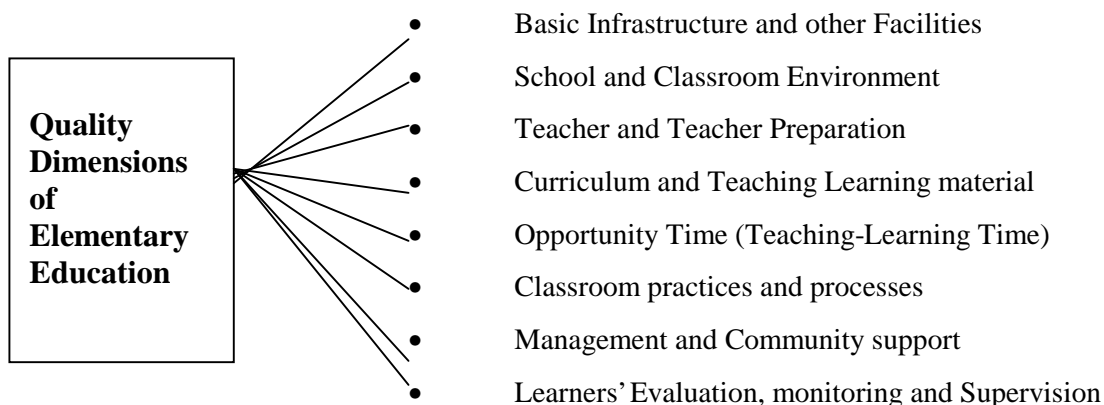


## Monitoring Quality Dimensions of Elementary Education under SSA – *Some issues*

### Rationale

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

The National Policy on Education as revised in 1992, strongly articulated the need for a substantial improvement in quality education to achieve essential levels of learning. The Programme of Action, 1992 therefore stressed the need to lay down MLLs for improving elementary education both at the primary and the upper primary stage irrespective of caste, creed, location and sex. The Sarva Shiksha Abhiyan (SSA) Framework for programme implementation of UEE also emphasized the significance of quality education and suggested 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 get some information about quality related parameters, both at the classroom process level as well as at the systematic functioning level, some monitoring systems had to be kept in place. A need was felt for periodic monitoring and regular supervision both at primary and upper primary levels within and outside the classrooms. The Sarva Shiksha Abhiyan emphasizes a holistic and comprehensive approach and suggests *community-based monitoring* system and also encourages developing partnerships between communities and research institutions for effective supervision mechanisms. *Monitoring in a broader sense in the SSA framework has been defined as a continuous assessment of progress, diagnosis of weaknesses and strengths and provision for introduction of remedial/corrective measures*. Therefore continuous and comprehensive monitoring and subsequent learning from past experiences is crucial for effective implementation of plans and programmes. The main indicator of the quality of elementary education can be visualised in terms of input, process and output. For desirable output in terms of the learners' achievement, both in curricular and co-curricular areas, necessary inputs and processes need to be provided. *The monitoring and supervision of the aspects, which are easily quantifiable, have generally received the attention of the planners, implementers and supervisors*. Monitoring of the quality dimensions especially learning and learning conditions of every child have perhaps not received the required attention since they are not easily

quantifiable. However, in assessing the progress of the child, hitherto the main indicator has been the *evaluation of the child's learning in the classroom*. Moreover, the progress of the child in terms of behavioural changes, knowledge and skill development in scholastic and co-scholastic areas need to be followed systematically. There are tools and mechanisms available for the monitoring of other quantifiable and data specific aspects but not for so much for the quality aspects of education. The field experience 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 seriously. *Therefore, it is necessary that a concerted effort be made to build upon past experiences and focus on systematic monitoring* of the aspects relating to school effectiveness especially on meaningful learning by every child. There is hardly any standardized tool to assess the key indicators on quality aspects, which need regular monitoring. *Some commendable but sporadic efforts have been made by some states in this area, which have proved to be a useful base for evolving* the indicators for these dimensions. The MHRD, Govt. of India has endeavoured to put into place a massive Programme of Monitoring and Supervision under SSA. The NCERT was assigned the task of developing the monitoring formats for quality dimensions based upon broad based consultations.

## Major Indicators

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

Dimension	Key Indicators *
1. Basic Facilities in School	<ul style="list-style-type: none"> <li>• Classroom/Space for Learning</li> <li>• Drinking Water Facilities</li> <li>• Storage facilities for drinking water</li> <li>• Toilet Facility</li> <li>• Play ground and Play material Facilities</li> </ul> Space for activities (individual and group)
2. School and Classroom Environment	<ul style="list-style-type: none"> <li>• Physical Environment</li> </ul> Proper lighting facility in the classroom/Sunlight
	<ul style="list-style-type: none"> <li>• Social Environment               <ul style="list-style-type: none"> <li>- Teacher-child relationship</li> <li>- Teacher-Teacher relationship</li> <li>- Teacher-Administrator relationship</li> <li>- Sensitive treatment of children from Special Focus groups (SFGs)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Participation of the Community in the School activities</li> <li>• Pre school facilities</li> </ul>

	<ul style="list-style-type: none"> <li>● Facilities Available for Health check up and follow up Measures</li> <li>● Incentive Schemes <ul style="list-style-type: none"> <li>- Mid-Day meal</li> <li>- Uniform</li> <li>- Books</li> <li>- Scholarship, etc</li> </ul> </li> </ul>
<p>3. Curriculum and Teaching Learning Material</p>	<ul style="list-style-type: none"> <li>● Details of Curriculum revision exercise</li> <li>● Existing curriculum and its coverage</li> <li>● Information related to Hard spots (Subject-wise)</li> <li>● Minimum Levels of Learning (MLLs)</li> <li>● Availability of Black board and its use</li> <li>● Availability of Textbooks to children</li> <li>● Textbook production</li> <li>● Distribution of Textbooks</li> <li>● Availability of Teaching-Learning Aids</li> <li>● Facilities of Library and their use</li> <li>● Facilities of Laboratory/Kits and their use</li> </ul>
<p>4. Teacher and Teacher preparation</p>	<ul style="list-style-type: none"> <li>● Teacher profile</li> <li>● Teacher position (class-wise)</li> <li>● Class Teacher/Subject Teacher system</li> <li>● Pre-Service Experience – Its details</li> <li>● In-Service Experience – its details</li> <li>● Difficulties faced during Teaching (area wise)</li> <li>● Ability to develop TLM</li> <li>● Motivation level of Teacher</li> <li>● Teacher-Community relationship</li> <li>● On-Site support to teacher</li> <li>● Role of BRC/CRC in Teacher preparation</li> <li>● Supervision Mechanism of Teachers work</li> </ul>
<p>5. Classroom Processes and Practices</p>	<ul style="list-style-type: none"> <li>● Details of Classroom organization <ul style="list-style-type: none"> <li>- Seating arrangement</li> <li>- Classroom setting</li> <li>- Display of Material in the classroom</li> <li>- Grouping of Children</li> </ul> </li> <li>● Pupils Teacher Ratio (PTR)</li> <li>● Methods of introducing the topic</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching-Learning Strategies/Methods followed (Subject-wise)</li> <li>• Use of Teacher-Learning Aids in Transactional processes</li> <li>• Involvement of students in Teaching-Learning process</li> <li>• Assessment procedure followed</li> <li>• Periodicity/frequency of Assessment</li> </ul>
6. Opportunity Time (Teaching-Learning Time)	<ul style="list-style-type: none"> <li>• Number of days school open in a year</li> <li>• Actual number of days, Teaching-Learning occur in a year</li> <li>• Number of Teachers in school</li> <li>• Number of classes each teacher handles (Monograde/Multigrade)</li> <li>• Learners Attendance</li> <li>• Teacher attendance (Month-wise)</li> <li>• Number of days teachers involved in non-teaching assignments in a year.</li> </ul>
7. Learners' Evaluation Monitoring & Supervision	<ul style="list-style-type: none"> <li>• Policy adopted in the states for <ul style="list-style-type: none"> <li>- Non detention</li> <li>- Grade/Marks</li> <li>- Internal/External examinations</li> <li>- Periodicity of evaluation (Quarterly, Half yearly, Annual)</li> <li>- Reward/Punishment</li> </ul> </li> <li>• Recording procedures in school</li> <li>• Feedback Mechanism used by teachers</li> <li>• Involvement of Parents in VEC</li> <li>• Procedure adopted for diagnostic assessment</li> <li>• Procedure for Remedial treatment</li> <li>• Procedure to give feedback to parents.</li> <li>• Outcomes realized</li> </ul>

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

## **Selection and Development of Tools**

Based on the above indicators, which have been identified at planning, implementation level in general and input, process and output level in particular, the following monitoring levels have been identified.

- I School/Community Level Tools/Formats
- II Cluster Level
- III Block Level
- IV District Level
- V State Level

## **Process of Development of Formats**

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

- What should be the key indicators for each of the quality dimension of Elementary Education, which require regular monitoring and supervision?
- What type of formats should be developed to monitor quality indicators for each dimension, level-wise.
- What procedure should be adopted to try out and validate the tools / formats in order to assess the feasibility and practicability in the system?
- What should be the modalities of disseminating these tools for wider use in the system?

