School Inspection System

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Introduction

Dr. Jean Dreze in his book called Public Report on Basic Education\(^1\) emphasizes the role of school inspection system as an accountability mechanism. But he says, “...\textit{Faced with this work overload, inspectors and their superiors concentrate on what they see as the priority, such as the maintenance of school registers. Once again, the quality of teaching is out of focus}...” Hence there is inherently something wrong with the structure of the inspection system that hinders it from achieving its most important objective of ensuring quality education via strict monitoring. The neglect of the inspection system is well evident in the fact that, until now there isn’t any kind of study done on the school inspection system in India or at least that is available to the public other than a small section on the condition of inspection system in India in Dreze’s book.

The purpose of this paper is to document the structure of inspection system that already exists at least on paper in Delhi and Kerala and to put an effort to bring out the major flaws in the structure that hinders it from accomplishing its objectives. The scope of this paper is to study the structure of inspection system in the following schools:

The following table depicts the various possible combinations of inspection that can be conducted by different managements on different schools.

\(^{1}\) The Probe team, Public Report on Basic Education, in association with Centre for Development Economics; section 7.4, Pg. 91
This study will cover the combinations that are marked in red and the yellow boxes correspond to combinations that can become the topics for another study.

My study is mainly based on the interviews I had with various Government officials and the Government documents I had collected. I have tried to figure out the hierarchy of the inspection system, the role played by various people especially at the lower levels of the inspection system and the way the inspection system as a whole functions. Efforts have been made to collect the formats used by the authorities to assess schools and find out the main parameters based on which schools are assessed. The reality regarding the functioning of the inspection system has been brought out slightly via the conversations with some of the stakeholders of the system. Apart from this, Uttar Pradesh’s grading system has also been studied as an example of how to quantitatively assess the quality of schools. Finally, there is a literature review on the inspection system in United Kingdom.

Inspection System in Delhi state government schools

The following is the hierarchy of inspection system.

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2 Compiled from interviews with Deputy Director of Education (DDE) for inspection, Assistant Director of Education (ADE) for inspection, DDE of South zone, Superintendent –DDE office Najafgarh, Education Officer (EO) of Janakpuri west.
The director is the head of inspection of all recognized schools whether aided or not. The inspection cell which comes under the Additional Director of Education for academics is responsible for the organization of regular inspection in all the schools. The cell is headed by the Deputy Director of education (DDE) and is assisted by the Assistant Director of education (ADE).

The state of Delhi is divided into 12 Administrative districts as per the Department of education and each district is divided into 2 or 3 zones. There are 28 zones in total and each zone comprises of around 35 schools. There are 967 State government schools in total in Delhi. Each district is headed by a Deputy Director of education and each zone is headed by an education officer (EO) who may or may not be assisted by a Deputy educational officer (DEO). The head of the schools (Head master/mistress) reports to the education officers of their respective zones for all types of administrative and academic matters.

**THERE ARE MAINLY THREE TYPES OF INSPECTION**

**Central level inspection**

On every weekday two education officers (EOs) are asked to conduct inspection by the headquarters (inspection cell). The headquarters informs the education officer about the school to be inspected and the date of inspection just a day before the scheduled date. The chosen EO then, inspects the respective school with a team comprising of a superintendent and two Head of schools (HOSs) of their respective zones. Also in a central level inspection the EO is never allotted a school in his own zone for inspection and schools are always informed about the date of inspection about 3 to 4 days in advance.
There is a definite format in which the central level inspection is to be done. This school inspection form consists of five sections covering various aspects of the school like the general details of the school, infrastructure, quality of teaching, attendance, fund utilization, broad picture regarding the functioning of various welfare schemes etc.

The filled inspection forms are submitted online by the education officer at the end of the day of inspection itself. The online submission is directly to the headquarters. The inspection report from the headquarters, stating the important discrepancies noted by the inspection team, is then forwarded to the HOS, Regional Director of Education, Deputy Director of Education and Education Officer of the respective region, district and zone to which the school belongs to. The HOS of the respective school is bound to give the reply stating the reasons and explanations for the discrepancies noted. After considering the explanations, the headquarters take the necessary actions.

These actions can be of three types:

Simple advices.

Hard-worded warning.

Recordable warning – This can range from issuance of memos, which will be a black mark in the Annual Confidential Report (ACR) of the respective teacher or HOS to suspension or dismissal from service. Such remarks in ACRs will gravely affect their career in terms of increment, promotion and other benefits.

2. Special Inspection

This happens only when the EO or headquarters receive some information about any kind of malfunctioning in any school. There is no particular prescribed format in which this has to be done.

3. Surprise Visits

Surprise visits are conducted by EOs in schools in their respective zones according to their wish without any kind of order from the headquarters. At times surprise visits are conducted by DDEs in schools in their respective districts. There isn’t any specified format in which this inspection has to be done.

Frequency of inspection & follow-up action

The central inspection has to be conducted in every school at least once a year. An education officer\(^3\) said that the number of surprise or special inspections conducted in some schools may be two to three in a month, while some other schools may be inspected just once in four months. The number of

\(^3\)From an Interview with H. K. Pandey, Education Officer, Janakpuri West.
inspections conducted in a school basically depends upon the performance of the school in board exams. The schools which exhibit weak performance will be inspected more frequently while inspections will be less frequent in well-performing schools. Repeated inspections are often conducted to ensure follow-up action of the serious recommendations if any, made during the previous inspection.

All the inspections that are conducted in a school are recorded in the inspection register of the school. The follow-up actions are usually traced based on the entries in this register.

Aggregation of formats

Conversations with the EO, DDE and Office superintendent revealed that there isn’t any kind of aggregation of facts and figures regarding the status of schooling at any level other than the one that is done for the results of board exam.

Inspection system in MCD (Municipal Corporation of Delhi) Schools

The following is the hierarchy of MCD school inspection system.

In May 2012 MCD was trifurcated into North Municipal Corporation, South Municipal Corporation and East Municipal Corporation. Each of these is divided into various zones and in total the State of Delhi is divided into 12 zones. Each zone is then divided into various wards.

Education department in every Corporation is headed by a Director and each zone is headed by a Deputy Director of education (DDE) and wards come under the School inspector. School inspector is given the charge of three to four wards. Each ward consists on an average seven schools. Hence each school inspector will have approximately thirty-five schools under them.
According to the MCD School Manual\(^4\) each school inspector shall inspect (surprise visits) each school under his/her charge at least once every month. The SI makes an inspection programme for this purpose and get it approved by the Assistant Director of Education (ADE). The details of the inspection are recorded in the inspection register maintained in each school and as per the manual the action taken on each point ought to be noted on the SI’s next inspection. According to a school inspector,\(^5\) reports of the inspection are sent on a weekly basis to the ADE and further the ADE submits the reports on a fortnightly basis to the Director of education. The school inspector said that the ADE holds meetings of all the HMs in a zone at least once in a month to discuss the status of schooling in their zone.

As per the manual\(^6\) the ADE conducts surprise inspection of schools as per the following:

“Surprise inspection of 10% of the schools inspected by each School Inspector under the ADE every month.

Each ADE shall check the inspection done by School inspector and record his/her findings in the inspection register.

The inspections should be carried out in such a way that all schools are inspected by the ADE at least once every year in cases where there are 150 schools and more in the zone. A record of this shall be maintained by the ADE separately and submitted to Director of education at the end of every financial year.”

The Deputy Director of education (DDE)\(^7\) considers the recommendations made by the school inspectors in the inspection reports forwarded to them by the SIs. The recommendations regarding the infrastructural needs are usually sent to the headquarters from where the relevant funds are allocated and the matter passed onto the engineering department for further action. Other than this, neither the summary nor the reports of the surprise inspection are passed onto the headquarters. On the other hand the reports of annual inspection are kept in the school itself and are not submitted to the

\(^4\) Page no. 50, Duties of all zonal school inspectors, MCD School Manual, Reviewed by Jai VhagwanYadav and RavindraRana, Compiled, Edited and Written by Ram Kishore Mishra, Convenor, MCTA, CLZ (Civil lines zone).

\(^5\) Interview with a school inspector in civil lines zone on

\(^6\) Page no. 52, Duties of all zonal ADE, MCD School Manual, Reviewed by Jai VhagwanYadav and RavindraRana, Compiled, Edited and Written by Ram Kishore Mishra, Convenor, MCTA, CLZ (Civil lines zone).

\(^7\) The information was gathered during an interview with the Deputy Director of Education of Shahadra North Zone, Mr. Chatar Singh on July 10th 2012.
ADE/DDE. The DDE of Shahadra (North) Zone said that there is no practice of maintaining statistics regarding the number of surprise visits and annual inspection conducted in a year in the zone.

