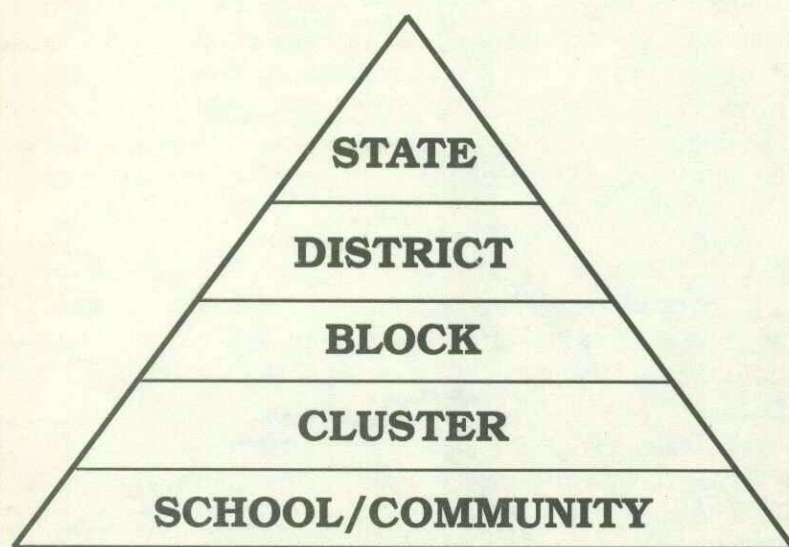


MONITORING FORMATS
FOR
QUALITY MANAGEMENT
UNDER SSA



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

FOREWORD

Elementary Education has been recognised as an important tool for empowering children so as to enable them to grow as responsible citizens. It is in this context that education of children of the age group 6-14 years has been made the Fundamental Right of all the Children in the country through 86th Constitutional (Amendment) Act 2002. It implies providing education of satisfactory quality to all children in this age group. *Sarva Shiksha Abhiyan* (SSA) is the flagship programme of the Government of India for Universalisation of Elementary Education (UEE). There is a special focus on quality dimensions under SSA for the last couple of years. Various initiatives, both by Central Government agencies and the State Governments are being taken up for enhancing the quality of elementary education. Keeping in view the vastness of the country and very large target groups, a major task that emerges is the management of elementary education, which is being attempted through the established educational structures and channels.

Monitoring occupies a significant place in the whole gamut of activities of managing elementary education. Monitoring of physical aspects and targets in terms of number of children in schools, out-of school and various social categories of children, teachers, their qualifications, recruitment, placement, deployment, provisions of all sorts of infrastructure facilities, including teaching learning materials, etc. can be done with great ease and efficiency as the parameters are enumerable and quantifiable. This kind of monitoring has its own value but is neither sufficient nor adequate to ensure quality of processes and the outcomes. Eventually, monitoring quality dimensions emerges out as a great challenge of the day. It should be born in mind that monitoring quality on the patterns of quantity cannot yield the desired results. A totally distinct approach would, therefore, be required to deal with it. Further, unless the quality parameters are placed in a context, proper meaning cannot be derived and no systematic feedback would be possible. This calls for a holistic approach of managing quality dimensions under *Sarva Shiksha Abhiyan* (SSA).

Keeping the above premises in view, the Department of Elementary Education in the NCERT, which acts as a nodal agency for SSA activities in general, and quality dimensions in particular, was entrusted with the task of developing a set of tools for monitoring quality dimensions at the elementary stage. The Department, after nationwide deliberations and involvement of large number of stakeholders through various Regional Conferences and discussions, has brought out a set of 14 Quality Monitoring Formats and 3 Analysis Sheets. It will be pertinent to mention that these Quality Monitoring Formats are development oriented in nature, formative in character and flexible in implementation. These Formats follow the principle of subsidiarity, as some of the Formats are used

quarterly and others are to be used annually. These Formats aim at providing systematic feedback to the next lower levels on a quarterly basis and providing feedback within a stipulated period of time so as to enable the concerned personnel/teachers to undertake remedial actions supported by on-site guidance. Main focus has been on improving the process of classroom interaction on the one hand and community participation on the other with a view to ensuring sustained progress of children in both curricular and co-curricular aspects of children's learning.

The Quality Monitoring Formats developed by NCERT have been rolled out by the Ministry of Human Resource Development throughout the country for implementation. It is heartening to note that almost all States and Union Territories have begun to take advantage of these Quality Monitoring Formats and are at various levels of accomplishments, so far as quality of elementary education is concerned. The NCERT has been regularly providing feedback to the States and has been undertaking the task of capacity building of personnel working at various levels in the States/ UTs.

It has been noted that greater quality consciousness has been witnessed throughout the States and Union Territories, ever since the Quality Monitoring Formats have been put to use. Other indications include State Governments' concern about redeployment of teachers and placement of BRCCs and CRCCs in adequate numbers, redefining their goals, specifying responsibilities and functions, concerns about their capacity building and need assessment for further training of teachers and these personnel, which has been possible through the use of Quality Monitoring Formats and attending to these parameters have provided significant inputs towards enhancing quality of elementary education in certain States. The task is enormous and requires concerted efforts by one and all. The NCERT and the States/ UTs have to join hands together in achieving higher levels of accomplishments.

As such, there has been a demand for these Formats for use in the system and orientation of personnel. The Quality Monitoring Formats, in their final shape, are being published with the financial assistance from MHRD under SSA for the benefit of the stakeholders. While these will be intensively used, any comments and suggestions for further improvement of the Formats would be welcome and shall be utilized, as and when the Second Edition is brought out.

