**Terms of Reference**

**For**

**NFE- Management Information System (NFE- MIS)**

**Non-Formal and Continuing Education Division**

**Department of Adult and Higher Education**

**Ministry of Education**

**Royal Government of Bhutan**

# **Abbreviations**

TOR- Terms of Reference

NFE-Non-Formal Education

NFCED- Non-Formal and Continuing Education Division

DAHE-Department of Adult and Higher Education

BLC-Basic Literacy Course

PLC-Post Literacy Course

ALC- Advanced Literacy Course

CLC-Community Learning Centre

CE-Continuing Education

SDGs- Sustainable Development Goals

NEP-National Education Policy

SRS-System Requirement Specifications

FRSD-Financial Requirement Specifications

SDV-System Development Vendor

# **Education Sector Background**

Education has always been a top priority for Bhutan as it is recognized to be the single most transformative force to empower children, youth and adults with knowledge, skills and values to live with dignity and contribute to society as responsible citizens. To realize this, Bhutan has a number of policies prioritizing education. The Constitution of the Kingdom of Bhutan also guarantees access to free basic education to enhance knowledge, values and skills of the entire population. The Bhutan Education Blueprint 2014–2024 and the draft National Education Policy (NEP) reconfirm the national goal of providing quality education and skills development to all Bhutanese underlining its key importance to achieving the full potential of the individual and to build a knowledge based society. With the adoption of the 2030 Sustainable Development Agenda and the Education Target Sustainable Development Goals (SDGs) 4, Bhutan has committed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, by 2030. This global commitment is incorporated in the national policies and operational programmes through a comprehensive and holistic approach by integration of all forms of education for children, youth and adults.

**Non-Formal and Continuing Education Division**

The Non-Formal Education (NFE) plays a critical role in fulfilling the provision of education for all to provide education to those children, youth and adults who missed the opportunity to participate in and complete formal schooling or training. NFE programme thus helps to enhance the level of qualification of those who have no or low levels of literacy, numeracy, vocational, digital and life skills. It creates opportunities for those learners to acquire basic competencies, foster interpersonal skills and collaborative values and skills that respond to the country’s aspiration of Gross National Happiness (GNH) while being responsive to the changing needs of the society. Considering its importance, NFE programme was initiated in 1990 through the Royal Command during the 53rd National Assembly. Since then, the programme has gained widespread popularity and proven its effectiveness. The programme evolved considerably in addressing the needs of its learners through the introduction of Basic Literacy Course. Further, the Post Literacy Course (PLC), the Community Learning Centre (CLC) and the Continuing Education (CE) programme were introduced in 1997, 2000 and 2006 respectively. In 2014, the functional English curriculum was incorporated in the PLC. Approximately a total of 203,471 learners have benefitted from this programme thereby achieving 66.6% adult literacy rate (BLSS, 2017). The provision for the NFE programme is now to reach the remaining unreached 33.4% of the adult population.

# **Mandates of NFCED**

1. Provide functional literacy and numeracy skills to youth and adults who have missed the formal education.
2. Achieve 75% adult literacy by 2023.
3. Promote national language,Dzongkha.
4. Provide opportunity to aspiring learners to continue their education and be integrated into mainstream education.
5. Provide avenues for basic vocational, cultural and traditional education programmes for enhancing self-learning and skills to improve their livelihood.
6. Taking a leading role in spurring international efforts to implement SDG 4, “ensure inclusive and equitable quality education and lifelong learning opportunities for all,”

NFE program focuses on youth and adults aged 15years and above, who have either missed schooling or dropped out from the school.While out-of school youth below 15 years of age shall be encouraged to pursue formal education, the programme shall also accomodate children below 15 years considering genuineness of the case.

# **Need for NFE-MIS**

Presently, the data on NFE and NFE Learners are obtained from the districts in hard copy or in simple excel/google sheets. These spreadsheets are kept on google drive or computer which is prone to loss. Moreover, there is very less multi-year analysis that can be done on these spreadsheets. There is no computerized information system in place to provide reliable and timely information on inputs, processes and outputs of NFE programmes, and there is no statistical analysis of the information which is collected. Consequently, there is an urgent need to develop and operationalize a NFE Management Information System which will help generate relevant information for evaluating progress made in the implementation of NFE policies and strategies and monitoring and evaluating corresponding NFE programmes in a systematic way.

# **Objective of the Assignment**

The objectives of the assignments are:

1. Institute an integrated and comprehensive NFE-MIS to enhance administration, improve services and foster evidence based decisions.
2. Generate meaningful and reliable information and statistics for use by policy-makers and planners at national levels.
3. Allow for informed decision making, better planning and delivery of NFE as well as for monitoring and evaluation of NFE development.
4. Strengthen collaboration between NFE stakeholders for improved coordination and collaboration in programme delivery.

# Terms of Reference

# Scope of the system

1. The firm shall carry out an in depth study of the existing systems, procedures and process and in depth requirement analysis from different stakeholders of the NFE-MIS . This may entail out of station travel. A stakeholders workshop will be coordinated for requirement solicitation if need arises.
2. The SDV will prepare and present a project plan, that includes project charter and implementation schedule, and familiarize the Project Team with MoE counterpart.
3. The SDV shall, design and develop a **prototype** so that client stakeholders get the feel of the system that is being developed and provide necessary feedback. .
4. Upon acceptance of the prototype by the MoE and other stakeholders, design and develop an appropriate software package that is as per the SRS.

**General Requirements**

1. The proposed solution shall be a secure web-based system providing seamless movement between screens and modules, user interface (UI) screens across the entire application. It shall have the capability to be interfaced with a wide variety of hardware and software with a high level of security for the protection of data.
2. The system shall provide common look and feel, consistent controls, navigation keys and shortcut keys across all modules.The system shall be able to move between pages without reloading and losing information entered in the previous page.
3. Form validations, navigational directions and messages shall be implemented comprehensively wherever necessary to ensure user friendliness and easy reference.
4. All CRUD operation database queries shall be strictly verified for better performance. Data encryption, stored procedures and triggers shall be used to ensure intelligent transaction capabilities and security.
5. In case the Firms chooses to propose any third-party tool(s) with the solution for tuning performance, adding security features, rapid application development, analysis and processing data; reasonable cost with full justification shall be provided in the proposal.
6. The proposed solution or its component part shall not have reached or neared its end of life.In such a case, the vendor shall replace the solution at the cost price of the solution (software) in the contract.
7. The system shall provide a fast and efficient searching mechanism in relevant forms using the alphabet, numbers and alphanumeric characters/ text. The search shall be able to give the search result within the time frame of 2-3 seconds. The proven solution shall be used to handle ever-increasing data volumes over the time period for facilitating faster searching.
8. The system should be flexible enough to accommodate the frequent changes and open to customization as required in future. The system should be flexible and scalable in terms of performance and functionality.
9. The system should provide online help options that can be updated on an ongoing or as need basis.
10. Enhance data quality and accuracy by controlling for data conformity (e.g. CID number format, dates) in accordance to industry best practices
11. Provide the ability to check data integrity and validity via various cross-referencing filed verification checks. Use of drop down for data selection wherever needed.
12. Provide flexible functionality at National level, dzongkhag level, schools and program levels
13. The application should be ready for localization. It should be able to support both English and Dzongkha input.

**Project Management Services**

1. MoE intends to complete the project of implementation of NFE-MIS and complete the solution deployment, within the 3 and a half months of signing the contract.
2. The SDV shall provide updates to MoE on functional features, presentation of views, demos, etc. of the system every fortnightly.
3. The SDV shall provide means for communicating project issues through more than one identified point of contact.

**Project Quality Services**

1. MoE may use the services of independent third-party expertise to assess, review and quality control of the project artifacts and deliverables.
2. The SDV shall ensure quality while implementing the system at all times. If the work is not up to expectation there could be legal consequences.
3. The SDV shall mention in their proposals any quality standards they practice or any certifications they have obtained in this area. The client reserves the right to report to the concerned authorities, any breach pertaining to the quality standards that the Firms has claimed to adhere to.

**Testing**

1. The SDV shall prepare and present the test plan.. This should include standard functionality test cases for testing the system and test data for test cases prepared in consultation with users.
2. Upon completion of the system, the SDV shall carry out pre-commissioning tests such as unit, penetration, functional, modular and integration to assess, but not limited to, the following:
   1. Conformance to the functional and technical requirements
   2. Performance of the system with reference to response time and accuracy
   3. User friendliness
   4. Data quality test for migrated data
   5. System and data security
   6. Device and browser compatibility
3. The SDV will share and present the report of the testing to MoE before conducting the User Acceptance Test.
4. MoE will identify and share with SDV the users who will conduct the User Acceptance Test.

**Training and Knowledge Transfer**

1. The SDV shall provide a detailed training plan for different levels of users before the start of training of users. The MoE will approve the training plan before the training. The users refer to all system users including System Administrator, DBA, Network Administrators, managers and other end users specified by MoE.
2. The SDV shall provide trainees with soft copy and hard copy of training materials/manuals/videos that would cover all the facets of the system, system deployment & operation, server and system configuration and installation, backup services, security requirements, and other necessary technical services,one week before the training.
3. The SDV shall accept and incorporate the comments and feedback received from the trainees during and after the training.
4. MOE shall deploy at-least one developer with the SDV development team to ensure adequate knowledge transfer. However, SDV should not bank on the MOE developer for achieving the deliverables but should engage them.
5. MoE shall provide the necessary logistics and list of master trainers one week before the training begins.

# **Change Management**

1. Since this is a fixed price project, the SDV is expected to complete the project without raising any requests for change and seeking the payments for them.
2. The change management cannot be invoked before the project delivery sign off. The change management will be need based and shall include:
   1. Incorporation of new requirements due to change in rules and procedures at the client side.
   2. It will be considered change management only if there is major customization in the existing system, such as addition of new modules and process flows to the system, etc. Any minor changes such as fixing of bugs, software patches, issues related to report generation, minor version updates, small changes in the user interfaces within the existing modules without significantly impacting the process flow and database transactions shall not be covered by the change management contract.
3. The SDV shall quote the man-day rates for additional services under the financial proposal of this RFP.

# **Warranty, Support and Maintenance**

1. The SDV shall provide a minimum of 1 year free warranty period. The warranty period shall commence after successful implementation of the project. The complete successful implementation shall be considered only when NFE-MIS is fully rolled out to all the Dzongkhags and Schools.
2. The SDV should include the cost of AMC of the system per year in case MoE wants to extend warranty support.
3. The SDV shall provide free on-site support and incorporate any changes identified by MoE during the warranty period without incurring any additional cost. If the Operating System or additional copies of Operating System are required to be installed / reinstalled / removed, the same should be done as part of Annual Maintenance Support.
4. The SDV shall provide bug fixing and support schedule with TAT in the technical proposal. If the SDV, having been notified by MoE, fails to rectify any of the defects(functional/ technical bugs, security issues, any other necessary technical support) within the agreed period, MoE may proceed to take reasonable and remedial action as per the procurement norms.
5. The SDV should provide and implement from time to time the Updates / Upgrades / New Releases / New versions of the software and operating systems as required.

**SDV minimum team composition**

1. The SDV shall identify key personnel in the project. All the identified professionals shall be employed on a full-time basis and their responsibilities delegated based on the standard software development team.
2. The following is the **minimum** key team composition expected from the firm:
   1. Full time Bhutanese Project Manager with at least 3 years experience preferably with technical knowledge on MIS
   2. 1 database administrator
   3. 1 Full time System Analyst/Business Analyst with at least 3 years of experience, one of which has to be Bhutanese
   4. 1 full time Bhutanese senior developer with at least 3 years of experience in proposed platform
   5. At least 2 developer(at least two bhutanese) excluding the aforementioned in relevant field
   6. Additional staff will be regarded as plus point for the SDV
3. The Project Manager, System Analysts, Developers or any other technical member of the team shall be involved in the project full time and shouldn’t leave until the product is accepted by the client, unless under unavoidable circumstances whereby permission to replace a particular resource may be sought in written form, from the client on a condition that there would not be a major impact on the project.The SDV shall replace the personnel(s) within 7 days
4. The SDV shall submit the original CV with CID/Passport Copy for all the team members for this project. This shall be later verified by the MoE during evaluation as well as during the execution of the project.

# **Confidentiality of Data**

1. All the team members from the SDV must provide security and confidentiality of data. Breach of this will be dealt with according to the laws of the Kingdom of Bhutan.

**Confidentiality of offer**

1. The details of the offer proposed by the Firms or its acceptance thereof with or without modifications by the client shall not be passed in part or full to any third party without the prior written approval of the parties involved.

**Ownership of Source Code and other Intellectual Property**

1. MoE shall be the rightful owner of the Source code and all the Intellectual Property associated with the NFE-MIS and shall have full rights over the ways they can use these resources.
2. The entire software component developed as part of this assignment shall be the sole property of MOE. The SDV will have no right to commercially use or apply the software elsewhere.
3. The SDV shall provide all rights/ownership and all source code and documentation for Database, Applications and Hardware Interfacing (API).

# **Use of Source Code Management Tool**

1. The SDV shall use source code management (SCM/VC) tools to manage the source codes.
2. Identified technical personnel(s) from MoE shall be trained on source code management tools set up and use by SDV on the onset of software development.

**Naming Convention / Standard**

1. In order to keep source codes organized, the SDV must strictly follow standards for forms, reports, database, triggers, views, stored procedures, functions, source code comments, etc. across the system.