In order to address these issues more meaningfully, the draft formats along with identified indicators were prepared and discussed in details with the representatives of NIEPA, MHRD, TSG, Ed. Cil. in the meetings organised at NCERT and NIEPA. These formats were later shared in the 3-day National Workshop organized by NCERT at its headquarters. The representatives from the states of Kerala, UP, Bihar, Rajasthan, Maharashtra, Delhi, Haryana, H.P., Karnataka, A.P. and Jharkhand. Representatives of MHRD, TSG. Ed. Cil. and NIEPA also participated and provided valuable suggestions. Based on the suggestions and recommendations of the National Workshop, the tools were refined and modified. In all, fifty-two formats were evolved both for primary and upper primary levels (school level, CRC, BRC, district, state 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. In all twenty-five formats were finalized. 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, and The Jamia Millia Islamia University, Delhi organised the fourth regional workshop for the northern region at Delhi from April 16-17, 2003. All the tools were discussed at length and finally twenty-one formats were evolved covering all the levels.

## **Description of the Formats**

Monitoring under Sarva Shiksha Abhiyan programme has been envisaged as a three tiered one: **monitoring at the school / community level, at the district and state level and at the national level.** This necessitates development of a proper monitoring mechanism at various levels i.e. school level/ community level, cluster level, block level, district level, state and the national level for a functional self-sustained feedback system. For this, there is a need to have an effective monitoring system through which not only can the progress of the programme be analysed but also timely corrective measures be undertaken. The levels for monitoring have been envisaged as shown in Fig.1

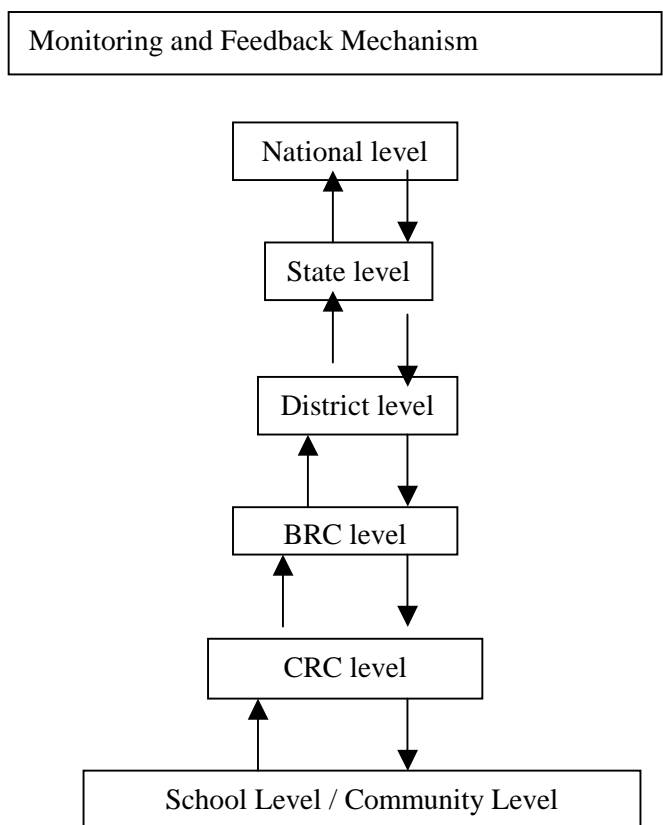


Fig.1

**The major quality dimensions 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 Material
5. Classroom practices and processes
6. Learners' Evaluation, Monitoring and Supervision

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

### **Analysis of Formats (Level-wise)**

Levels	Attendance	Infrastructure Facilities	Community / VEC support	Teacher Preparation, TLM & T-L Process	Learners' Evaluation	Total
School Level	1 Quarterly	DISE	1 Annually	-	1 Quarterly	3
CRC	1 Quarterly	DISE	-	1 Quarterly	1 Quarterly	3
BRC	-	DISE	-	2 Quarterly	1 Quarterly	3
District	-	DISE	-	2 Quarterly	1 Quarterly	3
State	-	-	-	1 Annually	1 Quarterly	2
National	-	-	-	1	-	1
Total	2	-	1	7	5	15

# **SCHOOL LEVEL PROFORMAS**



# Monitoring Formats For Quality Dimensions

## Guidelines for School level Formats/Proformas

At the school/habitation level there are three formats under monitoring information system for quality dimensions, these are:

- 1 (a) Educational Status of children (Reporting Proforma): Status of attendance of students at Primary level.
- 1 (b) Educational Status of children (Reporting Proforma): Status of attendance of students at Upper Primary level.
- 2 Community Perception - Community Leader /VEC Members (Record proforma)
- 3 Learners' Evaluation (Reporting proforma)

### **Proforma No.1 School Level Format Educational Status of children: Status of attendance of students at Primary /Upper Primary level (Reporting Proforma)**

This proforma is in two parts: Part (a) and Part (b). Part (a) has information related to attendance of primary children in the School, while part (b) covers attendance of children at upper primary level. The proforma captures two types of information: attendance 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 / Mother Teacher Association (MTA) or any other community level group 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 (more than 3 times in a year) wide gap in the attendance of children between school record data (Enrolment) and actual attendance of students in the classrooms, the action may be taken at the Community Level by VEC / MTA / or any other local group.



- To be filled by VEC/MTA or any community level group
- To be filled quarterly
- One copy may be kept in school and one copy may be sent to CRC.

## **Proforma No.2 School Level Format Community Perception: Community Leader / Village Education Committee members (Record proforma)**

This proforma includes two types of information

1. General Information
2. Opinion of Community Leaders / VEC Members

The section on general information captures the basic data such as:

Name of the School/Village, name of the members of VEC and their status (including qualifications), frequency of VEC meetings, number of members attended the meetings, major problems identified.

The section II pertains to gather opinion of community leaders and community members / VEC member(s) about the functioning of the school. It has six items related to school functioning .The opinion may be taken individually (on separate proformas) or one format may be got filled by the members after having discussion in the VEC meetings. The major problems identified by the VECs /community leaders may be discussed in monthly meetings and joint action may be taken for school improvement.



- This proforma is to be filled annually
- To be filled by the VEC members / Community Leader through school head teacher.
- Filled-in proforma may be kept in school and perception of members may be shared in VEC meetings.
- No need to send this proforma to CRC

### **Proforma No. 3 (SLF-III)**

#### **Learners' Evaluation (Reporting Proforma)**

##### **Concept of continuous, comprehensive evaluation –**

Continuous refers to regularity in assessment. Since the growth of the child is a continuous phenomenon, it should be evaluated continuously and the progress of the learner should be evaluated frequently (periodically) which means that the evaluation has to be integrated with teaching and learning process.

The other term is comprehensive, which refers to both the scholastic and co-scholastic areas of pupil's growth. In fact comprehensive evaluation covers the whole range of student's experience in the context of total 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 of evaluation for carrying out comprehensive evaluation.

Section A: General Information

Section B: Class-wise, sex-wise and category-wise details of learners' achievements

Section C: Class-wise details of achievements related to the Children With Special Needs (CWSN)

Section D: Co-scholastic activities undertaken in the school

Section E: Category-wise details of remedial measures required for improvement of low achievers

- Class-wise proforma of children in grades (grades A, B, C, D, 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 are need to be addressed with appropriate remedial measures. In case of grades C, D, E, subject-wise grades may be provided.
- In the case of SC/ST category of children in table 'B' and CWSN in table 'C', the column of total strength in the class represents the total number of children in the class under those categories only.
- In order to ensure quality elementary education, it is necessary to include activities of co-scholastic areas, which cover affective and psychomotor domains related activities. Section 'D' covers this type of information.
- The information required to be filled in table 'E' is related to the remedial measures, which may be carried out at the school level and at the CRC level. To uplift the low achievement in each subject/area as well as for each category, it may be mentioned on a separate sheet with detail.
- The filled in reporting proforma may be forwarded to the CRC head quarterly for necessary compilation and for upward transmission.

### School Level Formats at a glance

S.No.	Format code	Frequency	Dimensions /Area	To be filled by	Sent to
1	SLF-I (a)	Quarterly	Attendance	VEC/community Member /MTA	CRC
	SLF-I (b)	Quarterly	Attendance	VEC/community Member /MTA	CRC
2	SLF-II	Annually	Community perception	VEC member/ community leader	VEC
3	SLF-III	Quarterly	Learners' Evaluation	Head Teacher /Teachers	CRC

# EDUCATIONAL STATUS of Children

Reporting proforma to CRC  
Status of Attendance of students (Grade I –V) in the School

School Level Format  
SLF-I (a)

- To be filled by VEC/Community Member/MTA
- To be filled quarterly and sent to CRC.

