator
BSA	*Basic Shiksha Adhikari*
BTC	Basic Training Certificate (Course)
CALP	Computer Aided Learning Programme
CBRI	Central Building Research Institute
CCE	Continuous and Comprehensive Evaluation
CRC	Cluster Resource Centre
CRCC	Cluster Resource Coordinator
CWSN	Children with Special Need
DBE	Department of Basic Education
DCA	Development Credit Agreement
DC	District Coordinator
DEO	District Education Officer
DEPC	District Education Project Committee
DIET	District Institute of Education and Training
DISE	District Information System for Education
DM	District Magistrate
DOE	Department of Education
DOT	Design of Training
DPEP	District Primary Education Programme
DPO	District Project Office / Officer
DRG	District Resource Group
DTS	Direct Training Skills
DWCD	Department of Women and Child Development
EBB	Educationally Backward Blocks
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
Ed.CIL	Education Consultant India Limited
EGS	Education Guarantee School
EMIS	Education Management Information System
EVS	Environment Studies
GAC	Grant-in-Aid Committee
GC	General Council
GER	Gross Enrolment Rate
GOI	Government of India
GOUA	Government of Uttaranchal
GOUP	Government of Uttar Pradesh
HHS	House Hold Survey
HT	Head Teacher
ICDS	Integrated Child Development Scheme
ICR	Implementation Completion Report
ICM	Implementation Completion Mission
IED	Inclusive Education for Disabled

JRM	Joint Review Mission
KGBV	*Kasturba Gandhi Balika Vidyalaya*
LGP	Learning Guarantee Programme
MAS	Mid term Assessment Study
MDM	Mid Day Meal
MDG	Millennium Development Goals
MLL	Minimum Levels of Learning
MMTA	Mothers' Motivators and Teachers Association
MOU	Memorandum of Understanding
MS	*Mahila Samakhya*
MTR	Mid Term Review
NCERT	National Council of Educational Research and Training
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGO	Non Government Organisation
NIEPA	National Institute of Education Planning and Administration
NPEGEL	National Programme of Education for Girls at Elementary Level
NPRC	*Nyaya Panchayat* Resource Centre / Coordinator
NTT	Nursery Teacher Training
OBB	Operation Black Board
OBC	Other Backward Castes
OOSC	Out Of School Children
PCA	Project Credit Agreement
PIA	Project Implementation Agency
PIP	Project Implementation Plan
PMGY	Pradhan Mantri Gramodaya Yojana
PMIS	Project Management Information System
PRAC	Policy Research Advisory Committee
PRI	*Panchayati Raj* Institutions
PTR	Pupil Teacher Ratio
RtR	Room to Read International
SBMA	*Sri Bhuwaneshwari Mahila Ashram*
SC	Scheduled Caste
SCP	Scheduled Caste Plan
SCERT	State Council of Education Research and Training
SIEMAT	State Institute of Education Management and Training
SMC	School Management Committee
SOE	Statement of Expenditure
SPD	State Project Director
SPO	State Project Office
SSA	Sarva Shiksha Abhiyaan
SRG	State Resource Group
SRI IMRB	Social Research Institute, Institute of Market Research &
ST	Scheduled Tribes
TAS	Terminal Assessment Study
TLM	Teaching Learning Material
TSP	Total Sanitation Programme / Tribal Sub Plan
UEE	Universalisation of Elementary Education
UKSN	*Uttara Khand Seva Nidhi*
UP DPEP III	Uttar Pradesh District Primary Education Programme III
UPE	Universalisation of Primary Education
UPPE	Universalisation of Pre-Primary Education
USE	Universalisation of Secondary Education
VBTC	Vishisht Basic Training Certificate (Course)
VEC/R	Village Education Committee/ Registers
WB	World Bank

School Performance Mapping System:
Tool Linking Micro Plans to Macro Plans -
Tool for Education Management, Planning, Accountability and Improving Achievement Levels.

"School Performance Mapping System" of Uttaranchal is based on the concept of holistic evaluation and development, where "School" is a unit of development, planning, progress and also unit for monitoring and accountability. The tool is apt for education planning and management – for planning focused, disaggregated, demand-based and need-based interventions and is capable of providing answers for questions right at the micro level. Most importantly, "School performance mapping system" is a tool to identify the weakest and focus on them for their improvement, because together we have to contribute towards development, and no one can afford to lag behind in development" – SPD (DPEP/SSA) Uttaranchal.

"the consolidated data on school grading indicates a definite progression in grading from the first to the third assessment...which demonstrates the vast potential of this tool for improving quality of primary education in the state" – 21ˢᵗ DPEP JRM

"School Grade Map system- A comprehensive strategy worth emulating elsewhere has been adopted by Uttaranchal to track the performance of schools factoring students' achievement in a major way" – 2ⁿᵈ SSA JRM

Need of assessment system

Assessment of performance at any level or of any activity is an important exercise for the purpose of planning interventions and understands whether interventions introduced are moving in right direction. In absence of such a system it is difficult to identify what is required to improve upon the nature and quality of inputs and plan further interventions. In the context of primary education, by way of various projects several initiatives are being implemented in the state to improve enrolment of children, retention, transition, promotion and achievement levels of students enrolled at primary and upper primary levels. Most states do not have a well defined system of assessing performance of students as well as teachers in government-run schools at primary and upper primary levels. No detention policy till class II masks the impact of what input

actually has gone in teaching, training of teachers etc. and what impact has been after introduction of various interventions.

While at secondary level system of combined board examination provides a mechanism to see what interventions/ inputs went in to prepare students at secondary level, and thus identify and understand factors that would further improve quality of teaching and students, at primary and upper primary there was no such tool or system of assessing performance of students and teachers. Lack of which could not provide direction to the interventions.

Systems of assessing/ evaluating performance of students that were piloted in DPEP were Continuous and Comprehensive Evaluation (CCE) and Cohort. With their limitations both the systems could not provide solution for gathering assessment figures for planning and management purposes on regular interval

If correctly administered Continuous and Comprehensive Evaluation (CCE) method has a benefit that every child in a class is being evaluated in this method. As a routine evaluating system its significance exists beyond doubt, however, at the same time in case of government run schools its limitations cannot be ignored, which are as follows

- ❖ In the context of government run schools where the norm is to have two teachers per primary school, and three teachers per upper primary school, CCE is a cumbersome activity for a teacher to assess every student on various performing parameters.
- ❖ Inability of teachers to design test papers to test child's thinking and problem solving capabilities,
- ❖ Not conducting fair and bias-free evaluation of each child. Tools to assess performance of students are also seen as tools to assess performance of teachers. This puts pressure on teachers to produce results that they desire.

Cohort on the other hand gives a good picture of entire class's performance over a period of time on various indicators and thus is a good tool to study and plan interventions at primary level however, it does not test children on achievement levels. And its results are not immediately available to address the problems immediately

Evolution of the School Grading Tool

Carved out of Uttar Pradesh, the State of Uttaranchal came into being in November 2000. The *Uttaranchal Sabhi Ke Liye Shiksha Parishad* was registered under the Societies Registration Act and began functioning from January 2001 for the implementation of the DPEP III in selected districts of the State. When the new state was formed its six districts inherited DPEP III from UP DPEP III and were in the pre-launch phase of the Sarva Shiksha Abhiyan (SSA).

The school grading tool as an initiative was introduced in the Uttar Pradesh Basic Education Project (UP BEP) and DPEP III districts. Consequently, Uttaranchal as a part of undivided Uttar Pradesh had acquired prior experience of implementing the school grading system in the UP BEP districts viz., Nainital, Pauri Garhwal and Udham Singh nagar as well as in the DPEP III districts of Bageshwar, Champawat, Haridwar, Pithoragarh, Tehri Garhwal and Uttarkashi.

At this time, when the tool was designed and was being administered in the field the parameters for grading schools in the initial stage **largely concerned the physical aspect of schools** and had been put in place to track the progress of interventions under the **civil works component** of DPEP in the State. While the tool used at this point in time was very effective for the limited purpose it was meant to serve, it was not geared to reflect the status of schools in terms of their academic environment and performance.

The effort to grade schools with the help of a checklist was introduced in December 1999 (SPD, UPDPEP, Letter No Ra. Pa. Ni/2348/99-2000 dated 10 December 1999) to Principals DIET, Expert Basic Shiksha Adhikari in all DPEP districts. The grading parameters at this stage were grouped into three – physical environment of the school, teacher related, and the general environment in the classroom. Under each of these three heads there were 10 parameters, each with a maximum score of 1 mark. In this way the total obtainable score was 30 marks. Based on this, the following grades were assigned to schools in accordance with the marks secured by them.

Grade	Marks
A	25 – 30
B	15 - 24
C	07 - 14
D	01 - 06

The detailed checklist used was as follows:
1.   Physical Parameters
   -   Painting, white washing
   -   Toilet
   -   Drinking water
   -   School documents (Vidyalaya abhilekh)
   -   Textbook distribution
   -   Village education plan
   -   Educational statistics and map on the exterior walls of the school building
   -   Teaching learning material
   -   Utilization of school improvement grant
   -   Beautification
   -   Health check up

2.   Teacher Related Parameters
   -   Teacher's personality
   -   Attitude of teacher towards children is friendly

- Teacher's method of teaching
- Behaviour with children
- Teacher's skills in language and communication
- Whether time utilization is in accordance with routine and lesson plan
- Whether teacher maintains progress records of individual children
- Whether teacher prepares TLM for particular lessons in advance
- Whether teacher provides children the opportunity to learn by doing
- Whether teacher keeps parents informed of children's progress

3. General Environment in the Classroom
- Learning environment
- Seating arrangement
- Textbooks and other teaching aids
- Punctuality and regularity
- Use of training inputs in the classroom
- Teacher's communication and behaviour
- Issues of participation and equity among children (whether teacher provides every boy-girl the opportunity to express him/herself)
- Whether all children are active
- Pupil evaluation and monitoring
- Availability of textbooks with teacher and children

The objective of the school grading system that was taken up periodically was to be able to bring about improvements in the schools. The NPRCC, BRCC and other officials visiting the schools were required to take note of the grade of the school and offer suggestions that would enable the school to move up in the grading ladder. Senior functionaries were required to visit at least two 'D' and two 'C' grade schools and monitor the progress in these schools. Members of the Academic Core Team in the DIETs would assess the improvement in the grades of schools as compared to their grades in the previous month. With a view to ensure that the system works, a letter was issued to the Principals of DIETs and Expert Basic Shiksha Adhikaris of all project districts by the State Project Director regarding quality based grading of BRCs and CRCs (SPD, UPDPEP, Letter No Ra. Pa. Ni/1437/99-2000 dated 21 December 1999 to Principals DIET, Expert Basic Shiksha Adhikari in all DPEP districts).

What did Uttaranchal inherit from School Grade Tool of UP

As an independent State Uttaranchal assigned high priority to the quality of basic education. The first step towards ensuring quality education was the State constituted the State Resource group (SRG) that included educationists, representatives of NGOs, teachers and others associated with the education sector. The primary concern of this group was to ascertain the ways and means of addressing the apparent needs and gaps to be able to improve the quality of primary education in the State. In pursuit of its task the

SRG organized two day workshops in the DIETs at Didihaat in Pithoragarh district for Kumaon division and in Tehri for Garhwal division. Participants at these workshops included officers of the Education department, DIET faculty, Coordinators of the projects and teachers. Inclusion of parameters for academic assessment of schools as a part of the school grading exercise was suggested at both the workshops.

Recognizing the merits of a school grading system the new State decided to build on the beginnings that were made in Uttar Pradesh as early as in 1998-99. The system thus evolved and the checklist used for grading schools in Uttar Pradesh provided the base to Uttaranchal in formulating its own school grading tool/system that would lend itself to ensuring quality primary education in the Government schools. Discussions and brainstorming at various levels were held to refine the school grading tool used in Uttar Pradesh. Inclusion of academic indicators in the school grading tool emerged as an imperative to be able to derive a holistic picture of the schools.

In the year 2001-02 SRG members and project functionaries participated in workshops held at DIET Roorkee and DIET Bhimtal where the draft grading format was developed. The workshop in Bhimtal was held from 3-7 October 2001 and was followed by another workshop from 2-3 November 2001 at Dehradun. At this workshop the school grading format was divided into two parts – 'condition of the school' and 'students' achievement. During these five days identification of parameters, scores for the grading and division of grades, schedule for school grading, implementation of the school grading system and guidelines for monitoring were undertaken.

The modified school grading tool was thus finalized and ready for use in Uttaranchal. A letter and note on school monitoring and grading from the Additional Project Director, DPEPIII Letter No Ra Pa Ka/1950-6602002-03 dated 8 October 2003 to the Basic Shiksha Adhikaris of DPEP III districts) communicated the following important points:

i.   That the evaluation is based on
    –   Physical facilities
    –   School management
    –   Teacher-student relationship
    –   Relationship amongst teachers
    –   Experience of teachers
    –   Teaching and evaluation methods of teachers
    –   Role of community
    –   Students' subject specific achievement (most important)

ii.   The method of evaluation/tools should be so simple that even the illiterate parents of children can evaluate their progress
iii. For example children in Class 5 will be asked to read a paragraph from the end of the textbook for Class 4
iv.   For children in the lower classes lessons from a class lower than theirs would be used for assessing reading abilities
v.   In the same way the tools for mathematics can be developed

vi.   Questions will be asked to children sitting in different places in the classroom (as their achievement levels may be varied) to capture the average achievement level of the class

vii. Achievement levels will be tested for language, mathematics, environmental studies, music, art and other extra curricular activities and the performa will include all of them

viii. the parameters to be used for grading schools would be categorized into two parts, viz., physical condition of the school and academic situation of the students

ix.   the first part concerning the physical aspect comprised the following :

Parameters	Marks
Building and environment	10
Teaching aids and supplementary materials	10
School Management	15
Head Teacher/teacher	10
Students	10
Classroom processes	15
Extra curricular activities	10
Community participation	10
Evaluation	10
Total	100

x.   For the purpose of the evaluation each of the parameters will get either 0 or 1 mark

xi.   The second part concerning the academic aspect is made up of the following parameters

Parameters	Marks
Language	20
Environmental science, Science and Social Studies	20
Mathematics	20
Music and cultural activities	10
Sports, games and physical development	10
Arts	05
Work experience	05
Moral and social development	10
Total	100

xii. The grading plan based on the marks obtained by schools from the physical and academic parameters is as follows :

Grade	Marks
A	81 – 100
B	61 - 80
C	41 - 60
D	21 - 40
E	00 - 20

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School Grade Tool

Proforma A : Physical Assessment

S No	Major Point	Assessment Issue	Evaluation 1st	2nd	3rd
1	Building and compound (10 marks)	Adequacy of building	1	1	1
		Condition – good, painted, attractive	1	1	1
		Well ventilated and illuminated classrooms	1	1	1
		Compound wall	1	1	1
		Electricity	1	1	1
		Shade giving/fruit bearing trees, flower beds	1	1	1
		Dustbin/compost pit	1	1	1
		Playground	1	1	1
		Drinking water available to all	1	1	1
		Toilet – in use, clean	1	1	1
2	Teaching aids, supplementary material and school administration (10 marks)	Adequate blackboards (on external walls, children's blackboard, notice board)	1	1	1
		Adequate chalk, duster	1	1	1
		Adequate mats, carpets, tables, chairs, cupboards, boxes	1	1	1
		Materials made by children/teachers or collected supplementary materials, mathematics and science kits	1	1	1
		Globe, diagrams and educational charts	1	1	1
		Curriculum, textbooks, teachers' guidebooks in use	1	1	1
		Children's books, dictionary, encyclopedia in use	1	1	1
		Children's newspaper	1	1	1
		Musical instruments, play material	1	1	1
		Bell, clock	1	1	1
3	School management (15 marks)	Following the timetable – time management	1	1	1
		Information management system – information gathering and dissemination	1	1	1
		Planning and allocation of work	1	1	1
		School map	1	1	1
		Children's government	1	1	1
		Meetings of VEC/MTA/PTA	1	1	1
		Child census	1	1	1
		Cent percent enrolment and retention	1	1	1
		Maintenance of equipment	1	1	1
		School administration and management	1	1	1
		Proper utilization of grants received and children's fund	1	1	1