New Delhi
December 2008

K.K. Vashishtha
Professor & Head
Department of Elementary Education
National Council of Educational Research and Training

CONTENTS

FOREWORD

(iii)

1. Managing Quality of Elementary Education
Some Issues 1
2. School Level Formats 13
3. Cluster Level Formats 27
4. Block Level Formats 47
5. District Level Formats 61
6. State Level Formats 75

ABBREVIATIONS

88

MONITORING FORMATS FOR QUALITY MANAGEMENT UNDER SSA

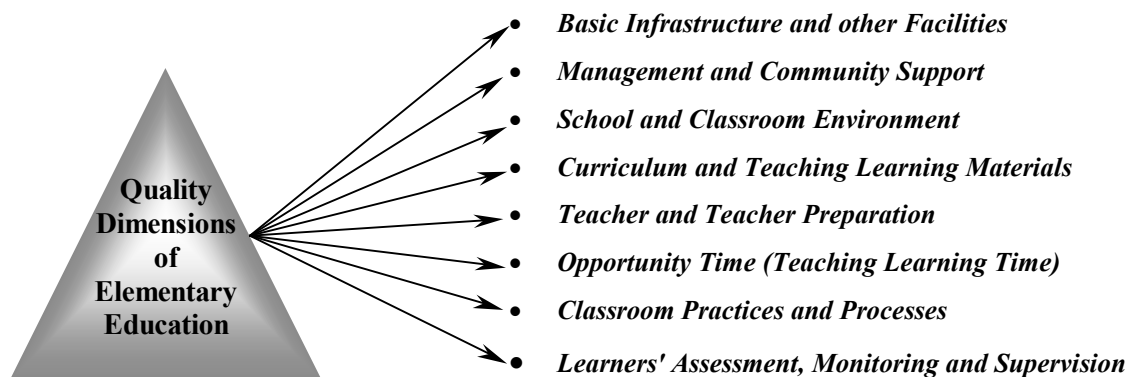
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MANAGING QUALITY OF ELEMENTARY EDUCATION SOME ISSUES

The Background

Adequate, rigorous, inclusive and continuous monitoring is the most important key 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 universalise 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 emphasises 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:



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 systemic level, some monitoring systems had to be put in place for better management of quality. A strong need was felt for periodic monitoring and regular feedback at elementary level within and outside the classrooms. The *Sarva Shiksha Abhiyan* emphasises 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, management of quality has been broadly defined as a continuous assessment of progress, diagnosis of strengths and weaknesses and provision for timely remedial/corrective measures as per needs at various levels. Therefore, continuous and comprehensive assessment of management of quality as well as 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 visualised in terms of **preparation, classroom processes and learners' achievements**.

The management of quality through regular 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 quality parameters relating to school effectiveness especially on meaningful learning by every child. There is hardly any standardised tool to assess the key indicators on quality aspects. Rigorous efforts are needed for assuring quality at various levels.

Some commendable efforts have been made by many States/ UTs in this area, which proved to be a useful base for evolving the quality indicators. The Ministry of Human Resource Development (MHRD), Govt. of India has endeavoured to put into place a

<i>Dimensions</i>	<i>Key Indicators*</i>
1. Infrastructural Facilities in the School	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Children's attendance ● Teachers' attendance ● Academic support (on-site guidance) ● Financial support ● TLM development ● Learners' assessment ● Timely availability of books
3. School and Classroom Environment	<ul style="list-style-type: none"> ● Physical Environment <ul style="list-style-type: none"> - Proper lighting facility in the classroom (sunlight) ● Social Environment <ul style="list-style-type: none"> - Child-child relationship - Teacher-child relationship - Teacher-teacher relationship - Teacher-administrator relationship - Teacher-parents relationship - Teacher-community relationship - Sensitive treatment of children from special focus groups - Participation of the community in school activities

	<ul style="list-style-type: none"> ● Pre-school facilities ● Facilities available for health check-up/ follow- up measures ● Incentive Schemes <ul style="list-style-type: none"> - <i>Mid-day Meal, Uniforms, Books, Scholarships, etc</i>
4. Curriculum and Teaching-learning Materials	<ul style="list-style-type: none"> ● Existing curriculum and its coverage ● Curriculum revision exercise ● Competency-based materials ● Blackboard and its usage ● Textbooks production ● Timely distribution of textbooks ● Availability of textbooks to children ● Availability of teaching-learning materials ● Availability of supplementary reading materials ● Library and its use ● Laboratory/ Kits and their use
5. Teacher and Teacher Preparation	<ul style="list-style-type: none"> ● 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 ● Support available to the teachers in the school ● Role of BRC/CRC/DIET in teacher preparation ● Monitoring classroom processes
6. Classroom Practices and Processes	<ul style="list-style-type: none"> ● Classroom organisation <ul style="list-style-type: none"> - <i>Seating facilities for children/teacher</i> - <i>Classroom setting</i> ● Display of materials in the classroom ● Facility for keeping TLM in classroom (Shelf, Trunk, etc.) ● Grouping of children ● Pupil-Teacher Ratio (PTR) ● Methods of introducing the topic ● Teaching-learning Processes (Pedagogy) ● Use of Teaching-learning Materials ● Students' initiative in Teaching-learning Process ● Assessment procedure followed ● Frequency of Assessment
7. Opportunity Time (Teaching-learning Time)	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● Efforts for learners' retention ● Number of days teachers are involved in non-teaching assignments in a year.
8. Learners' Assessment, Monitoring and Supervision	<ul style="list-style-type: none"> ● Policy adopted in the States for <ul style="list-style-type: none"> - No detention - Grades/Marks - Internal/External examinations - Periodicity of assessment (Quarterly, Half-yearly, Annual) - Rewards and Incentives - Recording procedures in school ● Feedback mechanism used by teachers ● Timely remedial and corrective measures ● Involvement of parents in VEC meetings ● Procedure to give feedback to parents.