## A - Primary Level

Year

Name of the School/EGS/AIE Centre \_\_\_\_\_ School code   Cluster Name \_\_\_\_\_ Cluster code

Block Name \_\_\_\_\_ Block code   District Name \_\_\_\_\_ District code   State Name \_\_\_\_\_ State code

Months	Category	<u>Enrolment*</u>										<u>Actual Attendance**</u>										Action to be taken***
		Class 1		Class 2		Class 3		Class 4		Class 5		Class 1		Class 2		Class 3		Class 4		Class 5		
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
	SC																					
	ST																					
	Gen.																					
	Total																					

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

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

\*\*\* If there is wide gap in enrolment and actual attendance, this issue may be put up in VEC meeting as one of the agenda items or discuss in CRC monthly meetings and tackle the issue jointly by school, community members & VEC members

- The proforma may be changed as per State School Structure (I-V / I-IV)
- Signature of the Reporting officer (RO) with date \_\_\_\_\_

**EDUCATIONAL STATUS of Children**

Reporting proforma to CRC  
Status of Attendance of Students (Grade VI -VIII) in the School

- To be filled by VEC/Community Member/MTA

- To be filled quarterly and sent to CRC

**B- Upper Primary Level**

Year

Name of the School \_\_\_\_\_ School code

Cluster Name \_\_\_\_\_ Cluster code

Block name \_\_\_\_\_ Block code

District Name \_\_\_\_\_ District code

State Name \_\_\_\_\_ State code

Months	Category	Enrolment*						<u>Actual Attendance**</u>						Action to be taken***	
		Class 6		Class 7		Class 8		Class 6		Class 7		Class 8			
		B	G	B	G	B	G	B	G	B	G	B	G		
	SC														
	ST														
	Gen														
	Total														

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

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

\*\*\* If there is wide gap in attendance between enrolment and actual attendance, this issue may be put up in VEC meeting as one of the agenda items or discuss in CRC monthly meetings and tackle the issue jointly by school, community members & VEC members

- The proforma may be changed as per State School Structure.(VI-VIII /V-VII)
- Signature of the Reporting Officer (RO) with date \_\_\_\_\_

**COMMUNITY PERCEPTION**  
**Record Proforma**  
**Community-Leader/VEC Members (As per State Pattern)**

- To be filled annually by VEC member / Community leader\*
- To be Kept one copy in School, and one copy to be kept in VEC meeting

Name of the School/Centre \_\_\_\_\_ Code

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

**Section A**

**I General information**

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

2. Village Education Committee:

Name	Status and Qualification
(i) _____	_____
(ii) _____	_____
(iii) _____	_____
(iv) _____	_____
(v) _____	_____
(vi) _____	_____
(vii) _____	_____
(viii) _____	_____
(ix) _____	_____
(x) _____	_____

3. Frequency of VEC meetings  
(Please Tick)

- (a) Monthly
- (b) Quarterly
- (c) Half-yearly
- (d) Annually
-

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

**N.B.: This format to be filled by the month of 30<sup>th</sup> Sept. of the every year.**

4. Number of members attended the meetings

	Members attended the meeting	Total Members
I Meeting	<input type="checkbox"/>	<input type="checkbox"/>
II Meeting	<input type="checkbox"/>	<input type="checkbox"/>
III Meeting	<input type="checkbox"/>	<input type="checkbox"/>
IV		
V		
VI		

5. Major Problems identified (Please tick)

S.No	Nature of Issues	<input type="checkbox"/>	Steps taken for remediation
(i)	Financial	<input type="checkbox"/>	_____
(ii)	Academic Matters	<input type="checkbox"/>	_____
(iii)	School Management	<input type="checkbox"/>	_____
(iv)	Community Support	<input type="checkbox"/>	_____
(v)	Infrastructure Facilities	<input type="checkbox"/>	_____
(vi)	Attendance of children	<input type="checkbox"/>	_____
(vii)	Teacher presence	<input type="checkbox"/>	_____
(viii)	Teaching-Learning	<input type="checkbox"/>	_____
(ix)	Achievement of children	<input type="checkbox"/>	
(x)	(a) Availability of text books to children	<input type="checkbox"/>	_____
	(b) total no. of girls	<input type="checkbox"/>	_____
	(c) Total no. of books distributed to girls and SC/ST girls	<input type="checkbox"/>	_____
(xi)	Any other	<input type="checkbox"/>	SC/ST Boys <input type="checkbox"/> _____
			_____

(Please specify).....

**Section B**

**II Opinion of Community Members. (Please ✓)**

1. (i) Do you think that teachers are generally regular
- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
|  | Always Regular           | Sometimes Irregular      | Not regular at all       |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(ii) If not reasons for that (1) \_\_\_\_\_ (2) \_\_\_\_\_  
(3) \_\_\_\_\_ (4) \_\_\_\_\_

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

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
|  | Very Sincere             | Reasonably sincere       | Indifferent              |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(iv) if not reasons for that (1) \_\_\_\_\_  
(2) \_\_\_\_\_  
(3) \_\_\_\_\_

(v) Does the school run regularly. Yes  No

(vi) If no reasons for that (1) \_\_\_\_\_ (2) \_\_\_\_\_

(vii) Do you think children progress satisfactorily

- |        |                          |        |                          |         |                          |
|--------|--------------------------|--------|--------------------------|---------|--------------------------|
| V.good | <input type="checkbox"/> | good   | <input type="checkbox"/> | Average | <input type="checkbox"/> |
| Poor   | <input type="checkbox"/> | V.poor | <input type="checkbox"/> |         |                          |

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

- |    |                   |  |
|----|-------------------|--|
| a) | Academic Support  | <input type="checkbox"/>               |
| b) | Resources Support | <input type="checkbox"/>               |
| c) | Financial Support | <input type="checkbox"/>               |
| d) | Any other         | <input type="checkbox"/> Specify _____ |

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

- |       |                                       |                          |
|-------|---------------------------------------|--------------------------|
| (i)   | Teacher Learning Material (TLM)       | <input type="checkbox"/> |
| (ii)  | Academic support from the community   | <input type="checkbox"/> |
| (iii) | Effective Teacher Training            | <input type="checkbox"/> |
| (iv)  | On-site support by CRC/BRC            | <input type="checkbox"/> |
| (v)   | Availability of Text book to children | <input type="checkbox"/> |



- (vi) Total No. of Text books distributed to Girls  SC (Boys+Girls)  ST (Boys+Girls)
- (vii) Any other aspect  Specify \_\_\_\_\_

4. What do you think could your role be in

- (i) Enrolment
- (ii) For out of school children (mention No. of out of school children between 6-14 age group if any in the village )
- (iii) Retention
- (iv) Monitoring
- (v) Quality Improvement in school
- (vi) Providing Community Teacher
- (vii) Arranging Anganwadi / Balwadi centre

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

Funds	Utilization of funds in performing tasks
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

6. Identify strengths and weaknesses of your school. Strengths Weaknesses

Suggestions\*

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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





	Total																		
--	-------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

\* **B= Boys, G= Girls, SC= Scheduled Caste, ST= Scheduled Tribe, Gen.= General**

**NB:** Grade 'A' represents 80% marks and above. Grade 'B' represents in between 65% to 79% marks. Grade 'C' represents in between 50% to 64% marks, Grade 'D' represents in between 35% to 49% marks and grade 'E' represents below 35% marks. L= Language, M = Mathematics, Evs = Environmental studies

- Required information to be collected from the school record.
- Evaluation will be continuous (simultaneous with teaching) besides being periodical (through unit test, term tests), homework /assignments done by students may also be assessed

**Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gape in the subject percentage (%).**

**C. Class-wise details of achievements related to the Children With Special Needs (CWSN) \***

Std/ Class	Sex	Total strength in the Class	Total children appeared in the examination	Number of children secured Grade (may be shown in%)									Remarks		
				A	B	C			D			E			
						L	M	Evs	L	M	Evs	L		M	Evs
I	B														
	G														
	T														
II	B														
	G														
	T														
III	B														
	G														
	T														
IV	B														
	G														
	T														
V	B														
	G														
	T														
VI	B														
	G														
	T														
VII	B														
	G														
	T														
VIII	B														
	G														
	T														

**Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gap in the subject percentage (%).**

**NB: Data to be collected from the school records**

**D. Co-Scholastic activities undertaken in the school (Please ✓)**

	Regular	Sometimes	Not organised
1. Drawing / painting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Music / dance/Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sports and Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cultural Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Social Service Activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.	Learning Corners / Activity Corners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Beautification / Cleaning of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Scouts and Guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Observation of healthy habits (Nails, teeth, washing hands before meal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Health checkup (once in a year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Any other (Please write)			
	(i)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(ii)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(iii)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**E. Details of category-wise remedial measures required for improvements of low achievers:**

\* Subject \_\_\_\_\_

Std.	Category	Remedial practices suggested in each subject/area	
		Required at School level	Required at CRC level
I	a) General Category	•	•
	b) SC/ST "	•	•
	c) CWSN "	•	•
II	a) General Category	•	•
	b) SC/ST "	•	•
	c) CWSN "	•	•
III	a) General Category	•	•
	b) SC/ST "	•	•
	c) CWSN "	•	•
IV	a) General Category	•	•
	b) SC/ST "	•	•
	c) CWSN "	•	•
V	a) General Category	•	•
	b) SC/ST "	•	•
	c) CWSN "	•	•
VI	a) General Category	•	•
	b) SC/ST "	•	•
	c) CWSN "	•	•
VII	a) General Category	•	•
	b) SC/ST "	•	•
	c) CWSN "	•	•

VIII	a) General Category	•	•
	b) SC/ST "	•	•
	c) CWSN "	•	•

\* Separate sheets may be used for different subject areas

Place:

Date:

Signature of the Reporting Officer / Head Teacher .....



# **CRC LEVEL PROFORMAS**

# Guidelines For Cluster Resource Centre (CRC) Level Formats/Proformas

At the CRC level, there are three proformas for monitoring quality indicators. These are:

1. Educational status (Reporting proforma) : Attendance of students in school
2. (a) Classroom Observation (Record Proforma) proforma No 2 (a)
  - (b) Teaching-Learning Material and Equipments (Reporting Proforma) proforma No 2 (b)
  - (c) Teaching-Learning Process –Methodology (Reporting Proforma) proforma No 2 (c)
  - (d) Teaching-Learning processes -Diagnostic & Remedial Measures (Reporting Proforma) proforma No 2 (d)
3. Learners' Evaluation (Reporting proforma)

## **Proforma No. 1 Cluster Level Formats (CLF-I)**

### **Educational status: Attendance of students in school (Reporting proforma)**

In this proforma school-wise information may be compiled and reported to block-level through the CRC level personnel. The frequency of filling up of this proforma is quarterly monthly (once in three months) like the school-level proforma. In this proforma, the attendance 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 (attendance as per register) and actual attendance at the time of visit of the reporting officer, there is no need to fill up the data, you may simply write 'No Difference in attendance' and report to BRC and school concerned as well. If there is gap between the two, it may be filled class-wise.