		Maintenance of students' and teachers' records	1	1	1
		Maintenance of inspection and visitors' books	1	1	1
		Satisfactory distribution of scholarships, midday meals, textbooks	1	1	1
		Formulation and implementation of school development plans	1	1	1
4	Head teacher/ teacher (10 marks)	Presentable attire	1	1	1
		Punctuality and attendance	1	1	1
		Friendly and cooperative behaviour with other teachers/community	1	1	1
		Affectionate towards children, use of sweet language	1	1	1
		Subject knowledge – curriculum, study of text books, competency	1	1	1
		Necessary teaching skills and articulation	1	1	1
		Regular participation in in-service training programmes	1	1	1
		Use of supplementary teaching materials and ability to develop TLM	1	1	1
		Detailed study of teacher's guides	1	1	1
		Extra curricular activities and interest in new experiments	1	1	1
5	Students (10 marks)	Regular attendance/punctuality	1	1	1
		Clean clothes and personal hygiene	1	1	1
		Availability of textbooks, writing material	1	1	1
		Neat hand writing, school bags and belongings kept neatly	1	1	1
		Active in class work and homework	1	1	1
		Cooperative with peers/participative in group work	1	1	1
		Participation in extra curricular activities	1	1	1
		Self confidence/ability to articulate	1	1	1
		Discipline	1	1	1
		Attachment to school/belongingness	1	1	1
6	Classroom practices (15 marks)	Seating arrangement - conducive to group work	1	1	1
		Mixed seating arrangement of boys and girls	1	1	1
		Attention to children with special needs	1	1	1
		Cheerful environment free of fear (absence of stick and punishment)	1	1	1
		Participation of all children in the class	1	1	1
		Activity based teaching and learning	1	1	1
		Globe, map, atlas, dictionary, encyclopedia, self learning material and additional material in learning corner	1	1	1
		Use of TLM and supplementary material	1	1	1

		Use of children's blackboard	1	1	1
		Completion of practice activities and assessment exercises	1	1	1
		Use of multigrade teaching techniques	1	1	1
		Completion of mandated portion of curriculum	1	1	1
		Comprehensive and continuous evaluation, checking and improvement	1	1	1
		Remedial teaching	1	1	1
7	Extra curricular activities (10 marks)	Morning : Meeting, prayer, group song, pledge, Bodh Katha, good thoughts, news, national anthem	1	1	1
		Local excursion trip (environmental study)	1	1	1
		Cultural programme – Folk songs, folk dance, etc – everyday	1	1	1
		Games, play – everyday	1	1	1
		Baal Sabha – every week	1	1	1
		Regular competitions in the school – antakshari, handwriting, quiz, games, physical exercise, drawing, letter writing, speech, drama, etc.	1	1	1
		Participation in Cluster and Block level competitions	1	1	1
		Baal Mela, children's exhibition	1	1	1
		Organisation of national festivals and days	1	1	1
		Celebration of school annual day	1	1	1
8	Community Involvement (10 marks)	Participation in meetings	1	1	1
		Participation in teaching activities	1	1	1
		Participation in extra-curricular activities	1	1	1
		Assist in completing children's homework	1	1	1
		Financial support – material/labour	1	1	1
		Support enrolment and attendance of children	1	1	1
		Support to school mapping, micro planning, formulation of village education plan	1	1	1
		Active in socially useful and productive work by schools	1	1	1
		Contribute to teachers' efforts at resolving problems in the community	1	1	1
		Community ownership of school	1	1	1
9	Evaluation procedures (10 marks)	Clarity about the objectives of evaluation, checking and improvement	1	1	1
		Checking practice work/homework and suggestions for improvement (evaluation lesson)	1	1	1
		Continuous and comprehensive evaluation (curricular, extra-curricular, behavioral)	1	1	1
		Periodic examination	1	1	1

		Documentation of answer scripts and evaluation records	1	1	1
		Report cards to parents	1	1	1
		Ability to prepare question papers	1	1	1
		Self evaluation – use of evaluation/grading format	1	1	1
		Documentation of community's views about the school	1	1	1
		Improvements based on the school grading format	1	1	1

The following format is used to consolidate the results of the school situation as per each evaluation.

School grading	1st Evaluation	2nd Evaluation	3rd Evaluation
Date of evaluation			
Total marks obtained			
School grade based on physical condition			
Signature of evaluator			

Performa B : Student Achievement

Class 1	Language, Mathematics, Environmental Studies

- Interactions about things in the environment, home, family, etc
- Ask if (at least) six months teaching has taken place
- Reading small words
- See and write small words
- Show articles/objects and ask to count
- Ask to recite small poem/sing song
- Examine for good behaviour, hygiene and cleanliness
- Participation in small games

Class 2	Language

- Read small sentences from the Class 1 textbook
- Recite poem in group/recite poem from Class 1 textbook
- See and write small sentences

Class 2	Mathematics

- Write figures with two place values
- Recognition of numbers (small and big) up to two place values
- Addition of numbers with two place values without carry over

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	• Subtraction of numbers with two place values without borrowing
Class 2	Environment
	• Name of the village, interactions on eatables, domestic and wild animals, trees and plants, etc. • Small games, songs, dance • Good behaviour • Hygiene and cleanliness
Class 3 - 5	Language
	• Read one paragraph from last five lessons in the textbook of the previous class (different paragraphs for different children0 • Answer one question based on the paragraph read • In the same way write two lines from any lesson • Punctuation, paryayvachi etc • Tell some story, recite poem in group
Class 3	Mathematics
	• Ability to recognize and write numbers with three place values (using zero) • Write figures in umbers and words • Place values • Addition and subtraction of figures with two place values with carry over and borrowing
Class 3	Mathematics (contd) • Multiplication and division of figures having two place values with single number • Recognition of coins and currency notes (rupees) • Measuring distance in steps, balisth, paimaan • Ability to tell parts • Days of the week
Class 3	Our Environment
	• Names of village, block, district • Local rivers, water source, trees and plants, birds and animals • Fairs, folk songs, festivals (ask their experiences) • Flag, national days • Ability to tell names of living and non-living things in their environment • Cleanliness – personal, water, environmental • Climate, climatic changes (discussions based on children's experiences and observations) • Local stories

Special Documentation : Games and sports, cultural programmes, art, good behaviour/discipline – based on examination and observation

Class 4	Mathematics
	• Concept of big and small with respect to figures with four numbers, place value

- Questions related to buying things (things used at home)
- Fractions : small, big, fractions, har, addition of sam bhinn
- Measurement of lines/drawing line with ruler
- Questions on metric system – gram, kilogram, centilitre, litre
- Names of months

Class 4	Social Studies

- Sun, earth, moon, light, day and night
- Our country – boundaries and some questions about neighbouring countries
- Evolution of human beings (questions on currencies used, vehicles, agricultural implements, roads, etc.)
- Crops – discussions on crops in the village/location
- Pollution – questions on examples of environmental pollution
- Mythological stories

Class 4	Science

- Different kinds of things – natural and man made, etc.
- Solid, liquid, gas (water, ice, steam)
- Food - nutrients

Special Documentation : Games and sports, cultural programmes, art, gardening, cleanliness of school, good behaviour

Class 5	Mathematics

- Figures – small and big, place value
- Questions on purchase (household items)
- Up to 10 times tables
- 2 anko ki sankhya se bhaag dena (shesh wale prashna)
- Measurement : length – metre/centimeter, weight – gram/kilogram
- Reading the clock and telling time
- Number of days the months in a calendar year
- Shapes – ayat, varg, angle – recognition and drawing

Class 5	Social Studies

- Our State – Uttaranchal, neighbouring States
- Districts, rivers, mountains, agriculture, crops, occupations
- Directions
- National festivals
- Elections – village panchayat, State Assembly, their functions
- Prominent people/freedom fighters

Class 5	Science

- Parts of the body, their functions and dekh rekh
- Creation of padartho (show models and ask questions)
- Solar eclipse and lunar eclipse
- Germination/soils (show samples and ask questions)

Special Documentation : Games and sports, cultural programmes, art, gardening, cleanliness of school, good behaviour

The following format is used to consolidate the results of student's academic achievement as per each evaluation.

School grading	1st Evaluation	2nd Evaluation	3rd Evaluation
Date of evaluation			
Total marks obtained			
School grade based on student achievement			
Signature of evaluator			

An explanation of the school grading system along with guidelines for filling performas A and B and the marking and grading systems are also given in the school monitoring format.

What did Uttaranchal Develop out of existing tool?

School Performance Mapping System or School Development Index for education planning – First Phase of addressing quality issue

Grade Maps that makes the Uttaranchal's tool a unique innovation

What makes the School Performance Mapping System of Uttaranchal different from School Grading System that originated in Uttar Pradesh is **its Performance Mapping System** that was initiated and mastered by Uttaranchal **in 2004-2005,** important features of which are:

➡ Maps based on physical and academic performance are prepared from school to state level.

➡ Mapping system gives an overall picture of the region thereby having an ability to provide instant solutions.

➡ Helps in finding problems at the school level and finding the solution also the same level.

➡ A tool of performance assessment of every one at district level – students to DIET mentors.

➡ Grade/ Performance Maps – have acquired strength for providing base for education planning.

➡ A tool of establishing an accountable system, making NPRC, BRC and DIET accountable.

Vision behind converting the school grade results – that were being simply collected at the NPRC level and then forgotten – into maps at every level was particularly to address following questions:

➡ Can there be an assessment tool that can be developed into a system of Education Management – Where assessment of children and school together gives insight for better school planning and education management.

➡ Can we have an assessment system that will help in Education Management at micro level – at a school or a Panchayat level – Where problems are identified and solutions are sorted to at micro level.

➡ Most importantly can there be a system where management will be based on the principle of "Identify the Weakest and focus on its improvement".

With this vision and principle in focus, Idea of developing School Grading Maps was initiated in 2004-2005 with the purpose of identifying factors that go in affecting performance – both physical and pedagogical. In this process the schools are graded and grading results are compiled at the NPRC, BRC, and District level on the basis of which Schools, Nyaya panchayats, Blocks and Districts are ranked and grading maps are developed to identify weak/ poor performing schools, panchayats, blocks. or districts. Results are analyzed at NPRC, BRC and DIET level. Strategies are discussed and disseminated. Grades and ranks are shared at every level. Grading maps are displayed at the NPRC/ CRC, BRC, District and state levels.

Goals – short term and long term kept in mind for developing grade maps
Short term objectives/ Goals:

i. Every child is periodically assessed by an external evaluator and every child and every school is attended to
ii. Every child is assessed on minimum competencies
iii. Every school is assessed simultaneously (wherein performance of students, teachers and SMCs is taken into account)
iv. Identify the factors understand what affects learning performances of students at various levels
v. Enable teachers to concentrate on improving achievement levels rather than spending time on evaluation
vi. Involve community in the overall assessment process, particularly in assessing and monitoring progress of their children and school
vii. Standardise tool that generates sufficient data to analyse impact of interventions/ initiatives taken under projects
viii. Establish a fair, objective and bias-free assessment system.

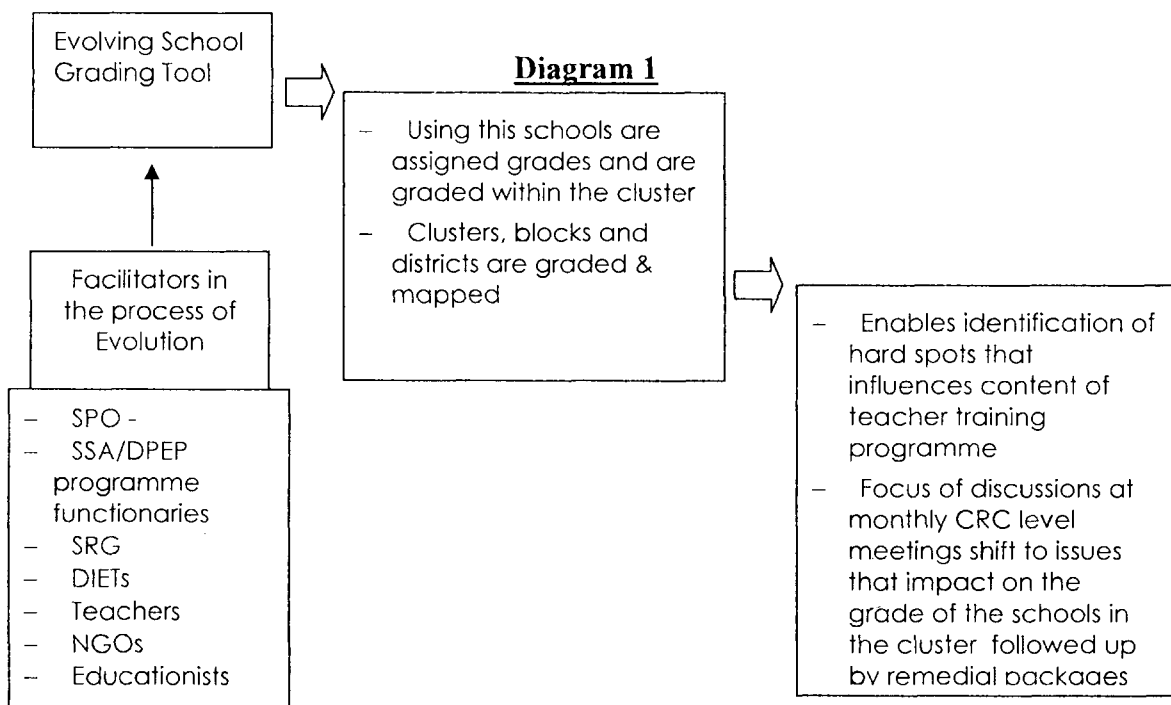**Long term objectives/ Goals**

i. Develop a tool of planning and development, where the unit of development is "school" and every stakeholder in the process of school development participates in the planning, development and implementing process

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ii. Build capacities to identify problems and solutions for those, right at the micro level.

iii. Establish links between COHORT, CCE and Grade maps.

iv. Children with better achievement levels enter High schools.

The salient features of the system that make it a robust management tool for impacting the overall quality of education are as follows:

i. A competency based testing tool (CBTT) is used for school monitoring

ii. The testing tool used is evidence based

iii. The testing tool is not 'inspectorial' but 'developmental'

iv. The system uses a holistic tool of assessment wherein all that factors school development are included as parameters of assessment

v. It is a dynamic system that has the inherent capacity to incorporate required changes

vi. It is transparent and participatory by design that involves the community and widespread sharing

vii. It is amenable to analysis for detection of weak areas and gaps (including academic hard spots) to inform remedial measures

viii. It has ensured improved level of objectivity in the process of assessment

ix. It can form the basis for formulating the quality aspects of the Annual Work Plan and Budget (AWP&B)

x. Generating healthy competition in the community.

The overall scheme for school monitoring centers around the school grading tool thus evolved and took the following shape.

Diagram 1

Evolving School Grading Tool

Facilitators in the process of Evolution

- SPO -
- SSA/DPEP programme functionaries
- SRG
- DIETs
- Teachers
- NGOs
- Educationists

- Using this schools are assigned grades and are graded within the cluster
- Clusters, blocks and districts are graded & mapped

- Enables identification of hard spots that influences content of teacher training programme
- Focus of discussions at monthly CRC level meetings shift to issues that impact on the grade of the schools in the cluster followed up by remedial packages

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How is grading carried out and maps prepared

Grading is carried out thrice a year; first grading is conducted in July-September, Second in October-December and third in February-April. On the basis of results in both parts of grade formats the schools are graded, ranked and mapped at the NPRC level. Likewise the NPRC's, BRC's and DIET's/DPO's performances are ranked and mapped at a level higher. . In this process the schools are graded and grading results are compiled at the NPRC, BRC, and District level on the basis of which Schools, Nyaya panchayats, Blocks and Districts are ranked and grading maps are developed to identify weak/ poor performing schools, panchayats, blocks, or districts. Results are analyzed at NPRC, BRC and DIET level. Strategies are discussed and disseminated. Grades and ranks are shared at every level. Grading maps are displayed at the NPRC/ CRC, BRC, District and state levels.