** Information on some of the mentioned indicators, which are available on DISE, has not been incorporated in the monitoring formats.*

massive programme of monitoring and supervision for the management of quality under SSA. The NCERT was assigned the task of developing various 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:

Development of Monitoring Formats for Quality Management

Based on the above quality indicators, 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 Monitoring Formats

Initially, a set of 59 draft 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 for management of quality for each dimension?**
- **What procedures should be adopted to try out and validate the formats in order to assess the feasibility and practicability in the system?**

- ***What should be the modalities of disseminating these formats 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 detail with the representatives of NIEPA (now NUEPA), MHRD, TSG, Ed.CIL in the meetings organised at NCERT and NIEPA. These formats were later shared in the 3-day National Workshop organised 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 formats 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 organised the second Regional Workshop for the Southern Region at Bangalore from March 16-17, 2003, IIM, Kolkata organised the Workshop for the Eastern Region from April 7-8, 2003 at Kolkata, the Jamia Millia Islamia University, Delhi organised the fourth Regional Workshop for the Northern Region at Delhi from April 16-17, 2003 and North-Eastern Hill University (NEHU) organised the last (Fifth) workshop for North-Eastern States at Shillong on May 29, 2003.

All the formats 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 realised 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 and 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

Management of Quality through effective monitoring under Sarva Shiksha Abhiyan has been envisaged as a multi-tiered one: ***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 for assuring quality at various levels, i.e. school/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 system for management of quality, through which not only the progress of the programme can be analysed but also timely corrective measures can be undertaken. The levels for management of quality and feedback mechanisms have been envisaged in Fig. 1.

Information Flow Systems in the Quality Monitoring Formats (Linkages with DIETs and SCERTs/SIEs)

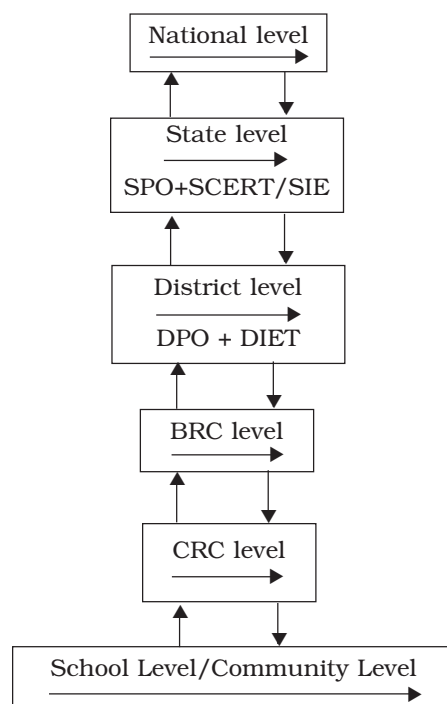


Fig. 1

It is expected that the information collected at the school level and the information collected by community-based organisations will be consolidated and analysed by the Cluster Resource Centre Coordinator. However, every teacher will also analyse the quarterly data on learners' attendance and achievement, to reflect on her own students' learning and performance. **CRC Coordinator will collate every quarter the attendance and achievement data for the entire cluster and will analyse it to identify the trends and various needs.** 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 the 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 will also collect some information at his/her own level. There are certain items on which BRC Coordinator has to report, which do not figure in CRC Coordinator's formats. For example, with regard to data on teacher appointment, BRC Coordinator plays an important role in ensuring teacher appointment.

BRC Coordinator will then send the compiled data and necessary 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/SIE. DPO will send the data on attendance, learners' assessment and other items.

DIETs should also analyse 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' assessment,

monitoring and supervision) on pages 3 and 4 and prepare their assessment and remedial plan for their districts.

The DIET must 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/ SIE 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 finalise it in consultation with DIETs.

The State with the help of SCERT/SIE 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/SIEs 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' assessment, monitoring and supervision) on page 3 and 4.

In-service teacher training plan in the Annual Work Plan and Budget (AWP&B) should clearly state the role to be played by BRCCs, CRCCs, DIETs and SCERTs/ SIEs 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 Quality Monitoring Formats at various levels is as follows:

Monitoring Formats (Level-wise)

Levels	Enrolment & Attendance	Community Perceptions	Teacher Preparation, TLM & Teaching Learning Processes	Learners' Assessment	Total
School	1 Quarterly	1 Annually	-	1 Quarterly	3 Formats
Cluster	1 Quarterly	-	1 Quarterly	1 Quarterly	3 Formats + Analytical Sheet
Block	1 Quarterly	-	1 Quarterly	1 Quarterly	3 Formats + Analytical Sheet
District	1 Quarterly	-	1 Quarterly	1 Quarterly	3 Formats + Analytical Sheet
State	-	-	Annually 1 (a) Quarterly 1 (b)	1 Quarterly	2 Formats
Total	4	1	4	5	14 Formats + 3 Analytical Sheets

The information on quality management aspects will be collected for **3 Quarters** in an academic year. The details are as following:

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

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

Linkages with SCERTs/SIEs and DIETs in Quality Management under SSA

The existing Quality Monitoring Formats envisage a close partnership of DPOs and SPOs with DIETs and SCERTs/SIEs, respectively. The formats 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 formats 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 – SRGs, DRGs, BRGs and CRGs, etc.