In the proforma, you may indicate what action is to be taken at the CRC level and what action is to be proposed for the BRC level for improving attendance of students. For the upper primary level, a separate proforma may be filled in. 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 be signed the proforma and sent it to BRC and one copy may be kept in CRC for record.



- The frequency of filling of this format is once in three months (Quarterly)
- To be filled by CRC personnel
- Filled-in proforma is to be sent to BRC.

### **Proforma No. 2a Cluster Level Formats (CLF-II)**

#### **Classroom Observation (Record Proforma)**

This is a record proforma to be used by the CRC personnel for recording information activities while observing the classroom teaching in school. This proforma may be used quarterly in each school by the CRC personnel. This proforma is basically a classroom observation proforma, which covers the components of classroom teaching. In all there are 27 items in the proforma, which covers all aspects of teaching learning right from input level to the output level of the transactional process. In most of the items observer may have to answer by ticking in the box. In such items some of the cases the observer needs to mark tick more than once for one item. For example item No. 13 (type of question asked during teaching learning) and item No 15 (type of activities organized during teaching learning process), in such cases, more tick may be marked Based on the above observation by the CRC personnel, three proformas: (No.2(b); 2(c) and 2(d)) may be filled by the CRC personnel and reported to BRC. In case, CRC personnel need guidance in using this proforma (classroom observation proforma), he/she may free to discuss and take guidance from BRC and DIET personnel. At the end of this proforma 2 (a) there is a one comprehensive table is given which covers three types of information; there are: Teaching-Learning Material and its use in the

classroom by the teacher, teaching learning methodology adopted, diagnostic and remedial measures taken / to be taken. The idea of giving of this table is basically to record information based on observation of each specific teaching on these three aspects. This will facilitate the observer to fill in next three proformas more accurately and comprehensively.

**Proforma No. 2 Cluster Level Formats (CLF-II(b))**

**Teaching-Learning Material and Equipments (Reporting Proforma)**

This proforma is to be filled by CRC personnel based on the proforma of classroom observation (Record proforma). This includes information related to teaching learning material and equipment used by the teacher during teaching. This is also a quarterly proforma, which compiles information school-wise on TLM and its use in the classroom teaching. There are ten columns in the proforma, which covers information related to Teaching Learning Material (TLM). These are:

- Name of the Schools
- Whether Teachers use TLM /Equipments (Yes/No)
- Teaching-Learning aids are available in the school (Yes/No)
- If no, what action proposed and action undertaken
- Whether teachers receive TLM grant or not (Yes/No)
- If no, follow up action
- If yes, are teachers capable of developing the teaching-learning material (Yes/No)

- If not, what guidance is provided
- Innovation/Action research undertaken (Yes/No)
- Whether If yes, any action to disseminate the innovation research
- *In case of some innovative practices identified by the CRC personnel, used by the teachers during teaching related to TLM, these may be mentioned and shared in CRC meetings with other teachers.*



- To be filled by CRC personnel
- To be reported quarterly
- To be reported to BRC quarterly.

### **Proforma No. 2 Cluster Level Formats (CLF-II(c))**

#### **Teaching-Learning Processes –Methodology (Reporting Proforma)**

This proforma includes information related to teaching-learning processes followed by the teachers in the primary classes observed by CRC personnel. This is also a quarterly proforma to be filled by CRC personnel and reported to BRC quarterly. This proforma has eight columns covering information related to teaching learning process. These are: name of the school, subject areas, levels of learners' participation in the classroom teaching, competence in using teaching methods, frequency of using teaching aids by the teachers, difficulties in classroom transaction, proposed action for improvement by CRC personnel and follow up action. The proforma covers subject-wise information of each grade in each school. Proposed action and follow up action may be discussed in CRC meetings



- To be filled quarterly by CRC
- To be reported to BRC

## **Proforma No. 2 Cluster Level Formats (CLF-II(d))**

### **Teaching-Learning Process -Diagnostic & Remedial Measures (Reporting Proforma)**

This proforma is aimed to monitor information related to diagnostic and remedial measures taken / to be taken by the teachers or by CRC personnel. This is also a quarterly proforma and may be filled by CRC personnel, based on classroom observation of specific teaching as well as on interaction with the teachers. This proforma is also to be filled in class-wise by covering all subject areas. The proforma has eight columns. These are: Name of the school, Subjects (class-wise), Quarterly targets (content to be covered in one quarter), Targets realized, action proposed for completion of targets (follow up action), identification of hard spots (diagnosis). The Column No. 7 and 8 are related to information on remedial measures and enrichment programme proposed/provided by CRC Personnel /Teachers. This proforma may be filled in after having discussion with individual teachers in each subject after the classroom observation by CRC personnel. For more academic support in this area, DIET expertise may be utilized.



- To be filled by CRC personnel
- To be filled quarterly

## **Proforma No. 3 Cluster Level Formats (CLF-IV)**

### **Learners' Evaluation (Reporting proforma)**

This proforma covers cluster level (school 1, school 2 etc) information of learners' achievement. The proforma gives class-wise details of learners' achievement of schools comes under CRC. This proforma is to be filled in quarterly by the CRC personnel and sent to BRC for further action at that level. This proforma is divided into four sections. Section A includes general information related to CRC such as name of the cluster/ Block, District, State, number of schools covered under CRC, year (session of which information is providing) covered under CRC, frequency. Section B: covers School-wise consolidated data (class-wise, sex-wise and category-wise) of learners' achievement. Achievement may be shown in grades (A B C D E). In case of grades C, D and E, subject-wise grades should also be given. This information may also be given sex-wise and category wise

(SC/ST/General). Section C of this proforma compiles information related to class-wise details of achievements of children with special needs (CWSN) of Total Schools of CRC. In this section also, in case of C, D and E grades, subject-wise grades should be mentioned. The section 'D' of this proforma compiles information related to remedial measures undertaken at the CRC level and action proposed for the BRC level. After compiling all these information, signature of the reporting officer (CRC personnel) is necessary for forwarding information at the higher level.

#### **CRC Level format at a glance**

<b>S. No</b>	<b>Format code</b>	<b>Frequency</b>	<b>Dimensions /Area</b>	<b>To be filled by</b>	<b>Sent to</b>
1	CLF-I	Quarterly	Attendance	CRC personnel	BRC
2	CLF-II (a)	Quarterly	Classroom Observation	CRC personnel	BRC
	CLF-II (b)	Quarterly	TLM & Equipment	CRC personnel	BRC
	CLF-II (c)	Quarterly	TL –Process (Methodology)	CRC personnel	BRC
	CLF-II(d)	Quarterly	TL –Process (Diagnostic & Remedial Measures)	CRC personnel	BRC
3	CLF-III	Quarterly	Learners' Evaluation	Head Teacher /Teachers	BRC





\*Enrolment refers no. of children admitted in the class. \*\* Actual attendance refers no. of children in the class at the time of visit

- The proforma may be changed as per State School Structure (I-V / I-IV)
- More sheets may be used for compiling school-wise information of CRC
- S1, S2,S3.....Total No. of schools covered under CRC
- Signature of the Reporting officer (RO) with Date \_\_\_\_\_

# CRC Level Format

## EDUCATIONAL STATUS

Reporting proforma to BRC

Status of Attendance of Students (Grade VI -VIII)

- To be reported quarterly to BRC by CRC coordinator

Year

### B- Upper Primary Level

Number of Schools \_\_\_\_\_ ClusterName \_\_\_\_\_ Cluster Code

Block Name \_\_\_\_\_ Block code   District Name \_\_\_\_\_ District code   State Name \_\_\_\_\_ State code

School	Month	Category	Enrolment*						Actual attendance**						Action to be taken at CRC level	Action to be taken by BRC
			Class 6		Class 7		Class 8		Class6		Class 7		Class 8			
			B	G	B	G	B	G	B	G	B	G	B	G		
<b>S1</b>		SC														
		ST														
		Gen														
		Total														
<b>S2</b>		SC														
		ST														
		Gen														
		Total														

\*Enrolment refers No. of children admitted in the class.

\*\* Actual attendance refers No of children in respective classes at the time of visiting officer (VEC members/leader/MTA/PTA)

- The proforma may be changed as per State School Structure. (VI-VIII /V-VII)
- More sheets may be used for consolidating school-wise information of cluster
- S1, S2, S3 .....Total No. of schools covered under CRC
- Signature of the Reporting Officer (RO) with Date \_\_\_\_\_

**CLASSROOM OBSERVATION \*****Record Proforma\*\***

(To be used by CRC personnel quarterly for classroom teaching)

	Code	
Name of the School/Centre _____	<input type="text"/>	<input type="text"/>
Village _____	<input type="text"/>	<input type="text"/>
CRC _____	<input type="text"/>	<input type="text"/>
Block _____	<input type="text"/>	<input type="text"/>
District _____	<input type="text"/>	<input type="text"/>

- I**
- Class Observed
  - (a) Subject taught \_\_\_\_\_ 2. (b) Topic \_\_\_\_\_  
(To be observed)
  - (a) Total Number of students in the class   
(b) Total Number of students with Special Educational Needs
  - Type of classroom setting (✓) Monograde  Multigrade
  - Medium of Instruction (✓) Mother tongue  Other than Mother tongue
  - Classroom Organization (Please ✓)
    - Seating arrangement Rows  Group  Small groups
    - Grouping of Children
      - Monograde- Based on 
        - Learning Level
        - Sex (Boys/Girls)
        - Not specific criteria

\* If CRC personnel are not trained in such academic affairs, BRC personnel may take care of such academic issues. In this respect help of teacher educators may be taken from DIET.

