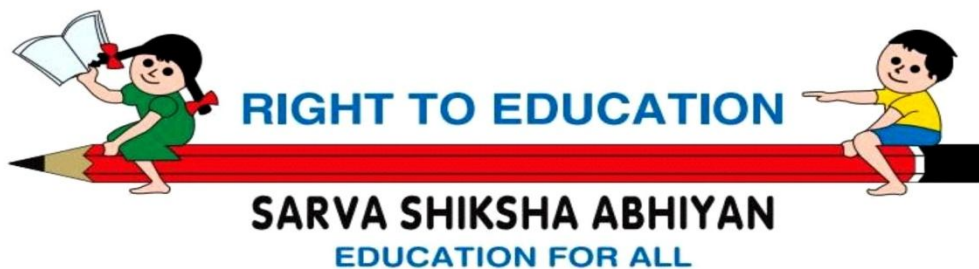# NAGALAND

QUALITY MONITORING TOOLS

QUALITY MANAGEMENT IN ELEMENTARY
EDUCATION UNDER SSA

STATE MONITORING FORMAT (STMF)

To be filled by : State Project Director

Guidelines for implementation of Quality Monitoring Tools

Table 1: QMTs to be used at different levels

Sl No	Quality Monitoring Tools	Key Persons	Levels
1	School Monitoring Format (SMF)	Head Teacher	School
2	School Management Committee Format (SMCF)	School Management Committee (SMC)	
3	Cluster Monitoring Format (CMF)	Cluster Resource Centre Coordinator (CRCC)	Cluster
4	Classroom Observation Schedule (COS)		
5	Block Monitoring Format (BMF)	Block Resource Centre Coordinator (BRCC)	Block
6	District Monitoring Format (DMF)	District Project Officer (DPO)	District
7	State Monitoring Format (STMF)	State Project Director (SPD)	State

SMF: SMF reflects upon the status of various indicators influencing the quality of school education.

SMCF: The SMCF provides information on perception of SMC members about the functioning of school.

COS: COS records information about various aspects of classroom processes in progress.

CMF: Part I of CMF provides consolidated information of all schools in the cluster collected through SMFs. Part II deals with the perception of CRCC about functioning of schools in the cluster.

BMF: Part I of BMF provides consolidated information of all schools in the block collected through SMFs. Part II provides consolidated information on perceptions of CRCCs. Part III deals with the perception of BRCC on various quality indicators in the block.

DMF: Part I, II and III of DMF respectively consolidate the information about schools in the district, perceptions of CRCCs and perceptions of the BRCCs on various quality indicators in the district. Part IV provides the perceptions of the DPO about quality aspects in the district.

STMF: Part I,II,III and IV and V of STMF respectively provide consolidated information about schools in the district, perceptions of CRCCs, perceptions of the BRCCs and perceptions of DPOs on various quality indicators in the district. Part V deals with the perceptions of the SPO about quality aspects in the State

Periodicity:

Under the revised scheme there will be four quarters of monitoring in a year, that is, the QMTs at different levels will be completed four times in a year - once in each quarter. The four quarters have been shown in Table 2.

Table 2: The Four Quarters of Monitoring

Quarter	Period covered	Submission of tool/format to next higher level	Format to be completed/ consolidated	
I	April to June	July	SMF, CMF, COS, BMF, DMF,	—
II	July to September	October	SMF, CMF, COS, BMF, DMF,	SMCF, STMF
III	October to December	January	SMF, CMF, COS, BMF, DMF,	—
IV	January to March	April	SMF, CMF, COS, BMF, DMF,	SMCF, STMF

The School Monitoring Format (SMF), Cluster Monitoring Format (CMF), Classroom Observation Schedule (COS), Block Monitoring Format (BMF) and District Monitoring Format (DMF) are to be completed quarterly. The School Management Committee Format (SMCF) to be filled up by SMCs and consolidated by CRCCs at the cluster level will be filled up only half yearly, i.e. in the 2nd and the 4th quarters. Likewise at the State level, STMF will be completed two times in a year – in the 2nd and the 4th quarters. A copy of the STMF will also be forwarded to the NCERT for analysis and feedback.