There aren’t any centralized guidelines for inspection that are available. Instead the DDE of each zone prepare the guidelines for their own zone. In a sample guideline that I got, it was found that among the 17 points given, only one point talked about how to monitor the quality of teaching and the learning outcomes. In the remaining 16 points more weightage was given on how to check the infrastructural bottle necks in the school.

**Annual inspection**

This is done usually between Januarys to March. The time frames within which the annual inspections have to be completed are scheduled by the headquarters. However the school inspectors can choose which school to visit and when to visit within the time frame set by the headquarters as per their convenience. It is usually a panel inspection. The panel will be selected by the school inspectors. It consists of 4-7 principals of the same zone. There is a detailed format (amounts to a booklet) for annual inspection which is usually kept in the schools itself. The copy of this booklet is passed onto DDE/ADE only on demand in certain circumstances. Every teacher is assessed during annual inspection and the feedback is given orally as well as is recorded in the school. School inspectors are also required to review at least 5% of the answer scripts of the students.

**Routine inspection**

School inspector visits every school every month without giving any prior notice to the school. The inspector visits school as per their convenience subject to the time constraints they face. The inspector said that often because of other administrative works they are able to save only very less time to inspect every school every month and especially focus on monitoring the quality of education. For example, attending court cases, meeting lawyers and search for documents related to the cases, attending meetings that are called at various higher levels for planning and other matters related to education and administration often intrude into their time to inspect schools. In fact she agreed that there is very less division of labor and there isn’t space in the system itself for specializing in monitoring the quality of education and to improve the efficiency and quality of monitoring itself.

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8 The information was gathered during an interview with Mrs. Neelam, a school inspector in civil lines zone.

9 Each of the Corporations – North, South and East have their own headquarters.

10 Figure was told by a school inspector in civil lines zone.
There is a format that is available for routine inspection as well. But the inspector herself agreed that the format is highly inadequate and she usually writes a report on a plain paper and gives a copy to the school and DDE. There aren’t any guidelines given as to how to monitor the quality of teaching. Everyone follows their own style and there isn’t any uniform style that is commonly used at least across one zone. It is not possible to assess every teacher in a school during routine inspection as it is carried out by school inspector alone. She usually assesses only two or three teachers during the routine inspection. However every month she makes it a point to assess a different set of teachers than the ones she covered during the previous inspection. To assess a teacher,

She sits in the class, observes whatever is written on the board, and asks questions to the teacher and students on whatever is being taught then in the class.

She randomly takes the notebooks of 5 to 6 students in a class from the front row and back row to see whether home works are given and corrections are done.

She checks the principals’ diary on whether they take classes and monitor teachers under them.

She checks individual teacher’s diary about their lesson plans and observations.

However there isn’t any kind of prescribed method to do this or any guidelines given to the inspectors orally or in written form on how to exactly monitor the quality of teaching. In this matter, she particularly emphasized on the need to provide the inspectors with trainings, workshops and seminars as to how to efficiently monitor the quality of teaching. It seems as of now, there aren’t any kind of provisions within the system in order to provide training for the inspectors on monitoring.

To ensure progress of pupils, for example she randomly asks a child to write something on board and if he is not able to do so, she says, “usko pyaar se samjha denge ki agle baar jab me aaenge na tho zaroor pooch lenge” . (I will tell him affectionately that next time when I come I will certainly ask him the same thing). She says since routine inspection is done monthly, she at least makes an effort to remember and ask the same child the same thing the next month. These things are never written anywhere and are done out of sheer interest. And of course it depends on the work-ethics of the inspector! The point I want to make here is that in the current inspection system there is nothing defined within the structure in order to check the progress of the pupil.

In order to take into consideration parents’ view, there is discussion going on now to have separate space in student’s diary where parents can record their comments. But the inspector confessed that in reality the student’s diary is hardly maintained not just because of teachers’ negligence but parents never pay attention to whether the child is studying or not or maintaining books. Often the condition of
this diary is pathetic with pages torn and shabby. She said unless parents take some responsibility and extend some cooperation in this matter, teacher and inspection system cannot do everything perfectly.

**Functioning of the system in reality – testimony of a primary school teacher**

“Although in theory the school inspector has to periodically and regularly visit schools, in practice he doesn’t visit schools frequently. Even if he visits school; there are very less chances that he will inspect the teaching learning process. While visiting classes, he prefers to put his signature on Teacher’s Teaching Diary and ensures that charts are pasted on classroom walls. Adding further, his visit remains limited to school infrastructure, most of the times. If any teacher or principal has applied for ‘Best Teacher/School Award’ then; his class/school is likely to be intensively and extensively inspected. ...his (School inspector’s) power is very limited, so he often warns the erring staff members verbally, without initiating any disciplinary action.”

**Story at the headquarters level (from an interview)**

The officer said because of the recent trifurcation of MCD, now there is a lot confusion regarding the structure of the functioning of MCD and so is there confusion with the structure at the headquarters level related to inspection. Now, there isn’t a separate branch at the headquarters level to deal with inspection.

However even before the trifurcation, the responsibility of inspection in each zone was entirely confined to the DDE of the respective zone. There weren’t regular reporting regarding inspection to the headquarters level. The DDE of various zones just used to report after inspections only if need (infrastructureal needs in particular) arises. Other than this, the headquarters just demand the database regarding enrolment, post allocation teacher-pupil ratio, dropout rates twice in an academic year (in the month of August and March).

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11 Excerpt from an email sent by Mr. Harish Mathur, a Primary School Teacher in Rajiv Nagar Boys School Narela Zone, North Delhi Municipal Corporation on July 7th 2012.

12 Meeting with Mr. Ambuj an officer at the headquarters of East Municipal Corporation (Patpatganj, UdyogSadan near AnandVihar) on 10th July
Inspection system in Kerala state government schools

There are 14 districts in Kerala. Each district is divided into various educational districts and further into various educational sub-districts.

As per the Kerala Education Rules (KER), 1959\(^{13}\) each sub-district is headed by the Assistant Educational Officer (AEO) and the educational district is headed by the District Education Officer (DEO). The AEO is primarily responsible for the administration of all primary schools within the Sub-District. The DEO attends the administration of High Schools, Training Schools and other special types of schools in the Educational District.

Each district is headed by the Deputy Director of Education (DDE). Meetings of DEOs and DDEs together are held by the Quality Improvement programme (QIP). QIP is a wing of the Directorate of Public

\(^{13}\)Chapter XV, Kerala Education Rules, 1959.
Instruction (DPI) and DPI is ultimately responsible for the entire school inspection system. DPI is accountable to the Government Secretary to the minister of education.

**ROLES**

**Principal** – As per the circular\textsuperscript{14} issued by the DDE of Wayanad, the Head mistress/master is bound to

Check regularly the Teaching manual prepared by the teachers.

Inspect the classroom teaching and give suggestions to the teachers to improve their quality of teaching.

Maintain separate registers for the observations made during class monitoring.

Present the suggestions regarding the above two points in SRG\textsuperscript{15} meetings.

Check regularly the attendance of teachers.

Maintain –

a. Supervision diary – Written account about the class observations made by the HM.

b. Log book – To record the day-to-day activities and various important events of the school.

c. Factual Diary – To record instructions given to specific departments

d. Head master’s planner –

6. Submit their observations on the functioning of the school and headmaster’s planner to the DEO whenever they have meetings with the DEO.

b) **District education officer (DEO)**\textsuperscript{(The following is based on a telephonic interview with a DEO\textsuperscript{16})}

Conducts Annual inspection in every school at least once in a year. He/she selects a panel comprising of experienced HMs having specializations in various subjects for conducting the

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\textsuperscript{14}Circular No. E5/1114/2011, from the office of the Deputy Director of Education, Wayanad.\textit{(the circular is in Malayalam)}.

\textsuperscript{15}SRG - School Resource Group meetings are called by the HM twice in a month to discuss matters related to teaching with the teachers.

\textsuperscript{16}Telephonic interview with the District Education Officer, Wayanad on 13/07/12
annual inspection. There is a detailed format to conduct annual inspection. Apart from the detailed inspection of infrastructure and accounts, during annual inspection each teacher is assessed and given feedback by the inspection team.

Conducts surprise visits to the schools under him whenever need arises.“Need” is when the DEO receives complaints from or about the stakeholders of any school. There is no format available for conducting surprise inspections.

Deputy Director of education (DDE) (The following is based on a telephonic interview with a DDE)\(^\text{17}\)

Decides the schedule for annual inspection and sometimes for the surprise visits.