**Compliance to IT Standards**

1. The SDV must work in close consultation with the NEA & eGIF team at DITT to ensure proper compliance with Nation Enterprise Architecture and eGIF.
2. The system should adhere to the following standards:
   1. Electronic Government Interoperability Framework (eGIF) Standards (<http://egif.moic.gov.bt>)
   2. Information Management Security Policy of RGoB
   3. eGovernment Policy

**Backup and Recovery**

1. The SDV shall propose a backup and recovery plan in the technical proposal.
2. The SDV shall propose a hosting requirement that includes backup and disaster recovery plans (including load balancing techniques and replication services) during software development.
3. The SDV shall ensure at least 99% uptime of the system.
4. SDV shall ensure daily automatic database backup and log files. Full system backup should be taken as and when changes take place before the acceptance of the system.
5. The problems other than hardware failure shall be addressed by the SDV under warranty support.
6. The SDV shall also provide adequate training to MoE staff for knowledge transfer on System Administration and Database Administration so that routine checks, backup and recovery can be handled in-house.

**Platform and Technology**

1. The system should work in a TWAN environment with an appropriate built-in facility to capture and store data in a centralized database at GDC / MOE. If TWAN is not available then the system should be also accessible through the internet.
2. The core development platform should be implemented using any open source Frameworks and the backend database should be FOSS based DBMS.
3. The system must also make use of any popular front-end UI frameworks (such as Twitter Bootstrap, Foundation, Google Material Design, Semantic UI, etc.).
4. By design the application should be decomposed into independent microservices where the SRP (Single responsibility principle) should be applied. Also, identify the boundaries of the services and align them with the business capabilities.
5. Make sure that the microservices design ensures the agile/independent development and deployment of services.(Please refer the DevOps section stated below for more details on this)
6. Make use of messaging streams/queues wherever there is a need of communication between the services.
7. The application can adopt any of the microservices design patterns that is globally practiced; for instance Database as a service or schema as a service
8. The entire development lifecycle should be automated using various DevOps tools.
9. All the services should be hosted inside containers which should adhere to the policies and standards set by the DITT.
10. There should be at least 2 environments configured within the application ecosystem so that there is an uninterrupted transition against each deployment.
11. The production environment should be deployed in the clusters which will be configured by the DITT in the GDC. Since the clusters will be designed and developed using Kubernetes Engine, the application should be built using all necessary DevOps tools that support the cluster’s technology.
12. The application should be capable to dynamically scale up and down (horizontally) based on the parameters/metrics set by the DITT/stakeholders.

**Hardware Requirements**

1. The SDV shall provide the list of required hardware (Server) equipment wherever required along with specifications for the proposed system to run at optimum performance. They will also recommend minimum specifications for the best desktop, laptop and smartphone to use the system.

# **Development Methodology**

1. Modular based approach based on prototyping model must be used for the design and development. The vendor shall adopt Agile Scrum methodology or any other better methodology for the development activities to ensure that the actual requirements and feedbacks are incorporated. The methodology must be explained in detail in the technical proposal.

# **Security Features, Audit Trail and Data Integrity**

1. The system should provide the highest degree of security in the architecture. The SDV must suggest security solutions required in the system in the technical proposal.
2. Some, security and data integrity features, but not limited to, that should be proposed in the technical bid are:
   1. Security features that provide data integrity features that will prevent more than one user from changing the same information simultaneously.
   2. The system would ensure that the users follow standard login procedures using proper encryption solutions
   3. Provision of access/change rights of database and application based on user roles.
   4. Include up-to-date CAPTCHA programs as a remedy to stop spam and other intrusions wherever required.
   5. Handle Session Hijacking, session replay, etc
   6. Input Validation to prevent attacks such as buffer overflows, cross-site scripting, SQL Injection, etc
   7. Session based interface landing and logout features for inactive users.
   8. Information deemed confidential shall be encrypted.
3. SDV shall implement full audit trails and logs mechanism for content changes performed by system users. All changes to data and who changed it and when it was changed must be captured.
4. SDV shall maintain time series data so that certain information is not lost with passage of time and repeated updating.
5. After the system is developed and deployed, the system will be scanned for vulnerability testing tools. The SDV shall be responsible to fix any vulnerabilities related to the application within the project contract period.

**Authentication:**

1. EMIS will have a single sign on feature that allows users to use many microservices systems with a single ID and password. As some of the users of the NFE-MIS and EMIS will be common, the SDV will have to propose how this can be integrated.
2. The SDV shall implement a secure password policy that includes encryption of passwords.
3. The system should have provision to allow users to request passwords and automatic retrieval of passwords through SMS, App Notification or email should be incorporated.
4. The system shall limit the number of the access attempt.
5. The application should also support account locking, password lifetime and password complexity verification.
6. In the event, if the user is not able to change the password, the administrator should have the privilege to reset the user password.

**Access Control**

1. The system should implement a role based access control. More than one role could be assigned to a person.
2. The projected users and their roles, but not limited to, are as follows

|  |  |  |
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| Sl No | Users | Roles |
| 1 | NFE Incharge | This role will be given to the NFE centers and CLC Centers instructor and managers |
| 2 | Principal | This role will be given to the Principals |
| 3 | DEO | This role will be given to the DEO/TEOs |
| 4 | NFE Admin | This role will be given to the NFE-HQ |
| 5 | General Users | This role will be given to the executives and relevant officers in MoE |
| 6 | Administrator | This role will be given to the system administrator |

**Concurrency, Browser Compatibility and Bandwidth Optimization**

1. The system including the database must be capable of handling at least 1000 concurrent accesses at a time.
2. The system developed must be compatible with and well rendered in the latest version of web browsers and commonly used operating systems and should have capacity to handle high usage. .
3. The system must be compatible with any devices and must run on any screen sizes.
4. The system should smoothly function even with slow internet connections like dialup broadband connection, mobile broadband of 2G and 3G in the remote schools.
5. Page load time for every interface should be below 5 seconds.

## **Mobile App for Data Collection, Submission and Data Viewing**

1. Mobile application for submission of education data that has capability of local storage in absence network connectivity. The app shall automatically synchronize with the central database when the device is connected to the network.
2. The Mobile App should also provide features to access data as and when required. Data access will be based on the access control privileges and role-based access of data.
3. These apps should at least work on iOS and Android phones irrespective of the versions

**Completion**

1. The system will be declared complete when the following tasks / activities are accomplished satisfactorily:
   1. UAT Signing
   2. Infrastructure Commissioning/witch over to production enviorment
   3. Training of TOT
   4. Initial User creation / role identification

# **Project Deliverables**

1. The following is considered the mains deliverables that should be formally handed over in print and in soft:
   1. A fully functional system deployed
   2. Software Requirement Specification Document (High-level SRS and Low-level SRS)
   3. Software Design Document (SDD)
   4. Functional and Technical Specification Document
   5. Prototype
   6. Working and Tested Software with source code and IP rights
   7. All the training materials including videos
   8. Setup and Release notes for each new release
   9. Test Cases and Reports
   10. All database scripts with data
   11. Training of trainers/users and report on training of users/trainers
   12. Any other relevant documents, supporting software, etc.

**Integration with External System**

NFE-MIS will be required to interface with EMIS for school level data and DCRC system for learner details and maybe MoF systems for financial data etc at data as well as system(API) level. During the requirement analysis, the need to integrate with other systems may arise.

1. SDV shall ensure that any integration required with an external system should be done using the National Data Hub Platform and National Single Sign On Platform (wherever applicable).The national datahub platform is based on WSO2 and is managed by DITT, MoIC.The national Single Sign On Platform is based in WSO2 Identity Management platform
2. SDV shall develop APIs in case of non-existent APIs for systems that NFE-MIS is to interoperate with.

**Scope of the Project**

***While high level needs are specified under the scope of the project, the SDV is expected to conduct a thorough need analysis of the requirements of the system through stakeholder consultations and conduct study of existing systems within MoE. The requirements may change according to requirement analysis.*** *T****he SDV shall apply process re-engineering wherever possible and propose TO-BE processes. It is required to obtain user acceptance on the TO-BE processes from MoE. One of the primary sources of information will be the EMIS. EMIS is in the development phase. SDV are expected to discuss with EMIS SDV to recommend levels of integration.***

The NFE-MIS should have following, but not limited to, provisions:

**Administration**

1. User profile management
2. Password reset management
3. User roles, rights, Access, Privileges, resource and scope management
4. Back up management
5. Report management
6. User registration
7. Feedback
8. Master/Metadata management

**CLC and NFE Center:**

There are mainly two types of Centers

1. NFE centres
2. Community Learning centres.

Both Centers are affiliated to a school known as “parent school”.

**NFE Centers:** Basic and Post Literacy courses are carried out in these centers.

**Community Learning Centers:** Various lifelong learning activities are imparted in these centers.

Both the centers can open and close based on availability of learners.

**NFE Center and CLC Establishment:**

To open a new CLC or NFE Center the following forms need to be processed and protocol needs to be followed. The NFE centers need to be approved by Dzongkhag/Thromde while the Ministry of Education approves the opening of CLCs. To ensure uniform standards for the establishment of new NFE centre, the following procedures shall be followed:

1. The Gewog/Demkhong/parent school shall propose for the establishment of a new centre to the Dzongkhag /Thromde based on the findings of literacy mapping and literacy information in the community as per annexures B

2. The Dzongkhag/Thromde Education Office shall review the proposal and process for approval based on the literacy mapping and literacy rate.

3. The proposal must be comprehensive indicating duration and sustainability of the Centre

4. The Dzongkhag/Thromde shall convey the formal approval of NFE centre and appointment of instructors to the parent school.

5. After receiving approval from the Dzongkhag/Thromde, the parent school principal in consultation with the Gewog/Demkhong shall set up the centre and commence operation as per the guidelines

6. A new centre must have eight or more learners. However, if the number of learners in BLC drop below eight due to unavoidable circumstances, the remaining learners shall be allowed to complete the course and progress to PLC provided there are a minimum of four learners and approval is accorded by the CMC.

7. The centre shall be established at a centrally located space either in the existing infrastructure (School, Gewog Centre, RNR centre, ORC, ECCD), or in a classroom constructed by the community.

**Establishment of Community Learning Centre**

To ensure uniform standards for the establishment of new CLC, the following procedures shall be followed

1. The detailed proposal for the establishment of CLC shall be submitted by Gewog/Demkhong/Parent School to the Dzongkhag/Thromde for onward submission to NFCED, DAHE, MoE for approval as per the format provided in annexure B
2. The proposal must be comprehensive indicating the duration and sustainability of the CLC.
3. NFCED shall review the proposal and accord approval based on the findings of needs assessment. NFCED shall support establishment of CLC with the supply of equipment and other resources.
4. The Dzongkhag/Thromde shall recruit and appoint instructors for the operation of CLC.
5. The Centre must have a minimum of eight or more learners. However, if the number of learners drop below eight due to unavoidable circumstances, the remaining learners shall be allowed to complete the course provided there are a minimum of four learners and approval is accorded by the CMC.
6. The proposed CLC should be spacious and centrally located either in the existing facilities in school or new infrastructure constructed by Gewog/Demkhong/ community

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| **Sl. No.** | **Type of forms** | **To be used by or used for** | **Submitted to** | **Frequency** | **Remarks** | **Annexure** |
| 1. **Centre Establishment form for NFE Centre** | | | | | | |
| 1. | New centre opening proposal form. | Local Leader and principal | Dzongkhag/Thromde  Dzongkhag/ Thromde | As and when a new centre is proposed.  As and when centre is proposed | Registration form & Feasibility Study form to be submitted with New Centre  Opening proposal form which shall be Approved by Dzongkhag/Thromde | A/1 |
| 2 | Registration for new learners | To be filled by local leader of the community | A/2 |
| 3 | Feasibility study form | To be filled by local leader of the community | A/3 |
| 1. **Centre Establishment form for Community Learning Centre** | | | | | | |
| 1 | New centre opening proposal form. | Local Leader and principal | Dzongkhag/Thromde  Dzongkhag/Thromde | As and when a new centre is proposed.  As and when centre is proposed | Registration form & Feasibility Study form to be submitted with New Centre  Opening proposal form which shall be Approved by Ministry | B/1 |
| 2 | Registration form for new learners | To be filled by local leader of the community | B/2 |
| 3 | Feasibility study form | To be filled by local leader of the community | B/3 |

**NFE Center and CLC Center Closing:**

Currently, there is no process for the closing of centers. If there is no enrollment the center is assumed closed.

1. SDV is expected to propose levels of automation for opening and closing of CLC and NFE Centers. Some processes may have to be initiated or reengineered.
2. Records of proposal approval or rejection feasibility study are expected to be recorded.
3. Integration with EMIS on school and principal information is expected.

## **CLC and NFE Center information:**

Information on CLC and NFE Centers will include, but not limited to, the following information:

1. Name of the Centre:

2. Name of Parent School:

3. Gewog/Demkhong

4. Dzongkhag/Thromde:

5. Date of establishment (dd/mm/yy):

6. Type of Center

7. Contact information

8. Location Information

9. Equipment details and conditions

10. Facilities information and conditions

11. Infrastructure details

12. Library and Text books

13. Detail of Principal

14. Financial Information

15. Others

1. Provision to edit, delete and update CLC and NFE Center details based on user roles and scope need to be incorporated. CLC and NFE Center information may vary.
2. Provision to capture Center financial information. This could also entail capturing data from the MoF system.
3. Some changes should be limited to NFCED such as name change and location change of centers. Requests for changes should follow a change request and approval process. This should be automated.
4. Provision to capture assets and asset related details.