\*\* Based on classroom observation by the CRC personnel, the proforma CLF II(b), II(c), II(d) may be filled School-wise along with individual interaction with teachers and reported to BRC.

Note – This proforma is a record proforma and may be used by the CRC personnel only for recording the observation of classroom teaching. This format not to be used as reporting format. Same proforma may be used for upper primary classes observation.

**N.B.:** Each quarter one subject area may be taken up.

**B Multigrade - Based on**

- (i) Subject-wise
- (ii) Grade-wise
- (iii) Learning Level-wise
- (iv) Any other  Specify \_\_\_\_\_

**C. No Grouping**

7. Seating Facility for children(✓)
- Durrie  Desk
  - Table-chair  Any other  Specify \_\_\_\_\_
  - No facilities

8. Space for Group Activities
- Adequate  Inadequate

9. Availability of Textbooks with starts)
- (a) Children ((Whether majority of children having textbook when the session starts)  
Yes  No
  - (b) Teacher  
Yes  No

10. Availability of other Supplementary Material\*
- Adequate  Inadequate  Not available

**11. Introducing the Lesson**

- (i) Method of introducing the lesson (Please ✓)
- A Direct (Narrative)   
(Teacher centered method)
  - B Interactive/Participatory Approach   
(Students centered method)
  - C Mixed
  - D If Any Other  E Specify \_\_\_\_\_

- (ii) Use of Teaching Aids in Introducing the Lesson      Yes       No

- (iii) Use of Learning/concrete material in introducing the Lesson      Yes       No

---

\*Supplementary material includes Teacher's handbook, workbook, worksheets, etc.  
Note -Answer of the questions (items) by marking (✓) may be given in the box. In case of more than one answer, mark more than one tick in the Boxes.

(iv) If the introduction involves children (interactive), nature of the activities conducted

- Individual
- Large Group
- Small Group
- Any other  Please specify.....

12. Method for teaching the lesson

- Teacher dominated
- Participation of the children
- Participation of girls
- Participation of boys
- Any other  Please Specify .....

13. Type of Questions asked during Teaching-Learning

- More Book-based
- More Teacher-made
- More Related to practical and life experience-based
- \* More Innovation-based
- Mixed
- Any other way  Specify\_\_\_\_\_

14. Are questions asked by the children in the classroom during teaching

- Frequently by boys  by girls  frequently by both  Infrequently by boys   
by girls  Not at all

15. Type of Activities organized during Teaching-Learning process

- Individual work
- Small group
- Large group
- Teacher centered
- Any other way  Specify.....

---

\* Innovation here means, question based on divergent thinking (Creativity-based)

16. Use of teaching-learning aids during transition 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. Evaluation of students during Teaching-learning (In-built component)

Yes

No

Evaluation not done

19 Identification of hard spots (If required during teaching)

Yes.

No

20. Remedial measures adopted

Yes

No

21. Evaluation at the end

Yes

No

22. Mode of assessment of Learners' performance

Only oral

Only Written

Written /oral both

23. Homework assigned

Yes

No

24. If Yes, Nature of the Homework

Book-based

Teacher prepared

Both

Any other

Specify -----

25. Mode of evaluation of Homework

By the teacher	<input type="checkbox"/>
By Peer group	<input type="checkbox"/>
Not checked regularly	<input type="checkbox"/>
Any other	<input type="checkbox"/>

26. Mode of reporting procedures in record (Report card, Diary)

Marks	<input type="checkbox"/>
Grades	<input type="checkbox"/>
Any other	<input type="checkbox"/>
Not done	<input type="checkbox"/>

27. Frequency of Testing

Daily	<input type="checkbox"/>	Quarterly	<input type="checkbox"/>
Weekly	<input type="checkbox"/>	Half Yearly	<input type="checkbox"/>
Monthly	<input type="checkbox"/>	Annually	<input type="checkbox"/>

<b>Observer's Overall remarks</b> (Recording for filling next three formats dimension-wise)		
Teaching-Learning Material & its use in the class	Use of Teaching-Learning Methodology in the class	Diagnostic Remedial measures adopted during Teaching
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.





-									
-									

\* Information to be reported based on observation of classroom teaching in each school quarterly.



	English (2nd language)								
	Any other								

\*Al → always, Vo → very oftenly, Re → rarely

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

**EDUCATIONAL STATUS**

**TEACHING-LEARNING PROCESS (DIAGNOSTIC & REMEDIAL MEASURES)\***

**Reporting Proforma**

No. of Schools/centres \_\_\_\_\_ Primary \_\_\_\_\_ U.Primary \_\_\_\_\_ Name of the  
CRC \_\_\_\_\_ CRC Code \_\_\_\_\_

--	--

BRC \_\_\_\_\_ BRC Code 



 District \_\_\_\_\_ District Code 



  
Class \_\_\_\_\_

(To be

**reported quarterly)**

Name of the School	Subjects	Identification Targets/content to be covered in one quarter, Yes      No	Targets realized or not. If No how much left (%)	If action proposed for completion of target- follow up action	Identification of hard spots Yes/No (Diagnosis). If no, reason for that	Remedial measures provided/proposed (Yes/No) If no, reasons for that	Enrichment programme undertaken/suggested yes/No If no, enlist reasons
<b>S1</b>	Language (Mother tongue)						
	Mathematics						
	EVS						
	AHPL**						

	English (Second language)						
	Any other						

\*Based on observation of classroom teaching in each school, quarterly by CRC personnel

Separate sheets may be used for each class, school-wise.

\*\* AHPL : Art of Healthy and Productive Living.



	<b>G</b>	SC																
		ST																
		Gen																
		Total																
V	<b>B</b>	SC																
		ST																
		Gen.																
		Total																
	<b>G</b>	SC																
		ST																
		Gen																
		Total																
VI	<b>B</b>	SC																
		ST																
		Gen.																
		Total																
	<b>G</b>	SC																
		ST																
		Gen.																
		Total																
VII	<b>B</b>	SC																
		ST																
		Gen																
		Total																
	<b>G</b>	SC																
		ST																
		Gen.																
		Total																
VIII	<b>B</b>	SC																
		ST																
		Gen																
		Total																
	<b>G</b>	SC																
		ST																
		Gen.																
		Total																

\* **B= Boys, G= Girls, SC= Scheduled Caste, ST= Scheduled Tribe, Gen.= General**

**NB:** Grade 'A' represents 80% marks and above. Grade 'B' represents in between 65% to 79% marks. Grade 'C' represents in between 50% to 64% marks, Grade 'D' represents in between 35% to 49% marks and grade 'E' represents below 35% marks.  
L= Language, M = Mathematics, Evs = Environmental studies

**Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gape in the subject percentage (%).**

**C. Class-wise details of achievements related to the Children With Special Needs (CWSN) \***

Std/ Class	Sex	Total strength in the Class in total schools	Total children appeared in the Examination	Number of children secured Grade (may be shown in %)									Remarks							
				A	B	C			D			E								
						L	M	Evs	L	M	Evs	L		M	Evs					
I	B																			
	G																			
	T																			
II	B																			
	G																			
	T																			
III	B																			
	G																			
	T																			
IV	B																			
	G																			
	T																			
V	B																			
	G																			
	T																			
VI	B																			
	G																			
	T																			
VII	B																			
	G																			
	T																			
VIII	B																			
	G																			
	T																			

**Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gape in the subject percentage (%).**



**D. Remedial Measures undertaken at CRC level /Proposed for BRC**

**CRC -Level**

1. Related to Co-scholastic areas

- i)
- ii)
- iii)
- iv)
- v)

2. Related to the Scholastic areas

- i)
- ii)
- iii)
- iv)
- v)

**BRC-Level**

3. Issues to be addressed for the BRC

- i)
- ii)
- iii)
- iv)
- v)

4. Issues to be tackled by BRC

- i)
- ii)
- iii)
- iv)
- v)

Place\_\_\_\_\_

Signature of CRC

Head\_\_\_\_\_

Date\_\_\_\_\_

# **BRC LEVEL PROFORMAS**

## **Guidelines for Block Resource Centre (BRC) level Formats /Proformas**

**At the block level, there are three proformas. These are:**

1. Teacher, TLM & TL -Process (Reporting Proforma)
2. Teacher Training (Reporting Proforma)
3. Learners' Evaluation (Reporting Proforma)

**At the Block-level the proformas may be filled by the Block Resource Centre Officer and sent it to District Project Officer (DPO). In case, there is some different administrative arrangements in the respective levels, the proformas may be sent accordingly to the concerned persons/centres.**

Proforma No. 1 Block Level Formats (BLF-I)

### **Teacher, TLM &TL -Process (Reporting Proforma)**

**This proforma compiles cluster-wise information on same qualitative dimensions related to teachers' profile, teaching learning material, teacher training and teaching learning process. In case of upper primary, a separate proforma may be used. This proforma is quarterly and may be sent to DPO by BRC on quarterly basis. This proforma has eleven columns, These are: serial number of the clusters, number of schools cluster-wise, Teachers' profile, number of Para teachers, Pupil Teacher ratio, number of teachers not covered under orientation programme, number of schools using TLM, number of teachers not received TLM grant, number of schools not received textbooks, number of teachers having reference materials, number of school needed academic support.**

