MONITORING FORMATS FOR QUALITY DIMENSIONS UNDER SSA

STATE

DISTRICT

BLOCK

CLUSTER

SCHOOL/ COMMUNITY

NCERT

प्रारंभिक शिक्षा विभाग

Department of Elementary Education

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

National Council of Educational Research and Training

2006-07

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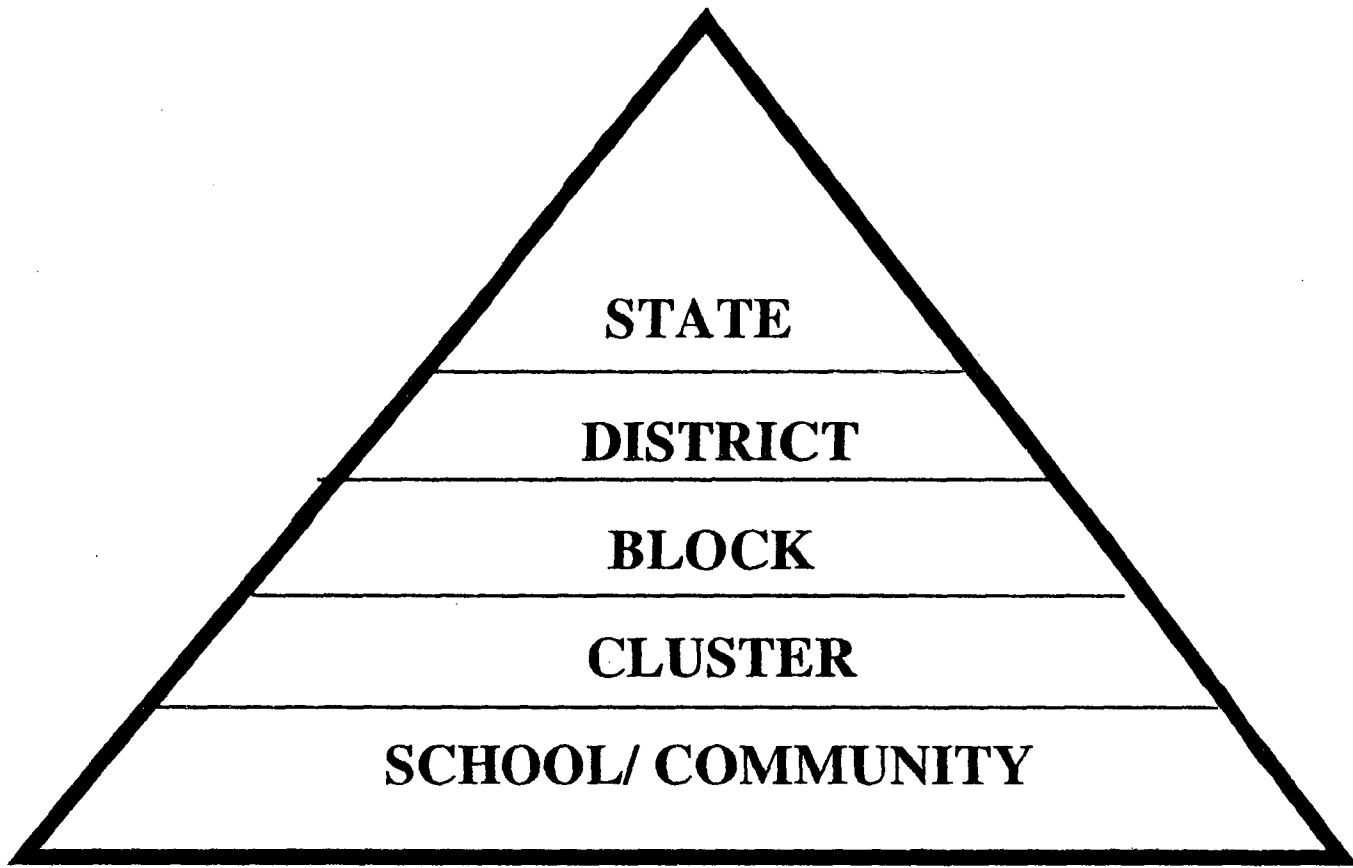
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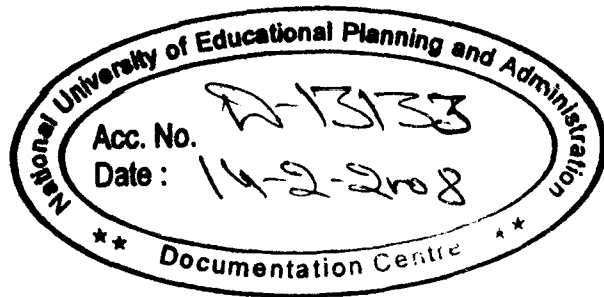**National Council of Educational Research and Training**

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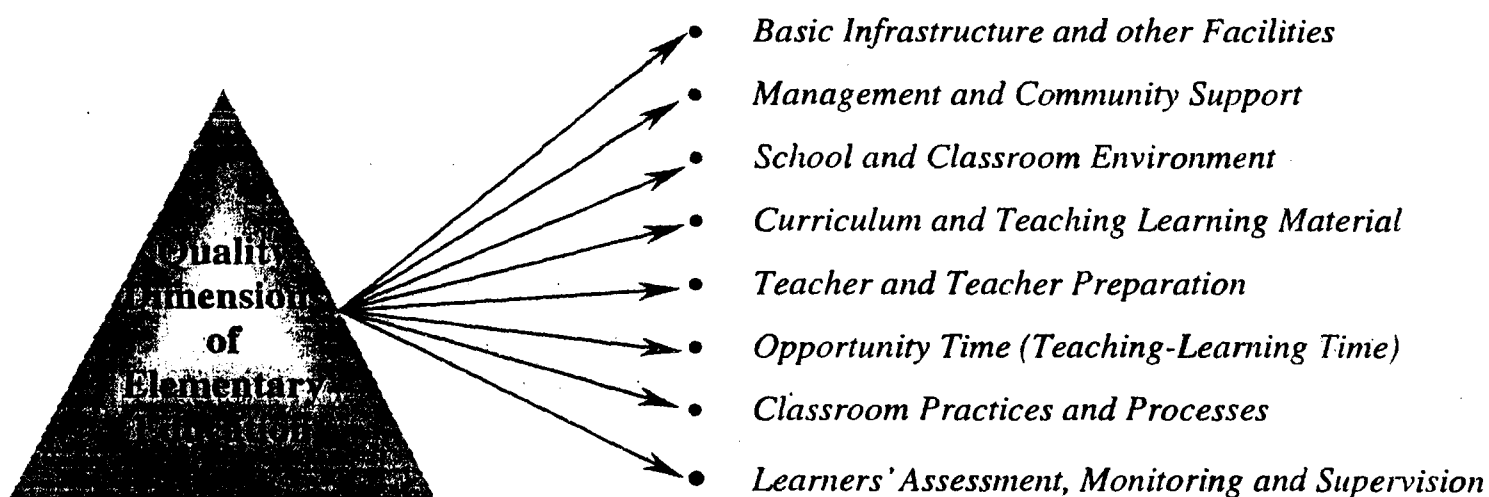
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C O N T E N T S

MONITORING FORMATS FOR QUALITY DIMENSTIONS UNDER SSA

Some Issues

Rationale

Adequate, rigorous, inclusive and continuous monitoring and supervision are one of the most important keys to successful implementation of any educational programme. The same is true for Sarva Shiksha Abhiyan (SSA), which aims at providing useful and relevant elementary education to all children in the age group of 6-14 years. It is an effort to universalize quality Elementary Education for all children by 2010 in a mission mode.

The National Curriculum Framework 2005 has strongly articulated the need for a substantial improvement in the quality of education. The Sarva Shiksha Abhiyan (SSA) also emphasizes the significance of quality education and suggests various *parameters to be addressed in State and district plans to achieve the desired goal.* The quality dimensions for elementary education have broadly been identified as:

- *Basic Infrastructure and other Facilities*
- *Management and Community Support*
- *School and Classroom Environment*
- *Curriculum and Teaching Learning Material*
- *Teacher and Teacher Preparation*
- *Opportunity Time (Teaching-Learning Time)*
- *Classroom Practices and Processes*
- *Learners' Assessment, Monitoring and Supervision*

In order to be continuously informed about the parameters and issues related to quality elementary education, both at the classroom level as well as at the systematic functioning level, some monitoring systems had to be put in place. A strong need was felt for periodic monitoring and regular feedback at elementary levels within and outside the classrooms. The Sarva Shiksha Abhiyan emphasizes a holistic and comprehensive approach and suggests *community-based monitoring* system and also encourages developing partnerships between communities and research institutions for effective monitoring.

In SSA, *Monitoring in a broader sense has been defined as a continuous assessment of progress, diagnosis of strengths and weaknesses and provision for remedial/ corrective measures. Therefore, continuous and comprehensive monitoring and subsequent learning from one's own and others' experiences is crucial for effective implementation of plans and programmes.* The main indicators of the quality of elementary education can be visualized in terms of preparation, classroom processes and learners' achievements.

The monitoring and supervision of the aspects, which are easily quantifiable, have generally received the attention of the planners, implementers and supervisors. Monitoring of quality

dimensions, especially of learning and learning conditions of every child, has perhaps not received the required attention probably because these are a difficult terrain to pursue. However, in assessing the progress of the child, one of the main indicators has been the *assessment of the child's learning in the classroom rather than qualitative classroom processes*. Moreover, the progress of the child in terms of acquisition of knowledge and skill development needs to be followed systematically.

There are tools and mechanisms available for the monitoring of other quantifiable and data specific aspects but not so much for the quality aspects of education. *The field experiences and relevant data have shown that there has been considerable progress in access, enrolment and retention of children but quality issues still need to be addressed and monitored. Therefore, it is necessary that a concerted effort be made to build upon past experiences and focus on systematic monitoring* of the aspects relating to school effectiveness especially on meaningful learning by every child. There is hardly any standardized tool to assess the key indicators on quality aspects.

Some commendable but sporadic efforts have been made by some States in this area, which proved to be a useful base for evolving the indicators for these dimensions. The Ministry of Human Resource Development (MHRD), Govt. of India has endeavoured to put into place a massive programme of monitoring and supervision under SSA. The NCERT was assigned the task of developing the monitoring formats for quality dimensions based upon broad consultations.

