



CHECKLIST FOR SCHOOL MENTORING VISITS

Name :	
Designation :	
Name of the School Visited:	
District:	State:
Date of Visit (DD/MM/YYYY): ____ / ____ / _____	

Support Provided by Master Trainer/Mentor

S. No	Parameters	Yes	No	Remarks / Comments / Observation
1	Observations on online reporting			<ol style="list-style-type: none"> Updated and correct Updated and needs edits Not updated
2	Did you provide any support to the NTs for better implementation of AEP programme?	1	2	
3	If 'Yes', then specify (multiple responses possible)	<ol style="list-style-type: none"> Provided a copy of the formats Supported the school in developing a time table Supported the school in filling the Annual Monitoring Format Oriented the NT in filling SAAR format Demonstrated how a session can be conducted effectively on a sensitive topic Shared information on formation and activities of Peer facilitators club Others (Specify) _____ 		
4	If code 5 in Q3, Please provide the name of the session facilitated by you.	Session code: _____		
5	Did you observe any AEP session transacted by the NT on your day of the visit?	Yes	No	<p>If 'Yes', what is your assessment:</p> <ol style="list-style-type: none"> Sessions delivered confidently Sessions completed within allocated time Participatory method used NT demonstrated appropriate body language Content was delivered clearly Students participated well Others, (specify) _____
6	Did you observe any student activities related to AEP themes	Yes	No	<p>If 'Yes', circle the options given below:</p> <ol style="list-style-type: none"> Poster making Creative writing Quiz Declamation Others, specify _____

S. No	Parameters	Yes	No	Remarks / Comments / Observation
7	Did you interact with students Please interact with students of any one class/ grade from classes 9-11	Yes	No	If 'Yes', how many students did you speak to? Boys <input type="text"/> Girls <input type="text"/> Class <input type="text"/>
8	QUESTIONS TO BE ASKED TO STUDENTS (Do not have more than a group of 6 students and they could talk among themselves and give a consolidated response to your questions):			
8.1	Are you able to apply learnings from AEP to real life situations?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Quote 2 examples:
8.2	Do you ask questions/raise doubts more freely after participating in AEP sessions?	Yes, But only in AEP sessions <input type="checkbox"/> Yes, in AEP sessions and other classes also <input type="checkbox"/> No <input type="checkbox"/>		Quote 2 examples:
9	QUESTIONS TO BE ASKED TO NODAL TEACHERS: (Please speak to anyone nodal teacher) Name: _____)			
9.1	Which AEP topics do you like to transact?	Choose from list of mandatory activities from the Reference book		
9.2	Which AEP topics are you not comfortable in transacting?	Choose from list of mandatory activities from the Reference book		

S. No	Parameters	Yes	No	Remarks / Comments / Observation
9.3	Have you been able to apply learner centric, participatory pedagogies to regular classroom teaching other than AEP sessions?	Yes	No	If 'Yes', in which subject/s: _____ _____ _____
9.4	What further support do you need for improving the quality of AEP implementation in your school?			Please provide up to 3 suggestions for the support you need
10	QUESTIONS TO BE ASKED TO PRINCIPAL:			
10.1	What kind of support do you provide for AEP implementation? (Encircle the response you want to choose. Multiple responses possible)	<ol style="list-style-type: none"> 1. Select nodal teachers based on specified criteria 2. Provide necessary slots in school time table for AEP sessions 3. Observe AEP sessions 4. Review transaction of AEP sessions against plan 5. Submit monitoring reports regularly 6. Encourage participation on AEP ARC online portal 7. Organize sensitization meetings for parents 8. Support for school based thematic AEP assemblies 9. Support for AEP theme based activities 10. Any other, please specify..... 		
10.2	What additional support do you need for improving the quality of AEP implementation in your school?	Please share up to 3 suggestions for the support you need		
10.3	What challenges do you face in AEP implementation in your school?	Please share up to 3 challenges		

SUMMARY REPORT BY THE MENTOR

Achievements:



Adolescence Education Programme (AEP)



Challenges observed:

Follow up action:

Any other observations:

Summary of AEP implementation: (5 point scale)