Analysis of the school grades is the first step towards planning any remedial measures. The Grading Achievement Percentage for schools in a cluster, clusters in a block, blocks in a district and districts in the State are calculated and ranked. This throws light on the low performing schools, clusters, blocks and districts.

In the beginning the scores assigned to each of the schools ranged from 1-25 by assigning a score for each of the grade combinations for the physical and academic aspects, viz., AA, AB, BA, and so on. In this scoring plan both the aspects were assigned equal weightage. Making a shift from this scoring plan, very recently a decision has been taken to assign higher weightage to the academic aspect. Consequently, the range of marks now varies from 06 to 30. Instruction related to assigning Grade Marks for Developing the School Grading Maps are as follows:

Physical Aspect		Physical Aspect	
Grade	Marks	Grade	Marks
A	5	A	25
B	4	B	20
C	3	C	15
D	2	D	10
E	1	E	05

Grading Combination Scores

Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks
AA	30	AB	25	AC	20	AD	15	AE	10
BA	29	BB	24	BC	19	BD	14	BE	09
CA	28	CB	23	CC	18	CD	13	CE	08
DA	27	DB	22	DC	17	DD	12	DE	07
EA	26	EB	21	EC	16	ED	11	EE	06

Formula for preparing the grading map

$$
\text{Grading Combination Scores of Cluster/Block/District} = \frac{\left\{\begin{array}{l} 30 \times \text{No of AA grade schools} \\ + 29 \times \text{No of BA grade schools} \\ + 28 \times \text{No of CA grade schools} \\ + \ldots\ldots 18 \times \text{No of CC grade schools} \\ + 17 \times \text{No of DC grade schools} \\ + \ldots\ldots 7 \times \text{No of DE grade schools} \\ + 06 \times \text{No of CC grade schools} \end{array}\right\}}{\text{Total number of schools graded}} \times 100
$$

Following is a school grade map at the state level where 13 districts have been ranked on the basis of their performances during three gradings conducted in 2004-2005. One may note, that the DPEP districts which had elementary education programme earlier in the form of BEP and DPEP have shown better performances such as – Uttarkashi, Champawat, Tehri Garhwal, Bageshwar, Nainital and Haridwar.

Map 1: Year 2005-06 (First Grading)

School Grading Map   UTTARANCHAL (District Map)

1st Grading (Sept. 2005)
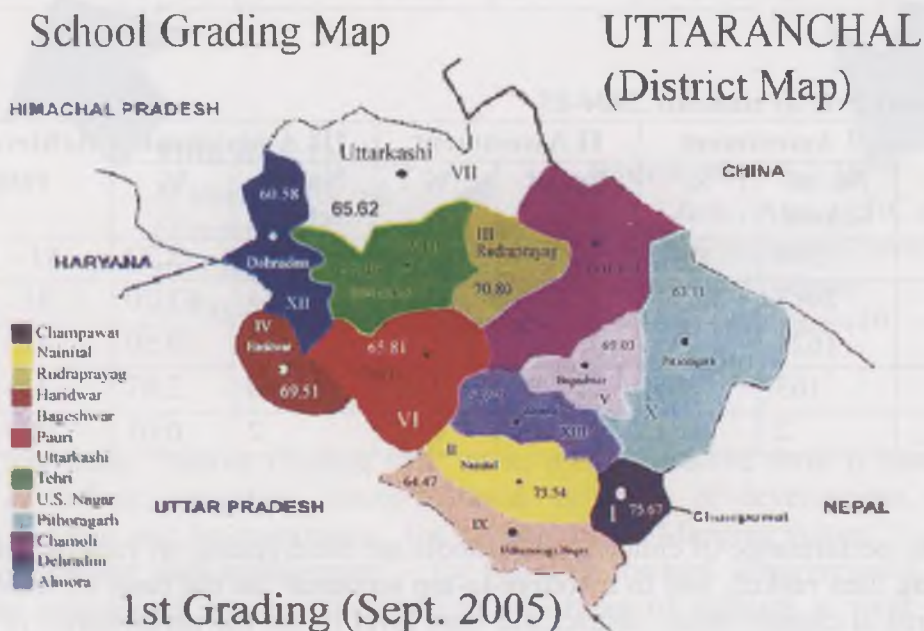
School Performance Mapping System: Tool for Education and Pedagogic management

While the grade combinations provide a broader perspective of the problem, as it exists at different levels, it is also possible to identify the real cause for lowering the grade of a school. Once the causal factor for each of the low grade school is known, actionable interventions can be designed. In this way remedial measures are planned for the school and action initiated in order to impact on the grade of the school. DIETs, BRC and CRCC are being regularly trained to develop skills of finer analytical abilities for result oriented local level interventions to be effectively designed and implemented.

Analysis of Schools falling under different range of marks in three gradings conducted in year 2004-2005

The physical status of the schools 2004-05

Grade	I Assessment		II Assessment		III Assessment		Achievement rating
	No. of School	%	No. of School	%	No. of School	%	
A	1289	28.49	1388	30.25	1417	31.91	81 - 100
B	2508	55.44	2561	57.68	2479	55.83	61 - 81
C	639	14.12	462	10.41	512	11.53	41 - 60
D	117	2.59	82	1.85	31	0.70	21 - 40
E	36	0.80	26	0.59	1	0.02	00 - 20

Achievement level of students 2004-05

	I Assessment		II Assessment		III Assessment		Achievement rating
	No. of School	%	No. of School	%	No. of School	%	
A	389	8.48	451	9.97	254	5.72	81 - 100
B	2413	52.58	2612	57.74	2784	62.70	61 - 81
C	1622	35.35	1368	30.24	1310	29.50	41 - 60
D	163	3.55	92	2.03	90	2.03	21 - 40
E	2	0.04	1	0.02	2	0.05	00 - 20

The performance of children and schools are rated/graded on various parameters. Schools are then ranked, and in a bottom-to-top sequence, on the basis of results, maps are prepared at cluster, block, district and state level to see the performance of schools, cluster, blocks and district. Mapping helps in identifying problems/factors that are resulting into poor ranking and inferior grades, as a follow-up of which remedial packages are prepared, shared and then disseminated. Cycle of grading, identifying weak areas and hard spots, finding remedial solutions, applying them in schools for children...is a dynamic process that functions as follows. Instructions issued to the

district and sub district officers to conduct, analyze and prepared remedial modules were issued can be seen on **Annexure 1**.

Diagram 2

First step: DIETs to keep test papers ready before each grading. (DIETs has 3 months to work before each grading)

Second Step: 30th Sept. / Dec/ March – CRC conduct grading. (15 days for conducting grading)

Sixth step: Teaching in schools based on remedial packages, then next grading starts. (Time for remedial teaching – 2 months)

Third step: 16 - 19 Oct. / Jan. / April – Complete grading and Prepare maps at Cluster and block level. (3 days activity)

Fifth step: Training of teachers for use of remedial package. (5 days activity)

Fourth Step: Till 30th Oct. / Jan. / Apr – CRC & BRC analyse results based on maps and prepare remedial packages. (10 days activity)

Thus while "School Grading tool" in its present evolved form is based on the concept of holistic evaluation, where "**School**" is a unit of development, planning, progress and also unit for monitoring, the "School Grade Mapping system" is a tool for education planning and management – for planning focused, disaggregated, demand-based and need-based interventions such as which set of students is weak in which subjects where focused or greater attention would be required; which set of teachers or students require what kind of training input; whether content needs modification, whether evaluation system is evaluating competencies etc... Most importantly, "school grading map" is a tool to identify and focus on the weakest and improve their performances.

Status of School Grading 2005-2006

First phase grading – September 2005

S. No.	Name of district	No. of Schools	Grades																										Total
			AA	BA	CA	DA	EA	AB	BB	CB	DB	EB	AC	BC	CC	DC	EC	AD	BD	CD	DD	ED	AE	BE	CE	DE	EE	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Bageshwar	566	14	0	0	0	109	112	21	0	0	61	174	39	2	0	3	19	12	0	0	0	0	0	0	0	0	566
2	Champawat	430	27	8	2	0	0	156	150	6	0	0	28	39	13	0	0	0	1	0	0	0	0	0	0	0	0	430
3	Pithoragarh	1070	3	8	0	0	0	85	346	31	1	0	28	320	165	10	0	5	28	23	16	0	0	0	0	1	0	1070
4	Tehri	1274	44	3	0	0	0	277	284	17	2	0	126	274	117	7	1	22	70	24	1	0	1	3	1	0	0	1274
5	Uttarkashi	687	18	4	0	0	0	125	138	35	3	1	62	187	82	4	3	0	11	14	0	0	0	0	0	0	0	687
6	Haridwar	610	62	4	0	0	0	85	179	7	2	8	20	193	24	10	0	0	9	4	0	3	0	0	0	0	0	610
7	Almora	1378	7	4	0	0	0	30	149	113	22	1	30	491	168	43	0	10	197	78	12	1	0	12	10	0	0	1378
8	Chamoli	929	2	5	0	0	0	70	275	68	0	1	25	298	83	25	1	1	30	36	6	2	0	1	0	0	0	929
9	Dehradun	737	3	1	0	0	0	87	128	10	1	0	51	259	138	2	2	6	25	15	7	0	1	1	0	0	0	737
10	Nainital	273	8	0	0	1	0	121	74	3	0	0	12	44	8	0	0	0	1	1	0	0	0	0	0	0	0	273
11	Pauri	1650	27	10	0	0	0	217	481	77	1	1	93	539	138	11	0	5	31	13	3	1	0	1	1	0	0	1650
12	Rudraprayag	517	2	15	4	0	0	4	216	172	0	0	0	22	81	0	0	0	0	1	0	0	0	0	0	0	0	517
13	U.S. Nagar	598	14	7	0	0	0	25	206	16	0	0	10	243	51	0	0	0	9	14	0	0	0	1	2	0	0	598
	Total	10719	231	69	6	1	109	1394	2647	555	32	73	659	2948	1070	112	10	68	424	223	45	7	2	19	14	1	0	10719

Marks for first phase grading – September 2005

Marks			25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	Total	
S. No.	Name of district	No. of Schools	AA	BA	CA	DA	EA	AB	BB	CB	DB	EB	AC	BC	CC	DC	EC	AD	BD	CD	DD	ED	AE	BE	CE	DE	EE		%
1	Bageshwar	566	350	0	0	0	2289	2240	399	0	0	976	2610	546	26	0	33	190	108	0	0	0	0	0	0	0	0	9767	69.02
2	Champawat	430	675	192	46	0	0	3120	2850	108	0	0	420	546	169	0	0	0	9	0	0	0	0	0	0	0	0	8135	75.67
3	Pithoragarh	1070	75	192	0	0	0	1700	6574	558	17	0	420	4480	2145	120	0	50	252	184	112	0	0	0	0	2	0	16881	63.11
4	Tehri	1274	1100	72	0	0	0	5540	5396	306	34	0	1890	3836	1521	84	11	220	630	192	7	0	5	12	3	0	0	20859	65.49
5	Uttarkashi	687	450	96	0	0	0	2500	2622	630	51	16	930	2618	1066	48	33	0	99	112	0	0	0	0	0	0	0	11271	65.62
6	Haridwar	610	1550	96	0	0	0	1700	3401	126	34	128	300	2702	312	120	0	0	81	32	0	18	0	0	0	0	0	10600	69.51
7	Almora	1378	175	96	0	0	0	600	2831	2034	374	16	450	6874	2184	516	0	100	1773	624	84	6	0	48	30	0	0	18815	54.62
8	Chamoli	929	50	120	0	0	0	1400	5225	1224	0	16	375	4172	1079	300	11	10	270	288	42	12	0	4	0	0	0	14598	62.85
9	Dehradun	737	75	24	0	0	0	1740	2432	180	17	0	765	3626	1794	24	22	60	225	120	49	0	5	4	0	0	0	11162	60.58
10	Nainital	273	200	0	0	22	0	2420	1406	54	0	0	180	616	104	0	0	0	9	8	0	0	0	0	0	0	0	5019	73.54
11	Pauri	1650	675	240	0	0	0	4340	9139	1386	17	16	1395	7546	1794	132	0	50	279	104	21	6	0	4	3	0	0	27147	65.81
12	Rudraprayag	517	50	360	92	0	0	80	4104	3096	0	0	0	308	1053	0	0	0	0	8	0	0	0	0	0	0	0	9151	70.80
13	U.S. Nagar	598	350	168	0	0	0	500	3914	288	0	0	150	3402	663	0	0	0	81	112	0	0	0	4	6	0	0	9638	64.47
	Total	10719	5775	1656	138	22	2289	27880	50293	9990	544	1168	9885	41272	13910	1344	110	680	3816	1784	315	42	10	76	42	2	0	173043	

Third phase grading – March 2006

S. No.	Name of district	No. of Schools	Grades																										Total
			AA	BA	CA	DA	EA	AB	BB	CB	DB	EB	AC	BC	CC	DC	EC	AD	BD	CD	DD	ED	AE	BE	CE	DE	EE	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Bageshwar	567	15	5	0	0	0	148	148	22	0	0	46	142	28	1	0	2	8	2	0	0	0	0	0	0	0	567
2	Champawat	465	24	5	6	0	0	153	161	6	0	0	27	40	15	0	0	10	11	6	1	0	0	0	0	0	0	465
3	Pithoragarh	1070	22	4	0	0	0	135	468	40	3	0	24	238	117	5	0	0	4	7	3	0	0	0	0	0	0	1070
4	Tehri	1279	78	5	0	0	0	410	356	21	2	0	96	202	80	5	0	4	13	6	1	0	0	0	0	0	0	1279
5	Uttarkashi	689	24	12	2	0	182	163	48	0	0	45	142	70	0	0	0	0	0	0	0	0	0	0	0	0	0	688
6	Haridwar	559	57	46	0	0	0	101	183	2	0	0	18	117	21	1	0	0	8	3	0	2	0	0	0	0	0	559
7	Almora	1368	8	4	0	0	0	69	339	36	2	0	35	584	130	7	0	22	86	38	2	0	0	5	1	0	0	1368
8	Chamoli	937	2	6	0	0	0	98	325	37	2	1	36	288	85	4	0	0	25	21	4	0	0	0	1	2	0	937
9	Dehradun	845	9	2	1	0	0	149	185	23	2	0	82	261	91	3	0	2	12	21	1	1	0	0	0	0	0	845
10	Nainital	903	34	6	0	1	0	261	118	3	0	0	22	77	25	0	0	0	0	7	2	0	0	0	0	0	0	556
11	Pauri	1652	38	86	0	0	0	319	564	59	11	1	84	412	62	4	0	1	9	0	2	0	0	0	0	0	0	1652
12	Rudraprayag	521	4	24	6	0	0	5	269	136	2	0	31	42	0	0	0	0	2	0	0	0	0	0	0	0	0	521
13	U.S. Nagar	671	26	12	0	0	0	125	322	12	0	0	24	131	12	1	0	0	2	4	0	0	0	0	0	0	0	671
	Total	11526	341	217	15	1	182	2136	3486	397	24	47	667	2604	666	31	0	41	180	115	16	3	0	5	2	2	0	11178

Marks for third phase grading – March 2006

Marks		25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	Total	
S. No.	Name of district	No. of Schools	AA	BA	CA	DA	EA	AB	BB	CB	DB	EB	AC	BC	CC	DC	EC	AD	BD	CD	DD	ED	AE	BE	CE	DE	EE	Total	%
1	Bageshwar	567	450	145	0	0	0	3700	3552	506	0	0	920	2698	504	17	0	30	112	26	0	0	0	0	0	0	0	12660	89.31
2	Champawat	465	720	145	168	0	0	3825	3864	138	0	0	540	760	270	0	0	150	154	78	12	0	0	0	0	0	0	10824	93.11
3	Pithoragarh	1070	660	116	0	0	0	3375	11232	920	66	0	480	4522	2106	85	0	0	56	91	36	0	0	0	0	0	0	23745	88.77
4	Tehri	1279	2340	145	0	0	0	10250	8544	483	44	0	1920	3838	1440	85	0	60	182	78	12	0	0	0	0	0	0	29421	92.01
5	Uttarkashi	689	720	348	56	0	4732	4075	1152	0	0	945	2840	1330	0	0	0	0	0	0	0	0	0	0	0	0	0	16198	94.17
6	Haridwar	559	1710	1334	0	0	0	2525	4392	46	0	0	360	2223	378	17	0	0	112	39	0	22	0	0	0	0	0	13158	94.15
7	Almora	1368	240	116	0	0	0	1725	8136	828	44	0	700	11096	2340	119	0	330	1204	494	24	0	0	45	8	0	0	27449	80.26
8	Chamoli	937	60	174	0	0	0	2450	7800	851	44	21	720	5472	1530	68	0	0	350	273	48	0	0	0	8	14	0	19883	84.88
9	Dehradun	845	270	58	28	0	0	3725	4440	529	44	0	1640	4959	1638	51	0	30	168	273	12	11	0	0	0	0	0	17876	84.62
10	Nainital	903	1020	174	0	27	0	6525	2832	69	0	0	440	1463	450	0	0	0	0	91	24	0	0	0	0	0	0	13115	94.35
11	Pauri	1652	1140	2494	0	0	0	7975	13536	1357	242	21	1680	7828	1116	68	0	15	126	0	24	0	0	0	0	0	0	37622	91.09
12	Rudraprayag	521	120	696	168	0	0	125	6456	3128	44	0	620	798	0	0	0	0	28	0	0	0	0	0	0	0	0	12183	93.54
13	U.S. Nagar	671	780	348	0	0	0	3125	7728	276	0	0	480	2489	216	17	0	0	28	52	0	0	0	0	0	0	0	15539	92.63
	Total	11526	10230	6293	420	27	4732	53400	83664	9131	528	987	13340	49476	11988	527	0	615	2520	1495	192	33	0	45	16	14	0	249673	89.34

23

School Performance Mapping System: Tool for Planning AWP&Bs – Second phase of addressing quality issue

Uttaranchal believes it has now moved from first phase of programme – of successfully addressing infrastructural and manpower needs – to the phase that concentrates on quality issues. The SPO, in the second phase of addressing quality, conducted series of brainstorming and training sessions with its DPO, DIET, NPRC and BRC team to design Annual Work Plans and Budgets (AWP&Bs) based now on educational needs.