Major Indicators for Quality

Some of the suggestive key indicators, which may be said to have direct or indirect effect on improving the quality of the teaching learning processes, may be broadly categorized as:

Dimensions	Key Indicators *
1. Infrastructural Facilities in the School	• Classroom/ space for learning • Space for activities (individual and group) • Drinking water facilities • Storage facilities for drinking water • Toilet facility • Playground and play material facilities
2. School Management and Community Support	• Children attendance • Teachers' attendance • Academic support, if possible • Financial support • TLM development support • Learners' assessment • Timely availability of books

Dimensions	Key Indicators *

3. School and Classroom Environment	• Physical Environment
	   – *Proper lighting facility in the classroom (sunlight)*
	• Social Environment
	   – *Child-child relationship*
	   – *Teacher-child relationship*
	   – *Teacher-teacher relationship*
	   – *Teacher-administrator relationship*
	   – *Sensitive treatment of children from special focus groups*
	   – Participation of the community in school activities
	• Pre-school facilities
	• Facilities available for health check-up/ follow up measures
	• Incentive Schemes
	   – *Mid-day meal, Uniform, Books, Scholarship, etc*

4. Curriculum and Teaching Learning Materials	• Existing curriculum and its coverage • Curriculum revision exercise • Competency-based materials • Black board and its usage • Availability of textbooks to children • Textbook production • Distribution of textbooks • Availability of teaching-learning materials • Library and its use • Laboratory/ Kits and their use
5. Teacher and Teacher Preparation	• Teacher profile • Teacher position (class-wise) • Class teacher/ subject teacher system • Pre-service experience • In-service experience • Difficulties faced during teaching (academic/ administrative) • Ability to develop and use TLM • Motivation level of teacher • Teacher-community relationship • Support available to the teachers in the school • Role of BRC/ CRC in teacher preparation • Monitoring classroom processes

6. Classroom Practices and Processes	• Classroom organization
	   – *Seating arrangement*
	   – *Classroom setting*
	• Display of materials in the classroom
	• Grouping of Children
	• Pupil-Teacher Ratio (PTR)
	• Methods of introducing the topic
	• Teaching-Learning Process (Pedagogy)
	• Use of Teaching-Learning Materials
	• Students initiative in Teaching-Learning Process
	• Assessment procedure followed
	• Frequency of Assessment

Dimensions	Key Indicators *
7. Opportunity Time (Teaching-Learning Time)	• Number of days school opens in a year • Actual number of days, teaching-learning occurs in a year • Number of teaching hours/ day • Number of teachers in a school • Number of sections of each class in a school • Number of classes that each teacher handles (Monograde/ Multigrade) • Learners' attendance • Number of days teachers are involved in non-teaching assignments in a year.

8. Learners' Assessment, Monitoring & Supervision	• Policy adopted in the States for
	  – No detention
	  – Grade/ Marks
	  – Internal/ External examinations
	  – Periodicity of assessment (Quarterly, Half- yearly, Annual)
	  – Reward/ Punishment
	  – Recording procedures in school
	• Feedback mechanism used by teachers
	• Involvement of parents in VEC
	• Procedure to give feedback to parents.

* Information on some of the mentioned indicators, which are available on DISE, have not been incorporated in the formats developed for the quality dimensions

Selection and Development of Formats

Based on the above indicators, that have been identified, the following monitoring levels have been identified.

(i) School/ Community Level
(ii) Cluster Level
(iii) Block Level
(iv) District Level
(v) State Level

Process of Development of Formats

Initially, a set of 59 draft monitoring tools (formats) were developed by the Department of Elementary Education, NCERT, keeping in view the following critical issues:

- *What should be the key indicators for each of the quality dimension of Elementary Education, which require regular monitoring and supervision?*

- *What type of formats should be developed to monitor quality indicators for each dimension?*

- *What procedures should be adopted to try out and validate the tools/ formats in order to assess the feasibility and practicability in the system?*

- *What should be the modalities of disseminating these tools for wider use in the system?*

In order to address these issues more meaningfully, the draft formats along with identified indicators were prepared and discussed in details with the representatives of NIEPA, MHRD, TSG, Ed.CIL in the meetings organised at NCERT and NIEPA. These formats were later shared in the 3-day National Workshop organized by NCERT. The representatives from the States of **Kerala, UP, Bihar, Rajasthan, Maharashtra, Delhi, Haryana, H.P., Karnataka, A.P. and Jharkhand** participated and contributed substantially in the development of these formats. Representatives of MHRD, TSG, Ed.CIL and NIEPA also participated and provided valuable suggestions.

Based on the suggestions and recommendations of the National Workshop, the tools were refined and modified. In all, fifty-two formats were evolved (School level, Cluster level, Block level, District level, State level and National level). These formats were first discussed in detail in the Regional Workshop for the Western Region conducted at Tata Institute of Social Sciences, Mumbai from February 24-26, 2003. Based on the feedback from the participating States and Regional Research Institutions (RRIs), a few formats were dropped. The Indian Institute of Management (IIM), Bangalore organized the second Regional Workshop for the Southern Region at Bangalore from March 16-17, 2003, IIM, Kolkata organized the Workshop for the Eastern Region from April 7-8, 2003 at Kolkata, the Jamia Millia Islamia University, Delhi organized the fourth Regional Workshop for the Northern Region at Delhi from April 16-17, 2003 and North-Eastern Hill University (NEHU) organized the last (Fifth) workshop for North-Eastern States at Shillong on May 29th, 2003.

All the tools were discussed at length and finally 14 Formats and 3 Analytical Sheets were developed for various levels i.e., school level to the State level.

Two meetings were held in MHRD in September, 2005. The main focus of these meetings was on information not being covered by other systems. In these meetings, it was discussed extensively and realized that there is a need to consider learners' assessment data as an important indicator. This will help to put up systems of analysis, reflection and corrective measures of various factors at the cluster and the block level. This will also facilitate to get feedback on VEC activities & their perceptions on school performance. Experience of Gujarat has shown that this activity does not account to heavy load. These formats would give States a flexibility to add on further information as per their requirements.

Description of the Formats

Monitoring under Sarva Shiksha Abhiyan Programme has been envisaged as a multi-tiered one: **monitoring at the school/ community level, at the cluster level, at the block level, at the district level, at the State level and at the National level.** This necessitates development of a proper monitoring mechanism at various levels i.e. school level/ community level, cluster level, block level, district level, State level and the National level for a functional self-sustained feedback system.

For this, there is a need to have an effective monitoring system through which not only the progress of the programme can be analyzed but also timely corrective measures can be undertaken. The levels for monitoring and feedback mechanisms have been envisaged in Fig. 1

Information Flow Systems in the Quality Monitoring Tools
(Linkages with DIETs and SCERTs)
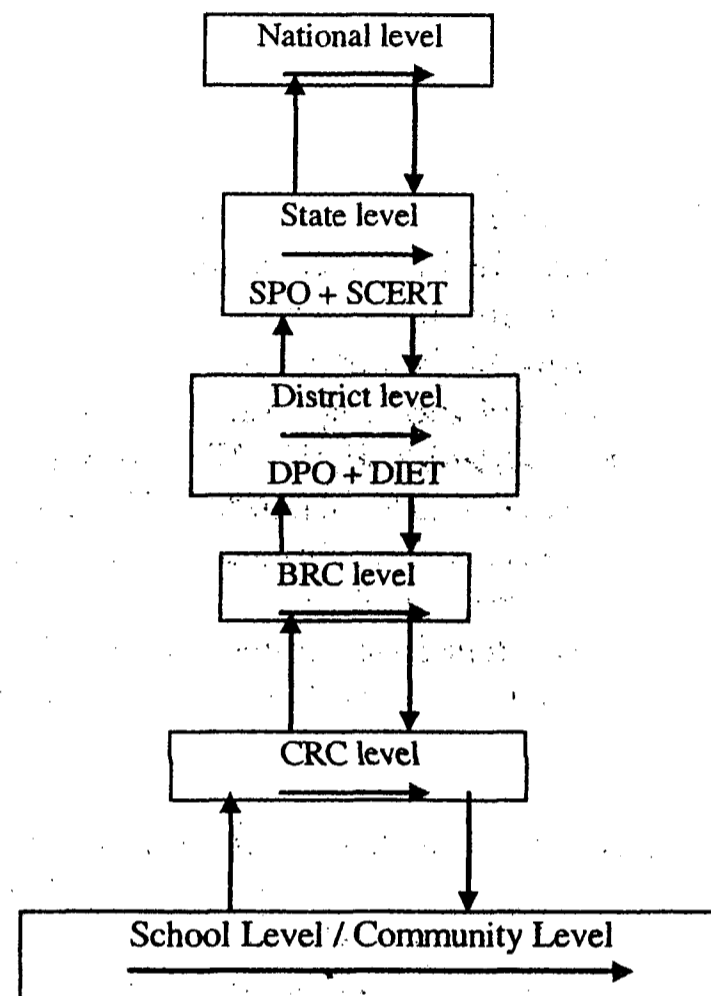
Fig. 1

It is expected that the information collected at the school level and the information collected by community-based organizations will be consolidated and analyzed by the Cluster Resource Center Coordinator. However, every teacher will also analyze the quarterly data on learners' achievement, to reflect on her own students' learning and performance. CRC Coordinator will collate attendance and achievement data for the entire cluster and will analyze it to identify the trends and various needs. However, CRC Coordinator's direct engagement will be through classroom observations and their quantitative and qualitative analysis. CRC Coordinator, along with his/ her analysis will send data on attendance and learners' assessment to BRC Coordinator.

At the block level, BRC Coordinator is expected to go through the analysis and information sent by CRC Coordinator and also will collect some information at his/ her own level. It is important to mention that the BRC Coordinator will collect the required information himself/ herself and not through CRC Coordinator. There are certain items on which BRC Coordinator has to report, which do not figure in CRC Coordinator's formats. For example, data on teacher appointment, etc. The reason behind this segregation is that BRC Coordinator plays and important role in ensuring teacher appointment.

BRC Coordinator will send all the data and the information to District Project Office as well as to the respective DIET (District Institute of Education and Training). It is envisaged that the team in District Project Office will reflect on the information and collate information coming from different blocks, before sending it to State Project Office and SCERT. DPO will send the data on attendance, learners' assessment and other items. The monitoring formats filled by the BRC Coordinators should be sent to the DIETs who should analyze the specific achievements and shortfalls for areas mentioned at No. 4 (curriculum and teaching learning materials, No. 5 (teacher and teacher preparation), No. 6 (classroom practices and processes), and No. 8 (learners' evaluation, monitoring and supervision) on pages 3 and 4 and prepare their assessment and remedial plan for their districts.

The DIET should send their comments to the DPO after analysis who will then consolidate the information and forward it to the State Project Office. The DIET Principals should also send their comments to the Director, SCERT for State-wise review and consolidation. The DPOs, BRC and CRC Coordinators should take into account the areas identified by DIET faculty members, which require attention while planning in-service training of teachers and finalize it in consultation with DIETs.

The State with the help of SCERT will consolidate learners' assessment data for every quarter. The State Office will also reflect on information about enrolment and actual attendance of children in schools but will not send it to the National Level. DIETs and SCERTs should own the responsibility for improving the areas mentioned at No. 4 (curriculum and teaching learning materials, No. 5 (teacher and teacher preparation), No.6 (classroom practices and processes), No. 7 (opportunity time-teaching learning time) and No. 8 (learners' evaluation, monitoring and supervision) on pages 3 & 4.