Flow of information from school level through State /UT level will preferably be initiated in the last month of each quarter and completed in the next month. However feedback action will continue throughout the four quarters. The duration of the four quarters may finally be decided by the States/ UTs in their own context.

*Implementation of QMTs***: Consolidation and Feedback Mechanism**
The following procedure will be adopted for implementation of the QMTs at different levels:

School: The Head Teacher will complete the School Monitoring Format (SMF) and submit a copy of it to CRC.

SMC: SMC will complete the School Management Committee Format (SMCF). One copy of SMCF will be retained in the school and the other sent to CRC.

Cluster: CRCC will complete the Cluster Monitoring Format (CMF) according to the guidelines provided in it. The CRCC will observe class teaching in schools of his/her cluster throughout the session and record observations in Classroom Observation Schedule (COS).On the basis of the classroom observations, he/ she will provide onsite guidance to the teachers for improvement of teaching and learning processes leading to improvement in learning outcomes of children. He/she will consolidate class room observation record of COSs of all classes/schools in the cluster in a COS format on quarterly basis. The CRCCs will also consolidate SMCF information received from all SMCs in a SMC format quarterly. The consolidated information in CMF, COS and SMCF will be analysed by the CRCC to provide feedback to the schools and teachers. He /she will take all possible steps for improvement of educational processes in the schools and at the cluster level. All CRCCs in the block will send copies of these formats to the BRCC.

Block: BRCC will complete the Block Monitoring Format (BMF) according to the guidelines given in it. BRCC will also consolidate other formats (COS, SMCF) received from the CRCCs. On the basis of analysis of information of all these formats, BRCC will provide feedback to CRCCs and take

necessary action for improvement of quality dimensions in the Block. BRCC will forward copies of all completed formats to DPO and DIET.

District: DPO will complete District Monitoring Format (DMF) and consolidate the formats (COS, SMCF) received from BRCCs. He/she will provide feedback to BRCCs and take necessary action for improvement of educational processes in the district. The DMF will be forwarded to SPD and SCERT. Consolidated COS and SMCF will be retained at the district level. These may be provided to the DIET, SCERT, SPO or NCERT for analysis if needed.

State: SPD/ concerned State Coordinator, SSA will complete/ consolidate the State Monitoring Format (STMF) received from DPOs. The information will be analysed and appropriate necessary action taken for improvement of educational processes in the State/UT. Copies of consolidated formats will be forwarded to the Department of Elementary Education, NCERT, New Delhi and the concerned Regional Institute of Education.

NCERT: At NCERT level, the Department of Elementary Education and RIEs will analyse the information received and provide feedback to the State/UT for improvement.

Role of DIET and SCERT: DIETs and SCERT/SIE have to play an important role in the implementation of QMTs in the State/UT. The QMT formats seek to rejuvenate the academic resource support structures at the cluster, block and district levels for bringing improvement in classroom processes and students' performance. The DIETs and SCERT/SIE in the State/UT would analyse the Quality Monitoring Data. The DIETs need to analyse the Quality Monitoring Data at the cluster, block and district levels and provide area/context specific feedback for corrective measures.

At the State Level the SCERT/SIE needs to collect and analyse Quality Monitoring Data emerged from STMF and district level consolidated COSs and SMCFs and evolve a mechanism to improve teaching and learning processes as per provisions given in section 29 of the RTE Act. DIETs and SCERT/SIE need to build up strong linkages with educational functionaries and structures at different levels in the State/UT.

STATE MONITORING FORMAT
(To be completed by SPD and sent to NCERT)

Quarter under Report | | | | **4** |

Year | **2** | **0** | **1** | **4** | **1** | **5** |

Period of quarter: January to March 2015

General Guidelines:

1. This format has four parts, I, II, III, IV and V. Part I, II, III & IV will be completed by consolidating information received from all DPOs through DMFs.