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

- In the BRC Coordinators' Analytical Sheet, BRCCs are expected to inform the DPO and DIET about key requirements from them, for the next quarter, with reasons.
- In the District Level Analytical Sheet, the DPO is expected to inform the SPO and SCERT/SIE 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 NCERT 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 centre coordinators in using the classroom observation formats effectively. These formats require CRCCs to understand key pedagogical issues like the teacher' method of introducing lessons (whether teacher-centred or learners-centred), diagnosis and remediation, pupil assessment methods, detection of hard spots, etc. The Classroom 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 to be identified by the DPO. DIETs can also 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.*

Suggestions for Collaboration with SCERT/SIE

- I. *Pupil achievement levels constitute the key outcome indicators of quality under SSA. The NCERT Quality Monitoring Formats will furnish quarterly data on pupil achievement levels at every grade and in every subject at the elementary stage. SCERTs must assist SPOs in analysing the pupil achievement data and in instituting remedial/extended learning measures for students, wherever needed (as is being done in Maharashtra for example). SCERTs/SIEs 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/SIEs 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/SIEs can help SPOs in organising 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/SIEs and all DIETs, to reflect upon the information thrown up by the Quality Monitoring Formats, and draw a common action plan to address the key issues of quality that have emerged in the last quarter. **SPOs and SCERTs/SIEs should jointly monitor the implementation of the quality improvement plan, on a monthly basis.**

SCHOOL LEVEL FORMATS

SCHOOL LEVEL FORMATS

Guidelines

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

1. Students' Enrolment and 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 Government/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 per cent 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 three types of information:

Section-A	General Information
Section-B	Information about School Committee
Section-C	Opinions of Community Members

- The **Section-B** on Information about School Committee 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-C** 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 VEC members/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)

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.

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 Details of Remedial Measures

- Class-wise performance of children in 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	Enrolment and Attendance	VEC/Community Member/MTA	CRC
2	SLF-II	Annually	Community Perceptions	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.

Quarter under Report

I	II	III
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A. General Information

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						

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 number of children admitted in the class as shown in the register.

** Actual attendance refers to number 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:

Name and Signature of
VEC/PTA/MTA/SMC/SMDC/

**School Level Format
SLF-II**

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 Record)

Year

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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 Committee

1. Name of the School/Village

2. No. of Members in VEC/PTA/MTA/SMC/SMDC/ (Any other)

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

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

3. Frequency of Committee meetings
(Please Tick)

(a) Monthly

☐

(b) Quarterly

☐

(c) Half-yearly

☐

(d) Annually

☐

4. Number of Members, who attended the meeting in this Quarter:

1st Meeting2nd Meeting3rd Meeting4th Meeting5th Meeting5. **Major problems identified** (Please tick in the box and write):

Sl. No.	Nature of Issues		Types of Problems	Steps Taken
(i)	Financial	<input type="checkbox"/>
(ii)	School Management	<input type="checkbox"/>
(iii)	Community Support	<input type="checkbox"/>
(iv)	Infrastructural Facilities	<input type="checkbox"/>
(v)	Attendance of Children	<input type="checkbox"/>
(vi)	Teacher Presence	<input type="checkbox"/>
(vii)	Teaching-learning Processes	<input type="checkbox"/>
(viii)	Achievement of Children	<input type="checkbox"/>
(ix)	Timely Availability of Textbooks to Children	<input type="checkbox"/>
(x)	Teaching-learning Materials	<input type="checkbox"/>
(xi)	Any other (Please specify)	<input type="checkbox"/>

6. **Free distribution of Textbooks** – Describe the status:

- (i) Girls (General) :
- (ii) Boys (General) :
- (iii) SC Girls :
- (iv) SC Boys :
- (v) ST Girls :
- (vi) ST Boys :

C. Opinions of Community Members. (Please Tick)

1. (i) Does the school run regularly?

Yes ☐No ☐

(ii) If not, reasons for that:

.....

.....

.....

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

Always

Sometimes

Not at all

☐☐☐

(iv) If not, reasons for that:

.....

.....

.....

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

Very Sincere

☐

Reasonably Sincere

☐

Indifferent

☐

(vi) If Indifferent, reasons for that:

.....

.....

.....

.....

(vii) Your opinion on children's progress:

.....

.....

.....

.....

2. Help provided by the community members to the teachers on following:

(Please tick and specify)

(a) Academic Support

☐

.....

(b) Resource Support

☐

.....

(c) Financial Support

☐

.....

(d)(Any other)

☐

.....

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

(i) Use of TLMs in classrooms

☐

.....

(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) ☐

4. In which of the following, you could play a role? (Please tick and specify)

- (i) Enrolment of all school going children ☐
- (ii) Regularity of children in school ☐
- (iii) Monitoring activities of the school ☐
- (iv) Quality Improvement in school ☐
- (v) Providing community teacher ☐
- (vi) Arranging Anganwadi/Balwadi Centre ☐
- (vii) Education of out-of-school children ☐

Mention number of out-of- school children between 6-14 age group if any, in the village/area and their categories:

.....

.....

.....

.....

5. How is the School Committee utilizing fund for improvement of school functioning?

Utilisation of funds in performing tasks

- (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

**School Level Format
SLF-III**

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

--	--	--	--

 -

--	--

Period of Quarter _____

Month of Test/ Examination _____

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 Students assessed	Subjects*	Boys		Girls		Total		Out of Total Students Assessed					
			No.	%	No.	%	No.	%	SC		ST		CWSN**	
									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), classes and 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 or assignments done by students may also be assessed.

C. Co-scholastic Activities undertaken in the School.

Give a description of activities organised in the school. What were the objectives? How far have they been met? Justify with examples. *(This can be filled jointly by all the teachers once in a Quarter)*

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):

(i)

(ii)

(iii)

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. 3.	1. 2. 3.
II		1. 2. 3.	1. 2. 3.

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

Place :.....

Date :.....