In year 2005-06, the districts and sub-district offices were instructed to prepare AWP&B for SSA on the basis of School Performance Mapping System by identifying the weak areas or "areas of concern." Following exercise that was executed at the State level to identify the "districts of concern" was applied similarly at the district level to identify the blocks and clusters of concern.

Comparison between the last grading of last academic year and first grading of this academic year and analysis of it to identify the "districts of concern"

Comparisons of performance over first grading and last (third) grading

S. No.	Sept, 2005	March, 2006	Performance	
1	Champawat	Nainital	Nainital	↑ up by 1 rank
2	Nainital	Uttarkashi	Haridwar	↑ up by 1 rank
3	Rudraprayag	Haridwar	US Nagar	↑ up by 4 ranks
4	Haridwar	Rudraprayag	Tehri	↑ up by 1 rank
5	Bageshwar	Champawat	Rudraprayag	↓ down by1 rank
6	Pauri Garhwal	US Nagar	Pauri	↓ down by 3 ranks
7	Uttarkashi	Tehri	Bageshwar	↓ down by 5 ranks
8	Tehri	Pauri	Champawat	↓ down by 5 ranks
9	USN	Bageshwar	Uttarkashi	↓ down by 6 ranks
10	Pithoragarh	Pithoragarh	Pithoragarh	↓ No change in rank
11	Chamoli	Chamoli	Chamoli	↓ No change in rank
12	Dehradun	Dehradun	Dehradun	↓ No change in rank
13	Almora	Almora	Almora	↓ No change in rank

■ – Performance satisfactory

■ – Performance not satisfactory

■ – Districts of concern

Above analysis at the state level clearly shows that the bottom three districts are "districts of concern" and special interventions would be required for these. On the basis of such an analysis the districts were called and counselled by the District mentors and State Project Director:

＋ On what to focus on and what interventions should be proposed in their plans.

＋ Detail analysis of problem is done by getting the district and block level maps to identify the "Blocks of concern" and "Clusters of concern" to be focused on by the districts at their levels. The good and average performing district and sub district

levels were counselled on further improvement and now addressing on quality issues completely. The maps are discussed at Block level, District Level & State level. The SPO, SCERT & DIET provides proper assistance to enhance the performance of school, cluster, block & districts. The academic grading is conducted on the standardized question paper developed by the DIET of concerned district.

.   This tool has helped not only in assessing the performance of child but also performances of NPRC, BRC, DIET and DPO, thus bringing accountability element in implementing interventions. In addition to this the tool has certainly helped in better planning of the programmes at district and sub-district level. What is also worth appreciating is that the system has been own by the community wherein every VEC is aware of the grades of its schools.

The analysis of academic grading has been used to plan academic intervention such as remedial teaching, bridge courses, teacher training etc. for the AWP&B 2006-07.

The physical status of the schools 2005-06

	I Assessment		II Assessment		III Assessment		Achievement rating
	No. of School	%	No. of School	%	No. of School	%	
A Grade	2354	21.96	3420	30.66	3185	28.49	81 - 100
B Grade	6107	56.97	5726	51.35	64.92	58.08	61 - 81
C Grade	1868	17.43	1561	13.99	1195	10.69	41 - 60
D Grade	191	1.78	91	0.82	74	0.66	21 - 40
E Grade	199	1.86	354	3.17	232	2.07	00 – 20

Achievement level of students 2005-06

	I Assessment		II Assessment		III Assessment		Achievement rating
	No. of School	%	No. of School	%	No. of School	%	
A Grade	416	3.88	670	6.00	756	6.76	81 – 100
B Grade	4701	43.86	5391	48.34	6090	54.48	61 – 81
C Grade	4799	44.71	· 4535	40.66	3968	35.49	41 – 60
D Grade	767	7.16	536	4.8	355	3.88	21 - 40
E Grade	36	0.34	20	0.18	9	0.08	00 – 20

To make the system more comprehensive and effective both the grading tool and the monitoring system were studied in detail at the SPO in August 2005. Several decisions were taken for the same and also strengthen the systemic aspect of school monitoring to make it user friendly and result oriented. Instructions to this effect were issued separately to the CRCCs, BRCCs, Principals of DIET and all District Project Officer/Additional Basic Shiksha Adhikari (letters issued by SPD, SSA). Key decisions regarding the school monitoring system communicated to the district and sub district functionaries (Annexure 2) pertain to the following:

Functionary : CRCC/NPRCC

Letter No: SPD's Letter No. Ra Pa Ni/1027/Vi Ko/2005-06 dated 26th August 2005

Instructions

i.	The concerned CRCC will undertake the school grading
ii.	For school grading the CRCC will observe all the activities in the school throughout the day before school starts and until it gets over
iii.	For completing Performa B of the school grading tool evaluation of the achievement levels in mathematics, language and environmental studies will be carried out in writing using the question papers developed by the DIETs. The answer scripts will be safely documented in the school. For the remaining components of the evaluation children will be assessed through activities
iv.	School monitoring will be taken up thrice in an academic session – in the months of September, December and March
v.	After each round of monitoring the CRCC will develop a grading map for the schools in the cluster. The marks will be assigned to schools as per Annexure 1* and the total average marks obtained will be calculated as per the method given in Annexure 1*. The schools will be ranked in descending order with the school getting the highest marks in the first position followed by schools that have received lesser marks
vi.	A copy of the school grading format must be retained by the CRCC and another copy must be made available for keeping in the school
vii.	After each round of school grading the forms has to be signed by the CRCC, concerned Head Teacher, VEC and SMC
viii.	The grades assigned to schools must be put up on the school's notice board in clear hand writing
ix.	The CRCC will give suggestions to the school for improving the grade of the school and if it is not possible to find the appropriate means of improving the grade of the school at the cluster level, the matter must be referred to the BRC
x.	The grade of the school must be discussed with the concerned VEC and SMC

Functionary : BRCC

Letter No: SPD's Letter No. Ra Pa Ni/1026/Vi Ko/2005-06 dated 26th August 2005

Instructions

i.	After each round of the school grading is completed the concerned BRCC will undertake a verification of at least 25% of the schools in the block through visiting the schools. The ABRCC will assist the BRCC in carrying out the task
ii.	Each BRCC will ensure that school monitoring is taken up thrice in an academic session in all the schools in the block
iii.	After each round of monitoring a block grading map will be prepared for the clusters in the block. The marks will be assigned to the clusters as per Annexure 1* and the total average marks obtained will be calculated as per the method given in Annexure 1*. The clusters will be ranked in descending order with the school getting the highest marks in the first position followed by schools that have received lesser marks
iv.	The grading map for the cluster will clearly indicate the total marks obtained by the cluster together with its rank in the block
v.	In the map each cluster will be assigned different colours
vi.	The BRCC with assistance from the ABRC will solve the difficulties identified at the cluster level by going personally to the schools
vii.	The block grading map will be discussed at the meetings of the block resource group and CRCCs' and a copy of the minutes of these meetings will be sent to the State Project Office
viii.	Contact the DIET for the written question papers and main points for observation so that they reach the CRCCs' in time for each round of school monitoring
ix.	The block wise school grades along with the maps will have to be made available to the District Project Office by the end of the month when school monitoring is undertaking – September, December and March

Functionary : Principal DIET, District Project Officer/ Additional Basic Shiksha Adhikari

Letter No: SPD's Letter No. Ra Pa Ni/1028/Vi Ko/2005-06 dated 26th August 2005

Instructions

i.	The District Project Office will make available two copies of the school grading format that it receives from the State Project Office to each school every year in the month of July
ii.	The DIETs' will prepare at least four different sets of question papers to test student achievement for specified skills and ensure that the same reach the CRCs' through the block mentor
iii.	For the school monitoring in the District, the principal of the concerned DIET/District Project Officer and District Co-ordinator (Training) will be totally responsible

iv. Besides the written question papers for Language, Mathematics and Environmental studies there are other activities in part B of the grading format that can be evaluated through observation for which the DIET will prepare separate observation check list and clearly mention the total marks for each point in the check list
v. Every DIET mentor will scrutinize 10% of the school grading formats in the block. Every mentor will also ensure that schools that are inspected by him/her are other than schools that have been inspected by others such that the maximum number of schools are checked for the validity of their grades
vi. Each District Co-ordinator (Girls' Education, Alternative Schooling, Training and Community Participation) will check 20 different schools with the lowest grades after each round of school monitoring. It must be borne in mind that these schools are not checked for their grades by any other functionary
vii. Every DIET, District Co-ordinator will jointly prepare the block wise schools grading map indicating the average grade marks to be calculated on the basis of the total marks obtained as given in Annexure 1*. It must be ensured that the grading map is ready in the month after each round of the school monitoring – October, January and April
viii. The blocks will be ranked in the District grading map according to the average marks obtained
ix. The results of each round of school grading together with the grading map will be discussed with the members of the District Education Planning Committee, BRCCs' and DIET lecturers.
x. The analysis and needs emerging form school monitoring will be used for formulating the annual work plan for the coming year
xi. Based on the results of school monitoring the DIETs' will develop in service training modules with emphasis on the needs that emerge and conduct the teacher training programs
xii. Based on school monitoring teachers will be trained (as a part of in service training) on carrying out action research on selected problems
xiii. Carry out analysis on the basis of the grading map and based on the analysis provide guidance on remedial teaching, classroom processes, identification of hard spots in the course of in service teacher training programs

Operational Details

As is seen in previous sections State has laid down a detailed strategy for implementing the school monitoring system. Essentially the system has four major components, viz., planning, implementation, analysis & responding, and monitoring. The diagram below tries to explain the roles and responsibilities of the different players in operationalising the system.

Diagram 3

Planning	Implementation
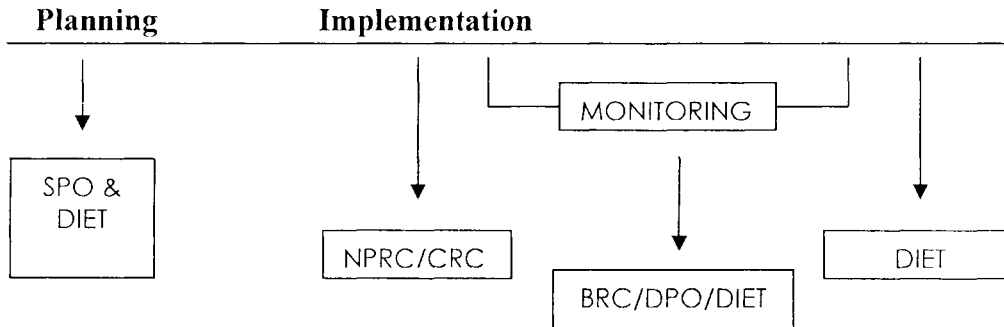
Coverage

Coverage of districts in the State has been phased. As a part of UP DPEP III, school grading included six of the 13 districts. Subsequently from 2002-03 the school monitoring system was extended to all the districts.

Structural Arrangements and Roles

In operationalising the system the State has used the existing structures and has not thought it necessary to invest in additional or specialized human resources. This has been a major cost cutting measure. While the leadership and coordination role lies with the SPO, all the existing structures – SCERT, SRG, DIETs, DPOs, BRC, NPRC/CRC, VECs and SMCs have a role to play in the execution of the school monitoring system.

Visioning and conceptualization have been the primary responsibility of the SPO, SRG, and the DIETs they have also played a significant role in designing the training modules and facilitating the process of capacity building. In this realm the BRCCs, CRCCs and teachers have made significant contributions based on their field experiences.

In operationalising the system, the DIETs have had a distinct role, as the faculty members have been mentoring blocks in the districts for school monitoring. This requires the DIET faculty to empower the CRCCs/NPRCCs and BRCCs to implement and benefit from the school monitoring system such that qualitative differences in the performance of schools can be affected. Besides this, the DIETs have been made responsible for monitoring and verifying the school grading carried out by the CRCCs/NPRCCs and also prepares the graded question papers for each round of the school grading exercise. The DIETs are also responsible for initiating analysis of the school grading results and design remedial measures on the basis of the analysis carried out and incorporate necessary

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inputs in the teachers' training modules. They are also expected to assist the CRCCs and BRCCs to plan local level interventions in response to the issues thrown up by the analysis of school grading results in a manner that the performance of the schools is upgraded.

The BRCCs have the specific responsibility of overseeing the implementation of the school monitoring exercise in the clusters in the blocks in their charge. This requires them to ensure compliance of the norms and procedures laid down for effective implementation of school grading. And this entails timeliness, conduct of all the steps of school grading, maintenance of records and their onward transmission, analysis, sharing and discussion of grading results/maps. They have the administrative responsibility of ensuring timely availability of the grading format and question papers to the CRCCs. The BRCCs are expected to visit schools when the process of school grading is in progress and also carry out verification of formats filled up by the CRCCs. Another important role assigned to the BRCC is to assist the CRCC in identifying the hard spots and addressing the issues that emerge from the analysis of the grading results/maps and build necessary linkages to facilitate this process.

The CRCCs/NPRCCs are the only functionaries authorized to carry out the school grading thrice in every academic session. Together with this they have the responsibility of analyzing the grading results and sharing and discussing the same with the VECs/SMCs as also with teachers at the monthly meetings held at the cluster levels. The CRCCs/NPRCCs are responsible for identifying the hard spots experienced both by teachers and children. In some instances they have placed boxes in the CRC where teachers are requested to put in slips indicating the difficulties they face in teaching particular topics/subjects. They do not have to mention their names so that the slips do not disclose the identity of the teacher in order reach the core of their difficulties while protecting their honour as teachers. With the help of the BRCCs they are expected to help teachers improve the achievement levels of children to improve the overall grade of the school. The CRCCs/NPRCCs are expected to maintain all relevant records and produce analytical diagrams of the grading results.