## **Courses**

There are mainly two types of courses:

* 1. Literacy Course - Runs Basic, Post and
  2. Advanced Learning Courses - Tailoring, carpentry etc

|  |  |  |
| --- | --- | --- |
| **BASIC LITERACY COURSE** | **POST LITERACY COURSE** | **ADVANCED LEARNING COURSE** |
| Provide functional literacy equivalent to class VI Dzongkha  **Topics covered**   * 3 levels with 37 topics * 600 instructional hours   (1 year) –Dzongkha only | Provide competency level equivalent to Class VIII Dzongkha  (Provide functional literacy & numeracy in English)  **Topics covered**   * 3 levels with 48 topics (Dzongkha) * 3 levels with 5 themes (English)   - 600 instructional hours for 1 year   * Dzongkha - 300 instructional hours * English - 300 instructional hours | Conducts various lifelong learning activities for Post Literacy Course graduates, out-of-school youth, and literate adults including nuns, monks and lay monks    **Topics covered**   * Vocational skills * Literacy Programme * Entrepreneurship   900 Instructional hours for one and half years  600 Vocational hours  300 Literacy Hours |

Courses have different start dates and end dates and runs for different duration. Courses are assigned to centers and learners are assigned to courses. In one place/location , more than one course can be available.

Data on courses include, but not limited to, the following:

1. Type of course
2. Name of Course
3. Start Date of Course
4. End Date of Course
5. Course provider information
6. Course Instructional hours
7. Course status and completion information
8. Curriculum status
9. Attendance of learners

1. Provision to add, edit, delete and update course details based on user roles and scope must be incorporated.

**Learners**

Learners are individuals enrolled in the courses in the CLC or NFE centers.

Data on learners include, but not limited to, the following:

1. Photograph
2. Name of Learner:
3. CID:
4. Gender:
5. DOB:
6. Marital Status:
7. Date of admission:
8. Disability information
9. Permanent Address
10. House no:
11. Thram no:
12. Dungkhag:
13. Village:
14. Gewog/Thromde Demkhong:
15. Dzongkhag/Thromde:
16. Letter of undertaking signed: YES/NO
17. Types of course attending:
18. Contact No:
19. Learning Outcome: After an NFE learner completes a course she/he is certified.
20. Tracking Learners

The following feature, but not limited to, are expected

1. Initial data of learners to be pulled from the DCRC system using citizenship ID. Additional details to be added manually.
2. Currently it is difficult to track learners at two levels: Learners who have moved to another place before completing courses and tracking learners who have completed the course. SDV to propose solutions to track these learners.
3. There might be rare cases where NFE learners may be school drop out or NFE-Learners can transition back to school or other institutes. Pulling and pushing data from EMIS should be possible.
4. Provision to capture transfer of learners between centers.
5. Records of their past courses and details that they undertook should be captured
6. Record on attendance and leave should be captured.
7. Provision to upload certain files like undertaking/Learners profile.
8. Tracking of learning outcome data.
9. Provision to automatically generate certificates the size of which will be discussed. Should have the provision to download, print and modify. Sample of certificate is in annexure G
10. Should be able to capture, update and print (in PDF and other formats) learners profile similar to Annexure C/1

**Instructors/CLC Manager**

The centers can have Instructors/CLC Managers. One CLC or NFE Centers can have more than one manager or instructor.

Data on Instructors/CLC Manager include, but not limited to, the following:

1. Name
2. CID
3. Gender
4. Photograph
5. Date of Birth
6. Leave details
7. Attendance details
8. Transfer details
9. Qualification:Academic/Professional:
10. Date of initial appointment:
11. Date of joining the current centre:
12. Permanent Address
13. House no:
14. Thram no:
15. Dungkhag:
16. Village:
17. Gewog/Thromde Demkhong:
18. Dzongkhag/Thromde:
19. Training details
20. Centre Information:
21. Provision to Add/Edit/Delete NFE Instructors or CLC Managers details
22. Capture details on NFE Instructors or CLC managers which could be integrated with MoHCA System to pull in details. There should be provisions for adding additional details.
23. Provisions for capturing transfers of NFE Instructors or CLC managers.
24. Provisions for capturing leave application and approval process.
25. Provisions for capturing training.
26. Should be able to capture, update and print (in PDF and other formats) instructor and managers profile similar to Annexure C/2

## **Indicator/projection data**

1. The system will have to generate the international, national and agency indicators of the Education Sector. Data and Projections from NSB, BLSS and MOHCA like population data, literacy data, age breakdown of population ect are required to calculate the indicators. There should be an interface to upload these data yearly.
2. There should also be provisions for adding projection data at Dzongkhag/School level to calculate indicators.

**Monitoring:**

NFCED Officials, DEO/TEO, Principal and other officials need to conduct monitoring of centers. Monitoring tools are in Annexure E.

1. ***The SDV should conduct a detailed analysis on this process and propose automation of this process.***

## 

## **Learning Resources Repository**

One of the main components is to have a repository of materials, videos and audios for the learners and instructors.

1. A repository should be built in the home or landing page depending on the outcome of the requirement analysis. Correspondingly, viewer/user details should be captured. The record on number of views, access and download should be captured.

**Reporting and Data Validation process**

NFE Instructors/CLC Managers need to report to Principals monthly and bi-annualy. Principals need to report to DEOs/TEOs monthly. DEOs/TEOs send a biennial report to NFCED.

1. This process needs to be automated. The forms for reporting is in annexure D
2. Validation process on learners/instructors/managers should be incorporated so that data can be validated at the NFE Instructors/CLC level before it is sent to principal and principal level before it is sent to DEO/TEO and DEO/TEO level before it is sent to the Ministry.

## **Reporting and Analytics**

1. Development of comprehensive reporting (visualizations, descriptive, analytical), for center, school, Dzongkhag, and national levels as well as types of education. The actual number of reports to be determined in consultation with the Ministry of education and its stakeholders.

Some of the expected report, but not limited to, are as follows:

* 1. Learner’s and instructor’s profile.
  2. Centre profile.
  3. Biannual and course completion statistics cycle period.
  4. Drop out data.
  5. Information on establishment of centre, completion of course.
  6. HR requirements (transfer and recruitment of instructors).
  7. Monitoring tools and forms.
  8. statistics on learning resources, views, downloads ect

1. The reporting will have to be done graphically as well as in text/tabular format based on roles and parameters.
2. The report generation in the proposed system would have two categories, the standard reports and ad hoc reports – which must be dynamic. The standard reports will be designed and uploaded during the development/implementation and for ad hoc reports; the system will have a customized Query Builder feature. In every report there must be a facility to generate and export it to MS Excel Sheet, CSV, XML, HTML and PDF formats.
3. EMIS which will be in the development phase will have Business Intelligence and analytics tools. Vendors are expected to analyse and provide recommendations on how this can be integrated.

**Payments Terms and Liquidated Damages**

**Payment Terms**

MoE proposes the following terms of payment:

1. 10% of the quoted amount after will be paid as mobilization fund after signing the contract
2. 10% will be paid on all SRS Sign Off
3. 5% will be paid on all prototypes.
4. 45% will be paid upon completion of User Acceptance Testing
5. 30%percent will be paid upon delivery of all the deliverables and acceptance of deliverables by MoE. However, 10% from this last payment will be retained as a security, which will be released upon the submission of Bank Guarantee from a reputed financial institution of Bhutan. The Bank Guarantee will be released only after the completion of Warranty Period.
6. All payments will be made in Ngultrum

**Liquidated Damages**

SDV shall pay liquidated damages to MoE at the rate per day stated in Procurement Rules and Regulations. Bidder shall pay LD amount at rate of 0.1% per day for each day delay to maximum of 10% of the quoted amount.

*Note:*

*1. Any important requirement or concerns with regard to this project which is not reflected in this document (TOR) shall be included in the contract document during the award time. Any work in TOR need not be carried out should be replaced or complemented with another work which is equal in terms of time and cost.*

*2. Besides this all firms are not to just rely on TOR, but expected to visit the ministry to understand the requirements of the client and come up with the best solution required.*

## 

**ANNEX. A/1**

**New Centre Opening Proposal Form**

(To be filled by Local leader and verified by Principal)

|  |  |  |  |
| --- | --- | --- | --- |
| Name of the proposed Centre: |  | | |
| Name of the parent school: |  | | |
| Gewog: |  | | |
| Dzongkhag/Thromde: |  | | |
| Estimated Total Number of Learners: | Male: | Female: | Total: |
|  |  |  |
| Proposed by:  1. Name of the GUP: ………………........................……………  2. Signature: ……………....................  3. Date: ………………............................…  Verified by:  . Name of the PRINCIPAL: ……………………………  2. Signature: ……………………………  3. Date: ……………………………  Endorsed by: Approved by:  (Dzongkhag/Thromde Officer) (Dzongda/Thrompon) | | | |

***ANNEXURE.A/2***

**Registration for Interested Learners**

***(To be filled by local leader )***

|  |  |  |  |
| --- | --- | --- | --- |
| Name of the Gewog: |  | | |
| Name of the Chiwog: |  | | |
| Name of the Parent Principal: |  | | |
| Estimated number of eligible learners: | Male: | Female: | Total: |
|  |  |  |
| Dzongkhag/Thromde: |  | | |
| Course comment date |  | | |

***Details:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Name** | **Gender**  ***(Male/Female)*** | **Age** | **Village** | **Signature** |
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***Note: Survey of learners to be carried out by Gewog and Chiwog.***

**Prepared by: Verified by:**

**(Signature) (Signature)**

**GUP/Local leader PRINCIPAL**

**Date: ………………………. Date: …………**

**ANNEXURE A/3**

**Feasibility study form**

**(To be fill up by local leader)**

**PART A: Dzongkhag/Thromde Information**

1. Name of the Dzongkhag/Thromde : ……………….…………..
2. Number of Gewogs/Demkhong : ……………….…………..

**PART B: Centre Information**

1. **Number of existing NFE Centre : ……………….…………..**
2. **Number of existing CLC :…………………………..**
3. **Projected number of NFE Centers to be opened in the current year…………………**

**PART C: Instructor Information**

1. **Number of NFEIs : M [ ] F [ ] Total [ ]**
2. **Number of CLCIs : M [ ] F [ ] Total [ ]**

**PART D: Learners information**

**1. Number of existing learners:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Name of Centre** | **Parents School** | **BLC** | | | **PLC** | | | **ALC** | | | **Grand Total** | | | **Batches** |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**(Note: Insert raw if required)**

**2. Number of learners with disability**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Name of Centre** | **Parents School** | **BLC** | | | **PLC** | | | **ALC** | | | **Grand Total** | | | **Batches** |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
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**(Note: Insert raw if required)**

**PART E: Literacy information at present**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Chiwog/ catchment area** | **Population** | | | | **Literate Population** | | | **Literacy information** | | |
| **Household** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |  |
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**(Note: Insert raw if required)**

**ANNEX. B/1**

**New Centre Opening Proposal Form for Comminute learning Centre**

***(To be filled by Local leader and Principal)***

|  |  |  |  |
| --- | --- | --- | --- |
| Name of the proposed Centre: |  | | |
| Name of the parent school: |  | | |
| Gewog: |  | | |
| Dzongkhag/Thromde: |  | | |
| Estimated Total Number of Learners: | Male: | Female: | **Total:** |
|  |  |  |
| **Proposed by:**  **1. Name of the GUP: ………………........................……………**  **2. Signature: ……………....................**  **3. Date: ………………............................…**  **Verified by:**  1**.** Name of the PRINCIPAL: ……………………………  2. Signature: ……………………………  3. Date: ……………………………  Endorsed by: Approved by:  (Dzongkhag/Thromde **Officer) (Dzongda/Thrompon)** | | | |

***ANNEXURE.B/2***

**Registration for new learners for Community Learning Centre**

***(To be filled by local leader)***

|  |  |  |  |
| --- | --- | --- | --- |
| Name of the Gewog: |  | | |
| Name of the Chiwog: |  | | |
| Name of the Parent Principal: |  | | |
| Estimated number of eligible learners: | Male: | Female: | Total: |
|  |  |  |
| Dzongkhag/Thromde: |  | | |
| Course comment date |  | | |

***Details:***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No | Name | Gender | CID N | Date of birth | Gewog/Demkhong | Dzongkhag/Thromde | Detail learners  (If school dropout, mention class) | | | Total |
| PLC | School dropout | Another |
|  |  |  |  |  |  |  |  |  |  |  |
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***Note: Survey of learners to be carried out by Gewog and Chiwog.***

**Prepared by: Verified by:**

**(Signature) (Signature)**

**GUP/Local leader PRINCIPAL**

**Date: ………………………. Date: …………**

**ANNEXURE B/3**

Feasibility study form for Community Learning Centre

(To be fill up by local leader)

**PART A: Dzongkhag/Thromde Information**

1. Name of the Dzongkhag/Thromde : ……………….…………..
2. Number of Gewogs/Demkhong : ……………….…………..

**PART B: Centre Information**

1. Number of existing NFE Centre : ……………….…………..
2. Number of existing CLC :…………………………..
3. Projected number of CL Centers to be opened in the current year…………………

**PART C: Instructor Information**

1. **Number of NFEIs : M [ ] F [ ] Total [ ]**
2. **Number of CLCIs : M [ ] F [ ] Total [ ]**

**PART C: Study on aspiring learners**

**1. Learners details:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL.No** | **Chiwag/Catchment Area** | **Aspiring learners** | | | | | | | | | **Total** |
| **PLC** | | | **School Dropout** | | | **Any other** | | |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |  |
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**(Note: Insert raw if required)**

**2. Number of learners with disability**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Name of Centre** | **Parents School** | **PLC** | | | **School dropout** | | | **Another** | | | **Grand Total** | | |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
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**(Note: Insert raw if required)**

**Prepared by: Verified by:**

**(Signature) (Signature)**

**GUP/Local leader PRINCIPAL**

**Date: ………………………. Date: …………**

**ANNEXURE. C/1**

**Learner’s Profile**

**(To be fill up by Instructors)**

1. Name of the Learner: ………………………………. Gender: ………………..

2. Citizenship ID card No: …………………………......Date of birth:…………………

4. Date of admission:………………………….. Admission no: ………………………..

5. Permanent Address:

House no:………….. Thram no:………….. Dungkhag:……………..