In-service teacher training plan in the Annual Work Plan and Budget (AWPB) should un-ambiguously state the role to be played by BRCCs, CRCCs, DIETs and SCERTs in the process as also the resource support, which may be required by the DIETs and SCERTs to discharge their functions effectively.

The major quality dimensions for improving quality of elementary education covered under these formats are:

1. **Children's Attendance**

2. **Community Support and Participation**

3. **Teacher and Teacher Preparation**

4. **Curriculum and Teaching Learning Materials**

5. **Classroom Practices and Processes**

6. **Learners' Assessment, Monitoring and Supervision**

The consolidated picture of formats for monitoring quality dimensions at various levels is as follows:

Formats (Level-Wise)

Levels	Attendance	Community / VEC Support	Teacher Preparation, TLM & T-L Processes	Learners' Assessment	Total
School Level	1 Quarterly	1 Annually	-	1 Quarterly	3
CRC	1 Quarterly	-	1 Quarterly	1 Quarterly	3 + 1 Analytical Sheet
BRC	1 Quarterly	-	1 Quarterly	1 Quarterly	3 +1 Analytical Sheet
District	1 Quarterly	-	1 Quarterly	1 Quarterly	3 +1 Analytical Sheet
State		-	Annually 1 (a) Quarterly 1(b)	1 Quarterly	2
Total	4	1	4	5	14+3 Analytical Sheets

The information will be collected for three quarters in an academic year. The details are as following: -

	Months Covered	To be submitted in the month
Quarter - I	June/ July-September	November
Quarter - II	October-December	February
Quarter - III	January-March	May

If any State follows a different pattern in arranging an academic year, then it is free to accommodate the plan accordingly.

Linkages with SCERTs and DIETs in Quality Monitoring under SSA

The existing quality monitoring tools, envisage a close partnership of DPOs and SPOs with DIETs and SCERTs, respectively. The tools ultimately seek to rejuvenate the academic resource support structures at the block and district levels, for improvement in classroom processes and pupil achievement levels. The tools also seek to monitor the provisions of quality-related inputs under SSA, like training of teachers, availability and usage of TLMs, availability of textbooks, functioning of academic support groups DRGs, BRGs, CRGs, etc.

Following items, already existing in the monitoring tools, seek to encourage BRCs, DPOs and SPOs in collaborating with DIETs and SCERTs:

- In the BRC Coordinators' Analytical Sheet, BRCCs are expected to inform the DPO about key requirements from the concerned DIET, for the next quarter, with reasons.

- In the District Level Analytical Sheet, the DPO is expected to inform the SPO about how often DPO/ DIET officials hold coordination meetings for activities under SSA. They are expected to give details of problem areas, if any.

- The SPO is expected to inform whether the DIETs and DPOs in the State are working in coordination and what steps are being taken in the State to ensure this.

Suggestions for collaboration with DIETs

I.   DIETs can play an important role in training the cluster resource coordinators in using the classroom observation formats effectively. These formats require CRCCs to understand key pedagogical issues like the teachers' methods of introducing lessons (whether teacher-centered or learners-centered), diagnosis and remediation, pupil assessment methods, detection of hard spots, etc. This observation format forms the basis on which other cluster level formats like CLF-II (b) on teaching learning materials and equipments and CLF-II (c) on teaching learning processes (Pedagogy) are to be filled by CRCCs.

II.   In the District Level Analytical Sheet, 20% primary schools and 10% upper primary schools showing consistently poor learner achievement levels for the last two quarters are being identified by the DPO. DIETs can play an important role in undertaking action research for identification of reasons and design of interventions for improvement in pupil performance over a defined time frame.

III.   DIETs should also organize training programmes for teachers identified through classroom observations, who are having problems in teaching specific subjects.

Suggestions for collaboration with SCERT

I.   Pupil achievement levels constitute the key outcome indicators under SSA. The NCERT monitoring tools will furnish quarterly data on pupil achievement levels at every grade in every subject at the elementary stage. SCERTs must assist SPOs in analyzing the pupil achievement data and in instituting remedial/ extended learning measures for students, wherever needed (as is being done in Maharashtra for example). SCERTs can work with SPOs in devising strategies for enhancement of pupil achievement levels based on the analysis of achievement data that will be available on a quarterly basis.

II.   SCERTs can collaborate with SPOs to develop school performance monitoring indices and also independent assessment of pupil achievement (like SCERT, Gujarat is doing through the GAP surveys).

III.   SCERTs can help SPOs in organizing Annual State Level Achievement surveys. The National achievement surveys conducted by NCERT do not provide information for every district. Also, these surveys are based on common elements of the syllabi of various States. In the State level surveys, tests based on specific syllabi of States can be developed.

SPOs can arrange quarterly meetings with SCERTs and all DIETs, to reflect upon the information thrown up by the quality monitoring tools, and draw an action plan to address the key issues that have emerged in the last quarter. SPOs and SCERTs should jointly monitor the implementation of the quality improvement plan, on a monthly basis.

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SCHOOL LEVEL

FORMATS

MONITORING FORMATS FOR QUALITY DIMENSIONS

SCHOOL LEVEL FORMATS

Guidelines

At the school/ habitation level, there are three Formats. These are:

1. Students' Attendance at Elementary Level **(Reporting Format): SLF -I**
2. Community Perceptions-Community Leader/ VEC Members **(Record Format): SLF-II**
3. Learners' Assessment **(Reporting Format): SLF -III**

1. School Level Format (SLF-I)

Educational Status of Children: Status of enrolment and attendance of students at the elementary level (Reporting Format)

This format covers attendance of children at the elementary level. The format captures two types of information: enrolment of students as per school register and the actual attendance of children in the classroom at the time of visit of the Reporting Officer. The Reporting Officer may be the member of *Village Education Committee (VEC)/ Mother Teacher Association (MTA) or any other community level group notified by State Govt./ UT administration as per the field situation.* This information needs to be recorded quarterly and reported to CRC by the Reporting Officer. If there is a consistent wide gap (more than 3 times in a year) i.e. the difference is more than 12-15 percent between the enrolment of children in school record data and actual attendance of students in the classrooms, the problem may be solved at the community level by VEC/ MTA or any other local group. It should also be observed that if the same children are found to be absent in every visit, then the problem needs to be discussed in the village level meetings.

2. School Level Format (SLF-II)

Community Perceptions: Community Leader/ Village Education Committee Members (Record Format)

This format includes two types of information

I. General Information
II. Opinion of Community Leaders / VEC Members

- The section-I on General Information captures the basic data such as - Name of the School/ Village, VEC members, frequency of VEC meetings, number of members who attended the meetings, major problems identified and solutions discussed.

- The section-II pertains to gathering opinions of community leaders and community members/ VEC member(s) about the functioning of the school. It has items related to school functioning .The opinions may be taken individually (on separate formats) or one format may be filled by the members after discussing issues in the VEC meetings. The major problems identified by the VECs/ community leaders may be discussed in monthly meetings and joint action may be taken for school improvement.

3. School Level Format (SLF-III)

Learners' Assessment (Reporting Format)

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Concept of Continuous and Comprehensive Assessment

Continuous refers to regularity in assessment. Since the growth of a child is a continuous phenomenon, it should be assessed continuously, which means that the assessment has to be integrated with teaching and learning process.

The other term is comprehensive. It covers the whole range of student's experience in the context of school activities. It includes physical, intellectual, emotional and social growth comprising of social personal qualities, interest, attitude and values. It requires a variety of techniques to carry out comprehensive assessment.

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This format is to be filled by the head teacher/ teachers quarterly and reported to CRC. The format has 4 sections. These are:

Section A	General Information
Section B	Class-wise details of learners' achievement
Section C	Co-scholastic activities undertaken in the school
Section D	Category-wise remedial measures

- Class-wise performance of children in Grades (Grades A, B, C, D and E) may be compiled from the school records by the class teacher concerned.
- Through this exercise, it would be easy to locate the low achievement areas, which need to be addressed with appropriate remedial measures.
- In order to ensure quality elementary education, it is necessary to include activities, which cover affective and psychomotor domains as well.
- The filled-in reporting format may be forwarded to the CRC Coordinator quarterly for necessary compilation, analysis, corrective action and upward transmission.

School Level Formats at a Glance

Sl.	Format Code	Frequency	Dimensions/ Area	To be filled by	Sent to
1	SLF-I	Quarterly	Attendance	VEC/ Community Member/ MTA	CRC
2	SLF-II	Annually	Community Perception	VEC member/ Community Leader	Not to be sent
3	SLF-III	Quarterly	Learners' Assessment	Head Teacher/ Teachers	CRC

One copy of each format duly filled-in should also be kept at the school level.

EDUCATIONAL STATUS OF CHILDREN
Reporting Format to CRC
Status of Enrolment and Attendance of Students (Grade I-VIII) in the Schools

*To be reported **quarterly** to CRC by VEC/ Community member/ MTA*

Quarter under Report | I | II | III | Year ☐☐☐☐ - ☐☐

A. Elementary Level

Name of the School/ EGS/ AIE Centre .... School Code............................

Cluster ....Block ....

District...

Class	Category	Total Enrolment*			Actual Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
I	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
II	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
III	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
IV	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
V	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						

Monitoring Format for Quality Dimensions under SSA

Class	Category	Total Enrolment*			Actual Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
VI	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
VII	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
VIII	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
	Grand Total						

*   *Enrolment refers to no. of children admitted in the class as shown in the register.*
**   *Actual attendance refers to no. of children at the time of visit.*
*** *State-specific category, if any may be incorporated.*

Note: The format may be changed as per State School Structure (I-VII/ I-VIII)

Place : ....

Date   : ....
                                    Name and Signature.
                                  of VEC/ PTA/ MTA/SMC/ SMDC/
                                  Any other local body

COMMUNITY PERCEPTIONS
Record Format for Community Leader/ VEC Members
(As per State Pattern)

*To be filled **annually** by VEC member/ Community leader**
(One copy to be kept in school, and one copy to be kept in VEC register)

Year ☐☐☐☐ - ☐☐

A.   General Information:

Name of the School/ EGS/ AIE Centre .... School code ....

Cluster .... Block ....

District ....

Note: *If the Village/ School has other than VEC such as School Management Committee, School Development Committee, PTA/ MTA, Ward Education Committee etc, the same can be used in place of VEC.*

B.   Information about School Commiittee

1.   Name of the School/ Village ....

2.   Village Education Committee Members:

	Name	**Status in the Committee and Qualifications**
(i)	....	....
(ii)	....	....
(iii)	....	....
(iv)	....	....
(v)	....	....
(vi)	....	....
(vii)	....	....
(viii)	....	....
(ix)	....	....
(x)	....	....
(xi)	....	....