DDE has to conduct inspection in at least 20% of the school. However the target of 20% is very rarely achieved as they are busy attending conferences and other administrative tasks.

The reports of annual inspection are kept in the DDE office and only serious matters from the report are forwarded to the Director of Public Instruction (DPI).

All the DDEs in the state attend the monthly review meetings where the status of the Agenda of Activities prepared for the year is reviewed district-wise.

The DPI sends an inspection team to every district level office to record the functioning of the office. Only then the DDE has to present the inspection reports to the DPI.

\(^{17}\) Telephonic interview with the Deputy Director of Education, Wayanad on 15/07/12
Parameters of school assessment

The KER defines inspection as, “... the process of seeing a school at work, during its ordinary routine course, noting the

- suitability of the building,
- the sanitary condition
- the arrangement and organization of classes,
- the furniture and apparatus
- how the accounts and registers are kept,
- order and discipline,
- the relation between the teachers and the taught, and specially the method of teaching,

- examination of pupils (when on inspection) means the process of testing
  - the pupils so as to see if the instruction imparted and the mode of such instruction are sound,
  - whether the teaching and discipline are such as to exert a right influence on the manners, the conduct, and character of the pupils,
  - to see whether faults detected by failure in examinations have been or are being corrected.
  - and to see how far subordinate officers have made suitable reports.

An analysis of the annual inspection format and interview with DEO revealed that point no. 8 mentioned above is not taken care under the present inspection system. Since the inspection of a school has to be conducted within a day, it is not possible to conduct any test to assess the learning outcomes. There aren’t any instructions given on how to undertake a sample study to assess, “... whether faults detected by failure in examinations have been or are being corrected.” Each member in the inspection team
Functioning of the system in reality

The following is the summary of a conversation I had with the HM\(^{18}\) of a school in Wayanad (a district in Kerala).

As per the rules the HMs in a sub-district are supposed to meet under the AEO/DEO every month for discussing the matters related to education in their schools. But the HM said that there isn’t any such regularity in meetings. Meetings are called whenever the need arises. Otherwise the monitoring of the school is solely done by the HM. Since the DEO in Wayanad has to monitor 76 schools altogether, it isn’t practically possible for him to spend time in each and every school. There isn’t any kind of proper reporting regarding the academic performance of Classes I-VIII to higher authorities. Ensuring quality education to these classes fully depend on the will of headmaster/mistress and the class teachers. But she said, even though there hasn’t been much emphasis given on monitoring of quality of education in these classes via the inspection system, there has been a notable improvement in ensuring quality education due to the increasing role of parents’ teachers’ association.

Sometimes the strength of teachers’ union has some negative effect on the functioning of the inspection system. She mentioned about an instance in which when the DEO (male) issued a memo to a lady teacher for the dereliction of her duties. The lady in turn with the support of the teachers’ union filed a false case for indecent behaviour against the DEO. The HM and DEO sometimes feel so powerless that if they aren’t stubborn and courageous on their part they will have to go as per the whims and fancies of the teachers’ union. She had faced instances in which even though she reported about some of her staffs being not attending their duties despite repeated warnings to the DEO, the officer was reluctant to take action and asked her to solve the case within the school through further deliberations and compromises.

Another teacher\(^{19}\) from Wayanad said that in her 16 years of Government Service as a teacher, she had faced inspection only twice. She said that the functioning of a school depends upon the work-ethics of the HM. Because there is little monitoring done on the HM directly. Unless there isn’t any serious complaint, inspections do not take place. Many times even though the school is informed about an inspection, she said most likely it doesn’t take place since the DEOs are often burdened with other administrative works and there is little time available for them to concentrate on the monitoring of academics.

\(^{18}\)Telephonic conversation with Mrs Omana, Head mistress of Munderi Government school, Wayanad, a district in Kerala.

\(^{19}\)Telephonic conversation with Mrs. Shalamma Joseph, a high school teacher in Munderi Govt. school wayanad.
However, she said that even though the annual inspection may not take place as per the rules even at least once in a year, there is always chance for surprise inspections by the DEOs. Hence there is always a fear among the teachers in case of constant dereliction of duties in the absence of a strong HM.
Inspection system in Kendriya Vidyalayas (KVs)

The following is the hierarchy of the inspection system:

Under the Kendriya Vidyalaya Sangathan, there are 25 regions in total, and each of these region is headed by a Deputy Commissioner (DC). The schools under DC are divided among various Assistant Commissioners. Each of the Assistant Commissioner will be in charge of around 20-25 schools. The ACs inspect each school under them at least twice in a year. One will be an informed inspection (usually a panel inspection) and the other a surprise visit.

The panel inspection usually comprises of a team of 4 to 5 people which will include Principals selected by the AC. Sometimes the DC too joins the panel. While the surprise visits will be conducted by the AC alone. Depending upon the size of the team and school size, the inspection will be carried out within 1 to two days in case of panel inspection. During panel inspection, each individual teacher assessment is done and feedback is given to the teacher in written and oral form.

Even though there isn’t any kind of pre-inspection analysis done, during the inspection the records of previous inspections in the school are analyzed to see whether the suggestions and advices of the previous inspectors were given due importance and measures were taken to implement them.

The overall assessment of a school is done out of 300 points and based on 12 parameters which are worth 25 points each. According to the revised format each of these 12 parameters is divided into 5 other sub-parameters and each of this sub-parameter is marked out of 5 points. Since the school is given marks out of 300 after the inspection, the percentage variation from the marks which the school was given during the previous year’s inspection is assessed to see the progress made by the school.
There is a change of formats for supervision this year. Comparing to the previous year’s format the latest ones are more elaborate in nature in terms of each of the parameters of assessment. However I was quite surprised by a comment made by one of the AC’s, “There hasn’t been much research done on designing the format.” Because of which they themselves didn’t have much idea on how to assess certain parameters mentioned in the format like Teacher’s development or student’s competence in a short period of one or two days of inspection.

Even to assess the quality of test papers in a school, there isn’t any kind of criteria that is followed which can make the assessment representative of the school. One of the ACs said she just ask the principal of the school about whether he or she has any complaint about the teachers and do some random checking of the question papers set by the teacher about whom the principal complained.

They said so far the assessments they had undertaken regarding student’s competence were not based on any specific method that is commonly used. In case of surprise visits they randomly visit some classes, interact with few students and check some notebooks depending on how much time they have and give their scores on the format.

Reputation of KV in the community is not assessed during the inspection. Rather they grade it based on the complaints and other information they receive via phone calls and letters over a period of time.

Regarding the overall scores, after the inspection they reveal the scores they have given to the school to the principal and it often act as an incentive for the principal to do better in improving the functioning of the school and aim for higher scores next time.

After the inspection one copy of the supervision format (containing the grades) is given to the principal, one is kept in Deputy Commissioner’s office and one is sent to the headquarters.  

At the headquarters level the supervision reports for each region is analyzed separately. If similar problems crop up in several regions, then policy level changes are undertaken to correct the defects. However after the inspection even though the schools are categorized as outstanding, good and average based on the scores, these scores are not used to give incentive awards like the Best Principal Award. It is given to the Principal who has produced excellent board results for consecutive years and not to the Principal of the school which has got the highest score during the inspection.

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20 Mr.Katiyar, Assistant Commissioner of Delhi region.

21 Information gathered during an interview with the Joint Commissioner for training at KVS head quarters on 16th July 2012.
Comparison of the formats\textsuperscript{22} of inspection

<table>
<thead>
<tr>
<th>School</th>
<th>Delhi State Government School</th>
<th>MCD schools</th>
<th>Kerala State Government Schools</th>
<th>Kendriya Vidyalaya</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Panel inspection format)</td>
<td></td>
<td>(Surprise inspection format)\textsuperscript{23}</td>
<td>(Annual inspection format)</td>
<td>(Panel inspection format)</td>
</tr>
</tbody>
</table>

**Parameters**

- **Action taken on previous inspection**
  - Delhi State Government School: Only dates of the previous inspections by EO, DDE and Panel are asked.
  - MCD schools: Date of previous inspection and the inspector’s name only.
  - Kerala State Government Schools: No particular reference regarding previous inspection.
  - Kendriya Vidyalaya: Details about deficiencies and recommendations made during previous inspection, Action taken on it at School, regional and Headquarters level. Reasons for non-implementation of the suggestions are sought and items to be carried forward from Previous year’s suggestions are to be listed.