Village:…………….. Gewog:…………….. Dzongkhag:……………..

6. Letter of undertaking signed: YES / NO

7. Types of course attending: …………………………………………...

8. Contact No: …………………………………

General Comments: ………………………………………………………………………………

**…………………………………………….**

Name of the Learner:

Signature: …………………………. Date: ………………..

Name of the Instructor:

Signature: …………………………. Date: ………………..

**ANNEXURE. C/2**

**Instructor’s Profile**

**(To be fill up by Instructor)**

**PART A: Personal Information:**

1. Name of the Instructor: ………………………… Gender:.……..

2. Citizenship ID card No: …………………………........Date of birth: ………………..

4. Qualification: Academic: …………….………...…..Professional………………….

5. Date of initial appointment:……………………Date of joining the current centre:…………………..

6. Permanent Address:

House no: …………………….. Thram no:………….. Dungkhag:……………..

Village: …………………….. Gewog:…………….. Dzongkhag:……………..

7. Contact No. ………………………………….Email Address…………

**PART B: Centre Information:**

1. Name of the Centre: ……………………………

2. Name of course:………………………..

3. Name Parent School

4. Gewog/Demkhong ………………………………

5. Dzongkhag/Thromde: ………………

**Signature:………………….**

**Name of the Instructor: ………………………….**

**Date: ………………..**

**Signature: ………………………….**

**Name of the Parent School Principal:…………………………………..**

**Date: ………………..**

**ANNEX. C/3**

**Centre Profile**

**(to be fill up by Instructors)**

**PART A: Centre Information**

1. Name of the Centre: ………………………………………………….

2. Name of Parent School:………………………………………….

3. Gewog/Demkhong ………………………

4. Dzongkhag/Thromde: …………………………………………………

5. Date of establishment (dd/mm/yy): ………………………

**PART B: Detail of Principal:**

1. Name of Parent School Principal:………………..

2. Contact No:……………………………….Email address…………..

**PART C. Instructor details:**

1. Name of Instructor: ……………………………… Gender: ……..

2. Date of initial appointment: ………………………

3. Number of learners: Male ( ) Female ( ) Total ( )

4. Course timing- From: …………… to ……………

**PART D: Details of Course**

**a. Current course**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of the Course** | **Start date** | **End date** | **Batches** |
|  |  |  |  |
|  |  |  |  |

**b. Number of batches completed**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Course** | **No. batches** | **Male** | **Female** | **Total** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**PART D: Location of Centre**

Within the school infrastructure/Gewog structure/Others(specify)**…………………………………….**

Signature: …………………………. Signature: ………………………….

Name of the Instructor:………………… Name of the Parent School Principal:

Date: ……………….. Date: ………………..

**ANNEX. D/1**

**Monthly Reporting Form**

(To be used by Instructors and submit to School)

1. Report for the month of: ………………………………………..

2. Name of Centre: ………………………………………..

3. Name of Instructor ………………………………………..

4. Parent School: ………………………………………..

5. No. of learners: Male…………. Female………… Total……………

6. Course: ………………………………..……

7. Description of course delivered: ………………………………………………………

8. No. of working days: …………………..…...

9. Total Number of Learners………………..

a. Details course:

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Male** | **Female** | **Total** |
| Basic Literacy Course |  |  |  |
| Post Literacy Course |  |  |  |
| Advanced learning Course |  |  |  |

**b. Details of attendance**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of Learners who were… | Basic Literacy Course | | | Post Literacy Course | | | Advanced earning Course | | | GRAND TOTAL | | |
| Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| (a) 100% present during the month |  |  |  |  |  |  |  |  |  |  |  |  |
| (b) Absent during the whole month |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Any other comments:**

**………………………………………………………………………………………………………**

Prepared by: Verified by:

(Signature)……………………….. (Signature)………………………..

Name of Instructor………………. Name of Principal…………..

Date:……………………… Date:…………………………….

**ANNEXURE. D/2**

Biannual report on existing learners

(to be compiled by DEO and submit to NFCED )

Name of Dzongkhag/Thromde:------------------------------------------- Gewog/Demkhong …………………………

Course: (BLC/PLC/ALC)……………………………

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl No** | **Name of Centre** | **Parent School** | **No of Batch** | **Course Started date** | **Initial Enrolment** | | | **Dropout Enrolment** | | | **Existing Enrolment** | | | **Date of course to be completed** | **Unit Covered** |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Submitted by:**

**Signature:……………………..**

**Name of DEO/TEO:………………………….**

***ANNEXURE. D/3***

Course Completion Report

(to be fill up Instructor and submit to DEO/TEO through Principal)

1. Name of course :…………………………………………
2. Name of the Centre: ………………………………..…………..
3. Name of the Instructor: ……………………………………………
4. Name of the parent school: ………………………………..………….
5. Dzongkhag/Thromde: …………………………….Gewog/Thromde………………..:
6. Completion details:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl.  No. | Course | Date started | Enrolled | | | Dropout | | | Completed | | | Date of Completion |
| M | F | T | M | F | T | M | F | T |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |

Prepared by: Verified by:

(Signature)……………. (Signature)…………………

Name of Instructor………………… Name of Principal…………..

***ANNEXURE.D/4***

**Biannual report on Course completion**

**(to be compiled by DEO/TEO and submit to NFCED)**

**Name of Dzongkhag ---------------------------------**

***Name of Course: ( BLC/PLC/CLC)…………………..***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl No** | **Name of the centre** | **Parent School** | ***No. of Batch*** | **Date started** | **Initial Enrolment** | | | **Dropout** | | | **Existing enrolment** | | | **Date of Completion** | **Name of the instructor** |
| **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |
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Submitted by:

(Signature)……………….

Name of DEO/TEO:…………………………..

**ANNEXURE. D/5**

**Biannual report on Instructor details**

(to be compiled by DEO/TEO and submit to NFCED )

Name of Dzongkhag/Thromde -------------------------------

Name of Course: (BLC/PLC/ALC)…………………

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl No** | **Name of the Instructor** | **Sex** | **Qualification** | **Dt. of Initial Appointment** | **Date of joining present centre** | **Name of the centre** | **Parent School** | **Gewog/Demkhong** | **Contact no** |
|  |  |  |  |  |  |  |  |  |  |
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**Submitted by:**

**Signature:……………………**

**Name of DEO/TEO:………………………….**

**ANNEXURE. E/1**

**Monitoring Tool**

**Tool A: To monitor Dzongkhag/Thromde**

**PART A: Dzongkhag/Thromde Information**

1. Name of the Dzongkhag/Thromde : ……………….…………..
2. Number of Gewogs : ……………….…………..
3. Name of DEOs/TEOs :............................................

**PART B: Centre Information**

1. Number of existing NFE Centre : ……………….…………..
2. Number of existing CLC :…………………………..
3. Projected number of NFE Centers to be opened in the current year:…………………

**PART C**: **Instructor Information**

1. Number of NFEIs : M [ ] F [ ] Total [ ]
2. Number of CLCIs : M [ ] F [ ] Total [ ]

**PART D: Learners information**

1. Number of existing learners:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Name of Centre** | **Parents School** | **BLC** | | | **PLC** | | | **ALC** | | | **Grand Total** | | | **Batches** |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
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(Note: Insert raw if required)

2. **Number of learners with disability**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Name of Centre** | **Parents School** | **BLC** | | | **PLC** | | | **ALC** | | | **Grand Total** | | | **Batches** |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
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(Note: Insert raw if required)

**PART E: Literacy information**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Gewog/Demkhong** | **Population** | | | | **Literate Population** | | | **Literacy information** | | |
| **Household** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |  |
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(Note: Insert raw if required)

**PART F: Monitoring areas for Dzongkhag/Thromde**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Areas** | **Rating**  **(1 to 4)** | **Observation/**  **Description** |
| 1. **Planning** | | | |
| l | Literacy information |  |  |
| 2 | Plan for up-scaling NFE programme by Dzongkhag/Thromde, Gewog/Demkhong |  |  |
| 1. **Management** | | | |
| 1 | Annual NFE monitoring and visit to parent schools [twice a year] |  |  |
| 2 | Recruitment of Instructors |  |  |
| 3 | Advocacy on NFE programme |  |  |
| 4 | Community involvement/support in the programme (provision of space, materials, etc.) |  |  |
| 5 | Capacity building for the instructors |  |  |
| 6 | Procurement and supply of materials |  |  |
| 7 | Award of certificates |  |  |
| 8 | Recognition mechanism |  |  |
| 9 | Transfer of Instructors |  |  |
| **C. Records** | | | |
| 1 | Reports (monthly, learners statistics, completion, monitoring, etc.) |  |  |
| 2 | Profile of the Centres, Instructors and Learners |  |  |

**General Comments:** ………………………………………………………………………………

**Feedback…………………………………………………………………………………………..**

………………………………………. ……………………….