The VECs and SMCs as bodies that represent the local community are informed about the status of the school both with respect to the physical and academic aspects. They have evinced interest in improving the status of their schools and there are examples of proactive interventions by them to improve the physical conditions of the schools (constructing pathways to the school, provisioning drinking water, materially supplementing construction of the kitchen shed, keeping oneself updated about the school and its activities) the and supporting volunteer teachers with locally mobilized resources.

The functionaries at the DPO are expected to monitor the implementation of the school grading process, verify the formats and also facilitate the preparation of analytical reports using the information from the grading formats. They play the role of disseminating information about norms and procedures related to carrying out the school grading exercise, maintenance of records, sharing of grading results, providing inputs for improving academic performance of the schools, etc.

The SCERT has been facilitating the whole process of implementation with particular emphasis on monitoring. This State level body has also contributed in developing the concept and the tool through active involvement in the workshops organized for the purpose.

Training and Capacity Building

However, training and orientation of all the players to equip them for their specific roles have been important precursors to taking on implementation. The teacher training programmes include four sessions (SG-1, SG-2, SG-3, SG-4) related to the school monitoring system. The objectives and duration of each session is given in the table below:

Session	Objectives/Outcomes	Duration
SG - 1	– Concept building about school grading and monitoring – Be able to accurately fill up the school grading format – Be able to ascertain the grade of the schools using the school monitoring and grading format	50 minutes
Session	Objectives/Outcomes	Duration
SG - 2	– Be able to state the main issues pertaining to the school building and school compound – Be able to list the TLM/teaching aids used by the teacher in the schools – Be able to state the major issues pertaining to school management – Be able to state the main issues based on the evaluation of Head Teacher/teacher – Be able to list the issues related to children based on their evaluation – Be able to mention the activities undertaken as a part of the classroom processes – Be able to list the extra curricular activities – Be able to mention the steps taken to enlist community support	2 hours and 10 minutes
SG - 3	– Be able to tell the method of evaluating student assessment – Be able to pay attention to preparation of question papers for assessing achievement levels of children for the three rounds of school monitoring during each academic session – Be able to articulate methods of improving school grades	1 hour and 30 minutes
SG - 4	– NOT AVAILABLE	

The planning teams of District and Block levels were oriented in a programme organized at DIET, Roorkee. Simultaneously strengthening of DIETs, BRCs and NPRCs was ensured to establish network of academic resource support for planners at every level. Capacity building workshops were organized at every level to clarify SSA norms, explain financial manual and management, discuss audit procedures, identify priority issues by data analysis and thereby prepare well focused plans. Following table gives the details of workshops held for the purpose:

Capacity building workshops for various levels of planning functionaries

S.No.	Activities	Duration	Participants
1.	Updation of Village Education Register (VER)	May, 2005	VEC/SMC members and teachers
2.	Workshop on SSA Norms and Budget	Sept. 2005	DPO, DC, AAO, SPO Official
3.	Need Analysis	Sept. 2005	School/CRC/BRC/DPO/ SPO level
4.	Workshop on AWP&B preparation	Nov. 2005	SPO, DPO, DIET personnel, SPO officers.
5.	AWP&B Workshop	Nov. 2005	Dist. Coordinator, AAO, SPO personnel.
6.	AWP&B Workshop	Dec, 2005	(At Block/District level) DPO, AAO, Dist. Coordinator, BRC and CRC coordinator.
7.	Preparation of AWP&B	Dec, 2005	At CRC and BRC level.
8.	Discussion on AWP&B	Jan, 2006	At district level.
9.	Preparation of AWP&B	Jan, 2006	At dist. level.
10.	Discussion on dist. AWP&B	Jan, 2006	At SPO level.
11.	Desk appraisal on AWP&B	Feb, 2006	At SPO level
12.	Final preparation of AWP&B	Feb, 2006	At District level.

The districts were instructed to pay special attention on the following:
1. Prepare need based plans. Assess all needs of district and then gel under various SSA head/interventions.
2. Address out-of-school children on priority. By using disaggregated data on OOSC put forth strategies to bring every child to school.
3. District coordinators counselled to make use of every intervention prescribed under SSA for getting every child to school.
4. Concentrate on "enrolled-but-on-the-fringe-of-dropping-children" and "drop-out children equally" and propose plans for helping them not to drop-out.
5. Focus on the over-age children, they should not miss the opportunity to learn
6. Concentrate on the urban areas and propose specific strategies to improve all the indicators in these areas.
7. Prepare focused sub-projects for special children and children from disadvantaged and marginalized groups.
8. Ensure saturation upper primary schools.

9. Ensure completion of first round of grading in performance tracking cycle, analyze the results and make an attempt to base plans on its results.
10. Address all the monitoring issues.
11. Make use of school performance mapping cycles to plan interventions.
    For example following is the analysis of gradings at the state level for last grading of last academic year and first grading of this academic year.

Financials

There are two aspects of significance with respect to the financial implications of such a large scale operation; the being the cost involved and the other being the source of funding. Insofar as the cost of implementing the school monitoring system, costs involved are routine by nature and caution has been exercised in minimizing cost. As has been mentioned already no additional human resource has been deployed for the implementation of the school monitoring system. Strategically the cost components have been woven into the expenditure heads already available for quality education under SSA.

The expenditure heads for the school monitoring system has necessitated one time and annual expenditure. The one time expenditures have been incurred in holding visioning, conceptualization and planning workshops. On the other hand there have been a set of annual expenses towards TA, DA, printing, training, and monitoring.

The budget has been available from the REMS and teacher training heads of SSA and it has not been necessary to tap other sources of funding. The details of the expenditure incurred by Uttaranchal are given separately as 'one time' costs and 'annual' expenditure.

Estimated Budget for School Grading – One time costs

In Rupees

S.No.	Activity	Unit cost per participant	Budget	Action for activity
1	Workshop for preparation of school grading tool, DIET Roorkee (30 participants for 3 days)	300.00 per participant	27,000.00	- Discussion on need for school grading - Area identification for grading - Methodology of grading - Preparation of grading tool for field testing
2	Workshop for preparation of school grading tool, DIET Bhimtal (30 Participants 3 days)	300.00 per participant	27,000.00	- Discussion of feed back of field testing results - Reorganization of school grading tools - Finalization of school grading tool

Annual Expenses

S.No.	Activity	Unit cost per participant	Budget	Action for activity
1	Printing of school Grading Tool (One copy each for School and NPRC)	1.50 x 2 =3	34,500.00	
2	Training of BRC/CRC Coordinators 930 CRC + 265 BRC) 01 DAY	100.00	1,19,500.00	
3	Training of DIET and DPO per school (27 DIET + 52 DPO Personnel)	100.00	7900.00	
4	Monitoring by BRC/DIET Mentor (3 times by 265 BRCCs + 95 DIET Mentors)	500.00 per day	1,90,000.00	
5	Data Collection and analysis	No Budget required	-	
6	Preparation of Grading Maps at CRC/BRC/ DPO/ SPO Level	No Budget required-	-	
	Total		3,51,900.00	

The total annual cost of school grading is Rs. 3, 51,900 for approximately 11,500 schools in Uttaranchal. The unit cost per school per year has thus been Rs. 30.60

However, there is a possibility of some additional costs that have not been factored in the cost tables given above. Some possible additional heads are as state below:

    i. salary/honorarium of personnel engaged for the school monitoring system

    ii. cost of organising workshops is another head of expenditure that may go beyond what has been reflected as one time expenditure in the above table

    iii. development and preparation of operational handbooks/guidebooks

    iv. computerisation of the system for efficient data management and analysis

These heads of expenditure would have to be factored in for getting a complete picture of the financial implications of setting up such a system. Most of these expenditure heads are possible to meet out of the budgetary provisions of the SSA.

Estimated Budget for School Grading - State Uttaranchal

S. No.	Activity	Unit cost per participant in Rs.	Budget in Rs.	Action for activity	Expenses from other activities	Remarks
1	Workshop for preparation of school grading tool (30 Participants 3 days) DIET Roorkee	300 per participant	27,000.00	Discussion on need of School Grading. Area Identification for grading Methodology of grading Preparation of grading tool for field-testing.		One Time
2	Workshop for preparation of school grading tool (30 Participants 3 days) Bhimtal	300 per participant	27,000.00	Discussion of feed back of field-testing results. Reorganization of school grading tools. Finalization of school grading tool.		One Time
	Total		**54,000.00**			
ANNUAL EXPENSES						
3	Printing of school Grading Tool (02 School / NPRC)	1.5	3.00			Annually
4	Training of BRC/CRC Coordinators (930 CRC + 285 BRC) 01 DAY	100	121500.00			Annually
5	Training of DIET and DPO per school (27 DIET + 52 DPO Personnel)	100	7900.00			Annually
6	Monitoring by BRC/DIET Mentor (03 time) (265 BRCCs + 95 DIET Mentors)	500 per day	190000.00			Three Times in a Year

#	Activity	Col3	Col4	Col5	Col6	Col7
7	Data Collection and analysis By CRC/BRC/DPO/SPO	-			No. Budget required	Routine monitoring by CRC coordinator
8	Preparation of Grading Maps at CRC/BRC/ DPO/ SPO Level	-			No. Budget required	
9	Preparation of test papers (03 test paper)	5.00			5x3times.x 50 child.=750.00	DIET routine activity
10	Register (Answer Book)	100.00 per school			100.00	School grant
11	Sharing of school grading result of VEC/CRC/BRC/DPO/SPO level		No budget required	-	-	Routine monitoring by VEC/CRC/BRC/DPO/SPO
12	Display of school grading result at school notice board		No budget required	-	-	-
13	Preparation of teacher's training modules on hard spot identified by school grading.	5.00 per module	-	DIET prepared teacher training module a identified hard spots	50.00	Atleast 10 training modules prepared in every academic year.
	Total		319400.00		900.00	

Budget Summary
- Direct Expenditure
1. One time expenses - Rs. 54000.00
2. a. Cumulative yearly expenses in all schools - Rs. 319400.00
   b. Expenses per annum/per school= Rs. 319400.00 ÷ 11728 (school) = Rs. 27.25
   c. Total Direct Expenditure per school = (Rs. 319400 + Rs. 54000) ÷ 11728 = Rs. 32.00
3. Total Expenses per school -Rs. 32.00 + Rs. 3.00 (Total Printing) = Rs. 35.00
- Indirect/Expenditure/Expenditure from other activities = Rs. 900.00

Innovative structures to ensure quality -

Integrating School Monitoring and Performance Mapping system with Continuous Comprehensive Evaluation system.

At present various initiatives to address issue of quality at various levels are being implemented in the state. School Monitoring and Performance Mapping System is being implemented state wide at primary level. While other pilots related to assessment systems and addressing quality such as System of Continuous and Comprehensive Evaluation (CCE) at primary level, Learning Guarantee Programme (LGP) and Room to Read Programme (RtR) both at primary and upper primary level are being implemented in various districts of the state. Thereby giving an impression that the children and teachers in Uttaranchal were probably being subjected to various examinations and assessments bringing questions such as

- Are children writing exams round the year?
- Are teachers conducting examinations and assessing children round the year?
- Are NPRC coordinators collecting and compiling assessment data round the year?

The State Project Office and Department of School Education has thus in a unique initiative attempted to *integrate various initiatives that are being implemented separately but are aimed at addressing one goal that of quality education,* so that a structure is available wherein the functions and responsibilities of all the stakeholders are clear and are so intertwined that there would be no choice but to work towards producing quality outcome.

Integrating School Monitoring and Performance Mapping system with CCE

- ➡ In the Government Order of 14th July, 2006 the Continuous and Comprehensive Evaluation system has been introduced state wide at both primary and upper primary level, integrating the system with the School Grading and Mapping (SGM) system (original term for School Monitoring and Performance Mapping). CCE will be executed and records maintained by the teachers in the school.
- ➡ School Monitoring and Performance Mapping System will continue and will be implemented thrice a year as it is carried out in the present form. The tool will be administered by the NPRC coordinators, however the NPRCC of 'X' NPRC will not grade schools of 'X' NPRC but will grade the schools of 'Y' NPRC. System of rotation has been developed wherein NPRC coordinators will move as external examiners to NPRC other than one they are responsible for. First grading of 'X' will be conducted by the NPRC coordinator of the same cluster, while second and third grading will be conducted by the NPRC coordinator of other clusters as would be decided in the rotation system.
- ➡ In the integrated system of monitoring and quality improvement, CCE is an internal (within school) evaluation mechanism of improving achievement levels

and efficiency, while SGM is an external (out of school functionaries) assessment mechanism of improvement of children and school.

➡ In CCE the teachers analyse weak areas of children, based on internal examinations and prepare remedial plan for improvement; in SGM, based on grading results and performance maps resource persons from cluster, block and district level give inputs towards remedial plans.

➡ In CCE there are eight monthly (unit) tests, one half yearly and one annual examination. School Grading conducted in the months of September will function as unit test of that month in CCE. School grading conducted in the month of December will be considered half yearly examination of CCE, while school grading conducted in the month March will be considered as annual examination of CCE. The Government Order of 14th July, 2006 (**annexure 5**) lays in detail the instructions regarding activities, roles, responsibilities, annual time-table and functionaries responsible for the implementing of integrated Continuous and Comprehensive Evaluation system (CCE) and School Grading and Mapping (SGM) system.

➡ Visits of NPRCC, CRCC, BRCC and DIET mentors to schools for school grading that were earlier monitored only by DPO personnel, are now monitored through monthly video conferences held with VEC and NRPCC and CRCC. In addition to this the government order lays out detail inspection system for monitoring both the activities and reporting of it.

Intregrating School Monitoring and Performance Mapping system with LGP and Cohort

➡ Learning Guarantee Programme is primarily based on testing the volunteering schools with the help of competency based test papers. To integrate LGP with School Grading, all the DIETs have been trained to prepare test papers for School Grading on the basis of Competencies testing. Tests administered in the primary schools during school grading will be based on the competency based test papers.

➡ Since all the tests conducted during school grading are based on competencies testing, during the school grading conducted in month of December the volunteering schools (under LGP) will be tested for Learning Guarantee Programme.

➡ DIET and DPO personnel have been trained on evaluation techniques to examine the tests conducted in the LGP programme so that the department is able to carry on testing (if it is required) after the NGO partnership for LGP seizes.

➡ CCE results will track performance of children in the form of transition rate, promotion rate, repetition rate, and child movement to other schools, information that is recorded at a school level and will be part of the cohort finally.

Next steps
The grade tool has been reviewed and developed to cover all aspects of quality. Independent evaluation of the tool and system was done by Ms Deepa Das, Government

of India nominee to document the School Performance Mapping as a best practice. Ms Deepa Das conducted visits of seven schools, two DIETS, CRC & BRCs of four districts, BSAs and DPO staff of three districts. Issues that emerged (Annexure 3 and 4) from discussions with Ms Das after her field visits also formed the base of the Tool-review meetings. Annexure 4 and 5 show two different discussions held for improving the tool. Meeting was participated by the SRG members, DIET personnel, DPO and SPO staff. The new tool involves three parts as opposed to the original tool that consisted two parts. Three different parts of the revised tool assess the following:

1. Part A : Physical and school management related parameters   (30 marks)
2. Part B : Tests administered to assess academic improvement   (40 marks)
3. Part C : Quality parameters – GER, NER, SAR, TAR, transition rate, repetition rate.   (30 marks)

Impact

School grading though was first introduced as a tool for monitoring civil works progress, today the tool has emerged as a wheel of progress and development. Grading and ranking schools, panchayats, and preparing grading maps at block, district and state level has generated a wave of competition amongst the performers (students, teachers, department functionaries and community). In the form of School Grading Maps – where results and reasons for results are shared at every level – **idea** about generating healthy spirit of competition, striving for quality education and producing quality outcome has worked. School grading and grading maps are not just tools that assess performances of students and schools but also are detail observations for planners and managers of education at every level.

Since year 2004-05 the SPO efforted to make grading and mapping activity part of every body's routine management. By which is meant that every VEC, teacher, NPRC, CRC and BRC coordinator, DIET mentor, DPO and SPO get habituated to make use of the tool and make it a part of their routine planning and monitoring exercise. This has been achieved till the grass root level. Words "Kotikaran" (Grading), "Kotikarn Manchitra" (Grade Maps), "Cohort" are part of community's vocabulary, VEC knowing full well about its grades, based on mapping BRC knowing full well about the weak clusters and villages and grade maps and cohort charts forming not just routine activity of the fuctionaries but both being well displayed in every school, CRC, BRC, DIET and DPO.