- **Attendance and Enrollment**
  - Delhi State Government School: Staff attendance and teachers who came late on the day of inspection is particularly noted. (Online attendance). Total enrolment for the whole school and total number of absentees is noted.
  - MCD schools: Attendance Data of teachers and non-teaching staff on the day of inspection. Class-wise attendance and enrolment is noted.
  - Kerala State Government Schools: Detailed enrolment data – class-wise, gender-wise and category-wise (SC, ST etc) and data on transfers are sought.
  - Kendriya Vidyalaya: Detailed enrolment data – class-wise, gender-wise and category-wise (SC, ST etc) and data on transfers are sought.

\textsuperscript{22} Formats are given in the annexure.

\textsuperscript{23} The formats of annual inspection are kept in the school itself. Hence I couldn’t get access to a blank copy of the format.
Reasons for poor attendance are sought if necessary.

<table>
<thead>
<tr>
<th>Infrastructure</th>
<th>Only Qualitative information on the condition of infrastructure and other equipments. Only objective conclusions are made regarding infrastructural facilities – mainly as sufficient or insufficient and are not backed up with quantitative data like in KV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No quantitative data sought. Only objective questions on water facility, electricity and mid-day meal. The options given are excellent, good and bad.</td>
<td></td>
</tr>
<tr>
<td>Details on site and accommodation, sanitation, water etc.</td>
<td></td>
</tr>
<tr>
<td>Details on land, building, class-wise details of furniture and department wise equipments. Detailed quantitative and qualitative report on infrastructural facilities like sanitation, water, safety, interactive boards etc are noted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultation with parents</th>
<th>Only 3 objective questions – 1. Whether PTA exists? 2. Whether PTA elections are held. 3. Date of last election.</th>
</tr>
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<tbody>
<tr>
<td>No mention.</td>
<td>One open ended question regarding the functioning and contribution of PTA.</td>
</tr>
<tr>
<td>General details about PTA. Mention about the issues taken up during the last three PTA meetings. Details on complaints received by grievance Redressal committee are also noted.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Teacher training</th>
<th>No mention.</th>
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<tbody>
<tr>
<td>No mention.</td>
<td>No mention.</td>
</tr>
<tr>
<td>No mention.</td>
<td>No mention.</td>
</tr>
<tr>
<td>Details of teachers who attended In Service Courses during the academic year and who need improvement and training are taken.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Records</th>
<th>Yes/No questions regarding the maintenance of teacher’s diary, complaint register, inspection register, cash books and service books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No questions regarding teacher’s diary and HM’s supervision diary.</td>
<td></td>
</tr>
<tr>
<td>A long list of registers to be checked is given.</td>
<td></td>
</tr>
<tr>
<td>List of registers to be checked are given and remarks have to be noted against each of them.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library</th>
<th>Emphasis on the online maintenance of library books. Little importance given in inspecting the issuance of books to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No mention</td>
<td>Parameters assessed are - Class libraries, computerization, purchase of books, monitoring committee and issuance of books to students.</td>
</tr>
<tr>
<td>Co-curricular activities</td>
<td>No mention.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Academic results</td>
<td>Pass percentage of classes X and XII are asked for the past 3 years. No mention about other classes.</td>
</tr>
</tbody>
</table>
| Monitoring of Quality of Teaching | In one line quality of teaching for the entire school has to be graded as excellent/good/average/poor. (No other instructions given or parameter assessed as to how to reach the above conclusion). Yes/No questions on whether separate notebooks are maintained for each subject, whether homeworks are given and whether the written works are checked by the teacher. Format instructs the inspector to observe at | Inspector has to fill a ‘Teacher Appraisal Report’ for every teacher. Quality of teaching is assessed based on five parameters and | Details on Academic Supervision records maintained by the principal are noted. Reports on projects, innovation, e-learning have to be attached. Each teacher has to fill a self assessment report (on his/
questions on whether zero periods and special classes are conducted for weak students. However these are meant only for board classes.

least three classes on different subjects and note down :- (1) The topics taught in the class. (2) Whether TLM is used. (3) Rating of the teacher – excellent/very good/good/average/below average. (No other instructions given on how to grade the teacher)

each parameter on various other sub-parameters. Each of this sub-parameter is rated on a 5-point scale. Specific instructions are given to assess the parameters that are ambiguous. Finally all the parameters are aggregated to a total of 75 points and accordingly the performance of each teacher is graded as better/ good/ average/poor.

her methodologies, plans for innovative classroom-teaching and impact of training programs on his/her teaching practices), before the inspection. Also, before the panel inspection, Principal has to fill a detailed proforma on each teacher based on his/her class supervision. Apart from this the panel inspectors are bound to assess each teacher using the ‘Class-room Supervision tool’. Teacher is assessed based on implementation of lesson plan, his/her plans for dealing with bright and slow learners in the same class, application of teaching learning methods, involvement of students. Inspector has to assess the competence of children on a random sample basis(eg: verification of homework record with actual question answer sessions, answers written by the students in black board etc.) and note down the observations and suggestions about the teacher. Based on all the above, each teacher is graded as outstanding/very good/good/average/below average.
Uttar Pradesh’s grading practices

In Uttar Pradesh grading of school was introduced in 2006 as per the circular no. 489 (1)/79-5-06-346/2001. But unfortunately this grading system was abandoned in 2009. Even though I did not find out the reasons why it was abandoned, it is still interesting to study the methodology adopted by this system to classify schools as per the scores given to the schools during inspection.

Under this grading system, each school is assessed out of 100 as per various parameters. A separate session test is conducted to assess the learning outcomes of the students. The test is conducted for hindi, English, science, maths, social studies and Sanskrit/urdu. Except for classes 1 and 2, students of all other classes are given a 100 marks test paper in each subject. (For classes 1 and 2 separate oral tests worth 50 marks are also conducted.) The question papers for this test will be set up by a group of selected teachers in the Panchayat. The conduct of the examination and evaluation will be monitored by the BSA (Basic ShikshaAdhikari) of the respective districts or by the subordinates as per the BSA’s order.

The marks obtained by students in this exam are used in the grading process of the schools in the following manner:-

\[
\text{Average marks of a student} = \frac{\text{Total marks obtained in all the subjects}}{\text{Total Number of subjects}}
\]

\[
\text{Class Average} = \frac{\text{Average marks of all the students in the class}}{\text{Total number of students in the class}}
\]

\[
\text{School Average} = \frac{\text{Add class average of all the classes}}{\text{Total number of classes}}
\]

Performance of students in the house test = School Average * 0.55

Besides the performance of students in the exam, the quality of a school is assessed based on other parameters mentioned in the following table. The score points for each parameter and sub-parameter are mentioned against them.

---

24 This section is completely based on the circular no. 489 (1)/79-5-06-346/2001 TC 1 dated 16th May 2006. The circular is in Hindi.
## PARAMETERS ASSESSED FOR GRADING

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of students in the house exam</td>
<td>55</td>
</tr>
<tr>
<td><strong>Physical environment</strong></td>
<td></td>
</tr>
<tr>
<td>Maintenance of building</td>
<td>1</td>
</tr>
<tr>
<td>Availability and rightful utilization of hand pump and toilets</td>
<td>1</td>
</tr>
<tr>
<td>Planting of trees/ gardening</td>
<td>1</td>
</tr>
<tr>
<td>Maintenance of school records</td>
<td>1</td>
</tr>
<tr>
<td>Cleanliness of the school surroundings</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL (II)</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Community Participation</strong></td>
<td></td>
</tr>
<tr>
<td>Meetings of Ward/Gram Education Committees</td>
<td>1</td>
</tr>
<tr>
<td>Financial and Physical cooperation of the community in the matters of school</td>
<td>3</td>
</tr>
<tr>
<td>Meetings of Parents Teachers Association</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL (III)</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Enrollment and Attendance</strong></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>5</td>
</tr>
<tr>
<td>(A household survey is conducted by the school authorities to identify children in the age group of 6-14. If only less than 91% of the children in the community are enrolled, then ‘0’ points are given.)</td>
<td></td>
</tr>
<tr>
<td>Between 91% - 96%</td>
<td>‘2’ points</td>
</tr>
<tr>
<td>Above 96%</td>
<td>‘5’ points</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td>(On the day of inspection, the percentage of attendance of the students is noted and scores are given in the following manner:</td>
<td></td>
</tr>
</tbody>
</table>
For 91%-100% - '10' points
For 80%-90% - '8' points
For 75%-79% - '5' points
Below 75% - '0' points