**Name of the Dzongkhag/Thromde Education Officer: Monitoring Officer**

Signature ……… Signature:……………

Date : ………….. Date:…………………

**Rubrics to monitoring Dzongkhag/Thromde:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SL. No.** | **Areas** | **1**  **N. Improvement** | **2**  **Good** | **3**  **Very Good** | **4**  **Outstanding** | **How to use** |
| 1. **Planning** | | | | | | |
| 1 | Literacy information | One of the below areas is evident :  1.Has five years literacy plan,  2.Yearly literacy plan,  3.Latest literacy survey result by Gewogs/Demkhongs and gender  4. Has updated information | Two of the below areas are evident:  1.Has five years literacy plan,  2.Yearly literacy plan,  3.Latest literacy survey result by Gewogs/Dem2`khongs and gender  4. Has updated information | One of the below areas are evident:  1.Has five years literacy plan,  2.Yearly literacy plan,  3.Latest literacy survey result by Gewogs/Demkhongs and gender  4. Has updated information | 1. Has five years literacy plan, yearly literacy plan, latest literacy survey result by Gewogs/Demkhongs and gender, and updated literacy information | Literacy survey result and report |
| 2 | Plan for up- scaling NFE programme by Dzongkhag/  Thromde, and Gewog/ Demkhongs | One of the following areas is evident: 1.Long term plan by Gewogs/Demkhongs  2. Short term plan by Gewog/ Demkhongs  3. Has budget allocated for long term and short term  4. Has aligned in APA | Two of the following areas are evident:  1.Long term plan by Gewogs/ Demkhongs  2. Short term plan by Gewog/ Demkhongs  3. Has budget allocated for long term and short term  4. Has aligned in APA | One of following areas are evident:  1.Long term plan by Gewogs/ Demkhongs  2. Short term plan by Gewog/ Demkhongs  3. Has budget allocated for long term and short term  4. Has aligned in APA | Has following evidence document:  1.Long term plan by Gewogs/ Demkhongs  2. Short term plan by Gewog/ Demkhongs  3. Has budget allocated for long term and short term  4. Has aligned in APA | Refer long term and short term plan |
| **B. Management** | | | | | | |
| 1 | **Annual NFE monitoring and visit to parent schools [Twice a year]** | One of the following areas is evident:  1. Has comprehensive monitoring plan  2. Is implemented as planned  3.Is updated on time  4.Has maintained comprehensive & quality report | Two of the following areas are evident:  1. Has comprehensive monitoring plan  2. Is implemented as planned  3.Is updated on time  4.Has maintained comprehensive & quality report | One of the following areas are evident:  1. Has comprehensive monitoring plan  2. Is implemented as planned  3.Is updated on time  4.Has maintained comprehensive & quality report | 1. Has comprehensive monitoring plan  2. Is implemented as planned  3.Is updated on time  4.Has maintained comprehensive & quality report | Refer monitoring plan |
| 2 | **Recruitment of Instructors** | Recruitment not done based on requirement, criteria and timely. | Recruitment done based on criteria but does not meet the requirement and timeline | Recruitment done based on criteria and requirement but not carried out on time | Recruitment done timely based on criteria and requirement | Refer recruitment document, Centre information |
| 3 | **Advocacy on NFE programme** | Has action plan with 4 or less than four activities but without any reports | Has action plan with at least 4 activities but two reports missing | Has action plan with at least 4 activities but one report missing | Has action plan with at least 4 activities and reports | Refer action plans, and reports |
| 4 | **Community involvement/support in the programme (provision of space, materials etc)** | Has action plan with at least 4 activities but lacks three comprehensive reports | Has action plan with at least 4 activities and but lacks two comprehensive reports | Has action plan with at least 4 activities but lacks one comprehensive report | Has action plan with at least 4 activities and 4 comprehensive reports | Refer action plans, reports, photos and conduct interview |
| 5 | **Capacity building for the instructors** | One of the following areas is evident:  1.Has proper plan for capacity building program  2. Has allocated or secured budget  3. Need assessment of training done  4. Conduct of capacity building program & report | Two of the following areas are evident:  1.Has proper plan for capacity building program  2. Has allocated or secured budget  3. Need assessment of training done  4. Conduct of capacity building program & report | One of the following areas are evident:  1.Has proper plan for capacity building program  2. Has allocated or secured budget  3. Need assessment of training done  4. Conduct of capacity building program & report | 1.Has proper plan for capacity building program  2. Has allocated or secured budget  3. Need assessment of training done  4. Conduct of capacity building program & report | Refer plan document and reports, budget proposal and approvals |
| 6 | **Procurement and Supply of materials** | One of the following areas is evident:  1. Has proper plan for procurement and supplies  2. Has budget allocated or secured  3.Timely supply done as per plan  4. Proper record of supplies maintained | Two of the following areas are evident:  1. Has proper plan for procurement and supplies  2. Has budget allocated or secured  3.Timely requisition processed and supply done as per plan  4. Proper record of supplies maintained | One of the following areas are evident:  1. Has proper plan for procurement and supplies  2. Has budget allocated or secured  3.Timely requisition processed and supply done as per plan  4. Proper record of supplies maintained | 1. Has proper plan for procurement and supplies  2. Has budget allocated or secured  3.Timely requisition processed  and supply done as per plan  4. Proper record of supplies maintained | Evidences verification/stock entries |
| 7 | **Award of certificates** | One of the following areas is evident  1.Has proper plan of course completion and award of certificates  2. All the learners are awarded certificates  3.Award of certificates is done on time  4. Has maintained record of learners who received completion certificates | Two of the following areas are evident :  1.Has proper plan of course completion and award of certificates  2. All the learners are awarded certificates  3.Award of certificates is done on time  4. Has maintained record of learners who received completion certificates | One of the following areas are evident:  1.Has proper plan of course completion and award of certificates  2. All the learners are awarded certificates  3.Award of certificates is done on time  4. Has maintained record of learners who received completion certificates | 1.Has proper plan of course completion and award of certificates  2. All the learners are awarded certificates  3.Award of certificates is done on time  4. Has maintained record of learners who received completion certificates | Refer plan, and record of list of certificates awarded |
| 8 | **Recognition mechanism** | Has sketchy plans and no proper records available | One of the following areas is evident  1. Has recognition plan and policy  2. Has recognition criteria in place  3.Has record of recognition implemented | Two of the following areas are evident:  1. Has recognition plan and policy  2. Has recognition criteria in place  3.Has record of recognition implemented | 1. Has recognition plan and policy  2. Has recognition criteria in place  3.Has record of recognition implemented | Refer recognition policy and plans and reports |
| 9 | **Transfer of Instructors** | One of the following areas is evident :  1.Has proper HR plan  2. Done based on policy  3. Processed through Dzongkhag HRC  4.Proper record of transfer available | Two of the following areas are evident :  1.Has proper HR plan  2. Done based on policy  3. Processed through Dzongkhag HRC  4.Proper record of transfer available | Three of the following areas are evident:  1.Has proper HR plan  2. Done based on policy  3. Processed through Dzongkhag HRC  4.Proper record of transfer available | 1.Has proper HR plan  2. Done based on policy  3. Processed through Dzongkhag HRC  4.Proper record of transfer available | Refer transfer orders/relieving order, HRC minutes |
| **C. Records** | | | | | | |
| 1 | Reports (monthly, learners statics, completion, monitoring, etc) | One of the reports is evident (establishing/closing/completion/monthly/bi-annual/statistics) or no reports maintained | Two of the reports are evident: (establishing/closing/completion/monthly/bi-annual/statistics) | Three of the following reports are evident (establishing/closing/completion/monthly/bi-annual, statistics) | Has updated reports on establishing, closing, completion, monthly, statistics and bi-annual report | Check records and documents |
| 2 | **Profile of the centres instructors and lerners** | One of the profile is evident  1. Has maintain profile for Centre,  2. Has maintain profile for Instructors  3. Has maintained profile for learners  4. Has updated profile information. | Two of the profiles are evident  1. Has maintain profile for Centre,  2. Has maintain profile for Instructors  3. Has maintained profile for learners  4. Has updated profile information. | Three of the following profile are evident  1. Has maintain profile for Centre,  2. Has maintain profile for Instructors  3. Has maintained profile for learners  4. Has updated profile information. | 1. Has maintain profile for Centre,  2. Has maintain profile for Instructors  3. Has maintained profile for learners  4. Has updated profile information. | Profile verification |

**ANNEXURE. E/2**

**Monitoring Tool**

**(Tool B: To monitor Parent School)**

**PART A: Centre information**

1. Name of the Parent School : ……………………………………..
2. Name of Parent School Principal :……………………………………..
3. Name of Gewog/Demkhong : ……………………………………..
4. Dzongkhag/Thromde :……………………………………..
5. No. of existing NFE Centre :..........................................

**PART B: Instructor’s Information**

1. Number of NFEIs : Male: [ ] Female: [ ] Total: [ ]
2. Number of CLCIs : Male: [ ] Female: [ ] Total: [ ]

**PART C: Learners Information**

1. **Number of existing learners** :

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL.No** | **Name of Centre** | **BLC** | | | **PLC** | | | **ALC** | | | **Grand Total** | | | **Batches** |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
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(Note: Insert raw if required)

1. **Number of learners with disability**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL.No** | **Name of Centre** | **BLC** | | | **PLC** | | | **ALC** | | | **Grand Total** | | | **Batches** |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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(Note: Insert raw if required)

**PART D: Literacy Information**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.**  **No.** | **Catchment area** | **Population** | | | **Literate Population** | | | **Literacy Rate** | | |
| **Male** | **Female** | **Total** | **Male** | **Female** | **Total** | **Male** | **Female** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |
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(Note: Insert raw if required)

**PART E:** **Monitoring areas for Parent School Principal:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.**  **No.** | **Areas** | **Rating**  **(1 to 4)** | **Observation/**  **Description** |
| **A. Planning** | | | |
| 1 | Literacy information (Five years and annual literacy information, baseline, target, report) |  |  |
| **B. Management and administration** | | | |
| 1 | Monitoring, evaluation and observation of centres (twice a year) |  |  |
| 2 | Centre Management Committee meeting |  |  |
| 3 | Advocacy on NFE programme |  |  |
| 4 | Procurement and supply of materials. |  |  |
| 5 | Guidelines on NFE Programme |  |  |
| 6 | Instructors and Learners’ attendance |  |  |
| **C. Professional and administrative support** | | | |
| 1 | Professional guidance and support services provided in teaching learning and management |  |  |
| 2 | Capacity building programme |  |  |
| **D. Maintaining Records** | | | |
| 1 | Reports (monthly, learners statistics, completion, monitoring, etc.). |  |  |
| 2 | Profiles (Centre, Instructors and Learners) |  |  |

**General Comments:** ………………………………………………………………………………

**Feedback…………………………………………………………………………………………..**

**…………………………………. ………………………………**

**Name of the Parent School Principal: Name of the Monitoring Officer:**

Signature:……………………. Signature:……………………….

Date: ……………………….. Date: ……………………………

**Rubrics to monitor Principals:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.**  **No** | **Areas** | **1**  **N. Improvement** | **2**  **Good** | **3**  **Very Good** | **4**  **Outstanding** | **How to use** |
| **A. Planning** | | | | | | |
| 1 | **Literacy information (Five years and annual Literacy information, baseline, target, report** | One of the below information is evident:  1.Has five years literacy plan,  2.Yearly literacy plan,  3.Latest literacy survey result by Gewogs/Demkhongs and gender  4. Has updated information | Two of the below information are evident:  1.Has five years literacy plan,  2.Yearly literacy plan,  3.Latest literacy survey result by Gewogs/Demkhongs and gender  4. Has updated information | Three of the below information are evident  1.Has five years literacy plan,  2.Yearly literacy plan,  3.Latest literacy survey result by Gewogs/Demkhongs and gender  4. Has updated information | Has five years literacy plan, yearly literacy plan, latest literacy survey result by Gewogs/Demkhongs and gender, and updated literacy information | Literacy survey result and report |
| **B. Management and Administration** | | | | | | |
| 1 | **Monitoring, evaluation and observation of Centres (twice a year)** | One of the following areas is evident:  1. Visited as per plan, 2.Classroom observation done  3. Followed up observations with feedback, 4. Has updated and quality reports available | Two of the following areas are evident:  1.Visited as per plan, 2.Classroom observation done  3. Followed of observations with feedback  4. Has updated and quality reports available | One of the following areas are evident:  1.Visited as per plan, 2.Classroom observation done followed by feedback,  3.Has updated and quality reports available | 1.Visited as per plan, 2.Classroom observation done  3.Followed up of observations with feedback  4. Has updated and quality reports available | Refer monitoring report |
| 2 | **Centre Management Committee meetings** | Has conducted Committee meeting but no records are available | Has record of at least one Committee meeting, and minutes, and endorsement by committee available but no follow up actions report | Has record of at least two Committee meetings, minutes, and endorsement by committee available but no follow up actions report | Has record of at least two Committee meetings, minutes, follow up actions report and evidence of endorsement by committee | Check documentation and records (e.g. appointment records of CMC members, endorsed CMC minutes) |
| 3 | **Advocacy on NFE programme** | Has action plan with 4 or less than four activities but without reports | Has action plan with at least 4 activities and two reports | Has action plan with at least 4 activities and three reports | Has action plan with at least 4 activities and reports | Refer action plans, and reports |
| 4 | **Procurement and supply of materials** | One of the following areas is evident:  1. Has proper plan for procurement and supplies  2.Timely requisition processed on time  3.Supply of materials done on time  4. Proper record of supplies maintained | Two of the following areas are evident:  1. Has proper plan for procurement and supplies  2.Timely requisition processed on time  3.Supply of materials done on time  4. Proper record of supplies maintained | Three of the following areas are evident:  1. Has proper plan for procurement and supplies  2.Timely requisition processed on time  3.Supply of materials done on time  4. Proper record of supplies maintained | 1. Has proper plan for procurement and supplies  2.Timely requisition processed on time  3.Supply of materials done on time  4. Proper record of supplies maintained | Evidences verification/stock entries |
| 5 | **Guidelines on NFE Programme** | No guidelines and evidence of implementation of the guidelines | One of the following areas is evident:  1.Has guideline available,  2.Has knowledge of content in guideline  3. Has evidence of implementation as per guidelines | Two of the following areas are evident:  1.Has guideline available,  2.Has knowledge of content in guideline  3. Has evidence of implementation as per guidelines | All of the following areas are evidence  1.Has guideline available,  2.Has knowledge of content in guideline  3. Has evidence of implementation as per guidelines | Check guidelines, records and interview |
| 6 | **Instructors and Learners’ attendance** | Three of the following areas missing:  1.Has attendance register  2. Attendance marking done properly and maintained with neat and tidy handwriting.  3. Has updated daily  4. Has updated monthly | Two of the following areas missing:  1.Has attendance register  2. Attendance marking done properly and maintained with neat and tidy handwriting.  3. Has updated daily  4. Has updated monthly | One of the following areas missing:1.Has attendance register  2. Attendance marking done properly and maintained with neat and tidy handwriting.  3. Has updated daily  4. Has updated monthly | 1.Has attendance register  2. Attendance marking done properly and maintained with neat and tidy handwriting.  3. Has updated daily  4. Has updated monthly | Check attendance register |
| **C. Professional and administrative support** | | | | | | |
| 1 | **Professional guidance and support services provided in teaching learning and management** | One of the following support services is evident : 1.Professional guidance and support  2. Administrative guidance and support  3. Updated record on support services  4. Adequate support services provided | Two of the following support services are evident: 1.Professional guidance and support  2. Administrative guidance and support  3. Updated record on support services  4. Adequate support services provided | Three of the following support services are evident:  1.Professional guidance and support  2. Administrative guidance and support  3. Updated record on support services  4. Adequate support services provided | Has evidence of guidance and support provided:  1.Professional guidance and support  2. Administrative guidance and support  3. Updated record on support services  4. Adequate support services provided | Check records and interactions with principal and instructors |
| 2 | **Capacity building program** | One of the following areas is evident:  1. Capacity building plan for Instructors, 2. Inclusion in SBIPs, 3. Provided orientation or refresher course at School Level 4. Has record of the capacity program provided to Instructor | Two of the following areas are evident :  1. Capacity building plan for Instructors, 2. Inclusion in SBIPs,  3. Provided orientation or refresher course at School Level  4. Has record of the capacity program provided to Instructor | Three of the following areas are evident:  1. Capacity building plan for Instructors,  2. Inclusion in SBIPs,  3. Provided orientation or refresher course at School Level 4. Has record of the capacity program provided to Instructor | Has capacity building plan for Instructors, included in SBIPs, provided orientation or refresher course at School Level and has a record of the capacity program provided to Instructor | Check records (e.g. PD records) and interactions with principal and instructors. |
| **D. Maintaining Records** | | | | | | |
| 1 | **Report**  (Monthly learners statics completion monitoring etc.) | Three of the following areas missing:  1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annaully & others)  4. Has updated and quality reports maintained | Two of the following areas missing:  1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annaully & others)  4. Has updated and quality reports maintained | One of the following areas missing:  1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annaully & others)  4. Has updated and quality reports maintained | 1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annually & others)  4. Has updated and quality reports maintained |  |
| 2 | **Profile** (Centre, Instructors, Learners) | Has sketchy or no profile | Has updated profile maintained as per format or without following format | Has presentable and updated profile maintained as per format | Has comprehensive, presentable and updated profile maintained as per format | Profile verification |

**ANNEXURE. E/3**

**Monitoring Tool**

**(Tool C: To monitor Gewog/Demkhong)**

**PART A: Gewog Information**

1. Name of the Gewog/Demkhong :………………………….…
2. Name of the Dzongkhag/Thromde :………..…………………...
3. Name of Local Leader:.............................................