Proforma No. 2 Block Level Formats (BLF-II)

Teacher Training (Reporting Proforma)

**This proforma compiles cluster-wise information related to Teachers training (pre-service and In-service), In-service training from BRC/CRC/DIET/SCERT/NCERT including number of days, attended any additional training, hard spots identified during In-service training, and remedial action taken, etc. The proforma may be filled in quarterly and reported to district level by BRC. In case of some more detail, which may be in descriptive form, a separate sheet may be enclosed with this proforma. The proforma may be used separately both for Primary and Upper primary level.**

Proforma No. 3 Block Level Formats (BLF-III)

**Learners' Evaluation (Reporting Proforma)**

Learners' Evaluation (reporting) format to district has four sections. These are:

- A. General Information
  - B. Class-wise, sex-wise and category-wise details of learners' achievements
  - C. Class-wise details of achievement related to Children With Special Needs (CWSN)
  - D. Assistance required from the district
  - E. Remarks of the BRC Official
- The proforma compiles information at the BRC level on Learners' achievement
  - Section 'A' covers basic information /data such as; name of the Block, number of CRCs in the Block, number of schools (Primary and upper primary both) in the Block, The session (year) of which information is provided to the block may also be mentioned.
  - The section 'B' compiles information of Learners' Achievement class, sex and category -wise. In case of grades C, D and E subject wise information (number of students secured grade C in language, Mathematics and EVS etc may be provided). Broad action needs to be proposed for remediation for grades C, D and E children and for enrichment for bright children may be given. For this a separate sheet may be enclosed.
  - The section C compiles class-wise details of achievements of Children With Special Needs (CWSN). This section includes information of achievements of children with special need grade and sex-wise of total school covered under Block. In case of children securing grades C, D and E, subject-wise details may be given along with remarks.
  - Section 'D' of this format has three items, which are related to assistance expected from the district in this area. These are:
    - (1) Scholastic area
    - (2) Co-scholastic area
    - (3) Any other

If the numbers of issues/points are more in number, a separate sheet may be used for enlisting the issues. It is may be noted here that equal weightage may be given to co-scholastic areas requirements.

### **BRC Level Format at a glance**

<b>Format code</b>	<b>Frequency</b>	<b>Dimensions /Area</b>	<b>To be filled by</b>	<b>Sent to</b>
BLF-I	Quarterly	Teacher, TLM, & TL-Process	BRC	DPO
BLF-II	Quarterly	Teacher Training	BRC	District
BLF-III	Quarterly	Learners' Evaluation	BRC	District

**TEACHER, TLM & TL - PROCESS**

**Reporting Proforma**

**Primary Level\***

No. of Clusters \_\_\_\_\_ No. of Schools \_\_\_\_\_ Name of the Block \_\_\_\_\_ Block Code 

--	--

District \_\_\_\_\_ District Code 

--	--

 State \_\_\_\_\_ State Code 

--	--

**(To be reported by BRC to DPO quarterly)**

	Cluster-wise	Teachers' Profile			No. of Para teachers	Pupil-Teacher Ratio (Average)	No. of Teachers not covered under In service training programme	No. of schools using TLM**	No. of Teachers not received TLM grant and action taken for that	No. of schools not received textbooks And action taken for that	No. of teachers having reference materials	No. of school needed Academic support		
		Posts Sanctioned	Posts filled	Posts vacant								Dev. Of TLM	Teaching Methods	Evaluation Processes
C1														
C2														
C3														
C4														
-														
-														

\*Similar proforma for Upper primary Level

\*\*No of school using TLM other than textbook in Classroom teaching.

**TEACHER TRAINING FORMAT**  
**Reporting Proforma to District**

**Primary Level\***

No. of Clusters \_\_\_\_\_ No. of Schools \_\_\_\_\_ Name of the Block \_\_\_\_\_

Block Code   District Code   State \_\_\_\_\_ State Code

(To be reported by BRC TO DPO quarterly)

Name of the Cluster	No of Schools in the Cluster	No. of Teachers				No of teachers received In-service Training from BRC/ CRC/ DIET/ NCERT (including No. of days)	Action to be initiated /taken For in-service training	No. of Teachers attended additional training Programme if any (Please mention No. of days)				Time required to train untrained teachers and action proposed**	Hard spot s identified during In-service training if yes please mention ***	Remedial action under taken/proposed****
		Untrained		Trained				TLM	Curriculum development	Text Book Writing	Any other			
		Pre-service	In-service	Pre-service	In-service									
C <sub>1</sub>														
C <sub>2</sub>														
C <sub>3</sub>														
C <sub>4</sub>														

\* Similar proforma for Upper primary Level.

\*\* Action proposed may be written on separate sheet if required.

\*\*\* A separate sheet may be used.

\*\*\*\* A separate sheet may be used.







\* **B= Boys, G= Girls, SC= Scheduled Caste, ST= Scheduled Tribe, Gen.= General**

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

L= Language, M = Mathematics,

Evs = Environmental studies

**Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gape in the subject percentage (%).**

**C. Class-wise details of achievements related to the Children With Special Needs (CWSN) \***

Std/ Class	Sex	Total strength in the class	Total children appeared in the examination	Number of children secured Grade (may be shown in %)											Remarks		
				A	B	C			D			E					
						L	M	Evs	L	M	Evs	L	M	Evs			
I	B																
	G																
	T																
II	B																
	G																
	T																
III	B																
	G																
	T																
IV	B																
	G																
	T																
V	B																
	G																
	T																
VI	B																
	G																
	T																
VII	B																
	G																
	T																
VIII	B																
	G																
	T																

**Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gape in the subject percentage (%).**

# **DISTRICT LEVEL PROFORMAS**

## Guidelines for District Level Formats/Proformas

At the District Level, there are two formats. These are:

1. Teachers' Profile, TLM and Teaching Learning Process - Reporting Proforma to state
2. Teacher Training
3. Learners' Evaluation - Reporting proforma to State

### **Proforma No. 1 District Level Formats (DLF -I)**

#### **Teachers' Profile, TLM and Teaching Learning Process - Reporting Proforma to state**

This proforma is similar like a block level proforma No. 1, which includes information related to teachers' profile, TLM, Teaching Learning Processes. The proforma may be filled by the District Project Officer (DPO) and sent to State Project Officer (SPO). The frequency of filling of this proforma is quarterly (once in three months). The proforma compiles the block-wise information on the items mentioned above. The format has eleven columns. These are:

1. Number of Blocks (B<sub>1</sub> B<sub>2</sub> B<sub>3</sub> B<sub>4</sub>) ; of the district
2. Total number of clusters, Block-wise
3. Total number of schools, Block-wise
4. Teachers' profile: Which compiles information of the blocks related to
  - Post sanctioned
  - Post filled
  - Post vacant
5. Number of para teachers, Block-wise
6. Pupil Teacher Ratio (Average), Block-wise
7. Number of teachers not covered under training programme (In-service) ,Block-wise
8. Number of schools using TLM - Block-wise
9. Number of schools not received TLM grant –Block-wise
10. Block-wise information on number of schools not received timely books
11. Block-wise information on number of schools needed academic support in:
  - TLM Development
  - Use of TLM
  - Evaluation Process

The above information may be compiled and sent to State, Block-wise. For upper primary, similar proforma may be filled.



- Information may be sent quarterly
- Information may be filled Block -wise
- To be filled by District Project Office (DPO) and sent to State Project Office (SPO)

## Proforma No. 2 District Level Formats (DLF-II)

### Teacher Training (Reporting Proforma)

**This proforma compiles district-wise information related to Teachers training (pre-service and In-service), In-service training received from BRC/CRC/DIET/SCERT/NCERT including number of days, attended any additional training, hard spots identified during In-service training, and remedial action taken etc. The proforma may be filled in quarterly and reported to State by DPO. In case of some more detail, which may be in descriptive form, a separate sheet may be enclosed with this proforma. The proforma may be used separately for both Primary and Upper primary level.**

## Proforma No. 3 District Level Formats (DLF-III)

### Learners' Evaluation (Reporting proforma)

Learners' Evaluation (reporting) format to state has four sections. These are:

- A. General Information
- B. Class-wise, sex-wise and category-wise details of learners' achievements
- C. Class-wise details of achievement related to Children With Special Needs (CWSN)
- D. Academic supervision and management procedures.
- E. Remarks of the district officials.

- The proforma compiles information of the district on Learners' Achievement
- Section 'A' covers basic information of the district such as; name of the district, No. of BRCs, in the district, No. of CRCs in the district, No. of schools (Primary and upper primary both) in the district, session (Year) of which information is providing to the state etc may also be mentioned. Additional information may also be provided if required.
- The section 'B' compiles information of Learners' achievement class, sex and category-wise: SC/ST/General of total schools of the district The learners' achievement may be given in grades (ABCDE). The criteria of awarding the grades are given on this proforma itself. In case of grades C, D and E subject-wise information (number of students secured grade C in language, Mathematics and EVS etc) may be given. Broad action needs to be proposed for remediation for those children securing grades C, D and E and also enrichment for bright children. For this a separate sheet may be enclosed.
- The section 'C' compiles class-wise details of achievements of Children With Special Needs (CWSN). This section includes information of achievements of children with special need (CWSN) class and sex-wise. In case of children securing grades C, D and E, subject-wise details may be given along with remarks.