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नम्रता कुमार
राज्य परियोजना निदेशक

उत्तरांचल सभी के लिए शिक्षा परिषद
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email – uadpep@vsnl.net

सेवा में,

1. समस्त प्राचार्य, जिला शिक्षा एवं प्रशिक्षण संस्थान, उत्तरांचल।

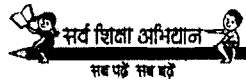2. समस्त अपर जिला शिक्षा अधिकारी / जिला परियोजना अधिकारी, उत्तरांचल।

पत्रांक : रा0प0नि0 / 1362 / वि0को0 / 2005–06 दिनांक 19 अक्टूबर, 2005

विषय : विद्यालय कोटिकरण के प्रभावी क्रियान्वयन के प्रभावी क्रियान्वयन हेतु नियमित समय–सारिणी का प्रेषण।

महोदय,

प्रारम्भिक शिक्षा में भौतिक एवं शैक्षिक प्रबन्धन तथा छात्र सम्प्राप्ति स्तर के उन्नयन हेतु किये जा रहे विशिष्ट प्रयास विद्यालय कोटिकरण को और अधिक प्रभावी बनाने के लिए आवश्यक है कि कोटिकरण के साथ–साथ कोटिकरण मानचित्र, इसके द्वारा चिह्नित की गयी समस्याओं एवं आवश्यकताओं के लिए प्रभावी रणनीति तथा समयबद्ध क्रियान्वयन सुनिश्चित किया जाये, इसके लिए प्रत्येक कोटिकरण हेतु समय–सारिणी चक्र निम्नवत निर्धारित किया गया है।

चरण	कार्यक्रम	दिनांक		समय अवधि	स्थान	कार्यदायी संस्था / व्यक्ति
		से	तक			
प्रथम	डायट द्वारा विद्यालय कोटिकरण के लिए प्रश्न–पत्र तैयार करना।	01 जून / 01 सितम्बर / 01 दिसम्बर	30 अगस्त / 30 नवम्बर / 28 फरवरी	03 माह	डायट	डायट अभिकर्मी
द्वितीय	विद्यालय कोटिकरण प्रपत्र भरना।	30 सितम्बर / 31 दिसम्बर / 31 मार्च	15 अक्टूबर / 15 जनवरी / 15 अप्रैल	16 दिन	विद्यालय	संकुल संसाधन केन्द्र समन्वयक
तृतीय	• कोटिकरण प्रपत्रों को संकुल संसाधन केन्द्र पर जमा करना। • कोटिकरण के आधार पर विद्यालयों का वर्गीकरण करना। • कोटिकरण मानचित्र तैयार करना। • कोटिकरण मानचित्र का विश्लेषण करना। • मानचित्र के आधार पर विद्यालयों की आवश्यकताओं एवं समस्याओं की पहचान करना।	16 अक्टूबर / 16 जनवरी / 16 अप्रैल	19 अक्टूबर / 19 जनवरी / 19 अप्रैल	03 दिन	संकुल संसाधन केन्द्र व विकासखण्ड संसाधन केन्द्र	संकुल संसाधन केन्द्र समन्वयक व विकासखण्ड संसाधन केन्द्र समन्वयक
चतुर्थ	चयनित समस्याओं एवं आवश्यकताओं की पूर्ति हेतु उपचारात्मक शिक्षक प्रशिक्षण पैकेज तैयार करना।	20 अक्टूबर / 20 जनवरी / 20 अप्रैल	25 अक्टूबर / 25 जनवरी / 25 अप्रैल	06 दिन	संकुल संसाधन केन्द्र / ब्लाक संसाधन केन्द्र	संकुल संसाधन केन्द्र एवं ब्लाक संसाधन केन्द्र समन्वयक एवं डायट मेन्टर्स
पंचम	उपचारात्मक शिक्षक प्रशिक्षण पैकेज पर शिक्षकों का प्रशिक्षण	26 अक्टूबर / 26 जनवरी / 26 अप्रैल	30 अक्टूबर / 31 जनवरी / 30 अप्रैल	05 दिन	ब्लाक संसाधन केन्द्र / डायट	मास्टर ट्रेनर्स एवं डायट मेन्टर्स
षष्टम	विद्यालयों में उपचारात्मक शिक्षण	01 नवम्बर / 01 फरवरी / 01 मई	31 दिसम्बर / 31 मार्च / सत्र के अन्त तक	02 माह	विद्यालय	विद्यालयी शिक्षक

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

उपरोक्त कार्यक्रम के अनुसार विद्यालय कोटिकरण प्रक्रिया का एक समय–सारिणी चक्र निम्नवत समझा जा सकता है।
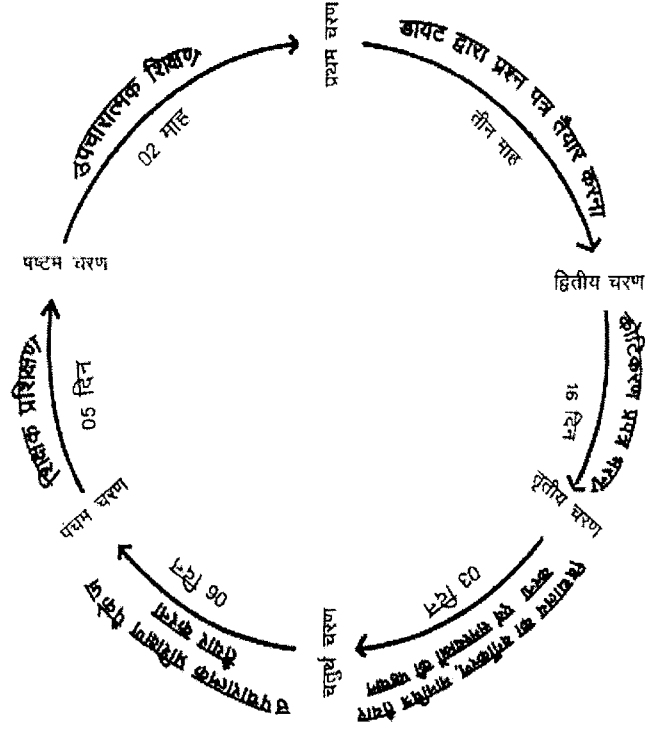
कृपया उपरोक्तानुसार विद्यालय कोटिकरण को सम्पन्न करना सुनिश्चित करें तथा समय–सारिणी का समयबद्ध रूप से पालन करें।

भवदीया

(निम्रता कुमार)
राज्य परियोजना निदेशक
उत्तरांचल, देहरादून।

पृ0सं0 :   रा0प0नि0 / 1362 / वि0को0 / 2005–06 तद्दिनांक
प्रतिलिपि:

1. सचिव शिक्षा, उत्तरांचल शासन को सूचनार्थ प्रेषित।
2. अपर निदेशक, एस0सी0ई0आर0टी0 नरेन्द्रनगर, टिहरी गढ़वाल।
3. समस्त बी0आर0सी0 एवं सी0आर0सी0 समन्वयकों को इस आशय से प्रेषित कि कृपया समय–सारिणी अनुसार विद्यालय कोटिकरण प्रक्रिया सम्पन्न करना सुनिश्चित करें।

(निम्रता कुमार)
राज्य परियोजना निदेशक
उत्तरांचल, देहरादून।

"उत्तरांचल सभी के लिए शिक्षा परिषद"
राज्य परियोजना कार्यालय
शिक्षा संकुल, मयूर विहार, सहस्रधारा रोड, देहरादून
email-uadpep@vsnl.net
☎/फैक्स : 0135 −2781941, 2781942, 2781943

सेवा में,

समस्त, समन्वयक,
विकास खण्ड संसाधन केन्द्र,
उत्तरांचल।

पत्रांक : रा0प0नि0/ |१२ ६ /वि0को0/2005−06 दिनांक २६अगस्त, 2005
विषय :− विद्यालय कोटिकरण के सम्बन्ध में।

महोदय,

प्रारम्भिक शिक्षा में गुणवत्ता सम्वर्द्धन के लिए राज्य के समस्त प्राथमिक विद्यालयों में विद्यालय कोटिकरण किया जा रहा है। इस कोटिकरण के द्वारा विद्यालयों की भौतिक/प्रबन्धकीय स्थिति के साथ ही अकादमिक पक्ष (शैक्षिक सम्प्राप्ति स्तर) तथा अन्य विद्यालयी पाठ्य सहगामी क्रियाकलापों का भी आंकलन किया जाता है। विद्यालय कोटिकरण को अधिक व्यवहारिक एवं परिवर्द्धित बनाने के लिए संकुल स्तर पर निम्नलिखित क्रियाकलाप कराये जाने हैं−

(1) विकास खण्ड संसाधन केन्द्र समन्वयक प्रत्येक कोटिकरण के पश्चात अपने विकासखण्ड के कम से कम 25 प्रतिशत विद्यालयों के कोटिकरण प्रपत्रों की जाँच व्यक्तिगत रूप से विद्यालयों में जाकर करेंगे। इस हेतु विकासखण्ड सह समन्वयक भी सहयोग करेंगे।

(2) प्रत्येक वी0आर0सी0 समन्वयक यह सुनिश्चित करेंगे कि उनके विकासखण्ड के सभी प्राथमिक विद्यालयों का कोटिकरण आकादमिक वर्ष में तीन बार किया जायेगा।

(3) प्रत्येक कोटिकरण का विकासखण्ड स्तर पर कोटिकरण मानचित्र तैयार किया जायेगा, जिसके लिए संलग्नक−1 के अनुसार अंक प्रदान किये जायेंगे व प्रत्येक संकुल को संलग्नक−1 में दिये गये सूत्र के अनुसार कुल औसत प्राप्तांक दिये जायेंगे तथा उच्च औसत प्राप्त संकुल को प्रथम तथा इसी प्रकार क्रमशः घटते प्राप्तांक पर द्वितीय, तृतीय आदि स्थान दिये जायेंगे।

(4) कोटिकरण मानचित्र संकुलवार तैयार किये जायेंगे तथा यह स्पष्ट दर्शाया जायेगा कि अमुख संकुल में कुल कितने अंक हैं तथा उसका विकासखण्ड में कौन सा स्थान है।

(5) मानचित्र में प्रत्येक संकुल को पृथक−पृथक रंगों से दर्शाया जाये।

(6) संकुल स्तर से चिन्हित की गई समस्याओं का समाधान यथा सम्भव बी0आर0सी0 समन्वयक/सह समन्वयक द्वारा विद्यालय स्तर पर जाकर स्वयं करना होगा।

(7) विकासखण्डवार कोटिकरण मानचित्र का विकास खण्ड सन्दर्भ समूह की बैठकों तथा संकुल संसाधन केन्द्र समन्वयकों की बैठकों में चर्चा की जानी चाहिए व बैठक का कार्यवृत्त तैयार कर राज्य परियोजना कार्यालय को उपलब्ध कराया जाना चाहिए।

(8) डायट के साथ समन्वय कर कोटिकरण हेतु लिखित प्रश्न पत्र व अवलोकनार्थ मुख्य बिन्दु तैयार

कर यथा समय प्रत्येक कोटिकरण से पूर्व संकुल समन्वयकों को उपलब्ध करायें।

(9) विकासखण्ड स्तर पर विद्यालय कोटिकरण स्तर व भानचित्र तैयार कर प्रत्येक कोटिकरण के माह यथा–सितम्बर, दिसम्बर व मार्च की अन्तिम तिथि तक जिला परियोजना कार्यालय को अनिवार्यतः प्रेषित करना होगा।

समस्त बी0आर0सी0 समन्वयक उपरोक्त निर्देशों के अनुक्रम में विद्यालय कोटिकरण का अनुश्रवण व क्रियान्वयन करना सुनिश्चित करें।

संलग्नक– यथोपरि

भवदीया
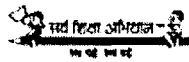
(निम्रता कुमार)
राज्य परियोजना निदेशक
उत्तरांचल, देहरादून।

पृ0सं0 / 1026 /2005–06 तद्दिनांक

प्रतिलिपि :   1. अपर मुख्य सचिव, महोदय को सूचनार्थ प्रेषित।

2. सचिव शिक्षा, महोदय को सूचनार्थ प्रेषित।

प्रतिलिपि– निम्नांकित अधिकारियों को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित–

1. समस्त प्राचार्य, जिला शिक्षा एवं प्रशिक्षण संस्थान, उत्तरांचल।

2. समस्त अपर जिला शिक्षा अधिकारी (बे0), उत्तरांचल।

(निम्रता कुमार)
राज्य परियोजना निदेशक
उत्तरांचल, देहरादून।

सर्व शिक्षा अभियान

43

विद्यालय कोटिकरण के मानचित्रण हेतु अंक विभाजन

भौतिक पक्ष	
Grade	Marks
A	5
B	4
C	3
D	2
E	1

अकादमिक पक्ष	
Grade	Marks
A	25
B	20
C	15
D	10
E	05

कोटियुग्म प्राप्तांक सूची (Grading Combination Scores)

Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks	Grade	Marks
AA	30	AB	25	AC	20	AD	15	AE	10
BA	29	BB	24	BC	19	BD	14	BE	09
CA	28	CB	23	CC	18	CD	13	CE	08
DA	27	DB	22	DC	17	DD	12	DE	07
EA	26	EB	21	EC	16	ED	11	EE	06

विद्यालय कोटिकरण मानचित्र तैयार करने हेतु सूत्र—

संकुल/विकास खण्ड/जनपद का कुल प्राप्तांक औसत = (30 X AA श्रेणी के लिए विद्यालयों की संख्या + 29 X BA श्रेणी के लिए विद्यालयों की संख्या + 28 X CA श्रेणी के लिए विद्यालयों की संख्या + ... 18 X CC श्रेणी के लिए विद्यालयों की संख्या + 17 X DC श्रेणी के लिए विद्यालयों की संख्या + ... 7 X DE श्रेणी के लिए विद्यालयों की संख्या + 06 X EE श्रेणी के लिए विद्यालयों की संख्या) / कोटिकरण किये गये विद्यालयों की कुल संख्या X 100

Inputs from the field visit of Ms. Deepa Das

1) Information is being gathered from various parameters - Overlapping
2) Annual information need not be taken in all the 3 grades.
3) Several parameters appear to be clubbed – break up can be worked out
4) Scoring pattern can be revised
5) Additional marks – for additional efforts, CRC – all children in school, all
6) Framework for mandatory things
7) Detailing of formats like comas, lines (horizontal lines), dots
8) Part B – rows and columns for part B. clarity on scoring and markings
9) Performa – prioritization of issues
10) Subjective parameters need re-look – depends on the graders perception
11) Lengthy –
12) Mapping – grades into 3 categories and introduce colours
13) **School code on the preformed.**
14) Code on cohort
15) Grading should not be done only on two classes (2&5) or a sample. Conduct grading for either all the classes or class 4th.
16) Demand for additional personnel (additional budget) – based on number of students and distance
17) Marking system: 40 marks. – Arts, music, games, moral values: how important is it, whether it should stay there or not. May be deleted.
18) **CRCs and BRCs and DCs clarity of vision is required very much**
19) Teachers – clarity
20) Objectivity clarity – how and why questions have problems?
21) **Teachers focus??**
22) Different people do different things, different approaches, CRCs generating their own question papers, lots of variations.
23) More focus on implementing than on analysis. Analysis to be encouraged. **Rotate teachers.**
24) Analysis: let not the CRC do it. Develop the grading tool into such that it has observations and observations may be marked and graded.
25) **DIET and BRC monitoring**
26) **Issues of manpower.**
27) Monitoring issues
28) Community involvement – strengthen it.
29) Marks between grades, do not get registered – ranges too wide to capture borderline efforts.
30) Issues that are mandatory- circumstances are such that things may not happen. Have scope to make not of this.
31) Guidelines on school grading.
32) Should the school be informed or not?