Name and Signature of the Head Teacher

CLUSTER LEVEL FORMATS

CLUSTER LEVEL FORMATS

Guidelines

At the Cluster level, there are **Three Formats** and **One Analytical Sheet**. These are:

1. Students' Enrolment and 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: (Reporting Format, CLAS)

1. Cluster Level Format (CLF-I)

Students' Enrolment and Attendance at Elementary Level (Reporting Format)

In this Format, school-wise information may be compiled and reported to BRC 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. In this case, it may be written 'No difference in attendance' and will be reported to BRC and the 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 classrooms. 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 organised 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 cover information related to Teaching Learning Materials (TLMs).

Cluster Level Format: CLF-II(c)

Teaching-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 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 these Formats, he/she may feel free to discuss and take guidance from the BRC and DIET personnel.

3. Cluster Level Format (CLF-III)

Learners' Assessment (Reporting Format)

This Format covers cluster level information (school 1, school 2, etc) on learners' assessment. It gives class-wise details of learners' assessment of schools in that cluster. This Format is to be compiled 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 analyse and reflect on all the information on the basis of guidelines given in the 'Analytical Sheet'. This analysis will strengthen CRC's understanding and identification skills so that he/she can promote innovative practices and take appropriate remedial action. It is visualised as a great step in monitoring quality dimensions of elementary education.

CLUSTER LEVEL FORMATS AT A GLANCE

Sl.	Format Code	Frequency	Dimensions/Area	To be filled by	Sent to
1	CLF-I	Quarterly	Enrolment and Attendance	CRC personnel	BRC
2	CLF-II (a)	Quarterly	Classroom Observation	CRC personnel	Not to be sent
	CLF-II (b)	Quarterly	TLM and Equipments	CRC personnel	BRC
	CLF-II (c)	Quarterly	Teaching Learning Processes (Pedagogy)	CRC personnel	BRC
3	CLF-III	Quarterly	Learners' Assessment	CRC personnel	BRC
4	CLAS	Quarterly	Cluster Level Analytical Sheet (CLAS)	CRC personnel	BRC

**Cluster Level Format
CLF-I**

Students' Enrolment and Attendance at Elementary Level (Grades I-VIII) (Reporting Format to BRC)

To be reported **Quarterly** to **BRC** by CRC Coordinator

Quarter under Report

I	II	III
---	----	-----

Year

--	--	--	--

 -

--	--

Period of Quarter.....

A. General Information

Cluster Cluster Code

No. of Schools..... No. of EGS/AIE Centres.....

Block..... District

B. Enrolment and Attendance at Elementary Level

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						

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 number of children admitted in the class as shown in the register.

** Actual attendance refers to number 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, 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

Cluster Level Format
CLF-II (a)

CLASSROOM OBSERVATION (Record Format)

To be used by CRC personnel **Quarterly** for classroom observation

Quarter under Report

I	II	III
---	----	-----

Year

				-		
--	--	--	--	---	--	--

Period of Quarter.....

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 No. 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. Seating Arrangement (✓) Rows Group Small Groups

7. Seating Facility for children (✓)

Mats Desk Table and Chairs

Any other Specify

No facilities.....

8. Space for Group Activities: (✓) Adequate Inadequate

9. Availability of Textbooks with:

(a) Children Yes ☐ No ☐(b) Teacher Yes ☐ No ☐Whether majority of
children have the
textbooks ☐10. Availability of other Supplementary Materials
(Teacher's Handbooks, Workbooks, Worksheets, etc.)Adequate ☐ Inadequate ☐ Not Available

Specify various supplementary materials:

.....

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

.....

.....

(a) Direct (Narrative, teacher-centred method) ☐(b) Interactive/Participatory Approach (Learner-centred method) ☐(c) Mixed ☐

(d) If any other: Specify.....

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

If yes, please specify the TLMs.....

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

Individual ☐Large Group ☐Small Group ☐

Any other.....

12. Methods/Approaches for teaching the lesson

Teacher dominated ☐Child-centred ☐

Please specify.....

13. Types of activities organised during teaching-learning processes:

Individual work ☐Small group ☐Large group ☐Teacher-centred ☐

Specify

14. Types of questions asked during the teaching-learning processes:

Textbook-based (Reproducing the given information)

☐

Teacher-made

☐

Related to life experience

☐

Innovative, imaginative, creative questions

☐

If of any other types, 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

☐

TEACHING LEARNING MATERIALS AND EQUIPMENTS *
(Reporting Format)

To be reported **Quarterly** to **BRC** by CRC Coordinator

Quarter under Report

Period of Quarter.....

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

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

Notes:

- Information should 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.

TEACHING-LEARNING PROCESSES (PEDAGOGY)

To be reported **Quarterly** to **BRC** by CRC Coordinator

	I

Year

Quarter under Report

Period of Quarter.....

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

[illegible]

* Detailed information on the similar Format should 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.

Cluster Level Format
CLF-III**Learners' Assessment (Elementary Level)**
(Reporting Format)To be reported **Quarterly** to BRC by CRC Coordinator

Quarter under report

I	II	III
---	----	-----

Year

				-		
--	--	--	--	---	--	--

Period of Quarter.....

Month of Test/ Examination.....

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

Class*	No. of Students Assessed	Subjects*	Boys		Girls		Total		Out of Total Students Assessed					
			No.	%	No.	%	No.	%	SC		ST		CWSN**	
									No.	%	No.	%	No.	%
		Language												
		A												
		B												
		C												
		D												
		E												
		Total												
		Maths												
		A												
		B												
		C												
		D												
		E												
		Total												
		EVS												
		A												
		B												
		C												
		D												
		E												
		Total												

* For elementary classes (I - VIII), classes and 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 and Signature of the CRC Coordinator

Cluster Level Format

Cluster Level Analytical Sheet (CLAS) (Reporting Format)

To be reported **Quarterly** to **BRC** by CRC Coordinator

Quarter under report

I	II	III
---	----	-----

Year

				-		
--	--	--	--	---	--	--

Period of Quarter.....