<table>
<thead>
<tr>
<th>Quality of Teaching</th>
<th>TOTAL (IV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Plan</td>
<td>15</td>
</tr>
<tr>
<td>Weekly Time Table</td>
<td>1</td>
</tr>
<tr>
<td>Utilisation of teacher's Handbook</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Participation and cooperation of girls and boys in group works</td>
</tr>
<tr>
<td>Opportunity for students to practice on the blackboard</td>
</tr>
<tr>
<td>Whether the taught portions are orally tested to see how far the children have grasped the knowledge imparted</td>
</tr>
<tr>
<td>Checking of notebooks and whether the mistakes made by the students are corrected</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Usage of TLM to present the topic in an interesting manner and in other group works | 2 |

| Class management (Cooperation of teachers in conducting group works) | 1 |

| Inclusive education (Identifying weak students and help in the formation of peer groups among students in higher classes with those in lower classes) | 2 |
Co-curricular activities

Organization of competitions during national festivals 1
Facilities for Physical Training (PT), Scouts, Guides etc. 1
Organization of sports competitions 1

TOTAL (6) 3

Participation of girls

Participation of girls in competitions 2
Encouragement given to girls in answering questions in the class 2

TOTAL (7) 4

Participation of differently-abled students (Arrangement of special programs for these students) 1

TOTAL (V) 20

GRAND TOTAL 100

Based on the scores obtained out of 100 using the above criteria, the schools are graded as follows:-

<table>
<thead>
<tr>
<th>SCHOOLS HAVING SCORES</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 75-100</td>
<td>A</td>
</tr>
<tr>
<td>Between 60-74</td>
<td>B</td>
</tr>
<tr>
<td>Between 50-59</td>
<td>C</td>
</tr>
<tr>
<td>Between35-49</td>
<td>D</td>
</tr>
<tr>
<td>Below 35</td>
<td>Grade less</td>
</tr>
</tbody>
</table>
Once the grading is finalized after the inspection it is mandatory for the schools to display the grades in front of the school. The rule says that the grades have to be written in white colour on a black board with dimensions 1 foot X 1 foot and have to be displayed in front of the HM’s office.

This is an excellent method followed even in foreign countries (eg:-UK ) to incentivize the schools to perform better. The transparency that this method exhibits regarding the quality of schools by naming and shaming creates community pressure for low performing schools to improve themselves.

Model of inspection system in United Kingdom

The Office for Standards in Education, Children’s Services and Skills (Ofsted) is a Non-ministerial government Department, which conducts school inspection in United Kingdom (UK). Ofsted specializes in the inspection of services that impart education and skills to children and young people. It directly reports to the Parliament and is independent and impartial. According to the Framework for School Inspection published by Ofsted, the objective of School inspection is to:

- Provide parents with information so that they make an informed choice about the effectiveness of the schools their children attend or may attend in the future.
- Update the Parliament about the working of schools and provide assurance regarding the judicious usage of public money in ensuring minimum standards in every school.
- Promote improvement in individual schools and education system as a whole.

Ofsted conducts inspection in a team of trained inspectors led by a ‘Lead inspector and usually the inspection lasts for two days. After the inspection Ofsted grades schools into


26 www.ofsted.gov.uk accessed on July 2, 2012

grade 1 (outstanding)
grade 2 (good)
grade 3 (satisfactory)
grade 4 (inadequate).

Grade 1 schools are usually exempted from routine inspection. However, three years after the inspection Ofsted will conduct an annual assessment in grade 1 schools to determine whether an inspection is necessary.

Grade 2 schools are further inspected only once in five years.

Grade 3 schools are inspected at least once every three years.

Grade 4 schools will be frequently visited by the inspectors and inspection will be carried out within one or two years.

**What happens before the on-site inspection?**

The schools are given the notice regarding inspection just two working days prior to the scheduled date of inspection. Then the school is expected to

Submit the following to the lead inspector as electronic copies

A summary of its self-evaluation.

Current School improvement plan.

School time table information, staff list and times for the school day.

Any information about the school’s (pre-planned) interruption to normal routines.

Inform parents and all other stakeholders of the school regarding inspection.

Distribute and collect parents’, pupils’ and staffs’ questionnaires that are prepared by Ofsted. The filled questionnaires are handed over to the inspection team unopened. (*Parents can submit their views online as well*)

The lead inspector then prepares a pre-inspection briefing note by analyzing the documents submitted by the school, previous inspection reports on the school and from the views and complaints received from parents via telephone and online means. After this, the team of inspectors prepares a time-schedule on how to conduct the inspection by allocating sufficient time for team meetings and for giving feed backs as well.
What happens during the on-site inspection?

After a brief meeting with the Head teacher, about that day’s attendance status of staff and students, the inspection team set off to observe classes and talk to pupils to gauge their understanding and engagement in learning and their perceptions about the school.

The Inspectors judge the quality of education provided in the school based on the following parameters

Achievement of pupils at the school.

Quality of teaching in the school.

Behaviour and safety of pupils at the school.

Quality of the leadership in and management of the school.

Overall Effectiveness

The inspectors make judgments and grade each of these parameters according to, ‘The evaluation schedule for the inspection of maintained schools and academies’. This document details about the criteria to make judgments and elaborates the grade descriptors as to how to categorise each of the aspect of a school as outstanding/good/satisfactory/inadequate.

It is a must for the inspectors to listen to weaker students read during the inspection in order to assess how well the school is teaching its weakest readers. The inspectors meet with pupils, parents, staff, governors and other stakeholders in the absence of the headteacher or staff to get a true picture regarding the functioning of the school. All these are identified as primary evidence by the inspection team while deciding the grade of the school. Apart from this, secondary evidence like the filled questionnaires by parents and pupils (as mentioned earlier under the heading ‘WHAT HAPPENS BEFORE ON-SITE INSPECTION’) are also used to arrive at the conclusion. The inspectors also hold brief meetings to discuss the emerging findings and give feedback to the head teacher and to other teachers during their class observations. At the final meeting of the second day of inspection, the grades are decided but are kept confidential from the school authorities until the inspection report is made.

What happens after the inspection?

The inspection report is made by the lead inspector soon after the day of inspection and it is then published on Ofsted’s website. The report is published only after its factual accuracy and the findings substantiated by the evidence are verified by the School authorities. Further, any complaints regarding the report could be registered online. Once the school receives the report, it is required to distribute the report to parents. The lead inspector also writes a letter addressing the pupils regarding the status of their school in a much simpler language for children to understand. Thus the reports of inspection are made transparent so that all the stakeholders of the school are well aware about the status and progress of their school.

Conclusion

Need for an Independent inspection Agency:-

Whether it is Delhi State government, MCD schools or Kerala, the major complaint pointed out by the officers I met was about them being burdened with administrative works having less time to conduct inspections. Hence we need an independent inspection agencylike Ofsted which specializes in inspection alone. Also proper trainings have to be given to the inspectors on how to monitor various aspects of a school in a uniform manner.

Lack of

Definite criteria for assessment and

Written material providing guidelines on how to assess various parameters.

Delhi State govt. and MCD do not specify definite criteria on how to assess the quality of teaching. The inspectors follow their own styles to assess this parameter. In Delhi State Government school inspection especially, the focus is only on monitoring the quality of board classes and other classes are ignored as is evident from their format. There is lack of definite criteria to assess learning outcomes in Delhi (State and MCD), Kerala and KV. There are no specific criteria on how to take a sample of students so that their assessment can represent the assessment of the whole school.

Regarding written material, delhi, kerala and KV too should refer to Ofsted’s evaluation material which elaborates on how to assess each parameter. It clearly specifies various characteristics that can be identified in a school based on which a parameter can be judged as outstanding or average.

Inadequate usage of inspection reports in policy making:-

Ideally inspections are conducted to monitor and improve the quality of education. This can be accomplished only if the policy sphere is updated with the current needs of the schooling system.
revealed through inspection. However in the current structure, in case of MCD schools, only infrastructural needs are communicated to the headquarters level and inspection reports as such are not analyzed at higher levels to make necessary changes in policy. Even in Kerala the analysis of the findings of inspection stops at the district level and do not become the basis of policy making in education.

**Inspection system doesn’t consider parents’ views.**

Inspection systems in Delhi (State and MCD), Kerala and KV as such do not have any provision in taking the view of parents. As mentioned earlier, Ofsted considers parent’s views as a major evidence in assessing the school. Hence Indian inspection systems should consider adopting Ofsted’s methodology to take parents’ views.

**Inspection reports are not transparent.**

Ofsted publishes the inspection reports on their website and under the UP grading system, the grades obtained by the schools are clearly displayed to make the public aware about the quality of schools. On the contrary in Delhi, Kerala and KV, inspection reports are kept very confidential. Hence there is extremely less naming and shaming done in terms of the inspection results! It is the right of public to know about the quality of any service they are using. Hence it is logical to publish the grades obtained (in case of KV) or a summary of the inspection reports (in case of Delhi and Kerala), so that it creates an inbuilt incentive for the school authorities to improve the services they are providing.