**PART B**: **Centre Information**

1. Number of existing NFE Centre : ……………….…………..
2. Number of existing CLC :………………………..…..

**PART C: Information on Instructors**

1. Number of Instructors : Male ( ) Female ( ) Total ( )
2. Number of Managers : Male ( ) Female ( ) Total ( )

**PART D: Learners Information**

a) Number of existing learners

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL.**  **No** | **Parent School** | **Name of Centre** | **Basic Literacy Course** | | | **Post Literacy Course** | | | **Advanced Learning Course** | | | **Grand Total** | | | **Batches** |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

(Note: Insert raw if required)

**b) Number of learners with disability**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL.**  **No** | **Name of Centre** | **Basic Literacy Course** | | | **Post Literacy Course** | | | **Advanced Learning Course** | | | **Grand Total** | | | **Batches** |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

(Note: Insert raw if required)

1. **Projected number of NFE Centres to be opened in the current year:…………….**
2. **Literacy Information**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.**  **No.** | **Chiwog/Locality** | **Population** | | | **Literate Population** | | | **Literacy Rate** | | |
| **Male** | **Female** | **Total** | **Male** | **Female** | **Total** | **Male** | **Female** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

(Note: Insert raw if required)

**PART E: Monitoring areas for Gewog/Demkhong**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Areas** | **Rating**  **(1-4)** | **Observation/**  **Description** |
| **A. Planning** | | | |
| 11 | Literacy Information (Chiwog and gender wise, survey and report) |  |  |
| 2 | Long term and short term plans (Yearly and Five year plans) |  |  |
| **B. Administrative and management support** | | | |
| 1 | Establishment of Centres |  |  |
| 2 | Advocacy on NFE programme. |  |  |
| 3 | Participation in Centre Management Committee meeting and other programmes |  |  |
| 4 | Statistics of Centres |  |  |
| 5 | Profile (Centre, Instructors, learners) |  |  |
| 6 | Support Services (transportation, logistic arrangements etc.) |  |  |

**General Comments: ………………………………………………………………………………**

**Feedback…………………………………………………………………………………………..**

**………………………………… …………………………………**

**Name of the Local Leader: Name of the Monitoring Officer:**

Signature: …………………………. Signature: ………………………….

Date: ………………... Date: ………………...

**Rubrics to monitor Gewog/Demkhong:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Areas** | **1**  **N. Improvement** | **2**  **Good** | **3**  **Very Good** | **4**  **Outstanding** | **How to use** |
| **A. Planning** | | | | | | |
| 1 | **Literacy information**(Chiwogs and gender wise survey and report) | One of the below areas is evident:  1.Has five years literacy plan,  2.Yearly literacy plan, 3.Latest literacy survey result by chiwogs and gender | Two of the below areas are evident :  1.Has five years literacy plan,  2.Yearly literacy plan,  3.Latest literacy survey result by chiwogs and gender | Three of the below areas are evident :  1.Has five years literacy plan,  2.Yearly literacy plan, 3.Latest literacy survey result by chiwogs and gender | Has five years literacy plan, yearly literacy plan, latest literacy survey result by chiwogs and gender | Literacy survey result and report |
| 2 | **Long term and short term plans** ( yearly and five year plan) | One of the following areas is evident :  1.Has long term planning (five year plan for NFE program)  2. Has short term plan (Yearly Plan for NFE Program)  3. Has record of implementation of plans  4. Has record of budgeting for NFE program | Two of the following areas are evident:  1.Has long term planning (five year plan for NFE program)  2. Has short term plan (Yearly Plan for NFE Program)  3. Has record of implementation of plans  4. Has record of budgeting for NFE program | Three of the following areas are evident:  1.Has long term planning (five year plan for NFE program)  2. Has short term plan (Yearly Plan for NFE Program)  3. Has record of implementation of plans  4. Has record of budgeting for NFE program | 1.Has long term planning (five year plan for NFE program)  2. Has short term plan (Yearly Plan for NFE Program)  3. Has record of implementation of plans  4. Has record of budgeting for NFE program | Record of plans and reports |
| **B. Administrative and management support** | | | | | | |
| 1 | **Establishment of centres** | No plans for establishment of centre and no centre being established | Has processed establishment of centre but not established any centre during the period | Has established centre without proper and annual plans | Has established centres as per long term and annual plans | Check feasibility study report |
| 2 | **Advocacy of NFE**  **programme** | Has action plan with 4 or less than four activities but without reports | Has action plan with at least 4 activities but two reports missing | Has action plan with at least 4 activities but one report missing | Has action plan with at least 4 activities and reports | Refer action plans, and reports |
| 3 | **Participation in Centre Management Committee Meeting and other programmes** | One of the following areas is evident:  1.Chair the CMC Meeting  2. Participate for Certificate award program  3.Maintain CMC with endorsement by signing  4.Follow up on the minutes of CMC and maintain record | Two of the following areas are evident :  1.Chair the CMC Meeting  2. Participate for Certificate award program  3.Maintain CMC with endorsement by signing  4.Follow up on the minutes of CMC and maintain record | One of the following areas are evident:  1.Chair the CMC Meeting  2. Participate for Certificate award program  3.Maintain CMC with endorsement by signing  4.Follow up on the minutes of CMC and maintain record | 1.Chair the CMC Meeting  2. Participate for Certificate award program  3.Maintain CMC with endorsement by signing  4.Follow up on the minutes of CMC and maintain record | CMC formation record, follow up report, and other reports |
| 4 | **Statistics of Centres** | One of the following areas is evident:  1.NFE Operational Guideline, 2.profile of centre,  3.Profile of Instructors,  4. Profile of learners, statistics on new 5.Admissions, completion rate and trace of the NFE graduates | Two of the following areas are evident:  1.NFE Operational Guideline, 2.profile of centre,  3.Profile of Instructors,  4. Profile of learners, statistics on new 5.Admissions, completion rate and trace of the NFE graduates | One of the following areas are evident:  1.NFE Operational Guideline, 2.profile of centre,  3.Profile of Instructors,  4. Profile of learners, statistics on new 5.Admissions, completion rate and trace of the NFE graduates | Has record of NFE Operational Guideline, profile of centre, profile of Instructors, profile of learners, statistics on new admissions, completion rate and trace of the NFE graduates |  |
| 5 | **Profile** (Centre, Instructors and Learners) | Has sketchy or no profile | Has updated profile maintained as per format or without following format | Has presentable and updated profile maintained as per format | Has comprehensive, presentable and updated profile maintained as per format | Profile verification |
| 6 | **Support service** (Transportation, logistics arrangement etc.) | One of the following areas is evident:  1.Centre establishment  2. Advocacy and improvement of literacy rate  3. Transportation of materials and accommodation  4. Reduce dropouts, enrollment and completion of program | Two of the following areas are evident 1.Centre establishment  2. Advocacy and improvement of literacy rate  3. Transportation of materials and accommodation  4. Reduce dropouts, enrollment and completion of program missing | Three e of the following areas are evident:  1.Centre establishment  2. Advocacy and improvement of literacy rate  3. Transportation of materials and accommodation  4. Reduce dropouts, enrollment and completion of program | Support provided in the following areas:  1.Centre establishment  2. Advocacy and improvement of literacy rate  3. Transportation of materials and accommodation  4. Reduce dropouts, enrollment and completion of program | Refer document and reports |

ANNEXURE. E/4

**Monitoring Tool**

**(Tool D: To monitor NFE Instructor)**

**PART A: Instructor Information**

1. Name of the Instructor : …………… ………… CID No:………………Date of Birth:..……….
2. Qualification : …….........................................................................................
3. Date of Appointment : …..…………………………………………………………...
4. Experience (years) : ………………………………
5. Training availed : : Yes No: 
6. Contact No. : ………………………………

**PART B: Centre Information**

1. Name of the centre : ………………………….
2. Establishment : Date: ……. Month: ……Year: ………
3. Name of the parent school: …………………….
4. Name of Gewog/Demkhong: …………… Chiwog: …………
5. Name of the Dzongkhag/Thromde : ………………………….

**PART C: Learner Information**

1. No. of Learners enrolled : Male: [ ] Female: [ ] Total: [ ]
2. No. of Existing Learners : Male: [ ] Female: [ ] Total: [ ]
3. Number of Learners with Disability : Male: [ ] Female: [ ] Total: [ ]
4. No. of batches completed (year wise)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Course (BLC/PLC completed)** | **Male** | **Female** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |

**PART D: Courses Information**

1. Instructional Timing :…………………………………
2. Course start date : ………………………. Unit/titles covered: ………………….
3. Expected date of completion: …………
4. Present course (Tick): BLC PLC

**PART E: Literacy Information:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Villages/LLocality** | **Population** | | | **Literate Population** | | | **Literacy Rate** | | |
| **Male** | **Female** | **Total** | **Male** | **Female** | **Total** | **Male** | **Female** | **Total** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

(Note: Insert raw if required)

**PART F: Monitoring areas for NFE Instructor:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.**  **No.** | **Areas** | **Rating**  **(1-4)** | **Observation/**  **Description** |
| **A. Planning** | | | |
| 1 | Literacy information |  |  |
| 2 | Yearly plan, annual calendar and syllabus coverage |  |  |
| 3 | Daily lesson plan |  |  |
| **B. Classroom Management** | | | |
| 1 | Classroom setting and Teaching Learning Materials |  |  |
| 2 | Teaching methods (Andragogy and others) |  |  |
| **C. Assessment** | | | |
| 1. | Assessment of records |  |  |
| 2 | Learner’s Progression (Correction, feedback and follow-up) |  |  |
| **D. Maintaining Records** | | | |
| 1 | Attendance (Instructors and learners) |  |  |
| 2 | Profile (Centre, Instructor and learners) |  |  |
| 3 | Inventories (Equipment, textbooks, library, supplementary books and Teaching Learning Materials) |  |  |
| 4 | Reports (Monthly, completion, existing, establishment, etc.) |  |  |
| 5 | Tracing of learners |  |  |
| 6 | Maintaining others record (Admission record, Handing/Taking notes, visitors register, learners completion records. etc.) |  |  |
| 7 | Other initiatives |  |  |
| **E. Community vitality** | | | |
| 1 | Rapport with learners, principal, local leaders, and community |  |  |
| 2 | Advocacy on NFE programme |  |  |

**General Comments: ………………………………………………………………………………**

**Feedback…………………………………………………………………………………………..**

**……………………….. ……………………………….**

**Name of the Instructor: Name of the Monitoring Office:**

Signature: ………………………….Signature: …………………….

Date: ……………….. Date: ………………..