- The section 'D' of this proforma contains items related to supervision & management mechanisms of the BRC by the DIET personnel, training programme organized in the current year & major areas covered, availability of the training materials/modules and action research taken by DIET.
- The section 'E' of this proforma contains items related to level-wise problems identified/ progress made/action to be initiated in this area. For example at the block-level, what progress has been made during one quarter in providing measures for enrichment or remediation. This may be listed Block-wise on the separate sheet. Like-wise short comings identified at the block-level are to be enlisted for further action during next quarter.

In the item number 3 and 4 of this section, the issue identified at the district level need to be written which may be emerged through the compiled data of the district level. If the number of issues are more in number, a separate sheet may be used for enlisting the issues. In the item number 4, enlists those issues, which need to be tackled by the state.

### **District Level Formats at a glance**

<b>Format code</b>	<b>Frequency</b>	<b>Dimensions /Area</b>	<b>To be filled by</b>	<b>Sent to</b>
DLF-I	Quarterly	Teacher, TLM & TL-Process	DPO	SPO/State Level
DLF-II	Quarterly	Teacher Training	DPO	State level
DLF-III	Quarterly	Learners' Evaluation	DPO	State level



**TEACHER, TLM & TL- PROCESS**

**Reporting Proforma**

**A. Primary Level \***

No.of Blocks \_\_\_\_\_No.of CRCs\_\_\_\_\_No.of Schools\_\_\_\_\_

Name of the District\_\_\_\_\_District Code 

--	--

 State\_\_\_\_\_State Code 

--	--

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



<b>B1</b>														
<b>B2</b>														
<b>B3</b>														

\*Similar proforma for Upper primary Level

\*\* No of school using TLM other than textbook in Classroom teaching

District level format  
DLF-II

**TEACHER TRAINING FORMAT**  
**Reporting Proforma to State**

**Primary Level**

**No. of Blocks** \_\_\_\_\_ **No. of Cluster** \_\_\_\_\_ **Name of the District** \_\_\_\_\_

**District Code**   **State** \_\_\_\_\_ **State Code**

(To be reported by DPO to State quarterly)

		<b>No. of Teachers</b>						
--	--	------------------------	--	--	--	--	--	--

Name of the District	No of Clusters in the District	No. of Teachers				No of teachers received In-service Training from BRC/ CRC/ DIET/ SCERT (including No. of days)	Action to be initiated/taken	No. of Teachers attended additional training Programme related to (Please mention No. of days)			Time required to train untrained teachers and action proposed	Hard spots identified during In-service training	Remedial action taken
		Untrained		Trained									
D <sub>1</sub>													
D <sub>2</sub>													
D <sub>3</sub>													
D <sub>4</sub>													

\* Similar proforma for Upper primary Level.



	Total																	
V	<b>B</b>																	
	SC																	
	ST																	
	Gen.																	
	<b>G</b>																	
	SC																	
	ST																	
	Gen																	
	Total																	
VI	<b>B</b>																	
	SC																	
	ST																	
	Gen.																	
	<b>G</b>																	
	SC																	
	ST																	
	Gen.																	
	Total																	
VII	<b>B</b>																	
	SC																	
	ST																	
	Gen																	
	<b>G</b>																	
	SC																	
	ST																	
	Gen.																	
	Total																	
VIII	<b>B</b>																	
	SC																	
	ST																	
	Gen																	
	<b>G</b>																	
	SC																	
	ST																	
	Gen.																	
	Total																	

**\*B= Boys, G= Girls, SC= Scheduled Caste, ST= Scheduled Tribe, Gen.= General**

**NB:** Grade 'A' represents 80% marks and above. Grade 'B' represents in between 65% to 79% marks.

Grade 'C' represents in between 50% to 64% marks, Grade 'D' represents in between 35% to 49% marks and grade 'E' represents below 35% marks. L= Language, M = Mathematics,

Evs = Environmental studies

**Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gape in the subject percentage (%).**

**C. Class-wise details of achievements related to the Children With Special Needs (CWSN) \***

Std/ Class	Sex	Total strength in the Class	Total Children appeared in the Examination	Number of children secured Grade (may be shown in %)											Remarks		
				A	B	C			D			E					
						L	M	Evs	L	M	Evs	L	M	Evs			
I	B																
	G																
	T																
II	B																
	G																
	T																
III	B																
	G																
	T																
IV	B																
	G																
	T																
V	B																
	G																
	T																
VI	B																
	G																
	T																
VII	B																
	G																
	T																
VIII	B																
	G																
	T																

**Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gape in the subject percentage (%).**

**D. Academic supervision and management procedures.**

1. Supervision and management mechanism of the BRC by the DIET personal

- i)
- ii)
- iii)
- iv)
- v)

2. Number of the training programme organized in the current year by DIET   
and major areas covered:

- i)
- ii)
- iii)
- iv)
- v)

3. Availability of District special training material/modules Yes/No.   
If No action for that

- i)
- ii)
- iii)
- iv)
- v)

4. Action Research under taken by DIETs Yes/No.   
If No action for that

- i)
- ii)
- iii)
- iv)
- v)

**E. Remarks of the district official (on the above information)**

1. BRC- wise progress obtained during the quarter: (add separate sheet if needed)

- i)
- ii)
- iii)
- iv)
- v)

2. BRC- wise short comings identified during the quarter: (add separate sheet if needed)



- i)
- ii)
- iii)
- iv)
- v)

3. Issues identified at district level: (add separate sheet if needed)

- i)
- ii)
- iii)
- iv)
- v)

4. Issues to be addressed at district level

- i)
- ii)
- iii)
- iv)
- v)

5. Issues to be addressed by the State

- i)
- ii)
- iii)
- iv)
- v)

Place:.....  
Date:.....

(Seal)

Signature of the District Official

# **STATE LEVEL PROFORMAS**

## **Guidelines for State Level Formats/Proformas**

At the State level there are two formats for monitoring quality indicators. These are:

1.State-Level Proforma on Quality Dimensions

2.Learners' Evaluation

### **Proforma No. 1 State Level Formats (STLF-I)**

#### **State-Level Proforma on Quality Dimensions**

- This proforma has seven sections: A, B, C, D, E, F & G. The section 'A' contains the basic information related to the state. Such as Name of the state, Total districts, No. of DPEP districts, No. of DPEP uncovered districts, SSA districts, total number of primary schools (including EGS) and upper primary schools in the state. Additional information may be given if required.
- The section 'B' contains the information related to Total no. of children, enrolment, retention and percentage of dropouts (class-wise) both for Primary and Upper primary level.
- The section 'C' includes items related to Curriculum Revision Exercise and Textbook Production and Distribution. There are in all two sub-sections i.e. I. About Curriculum Revision and II. Textbooks Production and Distribution covering the information related to state policy about textbooks development of the elementary stage and their distribution. In case of some additional information, separate sheets may be used.
- The section 'D' of this format has four (4) items related to TLM & Equipments and Teaching Learning Process. The items cover information related to primary as well as upper primary levels.
- The section 'E' of this format covers about Teacher Training. The items cover information related to current status of training of teachers (district-wise), organizing In-service training programmes for upper primary and primary teachers and need assessment criteria, how the training needs are analyzed.
- The section 'F' of this format covers about academic management procedures. The items cover information related to academic supervision at different levels i.e. district level, block level, etc., progress of availability of training material/modules at different levels and about need areas and expectations or guidance and help is required.
  - The Section 'G' of this proforma contains six items related to level-wise problems/issues identified or progress made in this area. For example at the district-level what progress has been made during one quarter in providing measures for enrichment or remediation need to be mentioned. This may be listed Block-wise on a separate sheet. Like-wise short comings identified at the district-level are to be enlisted for further action during next quarter.

- In the item number 3, 4 and 5 of the section 'G', issues identified at the district-level need to be written, which may be emerged through the compiled data at the district level. If the issues are more in number, a separate sheet may be used for enlisting the issues. Under item no. 6, state is to enlist issues to be addressed at the national level.

## **Proforma No. 2 State Level Formats (STLF-II)**

### **Learners' Evaluation:**

Learners' Evaluation of this format has four sections. These are:

- A. General Information
- B. Class-wise, sex-wise and category-wise details of learners' achievements
- C. Class-wise details of achievements related to Children With Special Needs

(CWSN)

- The Section 'A' of this format covers basic information of the State such as; name of the State, No. of Districts, No. of BRCs, No. of CRCs, No. of schools (Primary and upper Primary both) in the State and the session (Year) for which information is provided to the state may also to be mentioned.
- The section 'B' compiles information of Learners' Achievement class, sex and category-wise of the state. The performance of children may be mentioned in terms of grades.

In case of grades C, D and E, subject wise information (No. of students secured grade C, D, E in language, Mathematics and EVS respectively) may be provided.

Broad action needs to be proposed for remediation for C, D and E grades children and also for enrichment of bright children. For this, separate sheets may be enclosed if required.

- The section 'C' expects class-wise details of achievements of Children With Special Needs (CWSN). This section includes information on achievements of children with special needs, class and sex-wise. In case of children securing grades C, D and E remarks may be given for action (Remarks here means what action plan is proposed for their redemption).