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

B. Analysis/Reflection on Academic Aspects**1. Attendance**

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

.....

.....

.....

.....

- (ii) Comment on attendance of Girls, Scheduled Castes and Scheduled Tribes children along with the reasons for any 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 and Boys

.....

.....

.....

- c. For SC and ST students

.....

.....

.....

- d. Any other category of students (Identified, which demand 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 by CRC Coordinator/ Personnel

- (i) How many schools were not visited in the Quarter? Name the schools.

.....

.....

.....

.....

- (ii) How many schools were visited more than twice? Name the schools.

.....

.....

.....

.....

- (iii) In how many schools did you spend one full day? Name the schools.

.....

.....

.....

.....

- (iv) Nature of activities undertaken during visit to schools.

.....

.....

.....

.....

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? (Every month/ as per needs)

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

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

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

- (d) How is VEC supporting school activities?

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

- (e) Suggestions for ensuring participation of community and parents in school activities.

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

Place:

Date :.....

Name and Signature of the CRC Coordinator

BLOCK LEVEL FORMATS

BLOCK LEVEL FORMATS

Guidelines

At the Block level, there are **Three Formats** and **One Analytical Sheet**. These are:

1. Students' Enrolment and Attendance at Elementary Level (Reporting Format): BLF-I
2. Teacher, TLM and Teaching Learning Processes (Reporting Format): BLF-II
3. Learners' Assessment (Reporting Format): BLF-III
4. Block Level Analytical Sheet (Reporting Format): 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' Enrolment and Attendance at Elementary Level (Reporting Format)

In this Format, cluster-wise information may be compiled and reported to DPO and DIET 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 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 cluster-wise.

2. Block Level Format (BLF-II)

Teacher, TLM and Teaching-learning 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 BRCC on quarterly basis. This Format has twelve 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) – Reporting Format

Through this Format, BRCC 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 analyse 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 visualised as an important step for quality management in various dimensions of elementary education. BRCC will send his/her analysis to DPO as well as to DIET.

BLOCK LEVEL FORMATS AT A GLANCE

<i>Format Code</i>	<i>Frequency</i>	<i>Dimensions/ Area</i>	<i>To be Filled by</i>	<i>Sent to</i>
BLF-I	Quarterly	Enrolment and Attendance	BRC Personnel	DPO & DIET
BLF-II	Quarterly	Teacher, TLM and Teaching Learning Processes	BRC Personnel	DPO & DIET
BLF-III	Quarterly	Learners' Assessment	BRC Personnel	DPO & DIET
BLAS	Quarterly	Analytical Sheet	BRC Personnel	DPO & DIET

**Block Level Format
BLF-I**

Students' Enrolment and Attendance at Elementary Level (Grades I-VIII) (Reporting Format to DPO and DIET)

To be reported **Quarterly** to **DPO and DIET** by BRC Coordinator

Quarter under Report

I	II	III
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Year

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Period of Quarter.....

A. General Information

Block..... Block Code

No. of Clusters..... District

No. of Schools..... No. of EGS/ AIE Centres

B. Enrolment and Attendance at Elementary Level

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						

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 number of children admitted in the class as shown in the register.

** Actual attendance refers to number 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 and TEACHING LEARNING PROCESSES (Reporting Format to DPO and DIET)

Quarter under Report

Year -

Period of Quarter.....

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

Sl. No.	Total No. of Schools in the Cluster (Primary/Upper Primary)	Teachers' Status		No. of Para Teachers under In-service training programme and action taken for that	Pupil-Teacher ratio not receive TLM Grant and action taken for that	No. of Teachers covered not receive Textbooks and action taken for that	No. of teachers who did	No. of schools, which did	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 and Signature of the BRC Coordinator

**Block Level Format
BLF-III**

Learners' Assessment (Elementary Level) (Reporting Format)

To be reported **Quarterly** to **DPO and DIET** by BRC Coordinator

Quarter under report

I	II	III
---	----	-----

Year

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Period of Quarter..... Month of Test/ Examination.....

A. General Information

Name of Block Block Code

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

No. of Clusters..... District.....

B. Class-wise details of Learners' Achievement for each Cluster in the Block

Class*	No. of Students Assessed	Subjects*	Boys		Girls		Total		Out of Total Students Assessed					
			No.	%	No.	%	No.	%	SC		ST		CWSN**	
									No.	%	No.	%	No.	%
		Language												
		A												
		B												
		C												
		D												
		E												
		Total												
		Maths												
		A												
		B												
		C												
		D												
		E												
		Total												
		EVS												
		A												
		B												
		C												
		D												
		E												
		Total												

* For elementary classes (I - VIII), classes and 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 and Signature of the CRC Coordinator

Block Level Format

Block Level Analytical Sheet (BLAS) (Reporting Format)

To be reported **Quarterly** to DPO and DIET by BRC Coordinator

Quarter under report

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Year

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Period of Quarter.....

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 and boys

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c. For SC and ST students

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d. Any other category of students identified, which demand 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 various clusters (separately)

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- (ii) Action taken on that

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- (iii) Details of trainings organised

<i>Name of Training Programme</i>	<i>Duration</i>	<i>Who Provided Training?</i>	<i>Topic/ Subjects/ Integrated Training</i>	<i>No of Participants</i>

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 **five examples** of good pedagogic practices from the classrooms observed.