**Need for research in designing tools to assess the quality of schools.**

The vagueness exhibited in the inspection criteria is mainly due to lack of research in developing good tools for assessment.

Although KV has developed some good tools recently which would come into practice this academic year onwards, there is still ambiguity in measuring learning outcomes during inspection to assess the success of teaching. Delhi State Govt. and MCD on the other side has taken the least efforts in this regard as is clear from their format and interviews with the inspection officers. Though not ideal, lessons can be learnt from Uttar Pradesh’s grading system in developing a good methodology to assess schools giving adequate weightage to quality of teaching and learning outcomes. Efforts of organizations like MCRIL and AzimPremji Foundation can also be noted in developing tools for assessing the quality of
School Inspection System 2012

schools and in grading them accordingly. Also in this matter, the news about CBSE’s upcoming accreditation endeavour sounds like a great leap.

29 Accreditation system soon to be introduced by CBSE;

ANNEXURE 3 - FORMAT OF ANNUAL INSPECTION REPORT OF KERALA

GOVERNMENT OF KERALA
General Education Department

REPORT ON ANNUAL INSPECTION

(YEAR, ............)

Part I:

A) SCHOOL APPRAISAL REPORT

1) Name of the School
   Postal Address with Pin Code

   Telephone Number
   Block
   Revenue District
   Educational District
   Educational Sub-District
   Taluk
   Panchayat/Municipality/Corporation

2) Management of school
   If aided name & address of the Manager

   Govt / Local Body / Private Aided

3) Type of school (put * mark)
   Boys / Girls / Mixed

4) Category of the school (put * mark)
   HSS / VHSS / HS / UPS / LPS

5) Existing Standards in the school
   From _______ to _______

6) Medium of Instruction of the school

7) Whether Computer Course Introduced?
   Yes / No
   If yes, No. of Computers available

B) SITE AND ACCOMMODATION

8) Extent of site (in Acres)
   and Survey Number

   Whether the site is sufficient to the provision in KFR

9) No. of class rooms available

### School Inspection System

23) No. of Protected Teachers working in the school (category-wise):
- HSA
- LHS
- LPSA
- Sp. Teachers
- Others

24) No. of NTS working on protection:

25) Does the school have programme of NLDC:
   - Yes / No
   - If yes, give the names of:
     - Children with disabilities:
     - Resource teachers:

26) Does the school have Pre-Primary classes:
   - Yes / No
   - Agency:
     - Govt. / PTA

#### ENROLLMENT OF STUDENTS

<table>
<thead>
<tr>
<th>Std</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
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</tbody>
</table>

#### DETAILS OF PROMOTION (To be furnished by the Headmaster)

<table>
<thead>
<tr>
<th>Std</th>
<th>No. in Class</th>
<th>No. Promoted</th>
<th>Promotion (%)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>I</td>
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<td>II</td>
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<td>X</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

27) Whether there is a PTA functioning in the school:
   - Yes / No

1. Comment on the outstanding contribution of the PTA
2. Furnish details of teachers who had won State Award/National Award etc. with year
Part - II: TEACHER APPRAISAL REPORT

1) Name of the teacher with designation
2) Age
3) Sex
4) Educational qualifications
5) Length of service
6) Standard with Division
7) Subject taught
8) Topic

Part - III: PERFORMANCE OF THE TEACHER IN THE CLASSROOM

1) LESSON PLAN / TEACHING MANUEL (Indicate suitable responses in the 5 Point Scale with a * mark)

1) Below average
2) Average
3) Satisfactory
4) Good
5) Excellent

<table>
<thead>
<tr>
<th>a) Curriculum objectives</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Content specification</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c) Learning experiences/activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d) Evaluation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2) DEVELOPMENT OF LESSON

1) Linkage with previous knowledge
2) Learning experience provided

(Rating to be done based on the following)

i) Linking with life situation;
ii) Age specific;
iii) Interesting;
iv) Integration with other subjects;
v) Utilisation of local resources;
vii) Providing group activities

3) Use of learning aids

(Rating to be done based on the following):

☐ Wise use of BB
☐ Use of Audio Visual Aids

3) REVIEW & EVALUATION

1) Steps taken for reviewing the competencies
2) Evaluation to know the level of attainment

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
(Rating to be done based on the following):

☐ Challenging
☐ Diagnostic
☐ Meeting individual difference

V) ASSIGNMENT

Assignment given for further learning: 1 2 3 4 5
(Rating to be done based on the following):

☐ Challenging
☐ Graded
☐ Individualised

V) OVERALL PERFORMANCE

a) Subject competence
b) Class room interaction
c) Variety in using methods
d) Communication skill
e) Understanding the pupils

VI) OVERALL EVALUATION OF THE TEACHER (put * mark)

Below 30 - Poor performance
31 - 45 - Average performance
46 - 60 - Good performance
61 - 75 - Better performance

Specific Remarks on performance:

Signature:

Name:

Designation
(Supervising Officer)
ANNEXURE 4 - CIRCULAR ON GRADING SYSTEM IN UTTAR PRADESH

1. राज्य सरकार
जिला शिक्षा एवं प्रशिक्षण संचालन,
उपरोध
2. राज्य जिला मैजिस्ट्रेट शिक्षा अधिकारी / विद्यासमन्बित शिक्षा अधिकारी,
उपरोध

दिनांक : 17 जून, 2006

नक्लार : सरकारी व्यवस्था एवं विद्यालयों की नीति श्रेणीकरण तथा निरीक्षण व्यवस्था।

सदन,
1. शिक्षा परिषद् द्वारा समार्थित विद्यालयों के भीतर एवं अक्सर विद्यालय हेतु समार्थित प्रणाली विकसित करते हुए निर्माण में अवश्यक करते हुए दुर्घटनाओं को समार्थित करते हुए संचा 2001-02 में शासनाध्य संचालन 2314/15-5-2001-346/2001 दिनांक 11 डिसेम्बर, 2001 द्वारा शिक्षा मुक्तालय उन्नयन वर्ष के तौर पर मनाये जाने के आदेश निर्देश दिये गये थे। उपदेश क्रम 2003-04 में विद्यालयों के भीतर वह का हो करते हुए शिक्षा अविलम्ब प्रक्रिया का विद्यालय श्रेणीकरण में महत्वपूर्ण स्थान रखनें और 38 उपदेशपाल मानकों को कम करते हुए 10 उपदेशपाल मानक रखे जाने के रूप से संचालन शासनाध्य संचालन 4080/79-5-346/2003 दिनांक 11 अगस्त, 2003 निर्देश निर्देश दिये गये, जिसमें शिक्षा अविलम्बक परिवर्तन सहजता से कार्य कर सके।
2. किया गया राज्य के विद्यालय श्रेणीकरण प्रणाली के संकलन और विश्लेषण के कल्पनावर्त शासन द्वारा यह अनुशंसा निर्देश गया कि शिक्षालय श्रेणीकरण में छात्र-छात्राओं की सम्प्राप्ति विश्लेषण अवस्था का समावेश विश्लेषण करके जाने की आवश्यकता है। अतएव शासन द्वारा विद्यालय श्रेणीकरण हेतु 45 अंक विद्यालय के भीतर, साबुताक अंक शिक्षा निरीक्षण / नागरिक / विश्लेषण तथा शिक्षण स्तर के लिए विश्लेषण किये जाने तथा 55 अंक छात्र-छात्राओं के समावेश तथा शैक्षणिक सम्प्राप्ति का आकलन स्तर परिक्षा द्वारा विश्लेषण किये जाने तथा संशोधन स्तर परिक्षा का आयोजन वर्ष में तीन वर्ष करके जाने का आदेश द्वारा निर्देश निर्देश दिया गया है। इस प्रकार श्रेणियों के प्राप्तांकों का उपयोग विद्यालय की श्रेणी निर्देशित करने के लिए ही प्रयुक्त किया जाएगा। विद्यालय को प्राप्त श्रेणी को अंकन विद्यालय वर्ष में प्राप्तांकाध्यक्ष कार्य के नियमक खंड पर एक फुट लम्बे तथा एक फुट बूंदे काले वर्ण पर फर्स्ट रंग से अंकित किया जाएगा।
(अ) उक्त रत्न परीक्षा प्रश्नात को विद्यालय श्रेणीकरण में प्रणते हुए विद्यालय श्रेणीकरण के 5 क्षेत्र निम्नलिखित किये गये हैं -