"उत्तरांचल सभी के लिए शिक्षा परिषद"
राज्य परियोजना कार्यालय
शिक्षा संकुल, मयूर विहार, सहस्रधारा रोड, देहरादून
email - uadpep@vsnl.net
Website: http://gov.u.a.nic.in/ssaua/
☎: 0135 – 2781941 फैक्स : 0135 – 2781942

पत्र संख्या कोटि0कार्य0/ 1189 / 2005-06
दिनांक 15 सितम्बर, 2005

कार्यालय ज्ञाप

दिनांक 26 अगस्त, 2005 को प्रातः 10.30 बजे से राज्य परियोजना निदेशक की अध्यक्षता में विद्यालय कोटिकरण कार्यशाला राज्य परियोजना कार्यालय, उत्तरांचल सभी के लिये शिक्षा परिषद, मयूर विहार, सहस्रधारा रोड, देहरादून में सम्पन्न हुई। सम्पन्न कार्यशाला का कार्यवृत्त संलग्न कर प्रेषित किया जा रहा है।

संलग्नकः कार्यवृत्त

(नम्रता कुमार)
राज्य परियोजना निदेशक
उत्तरांचल, देहरादून

पृ0सं0   कोटि0कार्य0/ 1189 / 2005-06 तद्दिनांक

प्रतिलिपि सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित–

1. अपर निदेशक, एस0सी0ई0आर0टी0 उत्तरांचल, नरेन्द्रनगर, टिहरी।
2. प्राचार्य, जिला शिक्षा एवं प्रशिक्षण संस्थान, उत्तरांचल।
3. जिला शिक्षा अधिकारी, उत्तरांचल।
4. अपर जिला शिक्षा अधिकारी (बेसिक)/जिला परियोजना अधिकारी, उत्तरांचल को इस आशय से कि वे कार्यवृत्त की प्रति समस्त जिला समन्वयकों, बी0आर0सी0 समन्वयकों तथा सह–समन्वयकों को उपलब्ध कराते हुए तद्नुसार कार्यवाही करना सुनिश्चित करें।
5. अपर निदेशक, राज्य परियोजना/वरिष्ठ विशेषज्ञ/विशेषज्ञ/प्रशासनिक अधिकारी/सहायक वित्त एवं लेखाधिकारी/समस्त कार्यक्रम प्रभारी/पी0एम0आई0एस0 सेल, राज्य परियोजना कार्यालय, देहरादून।
6. कार्यालय प्रति।

(नम्रता कुमार)
राज्य परियोजना निदेशक
उत्तरांचल, देहरादून

सर्व शिक्षा अभियान

महत्वपूर्ण
संख्या—554 / XXIV(1) / 2006—29 / 2005
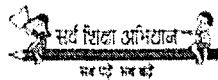
प्रेषक,

डी.के. कोटिया,
सचिव,
उत्तरांचल शासन।

सेवा में,

1. निदेशक,
विद्यालयी शिक्षा,
उत्तरांचल।

2. राज्य परियोजना निदेशक,
उत्तरांचल सभी के लिए शिक्षा परिषद,
उत्तरांचल।

शिक्षा अनुभाग—1 (बेसिक)   देहरादूनः   दिनांकः १५ जुलाई, 2006

विषयः— प्राथमिक एवं उच्च प्राथमिक विद्यालयों में सतत् एवं व्यापक मूल्यांकन (CCE) व विद्यालय कोटिकरण एवं मानचित्रण (SGM) की एकीकृत प्रक्रिया लागू किये जाने के संबध में।

महोदय,

उपर्युक्त विषयक राज्य परियोजना निदेशक के पत्र संख्या—रापनि / 474 / वि. को / 2006—07 दिनांक 17.6.2006 की ओर ध्यान आकृष्ट करते हुए मुझे यह कहने का निर्देश हुआ है कि सर्व शिक्षा अभियान परियोजनान्तर्गत विद्यालयों को प्रतिवर्ष भौतिक एवं शैक्षिक संसाधन, बच्चों की सम्प्राप्ति के उन्नमत तथा गुणवत्ता पूर्ण शिक्षा उपलब्ध कराने हेतु दिये जा रहे हैं। इन प्रयासों का मूल्यांकन करने के लिए विद्यालय कोटिकरण एक विशिष्ट प्रयास है, जिसका सफल क्रियान्वयन नियमित अनुश्रवण तथा समयबद्ध ढंग से किये जाने पर ही सम्भव है। वर्ष 2006—07 में सतत् एवं व्यापक मूल्यांकन (CCE) पद्धति लागू की जानी है। अतः सम्भावित ढंग से सतत् एवं व्यापक मूल्यांकन तथा विद्यालय कोटिकरण व मानचित्रण पद्धति को लागू कर प्रदेश स्तर पर संचालन किया जाना है। इस हेतु निर्देश बिन्दु निम्नवत् हैः—

A-सतत् एवं व्यापक मूल्यांकन (CCE)

1. सतत् एवं व्यापक मूल्यांकन प्रत्येक छात्र एवं छात्रा का प्रतिमाह उसी विद्यालय के शिक्षक द्वारा किया जायेगा।

2. सतत् एवं व्यापक मूल्यांकन के दौरान प्रथम त्रैमास में 30 प्रतिशत, द्वितीय त्रैमास में 60 प्रतिशत, तृतीय त्रैमास में 80 प्रतिशत तथा अन्तिम (चतुर्थ) त्रैमास में शत् प्रतिशत पाठ्यक्रम पूर्ण करना अनिवार्य होगा। जिसके आधार पर मासिक परीक्षा, अर्द्ध वार्षिक एवं वार्षिक परीक्षा संचालित की जायेंगी। इस प्रगति का अनुश्रवण ग्रेडिंग / कोटीकरण के दौरान भी की जायेंगी।

3. यह कार्यक्रम प्रदेश के समरत शासकीय, अशासकीय मान्यता प्राप्त तथा वित्त सहित मान्यता प्राप्त ऐसे विद्यालयों में संचालित किया जायेगा जहाँ कक्षा 1 से 8 तक की शिक्षा प्रदान की जा रही हो।

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4. वर्षभर के सम्पूर्ण मूल्यांकनों (लिखित परीक्षा, अभ्यास मूल्यांकन, अर्द्धवार्षिक व वार्षिक परीक्षा के अंकों) का योग 150 अंक होगा।

5. अभ्यास मूल्यांकन में से केवल माह जुलाई, सितम्बर व दिसम्बर के ही अंक सतत् एवं व्यापक मूल्यांकन प्रपत्र में जोड़े जायेंगे।

6. माह सितम्बर में प्रथम कोटिकरण व माह दिसम्बर में द्वितीय कोटिकरण के लिखित परीक्षा के अंकों (जिसका योग 100 अंक होता है) के 10 प्रतिशत अंक इन माहों के अभ्यास मूल्यांकन के स्थान पर सतत् एवं व्यापक मूल्यांकन प्रपत्र में जोड़े जायेंगे।
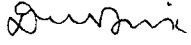
B-विद्यालय कोटिकरण व मानचित्रण (SGM)

1. कोटीकरण की व्यवस्था में विद्यालय में हुए समस्त कार्यों का वाह्य मूल्यांकन संकुल संसाधन केन्द्र समन्वयक द्वारा वर्ष में तीन बार किया जायेगा।

2. संकुल के विद्यालयों का प्रथम कोटिकरण उसी संकुल समन्वयक द्वारा किया जायेगा व कोटिकरण की लिखित परीक्षा में छात्र–छात्रा द्वारा प्राप्त कुल अंकों के 10 प्रतिशत अंक सतत् एवं व्यापक मूल्यांकन प्रपत्र में अंकित करेगा।

3. द्वितीय व तृतीय कोटिकरण उस संकुल के समन्वयक द्वारा नहीं अपितु ब्लाक के अन्तर्गत दूसरे निकटस्थ संकुल समन्वयक द्वारा किया जायेगा। यही संकुल समन्वयक द्वितीय कोटिकरण की लिखित परीक्षा में छात्र–छात्रा द्वारा प्राप्त कुल अंकों के 10 प्रतिशत अंक सतत् एवं व्यापक मूल्यांकन प्रपत्र में अंकित करेगा। इसके लिए प्रत्येक डायट प्राचार्य, ब्लाक समन्वयक के सहयोग से 15 नवम्बर से 20 नवम्बर तक द्वितीय तथा 15 फरवरी से 20 फरवरी एवं तृतीय कोटिकरण के लिए इस प्रकार चक्रानुक्रम तैयार करेंगे कि द्वितीय व तृतीय कोटिकरण अलग–अलग संकुल समन्वयकों द्वारा सम्पन्न किया जाये।

4. प्रश्न–पत्र मुहर बन्द लिफाफों में डायट द्वारा सी0आर0सी0 को उपलब्ध कराये जायेंगे जो परीक्षा तिथि को निकटस्थ उ0प्रा / हाई स्कूल / इण्टर कालेज के प्रधानाध्यापक / प्रधानाचार्य की उपस्थिति में खोले जायेंगे।

5. अवकाश की अवधि में होने वाली गतिविधि अवकाश के पश्चात सम्पादित की जायेगी।

C- अनुश्रवण–

1. उप खण्ड शिक्षा अधिकारी, खण्ड शिक्षा अधिकारी प्रत्येक त्रैमास में पाठ्यक्रम की प्रगति का व सतत् एवं व्यापक मूल्यांकन तथा विद्यालय कोटिकरण की संकलित आख्या निर्धारित विद्यालयों के स्थलीय निरीक्षण के उपरान्त अपर जिला शिक्षाधिकारी (बेसिक) व जिला शिक्षा अधिकारी के माध्यम से संयुक्त शिक्षा निदेशक (बेसिक) को प्रेषित करेंगे।

2. निर्धारित समय सारणी के अनुसार विद्यालयों में पठन पाठन का कार्य, साथ ही अध्यापकों के प्रशिक्षण का कार्य सुनिश्चित किया जायेगा। इस हेतु उप खण्ड शिक्षाधिकारी, खण्ड शिक्षा अधिकारी, अपर जिला शिक्षाधिकारी (बेसिक) यह सुनिश्चित करेंगे कि निर्धारित समय–सारिणी तथा निर्देशों के अनुसार प्रत्येक विद्यालय में अभ्यास मूल्यांकन, लिखित परीक्षा एवं विद्यालय कोटिकरण की परीक्षा सम्पादित हो रही है व इसके लिए ये वर्षभर उत्तरदायी होंगे। जनपद स्तर पर जिला शिक्षा अधिकारी व मण्डल स्तर पर संयुक्त

निदेशक एवं निदेशालय स्तर पर संयुक्त निदेशक (बेसिक) एवं अपर निदेशक व अन्य निदेशक उत्तरदायी होंगे।

3. प्रत्येक उप खण्ड शिक्षा अधिकारी कोटिकरण के अन्तर्गत लिखित परीक्षा अवधि में अपने विकासखण्ड के कम से कम 20 विद्यालयों का अनुश्रवण करेगा।

4. डायट मेंटर्स ब्लाक के अन्तर्गत समस्त संकुलों का अनुश्रवण करेंगे।

5. तीनों कोटिकरण का अनुश्रवण/निरीक्षण कोटिकरण अवधि के दौरान, सीमेट, राज्य परियोजना कार्यालय एवं निदेशालय स्तर से भी किया जायेगा।

6. मूल्यांकन व सतत् एवं व्यापक मूल्यांकन को क्रियान्वित करने हेतु संकुल संसाधन केन्द्र समन्वयक, ब्लाक संसाधन केन्द्र समन्वयक, डायट सदस्य व सम्बन्धित विद्यालय के अध्यापक जिम्मेदार होगा। जिनके कार्य को भी निरीक्षण कर सीसीई व ग्रेडिंग रिजल्ट के आधार पर संकुल संसाधन केन्द्र समन्वयक, ब्लाक संसाधन केन्द्र समन्वयक, उप खण्ड शिक्षा अधिकारी, खण्ड शिक्षा अधिकारी, अपर जिला शिक्षा अधिकारी (बेसिक) एवं संयुक्त निदेशक (मण्डल) अपने से उच्च स्तर को आख्या देंगे।

7. प्रत्येक कोटिकरण के दौरान ब्लाक संसाधन केन्द्र समन्वयक कम से कम अपने विकासखण्ड के दो तिहाई संकुलों के 30 विद्यालयों का अनुश्रवण करेंगे व डायट मेंटर इन विद्यालयों के अतिरिक्त अन्य 30 विद्यालयों का अनुश्रवण कर आख्या क्रमशः जिला परियोजना अधिकारी व प्राचार्य, डायट को प्रेषित करेंगे।

2.   सतत् एवं व्यापक मूल्यांकन करने हेतु सीमेट एवं राज्य परियोजना कार्यालय द्वारा एक मार्गनिर्देशिका तैयार की जायेगी व उसी के अनुरूप यह कार्यक्रम संचालित किया जायेगा।

3.   विद्यालय कोटिकरण तथा सतत् एवं व्यापक मूल्यांकन इस शासनादेश के साथ संलग्न समय-सारिणी के अनुसार क्रियान्वित किये जायेंगे।

4.   कृपया तत्काल आवश्यक अग्रेत्तर कार्यवाही किया जाना सुनिश्चित करें।

भवदीय,

(डी.के. कोटिया)
सचिव।

संख्या व दिनांक तदैव

प्रतिलिपि निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषितः—
1.   निजी सचिव, मा0 शिक्षा मंत्री, उत्तराचंल शासन।
2.   गार्ड फाइल।

आज्ञा से,

(नम्रता कुमार)
अपर सचिव।

सतत् एवं व्यापक मूल्यांकन तथा विद्यालय कोटिकरण के क्रियान्वयन हेतु समन्वित कार्यक्रम
(संलग्नक)

क्र0 सं0	माह	सतत् एवं व्यापक मूल्यांकन की गतिविधि	उत्तरदायित्व	विद्यालय कोटिकरण की गतिविधि	उत्तरदायित्व	टिप्पणी
1	अप्रैल	अभ्यास मूल्यांकन (प्राप्तांक सतत् एवं व्यापक मूल्यांकन प्रपत्र में नहीं जोड़े जायेंगे)	विद्यालय अध्यापक	पिछले वर्ष की वार्षिक परीक्षा के अंकों के आधार पर व किये गये कोटिकरण के परिणामों का समुदाय के साथ शेयरिंग।	प्रधानाध्यापक, संकुल समन्वयक	वार्षिक परीक्षाफल के आधार पर उपचारात्मक शिक्षण हेतु बच्चों का चिह्नांकन।
2	मई	लिखित परीक्षा (प्रथम मूल्यांकन)	विद्यालय अध्यापक	डायट द्वारा तीनों कोटिकरण हेतु प्रश्न बैंक तैयार करना जिसमें विभिन्न विषयों के दक्षता आधारित कम से कम 200 प्रश्न होंगे।	प्राचार्य डायट	उपचारात्मक शिक्षण।
3	जून	ग्रीष्म अवकाश				उपचारात्मक शिक्षण।
4	जुलाई	अभ्यास मूल्यांकन (प्राप्तांक सतत् एवं व्यापक मूल्यांकन प्रपत्र में जोड़े जायेंगे)	विद्यालय अध्यापक	तीनों कोटिकरण के लिए प्रपत्रों का प्रकाशन।	प्राचार्य, डायट, जिला परियोजना अधिकारी	
5	अगस्त	लिखित परीक्षा (द्वितीय मूल्यांकन)	विद्यालय अध्यापक	20–25 अगस्त तक डायट में बी0आर0सी0, सी0आर0सी0, उप खण्ड शिक्षा अधिकारी की बैठक आयोजित करना जिसमें प्रक्रिया को समझाना तथा सी0आर0सी0 को प्रश्न–पत्रों के मुहर बंद लिफाफे उपलब्ध कराना।	प्राचार्य डायट	
6	सितम्बर	अभ्यास मूल्यांकन (प्रथम कोटिकरण के प्राप्तांकों के 10 प्रतिशत अंक सतत् एवं व्यापक मूल्यांकन प्रपत्र में इसमाह के अभ्यास मूल्यांकन के अंकों के स्थान पर जोड़े जायेंगे।)	विद्यालय अध्यापक	प्रथम कोटिकरण • 1 सितम्बर से 15 सितम्बर तक कोटिकरण की लिखित परीक्षा व विद्यालयों का भौतिक मूल्यांकन। • 20–25 सितम्बर तक लिखित परीक्षा का मूल्यांकन। • 25 से 30 सितम्बर तक कोटिकरण के आधार पर विद्यालय की आवश्यकताओं की पहचान व विद्यालयों का वर्गीकरण	संकुल केन्द्र समन्वयक अध्यापक, संकुल व ब्लाक समन्वयक	
7	अक्टूबर	अर्द्धवार्षिक परीक्षा (प्रधानाध्यापक द्वारा प्रथम एवं द्वितीय मूल्यांकन तथा उपरोक्त अभ्यास मूल्यांकनों का संकलन व परिणामों का समुदाय से शेयरिंग करना)	विद्यालय अध्यापक / प्रधानाध्यापक	• 1 अक्टूबर से 05 अक्टूबर तक ब्लाक संसाधन केन्द्र पर कोटिकरण का संकलन, विश्लेषण तथा मानचित्रण। • कोटिकरण के परिणामों का अध्यापक/समुदाय से शेयरिंग करना।	ब्लाक समन्वयक संकुल समन्वयक	