3.   Frequency of VEC meetings   (a) Monthly   ☐
      (Please Tick)   (b) Quarterly   ☐
                                     (c) Half-yearly   ☐
                                     (d) Annually   ☐

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*   *Format to be filled individually by VEC members or only one format may jointly be filled by members after having discussion in VEC meeting. The major problems or issues identified by the VEC members/ community leaders may be discussed in monthly meetings and joint action be taken by VEC & School. In academic issues, CRC help may be sought. **This format is to be filled after 60 days of the commencement of the academic year.***

4.	Number of Members attended the meeting:

Ist	Meeting	☐

2nd	Meeting	☐

3rd	Meeting	☐

4th	Meeting	☐

5th	Meeting	☐

5.	Major problems identified (Please tick)

Sl.	Nature of Issues		Types of problems	Steps taken
(i)	Financial	☐	_____	_____
(ii)	School Management	☐	_____	_____
(iii)	Community Support	☐	_____	_____
(iv)	Infrastructural Facilities	☐	_____	_____
(v)	Attendance of Children	☐	_____	_____
(vi)	Teacher Presence	☐	_____	_____
(vii)	Teaching Learning Processes	☐	_____	_____
(viii)	Achievement of Children	☐	_____	_____
(ix)	Timely availability of Textbooks to Children	☐	_____	_____
(x)	Teaching Learning Materials	☐	_____	_____
(xi)	Any other (Please specify)	☐	_____	_____

6.	Free distribution of Textbooks – Tick and describe the status:

(i)	(General) Girls	:	_____

(ii)	SC Girls	:	_____

(iii)	SC Boys	:	_____

(iv)	ST Girls	:	_____

(v)	ST Boys	:	_____

C.   Opinions of Community Members. (Please Tick)

1.   (i) Does the school run regularly.   Yes ☐   No ☐

      (ii) If not, reasons for that   **(1)** _____   **(2)** _____

                                                     Always   Sometimes   Not at all

      (iii) Do you think, the teachers are regular/ punctual   ☐   ☐   ☐

      (iv) If not, reasons for that   (1)_____   (2) _____

                                     (3)_____   (4) _____

      (v) Do you think, the teachers are sincere about their work

            Very Sincere   ☐   Reasonably Sincere   ☐   Indifferent   ☐

      (vi) If Indifferent, reasons for that
                (1) _____
                (2) _____
                (3) _____

      (vii) Your opinion on children's progress

      _____

      _____

2.   Help provided by the community members to the teachers on following (Please tick)

          (a) Academic Support   ☐   Specify_____

          (b) Resource Support   ☐   Specify_____

          (c) Financial Support   ☐   Specify_____

          (d) Any other   ☐   Specify_____

3.   What support do teachers need to become more effective? (Please tick)

                                                                <u>Specify</u>

          (i)   Teaching Learning Materials (TLM)   ☐   _____

          (ii)   Academic Support from the Community   ☐   _____

          (iii)   Effective Teacher Training   ☐   _____

(iv)   Onsite Support by CRC/ BRC   ☐   _____

(v)   Availability of Textbooks to Children   ☐   _____

(vi)   Any other aspects (Specify)   ☐   _____

4.   In which of the following you could play a role?   <u>Specify</u>

    (i)   Enrolment   ☐   _____

    (ii)   Retention   ☐   _____

    (iii)   Monitoring   ☐   _____

    (iv)   Quality Improvement in School   ☐   _____

    (v)   Providing Community Teacher   ☐   _____

    (vi)   Arranging Anganwadi/ Balwadi Centre   ☐   _____

    (vii)   For Out of School Children   ☐   _____

    (Mention No. of out-of- school children and their categories between 6-14 age group, if any in the village)

    ....

    ....

    ....

5.   How is the VEC utilizing the funds for improvement in school functioning?

    <u>Utilization of funds in performing tasks</u>

(i) School Grant   _____

    _____

    _____

(ii) Maintenance Grant   _____

    _____

    _____

6. Identify **strengths and weaknesses** of your school.

Strengths	Weaknesses	Suggestions for improvement*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

* Head teacher/ teachers jointly may implement the suggestions given by VEC members/ community leaders to evolve action plan in consultation with CRC personnel in the monthly meeting.

Place : ....

Date :...............................

Name and Signature
of VEC/ PTA/ MTA/SMC/ SMDC/
Any other local body

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary level)
(Reporting Format)
. To be filled by the teachers and consolidated by the Head Teacher

Quarter under report | I | II | III | **Year** [ ][ ][ ][ ] - [ ][ ]

A. General Information

Name of the School/ EGS/ AIE Centre .... School Code.............................

Cluster ....Block ....

District..,...

B. Class-wise details of Learners' Achievement (Total Students)

Class	No. of children assessed	Subject*	Boys		Girls		Total		Out of Total Students Assessed					
									SC		ST		CWSN**	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		Language												
		A												
		B												
		C												
		D												
		E												
		Total												
		Math												
		A												
		B												
		C												
		D												
		E												
		Total												
		EVS												
		A												
		B												
		C												
		D												
		E												
		Total												

* *For elementary classes (I - VIII), subjects may be added accordingly.*
** *Class-wise details of achievements related to the Children With Special Needs (CWSN)*
Note : Grade 'A' represents 80% marks and above. Grade 'B' represents 65% to 79% marks. Grade 'C' represents 50% to 64% marks, Grade 'D' represents 35% to 49% marks and Grade 'E' represents below 35% marks.

Required information will be collected from the school records. Assessment will be continuous. Homework assignments done by students may also be assessed.

C. Co-scholastic activities undertaken in the school. This can be filled jointly by all the teachers once in a quarter. Give a description of activities organised for all these. What were the objectives? How far have they been met? Justify with examples.

1. Drawing/ painting

_____

_____

_____

2. Music/ Dance/ Drama

_____

_____

_____

3. Sports and Games

_____

_____

_____

4. Cultural Activities

_____

_____

_____

5. Social Service Activities

_____

_____

_____

6. Learning Corners/ Activity Corners

_____

_____

_____

7. Beautification/ Cleaning of School

_____

_____

_____

8. Scouts and Guides

_____

_____

_____

9. Observation of healthy habits (Nails, teeth, washing hands before meal, etc.)

_____

_____

_____

10. Health check-up

_____

_____

_____

11. Any other activities (Please write)

_____
_____
_____
_____
_____

D. Details of remedial measures required for improvements of low achievers:

Class	Subject/ Topic	Remedial measures suggested in each subject/ area*	
		at School level	at CRC level
I		1. 2.	1. 2.
II		1. 2.	1. 2.

Separate sheets may be used for different subject areas for all elementary classes.

Place   :   _____   **Name and Signature of the Head Teacher**

Date   :   _____

CRC LEVEL

FORMATS

MONITORING FORMATS FOR QUALITY DIMENSIONS

CLUSTER LEVEL FORMATS

Guidelines

At the CRC level, there are three Formats and one Analytical Sheet. These are:

1. Students' Attendance at Elementary Level: **Reporting Format, CLF-I**
2. (a) Classroom Observation: **Record Format, CLF-II (a)**
   (b) Teaching-Learning Materials and Equipments: **Reporting Format, CLF-II (b)**
   (c) Teaching-Learning Processes – Pedagogy: **Reporting Format, CLF-II (c)**
3. Learners' Assessment: **Reporting Format, CLF-III**
4. Cluster Level Analytical Sheet **(CLAS)**

1. Cluster Level Format (CLF-I)

Educational Status: Enrolment and Attendance of Students in School (Reporting Format):
In this format, school-wise information may be compiled and reported to block-level through the CRC level personnel. The frequency of filling up of this format is quarterly (once in three months) like the school-level format. In this format, the enrolment of children as per record register and actual attendance of children in the class at the time of visit of VEC members/ community members/ MTA may be compiled school-wise. If there is no significant gap in the attendance of children between the two i.e. enrolment as per register and actual attendance at the time of visit of the reporting officer, there is no need to fill up the data, you may simply write 'No difference in attendance' and report to BRC and school concerned as well. If there is a gap between the two, it may be filled class-wise.

If there is a change in the structure of education at the primary and upper primary level, reporting may be done according to the State school structure. After filling up information in the format, the reporting officer may sign the format and send it to BRC and one copy may be kept in CRC for record.

2. Cluster Level Format: CLF-II (a)

Classroom Observation (Record Format):
This is a record format to be used by the CRC personnel for recording information/ activities while observing the pedagogy in school. This format may be used quarterly in each school by the CRC personnel. This format is basically a classroom observation format, which covers the components of classroom processes. In all there are 25 items in the format, which cover all the aspects of teaching learning right from the planning stage to the learners' assessment level. In most of the items, observer may have to answer by ticking in the box. In some of the cases, the observer needs to tick more than once for one item. For example in item No. 13 (type of activities organized during teaching learning process) and item No. 14 (type of questions asked during teaching learning), in such cases, more ticks may be marked based on the above observation by the CRC personnel.

Cluster Level Format: CLF-II (b)

Teaching-Learning Materials and Equipments (Reporting Format):
This format is to be filled by CRC personnel based on the format of classroom observation (Record Format). This includes information related to teaching learning materials used by the teacher. This is also a quarterly format, which compiles school-wise information on TLM and its usage in pedagogy. There are nine columns in the format, which covers information related to Teaching Learning Materials (TLMs).

Cluster Level Format: CLF-II(c)

Teacher-Learning Processes -Pedagogy (Reporting Format):
This format includes information related to teaching-learning processes followed by the teacher in the classroom and observed by CRC personnel. This is a quarterly format to be filled by CRC personnel and reported to BRC quarterly. This format has six columns covering information related to teaching learning processes for the entire cluster.

The formats - No. CLF-II (b) and CLF-II (c) may be filled by the CRC personnel and reported to BRC. In case, CRC personnel need guidance in using this format (Classroom Observation Format), he/ she may feel free to discuss and take-guidance from BRC and DIET personnel.

3. Cluster Level Format (CLF-III)

Learners' Assessment (Reporting Format):
This format covers cluster level (school 1, school 2, etc) information of learners' assessment. It gives class-wise details of learners' assessment of schools in that cluster. This format is to be filled in quarterly by the CRC personnel and will be sent to BRC along with its analysis for further action at that level.

4. Cluster Level Analytical Sheet (CLAS)

Reporting Format to BRC:
Through the previously given formats, CRC will have a rich collection of information on children's attendance, their achievements, classroom interactions, teaching-learning processes, use of TLMs and role of VECs. It is envisaged that the CRC coordinator will analyze and reflect on all the information, on the basis of guidelines given in the 'Analytical Sheet'. This analysis will strengthen CRC's understanding and need identification skills so that he/ she can promote innovative practices and take appropriate remedial action. It is visualized as a great step in monitoring quality dimensions of elementary education.