- 1** Excellent
- 2** Very Good
- 3** Good
- 4** Average
- 5** Below Average

Codes for Challenges in Conducting AEP Sessions

1. Student's inability to understand the importance of AEP
2. Student's inability to understand the content of the sessions
3. Hesitation amongst students especially female students
4. Hesitation amongst teachers in discussing sensitive topics in joint sessions/ with students of opposite sex (male teacher in a girl's school/female teacher in a boy's school)
5. Lack of interest amongst students (because AEP is not a part of the syllabus/ no exams are conducted)
6. Students ask unnecessary questions/ take undue interest
7. Large batch size for sessions
8. Difficulty in conducting sessions without a time table/implementation calendar
9. Lack of IEC materials/teaching aids
10. Existing work load on teachers
11. Resistance from colleagues
12. Resistance from parents
13. Resistance from community
14. Resistance from students
15. Resistance from school administration

Codes for Suggestions for Improving AEP Sessions

A. On integration in school program:

1. Must have a fixed in time table
2. More periods should be allocated to AEP sessions
3. Should be incorporated in syllabus and exams should be held

B. Teachers:

1. There should be more NTs
2. There should be a female NT for girls

C. On transaction of sessions:

1. Simple language should be used
2. Sessions should be conducted through co-curricular activities
3. Audio visual aids should be used during sessions
4. Participatory methods of teaching should be used
5. Books & IEC material related to AEP should be provided
6. Sessions on sensitive topics should be conducted separately for boys and girls
7. AEP sessions should be started from middle school

D. On content:

1. More content on misconception related to growing up should be included in the module
2. More adolescence issues need to be added to the module
3. The module should be made more interesting

E. On supporting activities:

1. A committee should be constituted at school level to deal with cases of sexual exploitation
2. Adolescent cell should be constituted in school
3. Counseling services should be provided in school
4. Suggestion boxes should be installed in school
5. Parents/community should be involved/ sensitized

F. Others (please specify)

Guidelines for school mentoring visits

1. Please carry a hard copy of the resource material and all the formats. Give the relevant document to the Principal/NT in case they have not received it at the time of the monitoring visit.
2. Introduce yourself to the Principal and state the purpose of your visit.
3. If the response to a query/activity is negative maintain a positive attitude and explore what where the challenges that have hampered the process. The approach at all times should be to explore what needs to be fixed to make things better instead of pointing out the gaps.
4. Verify the information being provided against relevant documents (Implementation calendar, session completion records, timetable, etc.).
5. Always remember that the information is being gathered for the current academic year unless specified otherwise in the checklist.
6. While gathering perceptions/experiences/suggestions read out your question and allow them to respond on their own. Check if their response has been enlisted in the options provided in the checklist. If not, Seek clarity on what they are communicating and if it still does not fit into any of the options provided in the checklist record it verbatim under 'Others'.
7. Do not prompt or make suggestions as to what their response should be.
8. Ensure there are minimum responses that fall in the category of 'May be/ Don't know'.
9. In schools with two NTs please try if a conversation can be held with both the NTs at the same time.
10. A mixed group of 4-6 boys and girls, preferably equal in number (4-6 girls in case of girls' school and 4-6 boys in case of boys school), class 8-11 will need to be interviewed.
11. If the school already has a time-table for AEP sessions, assess the time-table and the number of sessions being covered each month and see if they will be able to complete the recommended number of sessions by the end of the academic year or not and advise them accordingly.
12. Where ever possible, recommend a batch size between 40-60 students for AEP sessions.
13. While providing inputs on time-table, assess the number of students to be covered against the recommended batch size of 40-60 students. Help the school design the time-table in a way that upto 3 sessions can be completed among all the students in a month.
14. In the section on 'Support provided by the Monitoring Officer' ensure support has been provided on all possible aspects. For e.g. If the Principal says "Directive for time-table not received" provide a copy of the directive and also help them create a time-table. If the NTs shares "hesitation in conducting sensitive sessions" demonstrate how to conduct a sensitive session confidently.
15. While conducting a session among the students, where ever possible, conduct a sensitive session.
16. Once you have finished the inquiry for the school monitoring visit format fill in the overall findings in the Follow-up format.



Adolescence Education Programme (AEP)



Date of first visit	Issues for follow up action

Date of second visit	Action taken	Issues for follow up action