2. Part V will be completed by the SPD on the basis of his/her perceptions.

3. Information provided should belong to the quarter under report only.

4. Completed STMF should be submitted to NCERT.

5. Guidelines given in each part should be read carefully before answering the questionnaire.

Part-I
(To be consolidated by SPD using information from DMF (Part I) filled by DPOs of all districts)

Section A: School Information

1. (a) CRC **125** , BRC **46**, District **11** ,State **NAGALAND**

2. (a) Number of schools in the cluster

| I - V | 1823 | VI - VIII | 891 | I - VIII | 2750 | Any other | Nil | Nil | Total | 2750 |

(b) Number of schools which filled up SMFs,

| I- V | 1823 | VI - VIII | 891 | I - VIII | 275 | Any other | Nil | Nil | Total | 2750 |

(c) Number of CRCs which filled up CMFs,

| Total | 125 |

(d) Number of BRCs which filled up BMFs,

| Total | 46 |

(e) Number of DMAs which filled up DMFs,

| Total | 11 |

3. Number of Teachers: In Position   Required Posts
                                                                          (as per RTE Norms)

   (a) Primary Teachers   (i) Regular   **11680**   Nil

                               (ii) Contractual [   ]

   (b) Upper Primary Teachers (i) Regular   **4795**   Nil

                               (ii) Contractual [   ]

Section B: Attendance Information

4. Information about attendance of students during last month in the State:

   Month: January to March 2015

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	5044	2819	2320	5363	2582	2117	10407	5401	3165
II	4800	2844	1946	4911	3036	1999	9711	5880	3015
III	4589	2909	1780	4814	2956	1780	9403	5865	6180
IV	4294	2296	1894	4745	2653	1609	9039	4949	2802
V	4000	2232	1717	4230	2385	1826	8230	4617	2966
VI	3331	1802	1199	3490	2017	1111	6821	3828	5768
VII	3129	1688	1038	3222	1692	1183	6351	3429	1806
VIII	2599	1325	995	2780	1548	917	5364	2873	1578
Total	**31786**	**17915**	**12889**	**33555**	**18869**	**12542**	**65326**	**36842**	**27280**

5. Number of Children with Special Needs (CWSN) in government schools in the State.   **10002**

6. Steps taken by the schools to improve students' attendance:

   ➤ **Providing Mid-Day Meal**

   ➤ **Providing Uniforms, textbooks etc**

   ➤ **Counseling in the Morning Assembly.**

- ➢ **Highest attendance is awarded.**
- ➢ **Home visiting and parents are advised to send their children to school regularly.**
- ➢ **Conducting different activities.**

7. (a) Number of out-of-children admitted to age-appropriate classes under RTE.

Boys: | **Nil** | Girls: | **Nil** |

(b) Number of centers where these children are undergoing special training.

Own schools	Other centers (NGO)	Residential centers	Any Other ....
Nil	**Nil**	**Nil**	**Nil**

Section C: Curriculum Transaction

9. Number of schools distributing textbooks at different times after beginning of session | Nil |

Within one week	Within one month	After one month
All schools		

10. What is SPO doing to improve system for timely distribution of textbooks?

- ➢ **The SPO as the funding authority releases the fund on time.**

11. No. of teachers who received teacher/ (TLM) Grant and have utilised it.

	Received %	Utilised %
Percentage of primary teachers	Nil	Nil
Percentage of upper primary teachers	Nil	Nil

12. Initiatives/ strategies adopted by teachers for improving teaching learning process.

- ➢ **Using relevant TLM in classroom teaching.**
- ➢ **Play way method**.
- ➢ **Involvement/participation of students in the classroom activity.**
- ➢ **Outdoor learning through observations.**
- ➢ **Front seat allotted to CWSN.**

13. Specific efforts made for making classrooms inclusive (CWSN).

- ➢ **Resource Teachers/I.E Volunteers has been attached to school where CWSN children are studying after giving orientation training at state level.**
- ➢ **By making ramps and hand grills.**

Section D: Continuous and Comprehensive Evaluation

15. How are CRCCs monitoring the progress of pupils' learning?
    - ➢ **Conducting meeting with teachers**
    - ➢ **Classroom observation and assist the students in curricular and co-curricular activities.**
    - ➢ **Slow learners are encouraged by the system of re-teach and re-test**

Section E: Teacher Training

16. Ways in which training inputs were used by the teachers. Write five prominent examples.
    - ➢ **Use of relevant TLM.**
    - ➢ **Activity and Competency Learning implementation**
    - ➢ **In making proper Lesson Plan**
    - ➢ **Create Joyful Learning Environment**
    - ➢ **Continuous evaluation of pupils' performance.**

17. Suggestions for upcoming training programmes provided at the District level.
    - ➢ **More training needed in TLM.**
    - ➢ **New Pedagogy Training at BRC for newly appointed teacher once a year.**
    - ➢ **Topic specific training.**
    - ➢ **Training on RTE and its implications.**

Section F: Functioning of SMC   Number   %

18. Number of schools having School Management Committees (SMCs) in the State.

2750	100

19. (a) Number of schools where School Development Plans have been prepared.