CRC LEVEL FORMATS AT A GLANCE

Sl.	Format Code	Frequency	Dimensions /Area	To be filled by	Sent to
1	CLF-I	Quarterly	Attendance	CRC personnel	BRC
2	CLF-II (a)	Quarterly	Classroom Observation	CRC personnel	Not to send
	CLF-II (b)	Quarterly	TLM & Equipment	CRC personnel	BRC
	CLF-II (c)	Quarterly	Pedagogy	CRC personnel	BRC
3	CLF-III	Quarterly	Learners' Assessment	CRC personnel	BRC
4	CLAS	Quarterly	Analytical Sheet	CRC personnel	BRC

EDUCATIONAL STATUS OF CHILDREN
Reporting Format to BRC
Status of Enrolment and Attendance of Students (Grade I-VIII) in the Schools

To be reported quarterly to BRC by CRC coordinator

Quarter under Report | I | II | III | Year | | | | | - | | |

A. Elementary Level

Cluster ....Cluster Code ....

No. of Schools ....No. of EGS/ AIE centres..............................

Block.....................................District ....

Class	Category	Total Enrolment*			Actual Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
I	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
II	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
III	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
IV	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
V	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						

Class	Category	Total Enrolment*			Actual Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
VI	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
VII	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
VIII	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
	Grand Total						

*   Enrolment refers to no. of children admitted in the class as shown in the register.

**   Actual attendance refers to no. of children at the time of visit.

***   State specific category, if any may be incorporated.

Note: The format may be changed as per State School Structure (1-VII/ 1-VIII).   In this format, school-wise information of students' attendance will be compiled for the whole cluster. Along with each school's information, school's name and its code should be written.

Place: ....

Date: ....   **Name and Signature of the CRC Coordinator**

CLASSROOM OBSERVATION
(Record Format)

To be used by CRC personnel quarterly for classroom teachin

Quarter under Report | I | II | III | **Year** [ ][ ][ ] [ ][ ]

A.   General Information

Name of the School/ EGS/ AIE Centre ....

School Code ....Cluster ....

Block ....District ....

B.   Details of Classroom Observation

1.   Class and Teacher Observed:

   Class/ Classes ....Teacher's Name ....
   (Mention classes being grouped)

2.   (a) Subject taught .... (b) Topic observed ....

3.   Total Number of students present [ ]   Total No. of students absent [ ]

4.   Type of classroom setting (✓)   Monograde [ ]   Multigrade [ ]

A.   Multigrade – Grouping of children based on the following

   (i)   Subject-wise

   (ii)   Mixed Classes

   (iii)   Learning Level-wise

   (iv)   Any other   Specify_____

B.   No Grouping   [ ]

5.   Medium of Instruction (✓)   Mother tongue [ ]   Other than Mother Tongue [ ]

6.   Classroom Organization (✓)
   Seating arrangement   Rows [ ] Group [ ] Small groups [ ]

7.　Seating Facility for children (✓)　☐

　　　　　　　　　　　　Mats ☐　Desk ☐　Table-chair ☐

　　　　　　　　　Any other ☐　Specify _____

　　　　　　　　No facilities　_____

8.　Space for Group Activities:　Adequate ☐　Inadequate ☐

9.　Availability of Textbooks with

　　　　(a) Children　Yes ☐　No ☐　*(Whether majority of children have the textbooks)*

　　　　(b) Teacher　Yes ☐　No ☐

10.　Availability of other Supplementary Materials
　　　(Teacher's handbook, workbook, worksheet, etc.)

　　Adequate ☐　Inadequate ☐　Not available ☐

　　Specify various supplementary materials:

　　_____

　　_____

11.　Method of Introducing the Topic/ Lesson (✓)

　　..

　　..

　　　(a)　Direct (Narrative) (Teacher centered method)　☐

　　　(b)　Interactive/Participatory Approach (Learner centered method)　☐

　　　(c)　Mixed　☐

　　　(d)　If any other　Specify _____

(ii)　Use of TLM in introducing the lesson　Yes ☐　No ☐
　　Please specify_____

(iii)　If the introduction involves children, specify nature of the activities conducted.

　　Individual

　　Large Group　☐

　　Small Group

　　Any other　_____

12. Method(s)/ Approach(es) for teaching the lesson

Teacher dominated ☐

Child centered ☐

Please specify _____

13. Type of activities organized during teaching learning processes:

Individual work ☐

Small group ☐

Large group ☐

Teacher centered ☐

Specify _____

14. Type of questions asked during the teaching learning processes:

Textbook-based (Reproducing the given information) ☐

Teacher-made ☐

Related to life experience ☐

Innovative, imaginative, creative questions ☐

Mixed ☐

Specify_____

15. Are questions asked by the students during classroom interactions?

Frequently by boys ☐ by girls ☐ by both ☐

Rarely by boys ☐ by girls ☐ Not at all ☐

16. Use of teaching learning materials during transaction of lesson

Used adequately ☐

Used inadequately ☐

Not used at all ☐

17. Use of Blackboard in classroom teaching

Only by teacher

Only by children

By both

By none

18. Concepts/ topics, which are difficult for majority of children:

....

....

19. Assessment of students during teaching-learning (In-built component)

Yes

No

Assessment not done

20. Recapitulation/ Evaluation at the end of lesson   Yes ☐   No ☐
(Review of lesson with the help of learners)

21. Mode of learners' assessment

Only oral ☐   Only Written ☐

Written / oral both ☐   No Assessment ☐

22. Homework assigned   Yes ☐   No ☐

23. If yes, nature of the Homework

Book-based ☐   Prepared by teacher ☐

Both ☐   Any other ☐

Describe _____

24. Mode of reporting procedures (Report Card, Diary, etc.)

Marks ☐   Grades ☐   Both Marks & Grades ☐

Not done ☐   Any other _____

25.   How does the teacher assess students' learning?

_____

_____

_____

_____

Note: *All the classroom observation formats will be kept for record at CRC. These should be frequently used for feedback and for taking necessary corrective measures during teachers' trainings as well as during on-site support to teachers in actual classroom transactions. CRC Coordinator will analyse the information collected on these formats for the analytical sheet.*

TEACHING LEARNING MATERIALS AND EQUIPMENTS *
(Reporting Format)

. To be reported quarterly to BRC by CRC Coordinator

Quarter under Report ☐☐☐   **Year** ☐☐☐☐ - ☐☐

Name of the Cluster _____Cluster Code _____

Number of schools in the cluster _____ No. of EGS/ AIE centres in the cluster _____ Total no. of teachers _____

No. of teachers observed in this quarter _____ Block _____ District _____

How many teachers use Teaching-Learning Materials?		If not using, whether Teaching-Learning Materials are available in the schools.		If not using, what action is undertaken?	Whether teachers received Teaching-Learning Materials Grant?		If not, follow up action	If yes, have teachers been trained for developing Teaching-Learning Materials?		If not, what guidance is provided by CRC	Whether Innovative Practices/ Action Research is applied in the classroom processes?		If yes, any action taken to disseminate the innovations/ action research findings
Using	Not Using	Yes	No		Yes	No		Yes	No		Yes	No	

Note:
- Information to be filled on the basis of all observed classrooms.
- CRC Coordinator will report about teachers of all the schools, covering at least 60% of teachers?
- Separate sheets may be used for details.

35
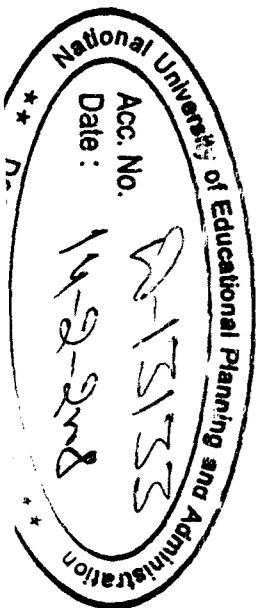
TEACHING LEARNING PROCESSES (PEDAGOGY)
Curricular Areas (Reporting Format)

. To be reported quarterly to BRC by CRC Coordinator

Quarter under Report ☐☐☐   **Year** ☐☐☐☐ - ☐☐

Name of the Cluster _____Cluster Code _____

Number of schools in the cluster _____ No. of EGS/ AIE centres in the cluster _____ Total no. of teachers _____

No. of teachers observed in this quarter _____ Block _____ District _____

Areas/ Subjects	Level of Learner's participation in classroom teaching			If teacher checks Class work/ Home work		Competence of teachers in using child centred approach		Difficulties in the classroom transaction (Please specify)	Proposed action by CRC
	High	Moderate	Low	Yes	No	Yes	No		
Language (Mother tongue)									
Mathematics									
EVS									
English									

* Detailed information on the similar format be sent to BRC for the schools rated as low.

** Based on observation of classroom teaching in the schools quarterly, more sheets may be used for compiling cluster level information (school-wise)

Note: Subjects can be added as per the level and subjects taught. All the subjects have to be included.

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MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary level)
(Reporting Format)

. To be reported quarterly to BRC by CRC Coordinator

Quarter under report | I | II | III | **Year** [ ][ ][ ][ ] - [ ][ ]

A. General Information

Name of Cluster ....Cluster Code ....

No. of Schools: Primary............Upper Primary .... No. of EGS/AIE Centres ....

Block ....District...

B. Class-wise details of Learners' Achievement for each School in the Cluster (Total Students)

Class	No. of children assessed	Subject*	Boys		Girls		Total		Out of Total Students Assessed					
									SC		ST		CWSN**	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		Language												
		A												
		B												
		C												
		D												
		E												
		Total												
		Math												
		A												
		B												
		C												
		D												
		E												
		Total												
		EVS												
		A												
		B												
		C												
		D												
		E												
		Total												

* *For elementary classes (I - VIII), subjects may be added accordingly.*
** *Class-wise details of achievements related to the Children With Special Needs (CWSN)*
Note : Grade 'A' represents 80% marks and above. Grade 'B' represents 65% to 79% marks. Grade 'C' represents 50% to 64% marks, Grade 'D' represents 35% to 49% marks and Grade 'E' represents below 35% marks.

Place _____
Date _____   Name & Signature of the CRC Coordinator

MONITORING TOOL FOR QUALITY DIMENSIONS

Cluster Level Analytical Sheet
(Reporting Format)

. To be reported quarterly to BRC by CRC Coordinator

Quarter under report | I | II | III | **Year** | | | | | - | | |

A. General Information

Name of CRC Coordinator ....Name of Cluster ....

No. of Schools: ....Total no. of enrolled children ....

Total no. of Teachers ....No. of Classrooms observed ....

1. Attendance

(i) Mention enrollment-attendance variation for every school. What are the reasons if there is any gap?

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

(ii) Comment on Girls', Scheduled Caste and Scheduled Tribe children's attendance along with the reasons for gap or good attendance.