क्र0 सं0	माह	सतत् एवं व्यापक मूल्यांकन की गतिविधि	उत्तरदायित्व	विद्यालय कोटिकरण की गतिविधि	उत्तरदायित्व	टिप्पणी
8	नवम्बर	लिखित परीक्षा (तृतीय मूल्यांकन)	विद्यालय अध्यापक	20–25 नवम्बर तक डायट में बी0आर0सी0, सी0आर0सी0, उप खण्ड शिक्षा अधिकारी की बैठक आयोजित करना जिसमें प्रक्रिया को समझाना तथा सी0आर0सी0 को प्रश्न-पत्रों के मुहर बंद लिफाफे उपलब्ध कराना।	प्राचार्य डायट	उपचारात्मक शिक्षण हेतु बच्चों का चिह्नांकन।
9	दिसम्बर	अभ्यास मूल्यांकन (द्वितीय कोटिकरण के प्राप्तांकों के 10 प्रतिशत अंक सतत् एवं व्यापक मूल्यांकन प्रपत्र में इसमाह के अभ्यास मूल्यांकन के अंकों केस्थान पर जोड़े जायेंगे।)	विद्यालय अध्यापक	द्वितीय कोटिकरण • 1 दिसम्बर से 15 दिसम्बर तक कोटिकरण की लिखित परीक्षा व विद्यालयों का भौतिक मूल्यांकन। • 20–25 दिसम्बर तक लिखित परीक्षा का मूल्यांकन। • 25 से 30 दिसम्बर तक कोटिकरण के आधार पर विद्यालय की आवश्यकताओं की पहचान व विद्यालयों का वर्गीकरण	संकुल केन्द्र समन्वयक अध्यापक, संकुल व ब्लाक समन्वयक	उपचारात्मक शिक्षण।
10	जनवरी	लिखित परीक्षा (चतुर्थ मूल्यांकन) परिणामों का कोटिकरण परिणामों के साथ समुदाय से शेयरिंग करना।	विद्यालय अध्यापक	• 1 जनवरी से 05 जनवरी तक ब्लाक संसाधन केन्द्र पर कोटिकरण का संकलन, विश्लेषण तथा मानचित्रण। • कोटिकरण के परिणामों का अध्यापक/समुदाय से शेयरिंग करना।	ब्लाक समन्वयक संकुल समन्वयक	उपचारात्मक शिक्षण के लिए बच्चों का चिह्नांकन।
11	फरवरी	अभ्यास मूल्यांकन (प्राप्तांक सतत् एवं व्यापक मूल्यांकन प्रपत्र में नहीं जोड़े जायेंगे)	विद्यालय अध्यापक	डायट में बी.आर.सी., सी.आर.सी, उप खण्ड शिक्षा अधिकारी की बैठक आयोजित करना जिसमें प्रक्रिया को समझाना तथा सी.आर.सी. को प्रश्न-पत्रों के मुहर बंद लिफाफे उपलब्ध कराना।	प्राचार्य डायट	उपचारात्मक शिक्षण।
12	मार्च	वार्षिक परीक्षा (प्रधानाध्यापक द्वारा समस्त लिखित व मौखिक परीक्षा परिणामों का संकलन	विद्यालय अध्यापक / प्रधानाध्यापक	तृतीय कोटिकरण (विद्यालयों का भौतिक कोटिकरण करना)		वार्षिक परीक्षा परिणाम को ही विद्यालय कोटिकरण की लिखित परीक्षा के अंको के रूप में अंकित किया जायेगा।

(नम्रता कुमार)
अपर सचिव (बेसिक)

विद्यालय कोटिकरण कार्यशाला
दिनांक 26 अगस्त, 2005

राज्य परियोजना निदेशक की अध्यक्षता में विद्यालय कोटिकरण कार्यशाला दिनांक 26 अगस्त, 2005 को प्रातः 10.30 बजे से राज्य परियोजना कार्यालय, उत्तरांचल सभी के लिये शिक्षा परिषद, मयूर विहार, सहस्त्रधारा रोड, देहरादून में प्रारम्भ हुई।

राज्य परियोजना निदेशक द्वारा कार्यशाला में निम्न निर्देश दिये गये :—

❖ कोटिकरण प्रपत्र के भाग—'अ' में दिये गये समस्त बिन्दुओं पर स्पष्ट रूप से विस्तृत निर्देश तैयार किये जाएँ कि इन बिन्दुओं का मूल्यांकन किस प्रकार किया जाएगा।

❖ भाग—'अ' में जिन मूल्यांकन बिन्दुओं को एक बार मूल्यांकित किया जा रहा है उनको पुनः दूसरे शीर्षक के अन्तर्गत भी मूल्यांकित किया जा रहा है तो उसे हटा दिया जाय तथा उनके स्थान पर आवश्यकतानुरुप नवीन बिन्दुओं को जोड दिया जाय।

❖ विद्यालय कोटिकरण हेतु एक विस्तृत निर्देश पुस्तिका राज्य परियोजना कार्यालय स्तर पर तैयार कर ली जाय। इस निर्देश पुस्तिका में विद्यालय कोटिकरण से सम्बन्धित सभी पहलुओं को विस्तृत रुप से इंगित कर दिया जाय।

❖ कोटिकरण प्रपत्र के भाग— 'ब' को पूर्णतया परिवर्तित किया जाना आवश्यक है। इस हेतु भाषा, गणित व पर्यावरण अध्ययन पर जिला शिक्षा एवं प्रशिक्षण संस्थान द्वारा तैयार किये जाने वाले प्रश्नपत्रों के अलग—अलग 04 सेट हेतु नमूने प्रश्नपत्र (दक्षता आधारित) तैयार किये जाएँ तथा अन्य बिन्दुओं यथा— कला, सामाजिक विकास, सांस्कृतिक क्रियाकलाप, अनुशासन, नैतिक शिक्षा, खेल आदि को मूल्यांकित करने के लिये एक निर्धारित प्रश्नपत्र (सामान्य ज्ञान पर आधारित) तैयार कर जनपदों को उपलब्ध कराया जाय।

❖ भाग—'ब' में गुणवत्ता से सम्बन्धित सूचक जैसे— जी0ई0आर0, एन0ई0आर0, ड्रापआउट दर पूर्णता दर, ट्रांजिशन दर, चाइल्ड ट्रेकिंग आदि को सम्मिलित किया जाय।

❖ जब तक परिवर्धित कोटिकरण प्रपत्र तथा निर्देश पुस्तिका तैयार नहीं होती है, तब तक प्रथम कोटिकरण को पूर्व निर्धारित प्रपत्र व प्रक्रिया के अनुसार ही करवाया जाय।

❖ उपरोक्त सभी निर्देशों को सम्मिलित करते हुए कोटिकरण प्रपत्र तथा निर्देशिका तैयार करने के लिये चयनित 06 लोगों की एक टीम को राज्य परियोजना कार्यालय में बुलाकर तत्काल कार्य प्रारम्भ करवाया जाएगा।

❖ विद्यालय कोटिकरण मानचित्र व कोटिकरण से प्राप्त परिणामों को हर स्तर पर शेयर किया जाय तथा प्रत्येक विद्यालय की कोटि को विद्यालय के सूचना पट पर इंगित किया जाय।

❖ विद्यालय कोटिकरण प्रपत्र का परिवर्धित प्रारूप व निर्देश पुस्तिका तैयार होने पर वर्ष 2005-2006 का द्वितीय कोटिकरण इन्हीं प्रपत्रों के आधार पर किया जाय।

❖ कोटिकरण प्रपत्रों का नियमित अनुश्रवण पूर्व में दिये गये निर्देश के क्रम में बी०आर०सी० समन्वयक, जिला समन्वयक तथा डायट मेन्टर्स के द्वारा नियमित किया जाय।

❖ कोटिकरण के विश्लेषण के उपरान्त चिन्हित किये गये कठिन स्थलों पर डायट द्वारा प्रशिक्षण माड्यूल तैयार कर इस वर्ष के शिक्षक-प्रशिक्षण में इसका उपयोग किया जाय।

❖ कोटिकरण के परिणामों का उपयोग प्रत्येक स्तर यथा- विद्यालय, संकुल, बी०आर०सी० व जनपद पर आगामी वार्षिक कार्ययोजना एवं बजट तैयार करने में किया जाय।

❖ कोटिकरण के आधार पर सर्वोच्च स्थान प्राप्त करने वाले विद्यालय, संकुल, विकासखण्ड तथा जनपद को प्रोत्साहित किया जाय तथा अन्य विद्यालय / संकुल / विकासखण्ड / जनपदों से इनके अनुभवों को शेयर किया जाय।

अपर राज्य परियोजना निदेशक ने निर्देश दिया कि जो भी बिन्दु हटाया अथवा जोड़ा जाय, उसका औचित्य स्पष्ट किया जाना आवश्यक है। खेलकूद, सांस्कृतिक कार्यक्रम आदि का अभिलेखीकरण किया जाना आवश्यक है, इसको भी सम्मिलित किया जाय। इसके साथ ही स्काउट-गाइडिंग को भी प्रपत्र में रखा जाय।

सर्वप्रथम उपस्थित प्रतिभागियों को चार समूहों में विभक्त किया गया तथा विद्यालय कोटिकरण प्रपत्र का अवलोकन कर, उसमें संवर्द्धन हेतु निम्न बिन्दुओं के आधार पर कार्य किये जाने के निर्देश दिये गए :–

- वर्तमान स्थिति : अनुभूत समस्याएँ, प्रस्तावित Feasible समाधान
- संवर्द्धन
- हटाया जाना
- वर्ष में आवृत्ति

प्रथम समूह ने भवन एवं परिसर, शिक्षण सहायक सामग्री, विद्यालय प्रबन्ध, प्रधानाध्यापक/अध्यापक एवं विद्यार्थी, द्वितीय समूह ने कक्षा–कक्ष प्रक्रिया, पाठ्य सहगामी क्रियाकलाप, समाज की सहभागिता, मूल्यांकन, तृतीय समूह ने खेल, शारीरिक विकास व कार्यानुभव, चतुर्थ समूह ने संगीत, सांस्कृतिक कार्यक्रम, नैतिक व सामाजिक विकास, रेडक्रास, स्काउट एवं गाइड विषय पर चर्चा एवं समूह कार्य किया गया।

प्रथम समूह द्वारा विद्यालय कोटिकरण प्रपत्र के सम्बन्ध में निम्न बिन्दु कार्यशाला के दौरान सामने रखे :–

- पी0टी0आर0 को नहीं रखा गया है, जोड़ा जा सकता है।
- प्रपत्र के भाग अ में कई आंकलन बिन्दु में एक ही अंक दिया गया है। प्रत्येक के लिये रेटिंग अंक/पृथक–पृथक अंक दिया जा सकता है।
- अध्यापक ड्रेस कोड स्पष्ट किया जाना होगा।
- अध्यापकों के अन्य कार्य यथा– निर्वाचन, जनगणना, आर्थिक गणना आदि को भी रखा जाय।
- विद्यालय की आवश्यकता को अभी तक नहीं रखा गया है, इस पर ध्यान दिया जाना आवश्यक है।
- पाठ्यक्रम के चरणानुसार विभाजन नहीं है, तद्नुसार किया जाना होगा।
- शैक्षिक सम्प्राप्ति हेतु प्रश्नपत्रों का अभाव है।

द्वितीय समूह द्वारा विद्यालय कोटिकरण प्रपत्र के सम्बन्ध में निम्न बिन्दु कार्यशाला के दौरान सामने रखे :–

- अध्यापकों एवं बच्चों द्वारा निर्मित शिक्षण सहायक सामग्री को पृथक रखा जा सकता है।

- गणित किट, विज्ञान किट, चार्ट, ग्लोब आदि को पृथक रखा जा सकता है।
- जी०ई०आर०, एन०ई०आर० का समावेश '7' पर किया जा सकता है।
- पी०टी०आर० को भी प्रपत्र में स्थान दिया जाना आवश्यक है।
- प्रथम, द्वितीय व तृतीय चरण के मूल्यांकन हेतु पाठ्यक्रम को चरणानुसार विभाजित किया जा सकता है।

तृतीय समूह द्वारा विद्यालय कोटिकरण प्रपत्र के सम्बन्ध में निम्न बिन्दु कार्यशाला के दौरान सामने रखे :–

- क्रय की गई तथा स्वनिर्मित शिक्षण सहायक सामग्री को पृथक–पृथक रखा जा सकता है।
- शिक्षण अधिगम सामग्री की प्रपत्र में बार–बार पुनरावृत्ति हो रही है, एक बार ही रखा जा सकता है।
- विसर्जन सभा का समावेश पाठ्य सहगामी क्रियाकलाप में किया जा सकता है।
- समुदाय का अध्यापकों की समस्याओं के प्रति दृष्टिकोण कैसा है, इसको भी जोड़ा जा सकता है।

चतुर्थ समूह द्वारा विद्यालय कोटिकरण प्रपत्र के सम्बन्ध में निम्न बिन्दु कार्यशाला के दौरान सामने रखे :–

- प्राथमिक विद्यालयों में बिजली नहीं है, इस बिन्दु को हटाया जा सकता है।
- विद्यालयों में घण्टी सब जगह होती है, इसको स्थान देना आवश्यक नहीं है।
- वी०ई०सी० / पी०टी०ए० बैठक को सामुदायिक सहभागिता में रखा जा सकता है।
- सुलेख व बस्ता एक साथ रखे है, इन्हें पृथक किया जा सकता है।
- अनुशासन को हटाया जा सकता है।
- सतत मूल्यांकन को मूल्यांकन के साथ रखा जा सकता है।
- कोटिकरण वर्ष में दो बार किया जाना उचित होगा।
- प्रपत्र के अंत में अध्यापक के पांच सुझाव देने हेतु स्थान दिया जाना चाहिये, ताकि अध्यापक विद्यालय की आवश्यकता के बारे में लिख सके।

अध्यापक मुख्यालय में निवास करता है या नहीं, यदि करता है तो निवास स्थान से विद्यालय की दूरी कितनी है, इस बिन्दु का समावेश किया जा सकता है।

समूह कार्य के पश्चात सभी समूहों द्वारा सामूहिक रूप से प्रस्तुतीकरण भी किया गया।

अन्त में यह निर्णय लिया गया कि कोटिकरण प्रपत्र में सुधार एवं निर्देश तैयार करने हेतु चयनित लोगों को बुलाकर, राज्य परियोजना कार्यालय स्तर पर अंतिम प्रारुप शीघ्र तैयार कर लिया जाय। संशोधित प्रारुप द्वितीय कोटिकरण से पूर्व तैयार कर लिया जाय, ताकि द्वितीय चरण का कोटिकरण संशोधित प्रारुप में किया जा सके।

कार्यशाला सभी उपस्थित सदस्यों को धन्यवाद के साथ सम्पन्न हुई।
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