**Rubrics for NFE monitoring NFE Instructor:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Areas** | **1**  **N. Improvement** | **2**  **Good** | | **3**  **Very Good** | **4**  **Outstanding** | | **Means to evaluate** |
| **A. Planning** | | | | | | | | |
| 1 | **Literacy information** | One of the below areas is evident :  1.Has five years literacy plan,  2.Yearly literacy plan, 3.Latest literacy survey result by chiwogs and gender | | Two of the below areas are evident:  1.Has five years literacy plan,  2.Yearly literacy plan,  3.Latest literacy survey result by chiwogs and gender | Three of the below areas are evident:  1.Has five years literacy plan,  2.Yearly literacy plan, 3.Latest literacy survey result by chiwogs and gender | | 1.Has five years literacy plan  2. Has yearly literacy plan,  3.Has latest literacy survey result by chiwogs and gender | Literacy survey result and re port |
| 2 | **Yearly plan annual calendar and syllabus coverage.** | One of the following areas is evident:  1. Has properly planned and updated yearly plan  2.Has properly planned and updated yearly calendar  3.Has yearly plan for all the courses  4.Yearly plan and yearly calendar are printed and presentable | | Two of the following areas are evident:  1. Has properly planned and updated yearly plan  2.Has properly planned and updated yearly calendar  3.Has yearly plan for all the courses  4.Yearly plan and yearly calendar are printed and presentable | One of the following areas are evident  1. Has properly planned and updated yearly plan  2.Has properly planned and updated yearly calendar  3.Has yearly plan for all the courses  4.Yearly plan and yearly calendar are printed and presentable | | 1. Has properly planned and updated yearly plan  2.Has properly planned and updated yearly calendar  3.Has yearly plan for all the courses  4.Yearly plan and yearly calendar are printed and presentable | Check the yearly plan, and syllabus coverage. |
| 3 | **Daily lesson plan** | One of the following areas is evident:  1.Has comprehensive daily plans with required components  2.Has clear objectives linked with lesson development, activities and evaluation  3.Has GNH values incorporated in the lesson plans  4.Has updated lesson plans as per schedule and plans | | Two of the following areas are evident:  1.Has comprehensive daily plans with required components  2.Has clear objectives linked with lesson development, activities and evaluation  3.Has GNH values incorporated in the lesson plans  4.Has updated lesson plans as per schedule and plans | Three of the following areas are evident:  1.Has comprehensive daily plans with required components  2.Has clear objectives linked with lesson development, activities and evaluation  3.Has GNH values incorporated in the lesson plans  4.Has updated lesson plans as per schedule and plans | | 1.Has comprehensive daily plans with required components  2.Has clear objectives linked with lesson development, activities and evaluation  3.Has GNH values incorporated in the lesson plans  4.Has updated lesson plans as per schedule and plans | Verify lesson plans, check yearly plan and see linkage, verify inclusion of GNH values and required components |
| **B. Class room Management** | | | | | | | | |
| 1 | **Classroom setting and Teaching Learning Materials** | One of the following areas is evident:  1. Has conducive and properly set up classrooms  2.Has arranged the furniture, equipment and properties properly  3.Has quality TLMs displayed  4. Has spacious and well maintained classrooms and surroundings | | Two of the following areas are evident:  1.Has conducive and properly set up classrooms  2.Has arranged the furniture, equipment and properties properly  3.Has quality TLMs displayed  4. Has spacious and well maintained classrooms and surroundings | Three of the following area is evident:  1.Has conducive and properly set up classrooms  2.Has arranged the furniture, equipment and properties properly  3.Has quality TLMs displayed  4. Has spacious and well maintained classrooms and surroundings | | 1.Has conducive and properly set up classrooms  2.Has arranged the furniture, equipment and properties properly  3.Has quality TLMs displayed  4. Has spacious and well maintained classrooms and surroundings | Observation of classrooms and surrounding, TLM display |
| 2 | **Teaching methods** (Andragogy and others) | One of the following areas is evident :1.Has clearly indicated the type of teaching methods used in a lesson plan  2.Is evident on the use of teaching methods through observations of teaching  3.Uses andragogy and other methods wherever relevant while teaching | | Two of the following areas are evident  :1.Has clearly indicated the type of teaching methods used in a lesson plan  2.Is evident on the use of teaching methods through observations of teaching  3.Uses andragogy and other methods wherever relevant while teaching | Three of the following areas are evident :1.Has clearly indicated the type of teaching methods used in a lesson plan  2.Is evident on the use of teaching methods through observations of teaching  3.Uses andragogy and other methods wherever relevant while teaching | | 1.Has clearly indicated the type of teaching methods used in a lesson plan  2.Is evident on the use of teaching methods through observations of teaching  3.Uses andragogy and other methods wherever relevant while teaching | Refer teaching methods used in the lesson plans |
| **C. Assessment** | | | | | | | | |
| 1 | **Assessment of records** | One of the following areas is evident:  1.Has  maintained Assessment records properly  2.Has updated the assessment on time  3.Criteria or rubrics used for assessment  4. Is as per the yearly academic plan | | Two of the following areas are evident:  1.Has  maintained Assessment records properly  2.Has updated the assessment on time  3.Criteria or rubrics used for assessment  4. Is as per the yearly academic plan | Three of the following areas are evident:  1.Has  maintained Assessment records properly  2.Has updated the assessment on time  3.Criteria or rubrics used for assessment  4. Is as per the yearly academic plan | | 1.Has maintained Assessment records properly  2.Has updated the assessment on time  3.Criteria or rubrics used for assessment  4. Is as per the yearly academic plan | Verify Assessment records |
| 2 | **Learner’s Progression** (Correction, feedback and follow up) | One of the following areas is evident:  1.Has schedule for correction of learners works  2.Has evidence of feedback provided by the Instructor  3.Has Evidence of follow up done for feedback  4. Learners has achieved the competencies of the syllabi covered | | Two of the following areas are evident:  1.Has schedule for correction of learners works  2.Has evidence of feedback provided by the Instructor  3.Has Evidence of follow up done for feedback  4. Learners has achieved the competencies of the syllabi covered | Three of the following areas are evident:  1.Has schedule for correction of learners works  2.Has evidence of feedback provided by the Instructor  3.Has Evidence of follow up done for feedback  4. Learners has achieved the competencies of the syllabi covered | | 1.Has schedule for correction of learners works  2.Has evidence of feedback provided by the Instructor  3.Has Evidence of follow up done for feedback  4. Learners has achieved the competencies of the syllabi covered | Verify note books of learners to check the correction, feed backs and follow ups, verify learning competencies by asking questions |
| 1. **Maintaining Records** | | | | | | | | |
| 1 | **Attendance** (Instructors and learners) | One of the following areas is evident  1.Has maintained attendance register  2.Marking and updating done on a daily basis  3.Updation of register done on a monthly basis  4.Holidays and weekends marked properly with red ink pen  5.Register is clean and properly upkept | | Two of the following areas are evident:  1.Has maintained attendance register  2.Marking and updating done on a daily basis  3.Updation of register done on a monthly basis  4.Holidays and weekends marked properly with red ink pen  5.Register is clean and properly upkept | Three of the following areas are evident:  1.Has maintained attendance register  2.Marking and updating done on a daily basis  3.Updation of register done on a monthly basis  4.Holidays and weekends marked properly with red ink pen  5.Register is clean and properly upkept | | 1.Has maintained attendance register  2.Marking and updating done on a daily basis  3.Updation of register done on a monthly basis  4.Holidays and weekends marked properly with red ink pen  5.Register is clean and properly kept | Verify attendance register |
| 2 | **Profile** (Centre, Instructor and learners) | One of the following areas is evident:  1. Has updated profile for Centre, Instructors and Learners  2. Profile maintained as per format  3. Profile maintained is presentable, and clear | | Two of the following areas are evident:  1. Has updated profile for Centre, Instructors and Learners  2. Profile maintained as per format  3. Profile maintained is presentable, and clear | Three of the following areas are evident:  1. Has updated profile for Centre, Instructors and Learners  2. Profile maintained as per format  3. Profile maintained is presentable, and clear | | 1. Has updated profile for Centre, Instructors and Learners  2. Profile maintained as per format  3. Profile maintained is presentable, and clear | Profile verification |
| 3 | **Inventories** (Equipment, textbooks, library, supplementary books & teaching learning materials). | One of the following areas is evident :  1.Has stock register maintained as per format  2.Has updated in the register  3.Requisition submission and distribution done on time  4.Has sufficient textbooks, stationery and TLMs | | Two of the following areas are evident:  1.Has stock register maintained as per format  2.Has updated in the register  3.Requisition submission and distribution done on time  4.Has sufficient textbooks, stationery and TLMs | One of the following areas are evident:  1.Has stock register maintained as per format  2.Has updated in the register  3.Requisition submission and distribution done on time  4.Has sufficient textbooks, stationery and TLMs | | 1.Has stock register maintained as per format  2.Has updated in the register  3.Requisition submission and distribution done on time  4.Has sufficient textbooks, stationery and TLMs | Check stock register and inventory files |
| 4 | **Reports** (Monthly, completion, existing, establishment, etc.) | One of the following areas is evident:  1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annual & others)  4. Has updated and quality reports maintained | | Two of the following areas are evident:  1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annual & others)  4. Has updated and quality reports maintained | Three of the following areas are evident:  1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annual & others)  4. Has updated and quality reports maintained | | 1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annually & others)  4. Has updated and quality reports maintained | Refer copies of reports |
|  | **Tracing of learners** | No proper record of tracer study | | Two of the following areas are evident :  1.Has maintained tracer of learners register  2.Has updated successful stories of NFE graduates  3.Has updated list of what each NFE graduates is doing | One of the following areas is evident:  1.Has maintained tracer of learners register  2.Has updated successful stories of NFE graduates  3.Has updated list of what each NFE graduates is doing | | 1.Has maintained tracer of learners register  2.Has updated successful stories of NFE graduates  3.Has updated list of what each NFE graduates is doing | Refer registers and files on admission, completion and graduates of NFE and CLC |
| 6 | **Maintaining others record** (Admission record, Handing/Taking notes, visitors register, learners completion records. etc.) | One of the following areas is evident:  1.Has admission register  2. Has learners’ course completion register  3.Has handing-taking of properties and charges note  4.Has maintained the registers and files properly | | Two of the following areas are evident:  1.Has admission register  2. Has learners’ course completion register  3.Has handing-taking of properties and charges note  4.Has maintained the registers and files properly | Three of the following areas are evident:  1.Has admission register  2. Has learners’ course completion register  3.Has handing-taking of properties and charges note  4.Has maintained the registers and files properly | | 1.Has admission register  2. Has learners’ course completion register  3.Has handing-taking of properties and charges note  4.Has maintained the registers and files properly | Refer records of other registers and files on admission, learners’ course completion, handing-taking note of properties and charges, etc |
| 7 | **Other initiatives** | One academic or non- academic initiatives taken and evidences record or report maintained | | Two academic or non- academic initiatives taken and evidences record or report maintained | Three academic or non- academic initiatives taken and evidences record or report maintained | | Four academic or non- academic initiatives taken and evidences record or report maintained | Refer records or report on initiatives |
| **E. Community Vitality** | | | | | | | | |
| 1 | **Rapport with learner’s principal, local leaders and community** | Has maintained good relationships with at least one of the following:  1.Learners  2. Principal and school staff  3.Local leaders  4.Community | | Has maintained good relationships with at least two of the following:  1.Learners  2. Principal and school staff  3.Local leaders  4.Community | Has maintained good relationships with at least three of the following:  1.Learners  2. Principal and school staff  3.Local leaders  4.Community | | Has maintained good relationships with:  1.Learners  2. Principal and school staff  3.Local leaders  4.Community | Interview learners, principal, school staff, local leaders |
| 2 | **Advocacy on NFE programmes** | Has action plan with 4 or less than four activities but without reports | | Has action plan with at least 4 activities but two reports missing | Has action plan with at least 4 activities but one report missing | | Has action plan with at least 4 activities and reports | Refer action plans, and reports |

**ANNEXURE.E/5**

**Monitoring Tool**

**(Tool E: To monitor CLC Instructor)**

**PART A: Instructor Information**

1. Name of the Instructor: …………… ………CID Number ……………. Date of Birth…………………...
2. Qualification: a) Academic (Class):……………Professional (Skill):…………….
3. Date of Appointment: …..…….
4. Experience (years): ………………………………
5. Training availed: Yes No: 
6. Contact No.: ………………………………

**PART B: Centre Information**

1. Name of the centre: ………………………….

Name of Parent school Principal:………………………….

1. Establishment: Date: …… Month: ……Year: ………
2. Name of the parent school: …………………….
3. Name of Gewog/Demkhong: …………… Chiwog: …………
4. Name of the Dzongkhag/Thromde:………………………….
5. No. of Existing batch:……………………
6. No. of batches completed (year wise)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Type of Course completed** | **Male** | **Female** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**PART C**: **Learners Information**

1. No. of Learners enrolled: Male: [ ] Female: [ ] Total: [ ]
2. No. of Existing Learners: Male: [ ] Female: [ ] Total: [ ]
3. Number of Learners with Disability : Male: [ ] Female: [ ] Total: [ ]

**PART D: Course Information**

* + - 1. Name of course:.......................................................................................................
      2. Course start date: ………………………. Date of completion: …………………………….
      3. Timing :................................................

**PART E: Curriculum**

1. **Coverage of syllabus during monitoring time:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl.No** | **Skills training syllabus (?)** | **Literacy Skill syllabus (?)** | **Life skills training syllabus (?)** | **Observation/**  **Description** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |

1. **Instructional hours**

|  |  |  |
| --- | --- | --- |
| **Days**  **(from……to………)** | **Timing**  **(from………to………)** | **No. of hours a week** |
|  |  |  |
|  |  |  |
|  |  |  |

1. **Course Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl** | **Name of Existing Course** | **Areas of subtopic/skills covered** | **Courses proposed/recommended for next program** | **Remarks** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

(Note: Insert raw if required)

**PART F: Monitoring areas for CLC Instructor**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.**  **No.** | **Areas** | **Rating**  **(1-4)** | **Observation/**  **Description** |
| **A. Planning** | | | |
| 1 | Yearly plan, annual calendar and syllabus coverage. |  |  |
| 2 | Daily lesson plan |  |  |
| **B. Classroom Management** | | | |
| 1 | Classroom and equipment setting |  |  |
| 2 | Teaching methods (Andragogy and others) |  |  |
| **C. Assessment and skill development** | | | |
| 1. | Assessment records |  |  |
| 2 | Learner’s Progression (Skills, correction, feedback and follow up) |  |  |
| 3 | Skills progression and competency |  |  |
| **D. Maintaining Records** | | | |
| 1 | Attendance (Instructor and learners) |  |  |
| 2 | Profile (Centre, Instructor, learners) |  |  |
| 3 | Inventories (Equipment, machines, textbooks, library, supplementary books and Teaching Learning Materials) |  |  |
| 4 | Reports (Monthly, completion, existing, establishment, etc.) |  |  |
| 5 | Tracing of learners |  |  |
| 6 | Maintaining others record (Admission record, Handing/Taking notes, visitors register, learners completion records. etc.) |  |  |
| 7 | Other initiatives |  |  |
| **E. Community vitality** | | | |
| 1 | Rapport with learners, principal, local leaders, and community |  |  |
| 2 | Advocacy on CLC programme |  |  |

**General Comments: ………………………………………………………………………………**

**Feedback…………………………………………………………………………………………..**

**……………………….. ……………………………….**

**Name of the Instructor: Name of the Monitoring Office:**

Signature: ………………………….Signature: …………………….