<table>
<thead>
<tr>
<th>क्षेत्र</th>
<th>अंक</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. भविष्यत परिवेश</td>
<td>05</td>
</tr>
<tr>
<td>2. सामाजिक सहभागिता</td>
<td>05</td>
</tr>
<tr>
<td>3. नामकरण एवं उपरिशिक्त</td>
<td>15</td>
</tr>
<tr>
<td>4. शिक्षण का स्तर (आयाम के लिए)</td>
<td>20</td>
</tr>
<tr>
<td>5. सत्र परीक्षा में छात्र-छात्राओं का स्तर</td>
<td>55</td>
</tr>
<tr>
<td>योग</td>
<td>100</td>
</tr>
</tbody>
</table>

(ब) प्रदर्शण अंकों के भाग के आधार पर विद्यालय को आ, ब, व श्रेणी निर्धारित प्रश्नान की जायेगी -

<table>
<thead>
<tr>
<th>अंक</th>
<th>श्रेणी</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-100</td>
<td>आ</td>
</tr>
<tr>
<td>60-74</td>
<td>ब</td>
</tr>
<tr>
<td>50-59</td>
<td>र</td>
</tr>
<tr>
<td>35-49</td>
<td>द</td>
</tr>
</tbody>
</table>

3. उक्त व्यवस्था के सुविधाएं रूप से कार्यान्वयन हेतु प्रश्नानामात् / 8-10/2010/2011/2012 समन्वयक चयन विद्यालय निरीक्षक अध्याय सहायक भर्तीकर्ता / जिला भर्तीकर्ता शिक्षा अधिकारी तथा माध्यमिक सहायक शिक्षा निदेशक भर्तीकर्ता के उत्तरदायित्व राजनायक - 2 के अनुसार नियोजित किये गये हैं।

4. क्योंकि उपरोक्त विन्यासों का अनेक निरीक्षण विद्यालयों में कहाँ से अनुभव त्रुटिशारद बनाना जाया। जिससे कि प्रदेश में प्राथमिक / उच्च प्राथमिक विद्यालयों में अध्ययन वंतु छात्र-छात्राओं के पूर्वांक से अपेक्षाकृत उच्चता सम्बन्ध हो सके।

राजनायक -
1. विद्यालय श्रेणीकरण।
2. कथा 1 से 5 एवं 6 से 8 स्तर पर सत्र परीक्षा पद्धति एवं निरीक्षण व्यवस्था के सम्बन्ध में।

राज्य परीक्षाओं के निदेशक
संख्या : 489(1)/79-5-16-उत्तर रिगन्क
प्रतिलिपि निर्माणसिद्धांत को सुशील एवं आवश्यक कार्यवाही हेतु प्रेषित:
1. राज्य परीक्षाओं निदेशक, उ010 सामी के लिए शिक्षा परीक्षाओं परिषद, निर्णायक, लक्ष्यकक
2. निदेशक, निर्णायक, उ010 अध्याय, उ010 भर्तीकर्ता, शिक्षा परिषद, लक्ष्यकक।
3. निदेशक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, निर्णायक, लक्ष्यकक।
4. योग, जिला परीक्षाओं के निदेशक, शिक्षा परिषद, दलहालबाद।
5. राज्य सत्र परीक्षाओं के निदेशक, शिक्षा परिषद, दलहालबाद।
6. राज्य मण्डल शैक्षिक सहायक शिक्षा निदेशक, भर्तीकर्ता, उ010
विद्यालय श्रेणीकरण

विद्यालयों की श्रेणीकरण के लिए, उच्च प्राथमिक विद्यालयों में शिक्षा की गुणवत्ता का ज्ञान ले ले। काम करने वालों द्वारा गुणवत्ता की ज्ञानरूपी विविधता से कमजोरी और कम ज्ञानी विविधता से विद्यालय श्रेणीकरण हेतु निर्देशित सम्पत्ति और मापदंड निर्धारित किए गए हैं। विद्यालय के प्रशासन के साथ नियम, नियोजन राज्य तथा विद्यालय के साथ समाज को विद्यालय के लिए एवं जन-सेवा कर विद्यालय गुणवत्ता के स्तर की समीक्षा सम्बन्ध हो सकती है।

विद्यालय श्रेणीकरण हेतु वृल्ल 100 अंक रखे गये हैं। जिनका निम्न प्रकार विभाजन है -

<table>
<thead>
<tr>
<th>श्रेणीकरण</th>
<th>अंक</th>
</tr>
</thead>
<tbody>
<tr>
<td>भौतिक परिवेश</td>
<td>5</td>
</tr>
<tr>
<td>सामुदायिक सहभागिता</td>
<td>5</td>
</tr>
<tr>
<td>नगरकर्ता एवं उपराष्ट्रीय प्रतिष्ठान</td>
<td>15</td>
</tr>
<tr>
<td>शिक्षा का स्तर</td>
<td>20</td>
</tr>
<tr>
<td>स्तर परीक्षा में विद्यार्थियों का स्तर</td>
<td>55</td>
</tr>
<tr>
<td>योग</td>
<td>100</td>
</tr>
</tbody>
</table>

भौतिक परिवेश - 5 अंक (अधिकतम)

विद्यालय परीक्षा की स्वच्छता, रक्ष-शास्त्र, भवन की रंगाई-पुताई, शैक्षणिक परीक्षा रक्षा क्रम एवं उपस्थापन प्रयोग एवं मानवों के रक्ष-शास्त्र आदि का विद्यालय का भौतिक परिवेश पर विशेष ध्यान दिया। विद्यालय के भौतिक परिवेश पर निर्धारित स्थलों पर अंक प्रदान किए जाएगे।

- भवन की रंगाई-पुताई | 1 अंक |
- हेम्ब्र प्राम्य एवं शैक्षणिक व्यवस्था एवं उसका प्रयोग | 1 अंक |
- बुध-आरोपण / वागाली | 1 अंक |
- अभिषेक का स्वच्छता | 1 अंक |
- परीक्षा का स्वच्छता | 1 अंक |
| योग | 5 अंक |

सामुदायिक सहभागिता -

सामुदायीकरण को सक्रिय करने एवं उसके विभिन्न क्षेत्रों में सहयोग लेने के विद्यालय के शिक्षा प्रशासन की विशेष भूमिका होती है। अथवा विद्यालय हेतु ग्राम शिक्षा सहभागिता / समाजशिक्षा सहभागिता के गठन, कार्य के बैठकों में प्रतिभाग एवं उनके क्रियान्वित, ग्राम शिक्षा सहभागिता का विद्यालय विभाग में सहयोग, विद्यालय हेतु विभिन्न स्थलों से संसाधित पुनर्ग्रहण आदि किन्तु हेतु ग्राम शिक्षा सहभागिता को जागरूक किया जाना आवश्यक है।

सामुदायी सहयोग हेतु निर्धारित स्थलों पर अंक प्रदान किए जाएगे -

- ग्राम शिक्षा सहभागिता की नियमित बैठक | 1 अंक |
- समुदाय द्वारा वित्तीय एवं भौतिक सहयोग | 3 अंक |
- पीटीएसए की नियमित बैठक | 1 अंक |
| योग | 6 अंक |
3. नामांकन एवं उसके साथेक उपरिख्ति -

नामांकन - 5 अंक (अधिकतम)

नामांकन (हाउस होल्ड सर्वे) के अनुसार 06-14 वर्ष के कुल विद्यार्थी बच्चों के साथेक नामांकन पर अंक प्रदान किए जाएगी। यदि किसी विद्यालय में हाउस होल्ड सर्वे का अभिलेख उपलब्ध नहीं है तो शुद्ध अंक प्रदान किये जायेंगे। यह विन्दु प्रथम चरण में मूल्यांकित किया जायेगा और प्रथम चरण के मूल्यांकन अंक शेष चरण में भी शामिल किए जायेंगे।

- 96 से 100 प्रतिशत 5 अंक
- 91 से 95 प्रतिशत 2 अंक
- 91 प्रतिशत से कम 0 अंक

उपरिख्ति - 10 अंक (अधिकतम)

विद्यालय में बच्चों की उपरिख्ति एवं इस दृष्टि से शिक्षकों के प्राधिकृत प्रधान प्रशासन की आवश्यकता होती है। शिक्षकों की उपरिख्ति के लिए 05 अंक रखें गए हैं।

- 91 से 100 प्रतिशत 10 अंक
- 80 से 90 प्रतिशत 8 अंक
- 75 - 79 प्रतिशत 5 अंक
- 75 प्रतिशत से कम 0 अंक

परम्परा में दिया की भीतरी उपरिख्ति के आधार पर अंक प्रदान किए जायेंगे।

4. शिक्षण का स्तर - 20 अंक (अधिकतम)