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- (ii) Difficult topics/ units identified by CRC Coordinators 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 Coordinators are regular in school visits and visited more than once in guiding teachers of the concerned school?

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

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

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6. Block Resource Group (if constituted)

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

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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 and 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 and ST students?

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8. List at least three requirements from District Office/ DIET for the next Quarter, with reasons.

- (i)
-
- (ii)
-
- (iii)
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Place:

Name and Signature of BRC Coordinator

Date:

DISTRICT LEVEL FORMATS

DISTRICT LEVEL FORMATS

Guidelines

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

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

1. District Level Format (DLF-I)

Students' Enrolment and Attendance at Elementary Level (Reporting Format)

In this Format, block-wise information may be compiled and reported to SPO and SCERT 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 both SPO and SCERT.

2. District Level Format (DLF -II)

Teachers' Profile, TLM and Teaching-learning Processes (Reporting Format)

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 eighteen 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 (Reporting Format): 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 and meaningfully. While analyzing the information gathered on various issues, it is envisaged that DPO will

DISTRICT LEVEL FORMATS AT A GLANCE

<i>Format Code</i>	<i>Frequency</i>	<i>Dimensions/Area</i>	<i>To be Filled by</i>	<i>Sent to</i>
DLF-I	Quarterly	Enrolment and Attendance	DPO	SPO and SCERT
DLF-II	Quarterly	Teacher, TLM and Teaching Learning Processes	DPO	SPO and SCERT
DLF-III	Quarterly	Learners' Assessment	DPO	SPO and SCERT
DLAS	Quarterly	District Level Analytical Sheet	DPO DIET	SPO and 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-centred or learners-centred), diagnosis and remediation, pupil assessment methods, identification 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 to be 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 learners' 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.

**District Level Format
DLF-I**

Students' Enrolment and Attendance at Elementary Level (Grades I-VIII) (Reporting Format to SPO and SCERT)

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

Quarter under report

I	II	III
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Year

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Period of Quarter.....

A. General Information

District..... District Code

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

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

B. Enrolment and Attendance at Elementary Level

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						

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 number 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

**District Level Format
DLF – II**

TEACHER, TLM and TEACHING LEARNING - PROCESSES (Reporting Format)

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

Quarter under Report

Year -

Period of Quarter.....

A. Primary Level*

District..... District Code.....

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

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

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	TLM	Strategy of Learner's Assessment
B1																	
B2																	
B3																	
.....																	

* Similar Format should 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

**District Level Format
DLF-III**

Learners' Assessment (Elementary Level) (Reporting Format)

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

Quarter under Report

I	II	III
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Year

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Period of Quarter

Month of Test/ Examination

A. General Information

Name of District District Code

No. of Blocks ... No. of Clusters

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

B. Class-wise Details of Learners' Achievements for Each Block in the District

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

* For elementary classes (I - VIII), classes and subjects may be added accordingly.

** Class-wise details of achievements related to the Children with Special Needs (CWSN)

Note: Grade 'A' represents 80% marks 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 and Signature of the CRC Coordinator

District Level Format

District Level Analytical Sheet (DLAS) (Reporting Format)

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

Quarter under report

I	II	III
---	----	-----

Year

				-		
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Period of Quarter.....

District District Code

No. of Blocks No. of Clusters

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

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 also 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. Which primary/upper primary schools in the district are showing consistently poor learners' achievement for last 2 quarters? Name such schools. What is your analysis of their problem?

(a) Primary Schools

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(b) Upper Primary Schools

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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?

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

- (a) In- service training

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- (b) Induction training

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- (c) Distance Education Training Programmes

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- (d) Training of untrained teachers

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- (e) EGS/AIE Instructors' training

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- (f) IED training

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- (g) Gender sensitisation training

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

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

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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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8. **District 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 district level trainers/ key resource persons/ master trainers for the district? How many of these have participated in training activities in this quarter? Give details of their participation in the training?

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(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 and what has been done about that?

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

(i)

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(ii)

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(iii)

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Place:

Date :

Signature of the District Project Officer

STATE LEVEL FORMATS

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)
(b) 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/ SIE 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 and distribution, TLM Grant, academic management of trainings, academic structure, research and innovations, community participation and major observations of the State. The State will fill this Format by including the inputs from SCERT/ SIE.

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 at State, District, Block and Cluster Levels.

2. State Level Format (STLF-II)

Learners' Assessment – Quarterly Reporting Format

This Format gives Learners' Assessment data for the entire State.
(For all Classes from I to VIII and in all subjects)

State Level Format
STLF-I(a)

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

Year

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Section A: General Information

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

Sl.No.	Items	Response
1.	Name of the State	
2.	Total No. of BRCs	
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	

* Status of BRCCs and CRCCs as on

Section B: Curriculum Revision Exercise

1. Curriculum Revision:

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

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

- To update content and pedagogy

--
- To follow (adopt) *National Curriculum Framework-2005*

--
- Any other

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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:

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.....

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

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

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.....

(iv) Policy of Textbooks Revision (Please ✓)

After 2 Years

☐

After 3 Years

☐

After 5 Years

☐

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?

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

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

Separately

☐

Within the textbooks

☐

Specify

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(ix) Are any other supplementary materials given at any stage?

Yes

☐

No

☐

Specify

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

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- (x) Have Teacher Handbooks/Manuals been made available to teachers in your State? If yes, specify for primary and upper primary levels separately?

(a) Primary Level

.....

(b) Upper Primary Level.....