Date: ……………….. Date: ………………..

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Areas** | **1**  **N. Improvement** | | **2**  **Good** | **3**  **Very Good** | **4**  **Outstanding** | | | **Means to evaluate** |
| **A. Planning** | | | | | | | | | |
| 1 | **Yearly plan annual calendar and syllabus coverage** | One of the following areas is evident :  1. Has properly planned and updated yearly plan  2.Has properly planned and updated yearly calendar  3.Has yearly plan for all the courses  4.Yearly plan and yearly calendar are printed and presentable | Two of the following areas are evident:  1. Has properly planned and updated yearly plan  2.Has properly planned and updated yearly calendar  3.Has yearly plan for all the courses  4.Yearly plan and yearly calendar are printed and presentable | | Three of the following areas are evident:  1. Has properly planned and updated yearly plan  2.Has properly planned and updated yearly calendar  3.Has yearly plan for all the courses  4.Yearly plan and yearly calendar are printed and presentable | | 1. Has properly planned and updated yearly plan  2.Has properly planned and updated yearly calendar  3.Has yearly plan for all the courses  4.Yearly plan and yearly calendar are printed and presentable | | Check the yearly plan, and syllabus coverage. |
| 2 | **Daily lesson plan** | One of the following areas is evident:  1.Has comprehensive daily plans with required components  2.Has clear objectives linked with lesson development, activities and evaluation  3.Has GNH values incorporated in the lesson plans  4.Has updated lesson plans as per schedule and plans | Two of the following areas are evident:  1.Has comprehensive daily plans with required components  2.Has clear objectives linked with lesson development, activities and evaluation  3.Has GNH values incorporated in the lesson plans  4.Has updated lesson plans as per schedule and plans | | Three of the following areas are evident:  1.Has comprehensive daily plans with required components  2.Has clear objectives linked with lesson development, activities and evaluation  3.Has GNH values incorporated in the lesson plans  4.Has updated lesson plans as per schedule and plans | | 1.Has comprehensive daily plans with required components  2.Has clear objectives linked with lesson development, activities and evaluation  3.Has GNH values incorporated in the lesson plans  4.Has updated lesson plans as per schedule and plans | | Verify lesson plans, check yearly plan and see linkage, verify inclusion of GNH values and required components |
| **B. Classroom management** | | | | | | | | | |
| 1 | **Classroom and equipment setting** | One of the following areas is evident:  1.Has conducive and properly set up classrooms  2.Has arranged the furniture, equipment, machines and properties properly  3.Has quality TLMs displayed  4. Has spacious and well maintained classrooms and surroundings | Two of the following areas are evident:  1.Has conducive and properly set up classrooms  2.Has arranged the furniture, equipment, machines and properties properly  3.Has quality TLMs displayed  4. Has spacious and well maintained classrooms and surroundings | | Three of the following areas are evident :  1.Has conducive and properly set up classrooms  2.Has arranged the furniture, equipment, machines and properties properly  3.Has quality TLMs displayed  4. Has spacious and well maintained classrooms and surroundings | | 1.Has conducive and properly set up classrooms  2.Has arranged the furniture, equipment. machines and properties properly  3.Has quality TLMs displayed  4. Has spacious and well maintained classrooms and surroundings | | Observation of classrooms and surrounding, TLM display |
| 2 | **Teaching methods** (Andragogy and others) | One of the following areas is evident  :1.Has clearly indicated the type of teaching methods used in a lesson plan  2.Is evident on the use of teaching methods through observations of teaching  3.Uses andragogy and other methods wherever relevant while teaching | Two of the following areas are evident :  1.Has clearly indicated the type of teaching methods used in a lesson plan  2.Is evident on the use of teaching methods through observations of teaching  3.Uses andragogy and other methods wherever relevant while teaching | | Three of the following areas are evident:  1.Has clearly indicated the type of teaching methods used in a lesson plan  2.Is evident on the use of teaching methods through observations of teaching  3.Uses andragogy and other methods wherever relevant while teaching | | 1.Has clearly indicated the type of teaching methods used in a lesson plan  2.Is evident on the use of teaching methods through observations of teaching  3.Uses andragogy and other methods wherever relevant while teaching | | Refer teaching methods used in the lesson plans |
| **C. Assessment** | | | | | | | | | |
| 1 | **Assessment records** | One of the following areas missing:  1.Has  maintained Assessment records properly  2.Has updated the assessment on time  3.Criteria or rubrics used for assessment  4. Is as per the yearly academic plan | Two of the following areas are evident:  1.Has  maintained Assessment records properly  2.Has updated the assessment on time  3.Criteria or rubrics used for assessment  4. Is as per the yearly academic plan | | Three of the following areas are evident:  1.Has  maintained Assessment records properly  2.Has updated the assessment on time  3.Criteria or rubrics used for assessment  4. Is as per the yearly academic plan | | 1.Has maintained Assessment records properly  2.Has updated the assessment on time  3.Criteria or rubrics used for assessment  4. Is as per the yearly academic plan | | Verify Assessment records |
| 2 | **Learner’s Progression** (Correction, feedback and follow up) | One of the following areas is evident:  1.Has schedule for correction of learners works  2.Has evidence of feedback provided by the Instructor  3.Has Evidence of follow up done for feedback  4. Learners has achieved the competencies of the syllabus covered | Two of the following areas are evident:  1.Has schedule for correction of learners works  2.Has evidence of feedback provided by the Instructor  3.Has Evidence of follow up done for feedback  4. Learners has achieved the competencies of the syllabus covered | | Three of the following areas are evident:  1.Has schedule for correction of learners works  2.Has evidence of feedback provided by the Instructor  3.Has Evidence of follow up done for feedback  4. Learners has achieved the competencies of the syllabus covered | | 1.Has schedule for correction of learners works  2.Has evidence of feedback provided by the Instructor  3.Has Evidence of follow up done for feedback  4. Learners has achieved the competencies of the syllabus covered | | Verify note books of learners to check the correction, feed backs and follow ups, verify learning competencies by asking questions |
| 3 | **Skills progression and competency** | One of the following areas is evident:  1. Has covered the skills syllabus as per the academic plan  2.has proficiency and competency  of the skill learned  3.has evidence of the materials  4. has demonstrated accuracy and finishing of the materials | Two of the following areas are evident:  1. Has covered the skills syllabus as per the academic plan  2.has  proficiency and competency of the skills learned  3.has evidence of the materials  4. has demonstrated accuracy and finishing of the materials | | Three of the following areas are evident:  1. Has covered the skills syllabus as per the academic plan  2.has proficiency and competency of the skills earned  3.has evidence of the materials  4. has demonstrated accuracy and finishing of the materials | | 1. Has covered the skills syllabus as per the academic plan  2.has proficiency and competence of the skill learned  3.has evidence of the materials  4. has demonstrated accuracy and finishing of the materials | |  |
| 1. **Maintaining Records** | | | | | | | | | |
| 1 | **Attendance** (Instructor and learners) | One of the following areas is evident:  1.Has maintained attendance register  2.Marking and updation done on a daily basis  3.Updation of register done on a monthly basis  4.Holidays and weekends marked properly with red ink pen  5.Register is clean and properly upkept | Two of the following areas are evident:  1.Has maintained attendance register  2.Marking and updation done on a daily basis  3.Updation of register done on a monthly basis  4.Holidays and weekends marked properly with red ink pen  5.Register is clean and properly upkept | | Three of the following areas are evident:  1.Has maintained attendance register  2.Marking and updation done on a daily basis  3.Updation of register done on a monthly basis  4.Holidays and weekends marked properly with red ink pen  5.Register is clean and properly upkept | | 1.Has maintained attendance register  2.Marking and updation done on a daily basis  3.Updation of register done on a monthly basis  4.Holidays and weekends marked properly with red ink pen  5.Register is clean and properly upkept | | Verify attendance register |
| 2 | **Profile (Centre, Instructor and learners)** | One of the following areas is evident  1. Has updated profile for Centre, Instructors and Learners  2. Profile maintained as per format  3. Profile maintained is presentable, and clear | Two of the following areas are evident:  1. Has updated profile for Centre, Instructors and Learners  2. Profile maintained as per format  3. Profile maintained is presentable, and clear | | Three of the following areas missing:  1. Has updated profile for Centre, Instructors and Learners  2. Profile maintained as per format  3. Profile maintained is presentable, and clear | | 1. Has updated profile for Centre, Instructors and Learners  2. Profile maintained as per format  3. Profile maintained is presentable, and clear | | Profile verification |
| 3 | **Inventories** (equipment, textbooks, library/supplementary books & TLMs) | One of the following areas is evident:  1.Has stock register maintained as per format  2.Has updated in the register  3.Requisition submission and distribution done on time  4.Has sufficient textbooks, stationery and TLMs | Two of the following areas are evident:  1.Has stock register maintained as per format  2.Has updated in the register  3.Requisition submission and distribution done on time  4.Has sufficient textbooks, stationery and TLMs | | Three of the following areas are evident:  1.Has stock register maintained as per format  2.Has updated in the register  3.Requisition submission and distribution done on time  4.Has sufficient textbooks, stationery and TLMs | | 1.Has stock register maintained as per format  2.Has updated in the register  3.Requisition submission and distribution done on time  4.Has sufficient textbooks, stationery and TLMs | | Check stock register and inventory files |
| 4 | **Reports** (Monthly, completion and existing, establishment, etc.) | One of the following areas is evident:  1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annaully & others)  4. Has updated and quality reports maintained | Two of the following areas are evident:  1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annaully & others)  4. Has updated and quality reports maintained | | Three of the following areas are evident:  1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annaully & others)  4. Has updated and quality reports maintained | | 1.Has submitted reports as per plan  2.Has submitted reports on time  3.Has maintained record of reports (establishment, completion, closing, monthly, bi-annually & others)  4. Has updated and quality reports maintained | | Refer copies of reports |
| 5 | **Tracing of learners** | No proper record of tracer study | Two of the following areas are evident: 1.Has maintained tracer of learners register  2.Has updated successful stories of NFE graduates  3.Has updated list of what each NFE graduates is doing | | One of the following areas is evident: 1.Has maintained tracer of learners register  2.Has updated successful stories of NFE graduates  3.Has updated list of what each NFE graduates is doing | | 1.Has maintained tracer of learners register  2.Has updated successful stories of NFE graduates  3.Has updated list of what each NFE graduates is doing | | Refer registers and files on admission, completion and graduates of NFE and CLC |
| 6 | **Maintaining others record** (Admission record, Handing and Taking notes, visitors register, learners completion records. etc.) | One of the following areas is evident:  1.Has admission register  2. Has learners’ course completion register  3.Has handing-taking of properties and charges note  4.Has maintained the registers and files properly | Two of the following areas are evident:  1.Has admission register  2. Has learners’ course completion register  3.Has handing-taking of properties and charges note  4.Has maintained the registers and files properly | | Three of the following areas are evident:  1.Has admission register  2. Has learners’ course completion register  3.Has handing-taking of properties and charges note  4.Has maintained the registers and files properly | | 1.Has admission register  2. Has learners’ course completion register  3.Has handing-taking of properties and charges note  4.Has maintained the registers and files properly | | Refer records of other registers and files on admission, learners’ course completion, handing-taking note of properties and charges, etc |
| 7 | **Other initiatives** | One academic or non- academic initiatives taken and evidences record or report maintained | Two academic or non- academic initiatives taken and evidences record or report maintained | | Three academic or non- academic initiatives taken and evidences record or report maintained | | Four academic or non- academic initiatives taken and evidences record or report maintained | | Refer records or report on initiatives |
| **E. Community Vitality** | | | | | | | | | |
| 1 | **Rapport with learner’s principal, local leaders and community** | Has maintained good relationships with at least one of the following:  1.Learners  2. Principal and school staff  3.Local leaders  4.Community | Has maintained good relationships with at least two of the following:  1.Learners  2. Principal and school staff  3.Local leaders  4.Community | | Has maintained good relationships with at least three of the following:  1.Learners  2. Principal and school staff  3.Local leaders  4.Community | | Has maintained good relationships with:  1.Learners  2. Principal and school staff  3.Local leaders  4.Community | Interview learners, principal, school staff, local leaders | |
| 2 | **Advocacy on CLC programme** | Has action plan with 4 or less than four activities but without reports | Has action plan with at least 4 activities but two reports missing | | Has action plan with at least 4 activities but one report missing | | Has action plan with at least 4 activities and reports | Refer action plans, and reports | |

**Rubrics for NFE monitoring NFE Instructor:**

**ANNEXURE.G/1**

**Certificate for BLC Completion.**



NFE Level I (Basic Literacy Course) consist of 1-year duration with total of 35 topics as under:

* Level I cover topic 1 to 11
* Level II cover topic 12 to 21
* Level III cover topic 22 to 35

**ANNEXURE. G/2**

**Certificate for PLC Completion**



NFE Level II (Post Literacy Course) consist of 1-year duration with total of 35 topics as under:

* Level I cover topic 1 to 11
* Level II cover topic 12 to 21
* Level III cover topic 22 to 35



ANNEXURE. G/3

**Certificate for ALC Completion**



NFE Level III (Advanced Literacy Course) consists of 1.5-year duration with total of 35 topics as under:

* Level I cover topic 1 to 11
* Level II cover topic 12 to 21
* Level III cover topic 22 to 35

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