शिक्षण के लिए विद्यालय विभिन्न विभागों में विविध विश्वास प्राप्त कर सकता है। निर्देशक के शिक्षण में विविध प्रदान करें जो रहा है।

- शिक्षक की तैयारी 2 अंक (अधिकतम)
- शिक्षक की विधि 5 अंक (अधिकतम)
- टीईएल एमई का प्रयोग 2 अंक (अधिकतम)
- बेंच प्राप्त 1 अंक (अधिकतम)
- उपचारात्मक (मेडिकल) शिक्षण 3 अंक (अधिकतम)
- पाद्य सहायकी (कॉर्स-करिलुव्य) गतिविधि 4 अंक (अधिकतम)
- बालिकाओं की सहभागिता 1 अंक (अधिकतम)
- निर्देश आवेदनकार्यमात्र बालों की सहभागिता 20 अंक

शिक्षक की तैयारी - (अधिकतम 5 अंक)

शिक्षक वो बालों का कर तथा उसके द्वारा पहले गये पाठ का अवलोकन कर निम्नलिखित विन्दुओं पर अंक किये जायेंगे -
3. नामांकन एवं उसके सापेक्ष उपरिशिष्टति -

नामांकन - 5 अंक (अधिकतम)

नामांकन (हाउस होल्ड रेखा) के अनुसार 06-14 वर्ष के कुल विद्यार्थियों के सापेक्ष नामांकन पर अंक प्रदान किए जाएगे। यदि किसी विद्यालय ने हाउस होल्ड रेखा का अभिलेख उपलब्ध नहीं है तो शून्य अंक प्रदान किए जाएगे। यह विन्दु प्रथम दर्शन में गूढायकितिया जायेगा और प्रथम दर्शन के गूढायकितिया अंक शून्य बनाने में भी शामिल किए जाएगे।

* 96 से 100 प्रतिशत 5 अंक
* 91 से 95 प्रतिशत 2 अंक
* 90 से कम 0

उपरिशिष्टति - 10 अंक (अधिकतम)

विद्यालय में बच्चों की उपरिशिष्टति के अनुसार इस प्रकार शिक्षकों एवं प्रशासनिक प्राध्यापक दर्शन पर विशेष प्रयास की आवश्यकता होती है। विद्यालयों की उपरिशिष्टति के लिए 05 अंक रखे गए हैं।

* 91 से 100 प्रतिशत 10 अंक
* 80 से 90 प्रतिशत 8 अंक
* 75-79 प्रतिशत 5 अंक
* 75 प्रतिशत से कम 0 अंक

परीक्षण दिन की भीतिक उपरिशिष्टति के आधार पर अंक प्रदान किए जाएगे।

4. शिक्षण का स्तर - 20 अंक (अधिकतम)

शैक्षणिक रूप से शिक्षणात्मक अन्तर्गत का स्तर भी विन्दु है। निरीक्षक जिन विन्दुओं पर अंक प्रदान करेगा, उनके विवरण मिन्न स्पष्ट रूप से दिया जा रहा है।

* शिक्षक की तैयारी 2 अंक (अधिकतम)
* शिक्षक की विधि 5 अंक (अधिकतम)
* टीएसटी आधारित प्रयोग 2 अंक (अधिकतम)
* कक्षा प्रवेश 1 अंक (अधिकतम)
* उपचारात्मक (शेषीविद्यालय) शिक्षण 2 अंक (अधिकतम)
* पादय सहस्रमी (की-क्विन्टेलिय) महत्वविशेष 3 अंक (अधिकतम)
* बालिकाओं की सहभागिता 4 अंक (अधिकतम)
* विशिष्ट आवश्यकताओं प्राप्त बच्चों की सहभागिता 1 अंक (अधिकतम)
* योग 20 अंक (अधिकतम)

शिक्षक की तैयारी - (अधिकतम 5 अंक)

शिक्षक दो बार कर तथा उसके द्वारा पढ़ाये गये पाठ का अवलोकन कर निम्नलिखित विन्दुओं पर अंक दे किये जाएंगे -
School Inspection System 2012

- संचालित समय - सातारीणि
  1 अंक

- निर्देश सर्विसिक उपयोग
  1 अंक

- शिक्षा की शिक्षा - (अधिकारम 5 अंक)

- शिक्षाकर्ता के द्वारा आमंत्रण गई शिक्षण शिक्षा का प्रयोग करेगा तथा यह देखेगा कि -
  1 अंक

- प्रेमकरण के अनुसार शिक्षण शिक्षा का प्रयोग (प्रस्तुतीकरण)
  1 अंक

- लघु कार्य में छात्र-छात्राओं की सशक्तिता एवं सहभागिता
  1 अंक

- छात्र-छात्राओं को एवं अभ्यास के अवसर के रूप में जा रहे हैं।
  1 अंक

- बच्चे गये अंशों का मूल्यांकन बना रहा है या नहीं
  1 अंक

- कक्षाएँ के लिखित कार्य (कागदी) की निर्देशित जीवन तथा
  छात्र-छात्राओं द्वारा संशोधन कार्य
  1 अंक

- प्रेमकरण का प्रयोग - (अधिकारम 2 अंक)

- विशेष प्रस्तुतीकरण / संक्षेप कार्य में दीर्घकालिक की उपलब्धता व प्रयोग
  2 अंक

- अत्याधुनिक 1 अंक (अधिकारम)

- लघु कार्य में छात्र-छात्राओं की शिक्षण द्वारा रचित वयस्क कार्य
  1 अंक

- शिक्षा के साधन शिक्षण (रीतिभावनात्मक शिक्षण) - 2 अंक (अधिकारम)

- कार्यालय - विश्वास के रूप में संगठन वाले बच्चों का रिश्तेदारी करें, करना
  एवं उपचारत्मक शिक्षण व्यवस्था में उच्च कक्षा के वर्गों में छोटी कक्षा
  के बच्चों का पाया पूरा करना
  2 अंक

- ग्रामीण सहभागी क्रियाकलाप - 3 अंक (अधिकारम)

- प्रेमकरण तर्क एवं राष्ट्रीय पर्यालोचनाएँ पर प्रतियोगिताओं का आयोजन
  1 अंक

- नेतृत्व कार्यालय, सामाजिक सेवा कार्यालय ग्रामांड संघ की व्यवस्था
  1 अंक

- शिक्षा प्रतियोगिता का आयोजन
  1 अंक

- पद्धतियों की सहभागिता - 4 अंक (अधिकारम)

- प्रतियोगिताओं में भागीदारी
  2 अंक

- प्रक्रिया करने के लिए प्रोत्साहित करें या जाना
  2 अंक

- संप्रेषण व्यवस्था अधिकारियों द्वारा छात्र-छात्राओं की सहभागिता 1 अंक (अधिकारम)

- विशेषता अधिकारियों द्वारा छात्र-छात्राओं से संबंधित योजना
  1 अंक

- लघु कार्य के रूप में तत्त्वांशिक आत्मप्रेक्षा के आलोचना के प्रतियोगिता का प्रतियोगिता निर्देशित करें अनुसार प्राप्त किया

- निर्देश वाहिरार औरत निकाला जायेगा।

- निर्देश वाहिरार औरत के आधार पर कार्यालय औरत निकाला जायेगा। कार्यालय औरत के आधार पर निर्देश का औरत निकाला जायेगा।

73
• विद्यालय के अंतर्गत प्राप्तांक को 0.55 से गुणा किया जायेगा।
• प्राप्त संख्या श्रेणीकरण इस प्रकार होगी।

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विद्यालय को प्राप्त श्रेणी का अंकन विद्यालय भवन में प्रधानध्यापक कक्षा के निकट से खास बर्बर पर एक नियम एवं एक फिल्टर पूरा किया जाने पर रखी जाती है अंकित किया जायेगा।

विद्यालय श्रेणीकरण अक्टूबर, जनवरी और जून में किया जाएगा। श्रेणीकरण न्याय पंचायत समन्वय वाय, भारत के पूरे राज्य के लिए नामित अध्यक्ष की संयुक्त टीम करेगी।

सत्र परीक्षा के बाद श्रेणीकरण किया जाएगा - जैसे सितंबर की सत्र परीक्षा के बाद श्रेणीकरण किया जाएगा। श्रेणीकरण की सूचना न्याय पंचायत (शीतोष्ण) सत्र पर संकेतक किया जाएगा। न्याय पंचायत की समीक्षा की आधार पर श्रेणीकरण का विश्लेषण किया जाएगा तथा 'स' और 'ड' श्रेणी के विद्यालयों के लिए 'विकास योजना' बनाई जायेगी तथा परीक्षण के लिए समाचार बनाए जाएगी - शिक्षण कार्यक्रम कराएगा।