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

(iii)What actions were taken at the school level to ensure high rate of attendance across groups?

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

2. Pedagogy

(i) Identify five examples of good teaching-learning practices, from the classroom observations, held during the quarter. Mention the class, subject, topics and the activities.

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

(ii) Comment on the regularity with which the teachers give homework and the required feedback on it. Mention the kind of class work given in every subject.

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

(iii) Comment on the Teaching-Learning Materials being used in the observed classrooms. How appropriate and useful were the materials? Give subject-wise examples.

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

(iv) What are the units/ topics that teachers find difficult to teach/ or were not taught properly during classroom observations and thus require further inputs during trainings? Mention for every subject.

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

(v) Problems faced and expressed by the teachers.

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

(vi) Mention the specific action that you took at the school level on the following aspects.

(a) Teaching Learning Materials

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

(b) Teaching Learning Processes (Pedagogy)

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

(c) Textbooks

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

(d) Teachers' problems

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

3. **Learners' Assessment Analysis**
    (An analytic summary of learners' assessment data for the entire cluster)

    (i)   Major trends identified:
           a. Across subjects
           ....
           ....
           ....

           b. For girls & boys
           ....
           ....
           ....

           c. For SC & ST students
           ....
           ....
           ....

           d. Any other category of students (Identified as demanding attention)
           ....
           ....
           ....

    (ii)   Problem subjects/ areas/ schools identified:
    ....
    ....
    ....
    ....

    (iii) Action taken for that
    ....
    ....
    ....
    ....

4. **Children with Special Needs (not linked to any previous format)**

(i) Enrollment-attendance gap school-wise:

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

(ii) Actions taken to minimize the gap:

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

(iii) Specific pedagogic efforts made for children in this category:

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

5. **School visits of CRC Coordinators**

(i) How many schools were not visited in the quarter?

....

(ii) How many schools were visited more than twice?

....
....

(iii) In how many schools did you spend one full day? Nature of activities taken therein:

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

(iv) In how many schools did you spend two or more days? Nature of activities undertaken therein:

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

6. **CRC Meetings**

(i)   No. of meetings held with dates:

....

(ii)   No. of teachers present during the last meeting:

....

(iii)   Issues discussed:

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

(iv)   Examples of model lessons given:

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

(v)   Issues being raised to BRC Coordinator, for his/ her assistance:

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

7.   CRG Meetings (if constituted)

(i)   Members, their specialization

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

(ii)   No. of meetings held with dates

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

(iii)   Issues discussed

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

(iv)   Action taken

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

8.   Community Involvement

(i)   Random check of VEC reports undertaken by CRC Coordinator:

(a) How many VEC meetings did you attend? What were the issues discussed in those meetings?

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

(b) How often are VEC meetings conducted?

....

....

(c) What are VEC's views on teachers' punctuality & attendance?

....

....

....

....

(d) How is VEC supporting school activities?

....

....

....

....

Place : ....

Date   :.......................

<div align="right">

Name and Signature
of the CRC Coordinator

</div>

BRC LEVEL

FORMATS

MONITORING FORMATS FOR QUALITY DIMENSIONS

BLOCK LEVEL FORMATS

Guidelines

At the Block level, there are three Formats and one Analytical Sheet. These are:

1. Students' Attendance at Elementary Level (Reporting Format, BLF-I)
2. Teacher, TLM & TL -Processes (Reporting Format, BLF-II)
3. Learners' Assessment (Reporting Format, BLF-III)
4. Block Level Analytical Sheet (BLAS)

At the Block-level, the formats may be filled by the Block Resource Centre Coordinator and sent to District Project Officer (DPO) and also to the respective DIET. In case, there is some different administrative arrangement, the Formats may be sent accordingly to the concerned persons/centres.

1.   Block Level Format (BLF-I)

Students' Attendance at Elementary Level (Reporting Format)

In this Format, cluster-wise information may be compiled and reported to district-level through the BRC level personnel. The frequency of filling up of this format is quarterly (once in three months) like the cluster-level format. In this format, the enrolment of children as per record register and actual attendance of the students in the class at the time of visit of VEC members/ community members / MTA may be compiled cluster-wise.

2.   Block Level Format (BLF-II)

Teacher, TLM & TL -Processes (Reporting Format)

This Format compiles cluster-wise information on some qualitative dimensions. This Format is quarterly and needs to be sent to DPO and to DIET by BRC on quarterly basis. This Format has ten columns.

3.   Block Level Format (BLF-III)

Learners' Assessment (Reporting Format)

This format compiles cluster-wise information on learners' assessment.

4.   Block Level Analytical Sheet (BLAS)

Through this format, BRC will have a rich collection of information on children's achievements, classroom interactions, teaching learning processes, use of TLMs and role of VECs. It is envisaged that the BRC coordinator will analyze and reflect on all the information,

on the basis of guidelines given in the 'Analytical Sheet'. This analysis will strengthen BRCC's understanding and need identification skills so that he/ she can take appropriate remedial action.

It is visualized as an important step in monitoring quality dimensions of elementary education. BRCC will send his analysis to DPO as well as to DIET.

BRC LEVEL FORMATS AT A GLANCE

Format code	Frequency	Dimensions/ Area	To be filled by	Sent to
BLF-I	Quarterly	Attendance	BRC Personnel	DPO & DIET
BLF-II	Quarterly	Teacher, TLM, & TL - Processes	BRC Personnel	DPO & DIET
BLF-III	Quarterly	Learners' Assessment	BRC Personnel	DPO & DIET
BLAS	Quarterly	Analytical Sheet	BRC Personnel	DPO & DIET

EDUCATIONAL STATUS OF CHILDREN
Status of Enrolment and Attendance of Students (Grade I-VIII) in the Schools

*To be reported quarterly to **DPO & DIET** by BRC coordinator*

Quarter under Report | I | II | III | **Year** ☐☐☐☐-☐☐

A. Elementary Level

Block..

No. of Clusters ....

Class	Category	Total Enrolment*			Actual Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
I	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
II	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
III	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
IV	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
V	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						

Class	Category	Total Enrolment*			Actual Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
VI	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
VII	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
VIII	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
	Grand Total						

*   *Enrolment refers to no. of children admitted in the class as shown in the register.*

**   *Actual attendance refers to no. of children at the time of visit.*

*** *State specific category, if any may be incorporated.*

Note: The format may be changed as per State School Structure (I-VII/ I-VIII). In this format, Cluster-wise information of students' attendance will be compiled for the whole Block. Along with each Cluster's information, Cluster's name and its code should be written.

Place: ....

Date: ....   **Name and Signature of the BRC Coordinator**

TEACHER, TLM & TEACHING LEARNING PROCESSES
(Reporting Format to DPO & DIET)

Quarter under Report ☐☐☐   Year ☐☐☐☐ - ☐☐

Primary Level*

Block .... No. of Clusters...

District...

Sl. No.	Total No. of Schools in the Cluster (Primary + Upper Primary)	Teachers' Status		No. of Para Teachers	Pupil-Teacher Ratio	No. of Teachers not covered under In-service training programme & action taken for that	No. of Teachers who did not receive TLM Grant and action taken for that	No. of schools, which did not receive textbooks and action taken for that	No. of schools, which need Academic Support in		
		Posts vacant	Action taken						Teaching Learning Materials	Pedagogy	Strategy of Learners' Assessment
C1											
C2											
C3											

* Similar Format to be used for Upper Primary Level

Note: C1, C2, C3, ... are clusters in the block

Place ....

Date ....   Name & Signature of the BRC Coordinator

MONITORING TOOL FOR QUALITY DIMENSIONS
Learners' Assessment (Elementary Level)
(Reporting Format)

. To be reported quarterly to DPO & DIET by BRC Coordinator

Quarter under report [ ][ ][ ] **Year** [ ][ ][ ][ ]-[ ][ ]

A. General Information

Name of Block .... Block Code ....

No. of Clusters .... District..

B. Class-wise details of Learners' Achievements for each Cluster in the Block (Total Students)

Class	No. of children assessed	Subject*	Boys		Girls		Total		Out of Total Students Assessed					
									SC		ST		CWSN**	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		Language												
		A												
		B												
		C												
		D												
		E												
		Total												
		Math												
		A												
		B												
		C												
		D												
		E												
		Total												
		EVS												
		A												
		B												
		C												
		D												
		E												
		Total												

*   For elementary classes (I - VIII), subjects may be added accordingly.
** Class-wise details of achievements related to the Children With Special Needs (CWSN)
Note : Grade 'A' represents 80% marks and above. Grade 'B' represents 65% to 79% marks. Grade 'C' represents 50% to 64% marks, Grade 'D' represents 35% to 49% marks   and Grade 'E' represents below 35% marks.

Place   _____
Date   _____   Name & Signature of the BRC Coordinator

MONITORING TOOL FOR QUALITY DIMENSIONS

Block Level Analytical Sheet
(Reporting Format)

. To be reported quarterly to DPO & DIET by BRC Coordinator

Quarter under report [ ][ ][ ]   **Year** [ ][ ][ ][ ]-[ ][ ]

Block ....Block code .... No. of Clusters ....

No. of School visits in this Quarter .... No. of CRC meetings attended ....

No. of BRC meetings held with CRC Coordinators.................District ....

1.   Learners' Assessment (for the entire block)

(i) Major trends observed

a.   Subject and class-wise

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....
....

b.   For girls & boys

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

c.   For SC & ST students

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....

d.   Any other category of students(Identified as demanding attention)

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....

(ii) Issues identified for further planning, training and other actions

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2. **Teacher-training**

(i) Training requirements expressed by the clusters (separately)

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....

(ii) Action taken on that

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....
....

(iii) Details of **trainings organized**

Name of Training Programme for which classes	Duration	Who provided training?	Topic/ Subjects/ Integrated Training	No of participants

3. **Teaching Learning Materials (TLMs)**

(i) Give five examples of good TLMs used in the classrooms. Mention the topic as well as the class.

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(ii) Requirements expressed by CRC Coordinators for TLMs and the corresponding action taken by you.

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4. **Pedagogy**

(i) Give <u>five examples</u> of good pedagogic practices, from the classrooms observed.

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(ii) Difficult topics/ units identified by CRC Coordinator and the action taken on that:

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(iii) Specific steps taken for pedagogic enrichment:

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5. **CRC activities – School visits**

(i) Which CRC Coordinators could not make school visits? What were the reasons for that? What action have you taken for that?

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....

(ii) Which CRC Coordinator(s) is/ are regular in school visits and visited more than once in guiding teachers of that school?

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(iii) Which CRC Coordinators are not holding cluster level meetings regularly? What is the reason for that? What remedial action has been taken?

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(iv) Who are the teachers that chronically default on attending CRC meetings? What are the reasons for that? What remedial action has been taken?

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6. **Block Resource Group (if constituted)**

(i) Presently, how many members are there? What is their specialization?