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Section C: Status of TLM Grant

1. TLM Grant at Primary and Upper Primary Level	<i>Primary</i>	<i>Upper Primary</i>
Percentage of teachers who received TLM Grant
Percentage of teachers who utilized TLM Grant

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

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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 of Trainings

Give information regarding existing training materials/modules for educational field level functionaries at different levels. (Please cover all categories as given below)

1. For Primary

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

2. For Upper Primary

<i>Levels</i>	<i>Functionaries</i>	<i>Name of Training Module</i>	<i>Duration (Days)</i>	<i>Areas Covered</i>	<i>Prepared by (Agency)</i>
State Level	Project Staff				
	State Project Officer				
	SCERT/ SIE 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?

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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 Centres 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.

(i)

(ii)

(iii)

(iv)

(v)

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

(i) (ii)

(iii) (iv)

Name districts having moderate level of community participation

(i) (ii)

(iii) (iv)

Name districts having indifferent community participation

(i) (ii)

(iii) (iv)

- (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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(vi)

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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 and 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)

State Level Format
STLF-I(b)

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

Quarter under Report

Year -

Name of State No. of Districts

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

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

I.

Section A: Nature and Type of Teacher Trainings in the Quarter under Reporting

Sl. No.	Types 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)					
1.7	BRC Level Trainings					
1.8	CRC Level Trainings					

* Separate sheet may be used, if required.

Section B: Teacher Training – Other Aspects

Sl. No.	Aspects of Training	Details
2.1	Basis of organizing In-service Training programmes by the State	<ul style="list-style-type: none"> Primary Level Upper Primary Level
2.2	Modalities of Follow- up of In-service Training	(i) (ii) (iii) (iv)
2.3	Major academic specific problems identified in organizing Training Programmes	(i) (ii) (iii) (iv)

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	<input type="checkbox"/>	<input type="checkbox"/>
DIETs	<input type="checkbox"/>	<input type="checkbox"/>
BRCs	<input type="checkbox"/>	<input type="checkbox"/>
CRCs	<input type="checkbox"/>	<input type="checkbox"/>
Any other (Please specify)		

III.

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

Primary Level

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Upper Primary Level

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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?

Do you have more than one SRG? In which areas? (Name them)

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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 and what has been done about that?

Items recommended	Steps taken

Place:.....

Date:.....

Name and Signature of the State Project Director
(Seal)

State Level Format
STLF-II**Learners' Assessment (Elementary Level)**
(Reporting Format)To be reported **Quarterly** to **NCERT** by SPOQuarter under report

I	II	III
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Year

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Period of Quarter..... Month of Test/ Examination.....

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 Students assessed	Subjects*	Boys		Girls		Total		Out of Total Students Assessed					
			No.	%	No.	%	No.	%	SC		ST		CWSN**	
									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), Classes and 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% and Grade 'E' represents below 35% marks.Place:.....
Date:.....Name and Signature of the State Project Director
(Seal)

ABBREVIATIONS

AIE	Alternative and Innovative Education
AWP & B	Annual Work Plan and Budget
BLAS	Block Level Analytical Sheet
BLF	Block Level Format
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
BRG	Block Resource Group
CLAS	Cluster Level Analytical Sheet
CLF	Cluster Level Format
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CRG	Cluster Resource Group
CWSN	Children with Special Needs
DEO	District Education Officer
DIET	District Institute of Education and Training
DISE	District Information System for Education
DLAS	District Level Analytical Sheet
DLF	District Level Format
DPO	District Project Office
DRG	District Resource Group
Ed.CIL	Education Consultants India Limited
EGS	Education Guarantee Scheme
EVS	Environmental Studies
GAP	Gujarat Achievement Profile
IED	Integrated Education for Disabled
IIM	Indian Institute of management
Math	Mathematics
MHRD	Ministry of Human Resource and Development
MTA	Mothers Teachers Association

NCERT	National Council of Educational Research and Training
NEHU	North Eastern Hill University
NIEPA	National Institute of Educational Planning and Administration
NUEPA	National University of Educational Planning and Administration
PTA	Parents Teachers Association
PTR	Pupil Teacher Ratio
QMFs	Quality Management Formats
RRI	Regional Research Institutions
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SIE	State Institute of Education
SLF	School Level Format
SMC	School Management Committee
SMDC	School Management Development Committee
SPO	State Project Office
SRG	State Resource Group
SS	State Specific
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
STLF	State Level Format
TLM	Teaching Learning Material
TSG	Teacher Support Group
UT	Union Territory
VEC	Village Education Committee

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(w.e.f. 1.1.2009)

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

TEACHING LEARNING MATERIALS AND EQUIPMENTS *

(Reporting Format)

To be reported **Quarterly** to BRC by CRC Coordinator

Quarter under Report

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Year

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Period of Quarter.....

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 should 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.

TEACHING LEARNING PROCESSES (PEDAGOGY)

Curricular Areas (Reporting Format)

To be reported **Quarterly** to BRC by CRC Coordinator

Quarter under Report

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Year

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Period of Quarter.....

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 Learners' 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 should 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.

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

Quarter under Report

Year -

Period of Quarter.....

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

Sl. No.	Total No. of Schools in the Cluster (Primary/ Upper Primary)	Teachers' status		No. of Para Teachers under In-service training programme and action taken for that	Pupil-Teacher ratio not receive TLM Grant and action taken for that	No. of Teachers not covered not receive Textbooks and action taken for that	No. of teachers who did	No. of schools, which did	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

TEACHER, TLM & TEACHING LEARNING - PROCESSES (Reporting Format)

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

Quarter under Report

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Year

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Period of Quarter.....

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

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 time	Action taken for DEO	No. of Schools that did not receive books in	Action taken for that	Action taken on academic Support Strategy		
			Posts Vacant	Action taken be DEO											TLM	Pedagogy	Strategy of Learner's Assessment
B1																	
B2																	
B3																	
.....																	

* Similar Format should 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