### **State Level Formats at a glance**

<b>Format Code</b>	<b>Frequency</b>	<b>Dimentions/Area</b>	<b>To be filled by</b>	<b>Sent to</b>
STLF – I	Annually	Teacher, TLM and TL-Process	State	National Level

STLF – II	Quarterly	Learners' Evaluation	State	National Level
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## Upper Primary

Category	Enrolment						Retention (Actual Attendance)						Percentage(%) of Dropouts					
	Classes						Classes						Classes					
	VI		VII		VIII		VI		VII		VIII		VI		VII		VIII	
	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B
SC																		
ST																		
Gen																		
Total																		

**Section C: Curriculum Revision Exercise and Production and Distribution of Text Books (Please ✓ in the Box)**

**I Curriculum Revision:**

1. Who initiates this exercise?

Block

Dis

Sta

2. When was it initiated last (please mention year)?

3. What were the bases of curriculum revision exercise (Please ✓)?

• To update content and pedagogy

• To follow National curriculum Framework 2000

• To follow State revised framework

• Any other

4. Status of Existing Curriculum

• Based on NCERT Curriculum

• Based on State's own Curriculum

• Based on other than  o

(Please specify the category)\_\_\_\_\_

○ Based on  competency

If Yes, since how many years

Total No. of schools follow competency based curriculum

5. Time weightage (subject-wise) to Primary/Upper Primary

Please specify the time periods per week and % of weightage given to subject-wise to Primary level and Upper Primary level.

**II Textbooks Production and Distribution**



1 Responsibility of Textbooks Development at Elementary level (Please specify the name of agency)

District \_\_\_\_\_

State Govt. \_\_\_\_\_

2 Whether district has common Textbooks in all the schools (KVS/govt/private/Aided)

Yes  No

3 Is there a common committee constituted for textbook development?

Yes  No

4 If No, Who writes books ?

Primary level \_\_\_\_\_

Upper Primary level \_\_\_\_\_

5. Policy of Textbook Revision (Please ✓)

After 5 yrs.

After 10 yrs

After 15 yrs

No policy

Any other

(Please specify) \_\_\_\_\_

6. Responsibility of Distribution of Textbooks

Education Deptt

Text book Bureau

Any other

7. No. of Textbook distributed in free of cost (Give details District-wise).

Girls

SC (B+G)

ST (B+G)

**Section D: TLM & Equipments and Teaching Learning Process**

1. Responsibility of Development of TLM (Teaching Learning Material)

State Level	<input type="checkbox"/>
District Level	<input type="checkbox"/>
Block Level	<input type="checkbox"/>
Cluster Level	<input type="checkbox"/>

2. Type of TLM (Teaching Learning Material) being used

3. Nature and type of the TLM (Traditional/Innovative or Teacher made/readymade)

Please specify

<u>Nature &amp; Types</u>	<u>No. of Schools</u>
(i)	
(ii)	
(iii)	
(iv)	
(v)	

4. The Teaching Learning Process along with the innovative practices adopted for different subject at different level (Please specify)

**(i) Primary**

<u>Subjects</u>	<u>Methods</u>
Language	
Mathematics	
EVS	
AHPL (Art of Healthy & Productive Living)	

**(ii) Upper Primary**

<u>Subjects</u>	<u>Methods</u>
(i)	
(ii)	
(iii)	
(iv)	
(v)	
(vi)	

**Section E: Teacher Training**

1. The current status of Training of Teachers? (District-wise)(Separate sheet may be used)

(i) No. of Trained Teachers

Primary  Upper Primary

(ii) No. of Untrained Teachers

Primary  Upper Primary

(iii) No. of Para-teachers (EGS/AIE)

(iv) No of teachers trained through In-service Training Programme

Levels No of days a year No of Teachers

**Primary**

**Upper Primary**

(v) No. of Para-teachers provided: Induction Training  No. of days

In – Service Training  No. of days

2. What is the state policy for training untrained in-service Formal Teachers under SSA for primary (including EGS) and Upper primary teachers (Please give details on separate sheet)

3. In how many years, state will meet the target to train In-service Untrained Teachers?

**Primary**

1-2 year

2-3 yrs

**Upper Primary**

1-2 year

2-3 yrs

- 6 -

3-4 yrs

3-4 yrs

4-5 yrs

4-5 yrs

4. Who gives training (both in service and pre service) to Elementary Teachers (Please ✓ who involves)?

SCERTs

DIET

BRC

CRC

Any Other (Please specify) \_\_\_\_\_

5. What is the procedure of organising In-service training programmes for Upper primary Teacher?

Need Assessment

As per DIET requirement

State policy

Finances

6. If Need Assessment is the criteria, how the training needs are analyzed.

Subject wise

Level wise

Management wise

Rural/Urban

Govt./Private

Any other

(Please specify) \_\_\_\_\_

7. Any other information \_\_\_\_\_

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

**F. Academic Management Procedures**

1. Details Academic Supervision at different levels (Please give the details report on separate sheets)

iv) District Level

v) Block Level

vi) Cluster Level

iv) School Level

2. (a) Number of the training programme organized in the current year and major areas covered:

i)

ii)

iii)

iv)

v)

(b) No. of teachers covered/trained

3. Feedback regarding the progress of availability of training material/modules at different

levels. (Please give the details report as given format)

For Primary

Levels                      Training Modules   No. of days   Areas  
covered                      Prepared by

District Level

Block Level

Cluster Level

School Level

For Upper Primary

Levels                      Training Modules No. of days Areas  
covered                      Prepared by

- District Level
- Block Level
- Cluster Level
- School Level

4. Need areas and your expectations from different agencies

(i) Curriculum Development: (Name of the agency for which guidance & help is required)

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(ii) Text Book Preparation

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---

---

(iii) Development of Teaching Learning Material

---

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---

(iv) Capacity Building of the Teachers

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---

---

(v) Distribution of Text Book

---

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---

(vi) Supervision & Monitoring

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(vii) Any other \_\_\_\_\_  
\_\_\_\_\_

**G. Remarks of the State official (on the above information)**

1. District- wise progress obtained during the quarter: (add separate sheet if needed)

- i)
- ii)
- iii)
- iv)
- v)

2. District- wise short comings identified during the quarter: (add separate sheet if needed)

- i)
- ii)
- iii)
- iv)
- v)

3. Issues identified at district-wise (add separate sheet if needed)

- i)
- ii)
- iii)
- iv)
- v)

4. Issues addressed by the district level:

- i)
- ii)
- iii)
- iv)
- v)

5. Issues to be addressed by the State

- i)
- ii)
- iii)
- iv)
- v)

6. Issues to be addressed at the National level

- i)
- ii)
- iii)
- iv)
- v)

Place:.....  
Date:.....

Signature of the State project Officer  
(Seal)

**State Level Format  
STLF-II**

**STATE LEVEL PROFORMA  
MONITORING TOOL FOR QUALITY DIMENSIONS  
LEARNERS' EVALUATION (Elementary level)**

Year    
Quarterly

**A. General Information:**

(i) Name of the State: \_\_\_\_\_ (ii) State Code   
 (iii) No. of Districts : \_\_\_\_\_ (iv) No. of BRCs: \_\_\_\_\_  
 (v) No. of CRCs: \_\_\_\_\_

**B. Class-wise details of Learners' achievements (Total students)**

Std/ Class	Sex	Total strength in the class	Total children appeared in the examination)	No. of children secured Grade (may be shown in %)									Action proposed for enrichment /remediation			
				A	B	C			D			E				
						L	M	Evs	L	M	Evs	L	M	Evs		
I	<b>B</b> SC ST Gen.															
		<b>G</b> SC ST Gen														
			Total													
	II		<b>B</b> SC ST Gen.													



	<b>G</b> SC ST Gen																
	Total																
III	<b>B</b> SC ST Gen																
	<b>G</b> SC ST Gen																
	Total																
IV	<b>B</b> SC ST Gen.																
	<b>G</b> SC ST Gen																
	Total																
V	<b>B</b> SC ST Gen.																
	<b>G</b> SC ST Gen																
	Total																
VI	<b>B</b> SC ST Gen.																
	<b>G</b> SC ST Gen.																
	Total																

VII	<b>B</b>													
	SC													
	ST													
	Gen													
	<b>G</b>													
	SC													
	ST													
	Gen.													
	Total													
VIII	<b>B</b>													
	SC													
	ST													
	Gen													
	<b>G</b>													
	SC													
	ST													
	Gen.													
	Total													

\* **B= Boys, G= Girls, SC= Scheduled Caste, ST= Scheduled Tribe, Gen.= General**

**NB:** Grade 'A' represents 80% marks and above. Grade 'B' represents in between 65% to 79% marks.

Grade 'C' represents in between 50% to 64% marks, Grade 'D' represents in between 35% to 49% marks and grade 'E' represents below 35% marks. L= Language M = Maths,  
Evs = Environmental studies

Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gape in the subject percentage (%).

**C. Class-wise details of achievements related to the Children with Special Needs**

Std/ Class	Sex	Total strength in the class	Total children appeared in the examination	Number of children secured Grade (may be shown in %)											Remarks		
				A	B	C			D			E					
						L	M	Evs	L	M	Evs	L	M	Evs			
I	B																
	G																
	T																
II	B																
	G																
	T																
III	B																
	G																
	T																
IV	B																
	G																
	T																
V	B																
	G																
	T																
VI	B																
	G																
	T																
VII	B																
	G																
	T																
VIII	B																
	G																
	T																

(CWSN) \*Note: For Grades 'A' and 'B', you may provide subject-wise data for primary and Upper primary, if there is a large gape in the subject percentage (%).

Place:.....  
Date:.....

Signature of the State project Officer  
(Seal)

**D. Assistance required from the district:**

1. In Scholastic areas (mention below)

- i)
- ii)
- iii)
- iv)
- v)

2. In Co-Scholastic areas (mention below)

- i)
- ii)
- iii)
- iv)
- v)

3. Any other type of assistance (Please specify)

- i)
- ii)
- iii)
- iv)
- v)

**E. Over all remarks of the BRC Official**

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

Place \_\_\_\_\_  
Date \_\_\_\_\_

Signature of the BRC Official