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(ii) What is the number of Block Level Trainers/ Key Resource Persons/ Master Trainers for the block? How many of these have participated in training activities in the quarter? Give details of their participation in the training?

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(iii) When was the BRG meeting held last? What were the main topics discussed?

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....

(iv) What items were recommended for action & what has been done about that?

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....

7.   **School Attendance**

(i) What is the blocks' average attendance?
   (a) In the previous Quarter .... (b) In this Quarter ....

(ii) Which are the schools where attendance was lowest? (Mention lowest 20% schools)

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....
....

(iii) What is the trend of attendance of Girls, SC & ST students?

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8.   List at least <u>three-four requirements</u> from District Office/ DIET for the next quarter, with reasons.

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Name and Signature of BRC Coordinator

Place : _____

Date : _____

DISTRICT LEVEL

FORMATS

MONITORING FORMATS FOR QUALITY DIMENSIONS

DISTRICT LEVEL FORMATS

Guidelines

At the District level, there are three Formats and one Analytical Sheet. These are:

1. Students' Attendance at Elementary Level – Reporting Format to State **(DLF-I)**
2. Teachers' Profile, TLM and Teaching Learning Processes - Reporting Format to State **(DLF-II)**
3. Learners' Assessment - Reporting Format to State **(DLF-III)**
4. District Level Analytical Sheet **(DLAS)**

1.   District Level Format (DLF-I)

Educational Status: Enrolment and Attendance of Students in Schools in the District (Reporting Format)

In this format, block-wise information may be compiled and reported to State level through the district level personnel. The frequency of filling up of this format is quarterly. In this format, the enrolment of students as per record register and actual attendance of the students in the class at the time of visit of VEC members/ community members/ MTA may be compiled block-wise. DPO will send the information in this format to SPO and SCERT.

2.   District Level Format (DLF -II)

Teachers' Profile, TLM and Teaching Learning Processes - Reporting Format to State

This format is similar to block level format, which includes information related to Teachers' Profile, TLM and Teaching Learning Processes. The format may be filled by the District Project Officer (DPO) and sent to State Project Officer (SPO) and SCERT. The frequency of filling of this format is quarterly (once in three months). The format has **ten** columns that give required information block-wise for the entire district. The information will be compiled and sent to SPO and SCERT.

3.   District Level Format (DLF-III)

Learners' Assessment (Reporting Format)

This format gives Learners' Achievement scores block-wise for the entire district.

4.   District Level Analytical Sheet (DLAS)

It is expected that District Project Officer will also reflect upon and analyze the information sent by different BRC coordinators. This exercise will definitely help the DPO in identifying the needs of students and teachers in the district and thus plan effectively & meaningfully. While analyzing the information gathered on various issues,

it is envisaged that DPO will have a realistic understanding of the affairs in the district and will be in a better position to take actions. District Project Officer is thus visualized as one of the key functionaries capable of acting upon the acquired information on quality dimensions of elementary education. District Level Analytical Sheet (DLAS) will be sent to SPO, DIET and SCERT. DIET will also fill this analytical sheet and send it to SPO and SCERT. **However, DIET will not answer points 7 (ii) & (iii).**

District Level Formats at a Glance

Format code	Frequency	Dimensions /Area	To be filled by	Sent to
DLF-I	Quarterly	Attendance	DPO	SPO & DIET
DLF-II	Quarterly	Teacher, TLM & TL - Processes	DPO	SPO & DIET
DLF-III	Quarterly	Learners' Assessment	DPO	SPO & DIET
DLAS	Quarterly	Analytical Sheet Analytical Sheet (Minus 7 (ii) & (iii)	DPO DIET	SPO & DIET SPO & SCERT

Suggestions for Collaboration with DIETs for Quality Improvement Plans under SSA.

I.   DIETs can play an important role in training the cluster resource coordinators (CRCCs) in using the classroom observation formats effectively. These formats require CRCCs to understand key pedagogical issues like the teaching methods of introducing lessons (whether teacher-centered or learner-centered), diagnosis and remediation, pupil assessment methods, detection of hard spots, etc. These observation formats form the basis on which other cluster level formats like CLF-II (b) on teaching learning materials and equipments and CLF-II (c) on teaching learning processes (Pedagogy) are to be filled by CRCCs.

II.   In the District Level Analytical Sheet (DLAS), 20 primary schools and 10 upper primary schools showing consistently poor learners' achievement for the last two quarters, are being identified by the DPO. DIETs can play an important role in undertaking action research for identification of reasons and design of interventions for improvement in pupil performance, over a defined time frame.

III. DIETs should also organise training programmes for teachers identified through classroom observations, who are having problems in teaching specific subjects.

EDUCATIONAL STATUS OF CHILDREN
Reporting Format to SPO & SCERT
Status of Enrolment and Attendance of Students (Grade I-VIII) in the Schools

To be reported quarterly to SPO & DIET by DPO

Quarter under Report [ ][ ][ ]   Year [ ][ ][ ][ ] [ ][ ]

A. Elementary Level

District...

District Code ....,................. No. of Blocks ....

Class	Category	Total Enrolment*			Actual Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
I	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
II	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
III	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
IV	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
V	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						

Class	Category	Total Enrolment			Total Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
VI	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
VII	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
VII	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS) ***						
	Total						
	Grand Total						

* *Enrolment refers to no. of children admitted in the class as shown in the register.*

** *Actual attendance refers to no. of children at the time of visit.*

*** *State-specific category, if any may be incorporated.*

Note: The format may be changed as per State School Structure (I-VII/ I-VIII). In this format, block-wise information of students' attendance will be compiled for the whole District. Along with each Block's information, Block's name and its code should be written.

Place: ………………….

Date: …………………. 　　　　　　　　　　　**Name and Signature of the DPO**

TEACHER, TLM & TL - PROCESSES
(Reporting Format)

To be reported by DPO to **SPO and SCERT** quarterly

A. Primary Level*

Quarter under Report [ ][ ][ ]   **Year** [ ][ ][ ][ ] - [ ][ ]

District .... District Code ....

No. of Blocks .... No. of CRCs ....No. of Schools ....

Name of Blocks	No. of Clusters in the block	No. of Schools in the block	Teachers' Status		No. of Para teachers	Pupil-Teacher Ratio	No. of Teachers not covered under training programme (In-service)	Action taken by DEO	No. of teachers not using TLM**	Action taken by DEO	No. of Teachers who did not receive TLM Grant	Action taken by DEO	No. of schools that did not receive books in time	Action taken for that	Action taken on Academic Support		
			Posts Vacant	Action taken by DEO											TLM	Peda-gogy	Strategy Of Learner's Assess-ment
B1																	
B2																	
B3																	
.....																	

* Similar Format to be used for Upper Primary Level

** No. of teachers not using TLMs (other than textbooks) in classroom teaching.

Note: B1, B2, B3, ... are blocks in the district.

Place ....
Date ....   **Name and Signature of the District Project Officer**

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)
(Reporting Format)

To be reported quarterly to **SPO & SCERT** by DPO

Quarter under report | I | II | III | **Year** [ ][ ][ ][ ] - [ ][ ]

A. General Information

Name of District ....District Code ....

No. of Blocks ....No. of Clusters .... No. of Schools: ....

B. **Class-wise details of Learners' Achievements for each Block in the District (Total Students)**

Class	No. of children assessed	Subject*	Boys		Girls		Total		Out of Total Students Assessed					
									SC		ST		CWSN**	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		Language												
		A												
		B												
		C												
		D												
		E												
		Total												
		Math												
		A												
		B												
		C												
		D												
		E												
		Total												
		EVS												
		A												
		B												
		C												
		D												
		E												
		Total												

* *For elementary classes (I - VIII), subjects may be added accordingly.*
** *Class-wise details of achievements related to the Children With Special Needs (CWSN)*

Note : *Grade 'A' represents 80% marks and above. Grade 'B' represents 65% to 79% marks. Grade 'C' represents 50% to 64% marks, Grade 'D' represents 35% to 49% marks and Grade 'E' represents below 35% marks.*

Place _____
Date _____   **Name & Signature of the DPO**

MONITORING TOOL FOR QUALITY DIMENSIONS

District Level Analytical Sheet
(Reporting Format)

To be reported quarterly to **SPO & SCERT** by DPO

Quarter under report | I | II | III | **Year** [ ][ ][ ][ ] - [ ][ ]

District ....District code ....

No. of Blocks .... No. of Clusters ....

State ....

District Project Officer

1. (a) How many Block level meetings for the CRC coordinators were held in this quarter? Please give a summary of key issues that have emerged. What steps have been taken at the block level and district level to address them consistently?
(Inputs from DIETs be taken)

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....
....

(b) Which are the BRC coordinators that have not been able to perform well? What are the reasons for that? What action has been taken?

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....

2. What is the status of learners' achievement at elementary level in this quarter? What are the 3 most significant areas of concern? What remedial action is being taken/ has been taken?

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....

3.	(a) Which primary schools in the district are showing consistently poor learners' achievement for last 2 quarters? Name the schools. What is your analysis of their problem?

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....
....

(b) Please do the same for upper primary schools in the district?

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4.	What steps have been taken by BRC coordinators and CRC coordinators to address the issue of poor learning levels and teacher support activities in **urban areas** of the district? (Please name the urban areas in the district also)

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....

5.	How often do DPO and DIET officials hold coordination meetings or coordinate between themselves for activities under SSA? Give details of the last meeting and issues discussed in it. If there are any problem areas, give details.

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....

6.	**School Performance**

(i) How many schools did not receive free textbooks within 15 days of opening of new academic session? Why? What corrective action was taken?

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

(ii) How many were still single teacher schools in this quarter? What has been done to post/ appoint teachers in these schools?

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....

....

....

(iii) How many schools had adverse teacher-pupil ratio (normal 1:40) in this quarter? What has been the number of teachers re-deployed / appointed to these schools, so far?

....

....

....

....

(iv) How many teachers were trained in this quarter and cumulatively in this year?

(a) In- service training

....

....

(b) Induction training

....

....

(c) Distance Education Training Programmes

....

....

(d) Training of untrained teachers

....

....

(e) EGS/ AIE instructors' training

....

....

(f) IED training

....

....

(g) Gender sensitization training

....

....

8.   (i) What has been the student attendance rate in the district in this quarter?

....

....

....

(ii) Which are the blocks where attendance rates are the lowest?

....

....

....

(iii) What is the attendance rate of Girls, SC and ST students and what steps are being taken to improve the situation?

....

....

....

9. **District Resource Group** (if constituted)

(i) Presently how many members are there? What is their specialization?

....

....

....

(ii) What is the number of district level trainers/ key resource persons/ master trainers for the district? How many of these have participated in training activities in the quarter? Give details of their participation in the training?

....

....

....

....

(iii) When was the DRG meeting held last? What were the main topics discussed?

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(iv) What items were recommended for action & what has been done about that?

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10. List **3 key issues where the district needs support** from the State level within the next quarter.

(i) ....

....

(ii) ....

....

(iii) ....

....

Place : ....

Date : ....   **Signature of the District Project Officer**

STATE LEVEL

FORMATS

MONITORING FORMATS FOR QUALITY DIMENSIONS
STATE LEVEL FORMATS

Guidelines

At the State Level, there are two Formats. These are:

1. (a) Curriculum and TLM - Annual Reporting Format: **STLF-I(a)**
   (a) In-service Teachers' Training - Quarterly Reporting Format: **STLF-I(b)**
2. Learners' Assessment – Quarterly Reporting Format: **STLF-II**

The SPO should obtain inputs from SCERT to provide the details in the prescribed format.

1. State Level Format: STLF-I(a)

Curriculum and TLM - Annual Reporting Format

This Format has 8 sections that compile information on curriculum revision, textbooks development & distribution, TLM Grant, academic management, trainings, etc. The State will fill this Format by including the inputs from SCERT.

State Level Format: STLF-I(b)

In-service Teachers' Training - Quarterly Reporting Format

This Format compiles information on the in-service trainings for all the functionaries in the entire State.

2. State Level Format (STLF-II)

Learners' Assessment Quarterly Reporting Format

This Format gives Learners' Assessment data for the entire State.

MONITORING TOOL FOR QUALITY DIMENTISONS

CURRICULUM AND TLM – ANNUAL REPORTING FORMAT
(With inputs from SCERT)

Year ☐☐☐☐-☐☐

Section A: General Information

*Information to be compiled **annually** of previous financial year*

Sl.	Items	Response
1.	Name of the State	
2.	Total No. of Blocks	
3.	Total No. of functional BRC Coordinators in the State*	
4.	Total No. of Clusters	
5.	Total No. of functional CRC Coordinators in the State*	
6.	Any special information	

* Presently functional BRCCs and CRCCs

Section B: Curriculum Revision Exercise and Production and Distribution of Textbooks

1.   Curriculum Revision:

(i)   When was curriculum revision exercise initiated last (please mention the year) ☐

(ii)   What was the basis of curriculum revision exercise (Please ✓ the possible answers)?

- To update content and pedagogy ☐

- To follow (adopt) National Curriculum Framework ☐

- Any other ☐

Please specify_____

(iii)   Did you make a syllabus? Does every teacher and every school have a copy of it?

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

2. Textbooks Development and Distribution:

(i)   Agency responsible for textbooks development at the elementary level:

....

(ii)   What was the process of textbooks development in your State?

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

(iii)   How was teacher's participation ensured in the textbooks development process?

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

(iv)   Policy of Textbooks Revision (Please ✓)

After 2 yrs.   ☐

After 3 yrs.   ☐

After 5 yrs.   ☐

No policy   ☐

Any other   ☐   (Please specify) _____

(v)   Agency responsible for Distribution of Elementary level Textbooks:

Education Department   ☐

Textbooks Bureau   ☐

Any other   ☐   (Please specify)_____

(vi)   When does your academic session start?

....

(vii)   When were textbooks distributed in this year? How many schools received textbooks within 15 days of beginning of academic session?

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

(viii) Are workbooks also given to children separately or within the textbooks?

....

....

....

(ix) Any other supplementary materials given at any stage? Specify.

....

....

....

(x) In how many languages are textbooks produced in your State? Please specify the languages?

....

....

....

(xi) Have Teacher Handbooks/ Manuals been made available to teachers in your State? If yes, specify for primary and upper primary separately? Give details.

....

....

....

Section C: Status of TLM Grant

1. TLM Grant at Primary & Upper Primary Level	**Primary**	**Upper Primary**
Percentage of teachers who received TLM grant	....	....
Percentage of teachers who utilized TLM grant	....	....

2. How are teachers trained in TLM development & use? Please specify where and with what frequency is this done?

....

....

....

....

....

3. Based on quarterly quality monitoring reports from districts, what is the % of teachers found who were not using TLMs in this quarter? What was the % in last two quarters? What is therefore, the trend? What corrective action has been taken so far?

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....

4. Any specific problems encountered by the State related to process of textbooks development and distribution of textbooks

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Section D: Academic Management Trainings

Give information regarding existing training material/ module for educational field level functionaries at different levels. (Please cover all categories as give below)

1. For Primary

Levels	Functionaries	Name of Training Module	Duration (Days)	Areas Covered	Prepared by (Agency)
State Level	Project Staff				
	State Project Officer				
	SCERT Personnel				
District Level	DPO				
	DIET Personnel				
Block Level	BRC Coordinators				
	Assistant Coordinators				
Cluster Level	CRC Coordinators				
	Assistant Coordinators				

2. **For Upper Primary**

Levels	Functionaries	Name of Training Module	Duration (Days)	Areas Covered	Prepared by (Agency)
State Level	Project Staff				
	State Project Officer				
	SCERT Personnel				
District Level	DPO				
	DIET Personnel				
Block Level	BRC Coordinators				
	Assistant Coordinators				
Cluster Level	CRC Coordinators				
	Assistant Coordinators				

Section E: Academic Structure

1. How many BRC Coordinators are there whose performance is not good? What is the reason for that? What action has been taken?

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

2. Name ten BRC Coordinators in the State whose performance has been very good? Give reasons for appreciating their work?

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

3. Name ten CRC Coordinators in the State whose performance has been very good? Give reasons for appreciating their work?

....

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....

....

4. How many Block and Cluster Resource Centers do not have full time coordinators? What action will State take in the next year?

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5. Are DIETs and DPOs working in coordination? What steps have been taken by the State to ensure this? Justify your response.

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Section F: Research and Innovations

1. Major researches and action researches conducted by the State up to elementary level.

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2. Dissemination mechanism adopted for sharing research findings/ innovative features:

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3. Major problem areas identified for future researches/ innovations:

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Section G: Level of Community Participation for Quality Improvement in School Functioning. *

(a) Name districts having most active community participation

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Name districts having moderate level of community participation

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Name districts having indifferent community participation

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(b)   Plans for enhancing community participation, if any.

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Section H: Major observations of the State officials

1.   (i) What has been the students' attendance rate in this quarter?

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(ii) Which are the districts where attendance rates are the lowest? Why?

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(iii) What is the attendance rate of girls, SC and ST students and what steps are being taken to improve the situation?

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2.   Significant achievement/ progress made by the State in the area of quality improvement in elementary education

(i)...

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(ii) ....

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(iii)...

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(iv)...

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(v) ....

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3.   Three key problems encountered/ identified during last one year by the State, in the context of quality parameters:

(i)..
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(ii) ....
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(iii)...
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4.   Issues identified by the State for National level intervention if any (for NCERT or Dept. of School Education & Literacy, MHRD).

(i)..
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(ii) ....
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(iii)...
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(iv)...
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(v) ....
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Place :   _____

Date   :   _____   **Name and Signature of the State Project Director**
(Seal)

MONITORING TOOL FOR QUALITY DIMENTISONS

IN-SERVICE TEACHER TRAINING – QUARTERLY REPORTING FORMAT
(With inputs from SCERT)

Quarter under Report ☐☐☐ **Year** ☐☐☐☐ - ☐☐

State ....No. of Districts..

No. of BRCs ....No. of CRCs ....

No. of Schools: Primary/ Upper Primary/ EGS & AIE..................No. of Teachers ....

I.

Section A: Teacher Trainings during previous financial year (April–March) – Information on Types of Training.

Sl.	Type of Training	No. of Personnel Trained		Design/ Methodology*	Broad Themes/ Content Area*	Agencies responsible for preparation of Training Module / Material
		Planned	Achieved			
1.1	Primary teachers trained (untrained teachers-60 days)					
1.2	Primary teachers trained (Induction Training-30 days)					
1.3	Primary teachers trained (In-service Training-20 days)					
1.4	Upper primary teachers trained (untrained teachers-60 days)					
1.5	Upper primary teachers trained (In-service Training-30 days)					
1.6	Upper primary teachers trained (In-service Training-20 days)					

* **Separate sheet may be used, if required.**

Sl.	Type of Training	No. of Personnel Trained		Design/ Methodology*	Broad Themes/ Content Area*	Agencies responsible for preparation of Training Module / Material
		Planned	Achieved			
1.7	BRC Level Trainings					
1.8	CRC Level Trainings					

Separate sheet may be used, if required.

Section B: Teacher Training – other aspects

Sl.	Type of Training	Details
2.1	Basis of organizing In-service Training programmes by the State • Primary level • Upper Primary Level	
2.2	Modalities of Follow- up of In-service Training	
2.3	Major academic specific problems identified in organizing Training Programmes	

II.

Mention the Agency, which provides trainings (both In-service and Induction) to Elementary Teachers. Which are the agencies involved? Please (✓)

	Induction	In-service
SCERT	☐	☐
DIETs	☐	☐
BRCs	☐	☐
CRCs	☐	☐

Any other (Please specify) _____

III.

The procedures of identification of training needs of teachers at primary and upper primary level:

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Primary

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Upper Primary

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IV.

Any other information related to Teacher Training:

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V.

State Resource Group (if constituted):

(i) Presently, how many members are there? What is their specialization?

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(ii) What is the number of State Level Trainers/ Key Resource Persons/ Master Trainers for the State? How many of these have participated in training activities in the quarter? Give details of their participation in the training?

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(iii) When was the SRG meeting held last? What were the main topics discussed?

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(iv) What items were recommended for action & what has been done about that?

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....

Place :   _____

Date :   _____   **Name and Signature of the State Project Director**
                                                          (Seal)

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)
(Reporting Format)

To be reported **quarterly** by SPO

Quarter under report | I | II | III | **Year** | | | | | - | | |

A. General Information

Name of State .... No. of Districts ....

No. of BRCs.. No. of CRCs ....

No. of Schools: Primary.............. Upper Primary .... No. of EGS/AIE Centres ....

B. Class-wise details of Learners' Achievements (Total Students)

Class	No. of children assessed	Subject*	Boys		Girls		Total		Out of Total Students Assessed					
									SC		ST		CWSN**	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		Language												
		A												
		B												
		C												
		D												
		E												
		Total												
		Math												
		A												
		B												
		C												
		D												
		E												
		Total												
		EVS												
		A												
		B												
		C												
		D												
		E												
		Total												

* *For elementary classes (I - VIII), subjects may be added accordingly.*
** *Class-wise details of achievements related to the Children With Special Needs (CWSN)*

Note : *Grade 'A' represents 80% marks and above. Grade 'B' represents 65% to 79% marks. Grade 'C' represents 50% to 64% marks, Grade 'D' represents 35% to 49% marks and Grade 'E' represents below 35% marks.*

Place   ———————   Name & Signature of the State Project Director
Date   —   (Seal)

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