2750	100

   (b) Number of schools involving SMCs in preparation of this plan.

2750	100

   (c) Action taken on schools that did not involve SMCs.

   - ➢ **It is mandatory to involve SMCs in preparation of School Development Plan, so grants were not allotted to those schools who fail to comply.**

                                                                          Number   %

20. (a) Number of SMCs which were given training about their roles and functions.

Nil	Nil

(b) Action taken for coverage of SMCs not trained.
  ➢ **Data's collected from the EBRCs to identified untrained SMCs members.**

Part-II

(To be consolidated by SPD using information from DMF Part II filled up by all DPOs)

1. (a) Number of classrooms (teaching) observed by the CRCCs in the last quarter:
    Range **50** to **60**

2 (a) School visits by CRCCs:

Number of times visits were made to each school	*Number of CRCCs visiting*
(i) Once in a month	✓
(ii) Once in two months	
(iii) Once in three months	
(iv) Once in four to six months	

3. Suggestions provided by the CRCCs to improve classroom teaching.
    ➢ **Responsible teacher be made the head of the school.**
    ➢ **Conducting Quiz**
    ➢ **Feedbacks on the spot. Advised to use different techniques for improvement of classroom teachings.**
    ➢ **Short term or refreshers course to all teachers.**

	Number	%
4. Number of schools not maintaining records of pupils' progress in the schools	Nil	Nil
5. (a) How many schools are having less than 60% coverage of the syllabus ?	Nil	Nil

   (b) What has been done to address this issue?

    ➢ **Timely monitoring and ensure that lessons are covered as per academic plan.**

1. (a) Number of DPOs who are not providing QMTs regularly

    ➢ **Nil**

   (b) What has been done to address this issue?

    ➢ **Does not arise**

Part-III

(To be consolidated by SPD using information from DMF Part III filled up by all DPOs)

1. Five important specific functions that BRCs performed in the district.

> ➢ **Conduct review meeting with Resource Persons**
> ➢ **Monitoring and collection of data's and their submission**
> ➢ **To help teachers in teaching learning process.**
> ➢ **Conduct meetings with SMCs and school teachers.**
> ➢ **Identification of new teachers and conduct pedagogy training separately**

2. Number of BRCs who prepared a schedule for visit of schools.
| 46 |

3. Number of times each school was visited by BRCs on an average.
| 4 |

4. Write five examples of professional support provided by the BRC to teachers during the last quarter.

> ➢ **How to make a proper lesson plan.**
>
> ➢ **More emphasis in the use of English medium during class transaction.**
>
> ➢ **Proper implementation of CCE.**
>
> ➢ **Effective Classroom management.**
>
> ➢ **TLM development and its effective use.**

5. How are BRCs monitoring the records of pupil progress in learning?

> ➢ **By visiting schools and checking the progress report of each and every child and giving necessary feedbacks**

6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter.
| Nil |

(b) What percent of current year's target has been achieved during last quarter?
| Nil |

(c) List major issues emerging from the programmes.

6. (a) How many in-service professional development programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

(i) Mathematics
| Nil |

(ii) Science
| Nil |

(iii) Social Science
| Nil |

(iv) Language
| Nil |

(v) Arts Education
| Nil |

(vi) Health and Physical Education

(b) What percent of current year's target has been achieved during last quarter? $\boxed{\text{Nil}}$ %

(c) List major issues emerging from the programmes.

Part-IV

(To be consolidated by SPD using information from DMF Part IV filled up by all DPOs)

1. Number of districts having 'quality monitoring' mechanism. | 11 |

   (a) The institutions involved: **Nagaland University, Monitoring Institute of SSA.**

   (b) Members of 'quality' monitoring: **SMA, DPOs, DEOs, SDEOs and SMCs**

   (c) Role of BRC/CRC in quality monitoring: **Conduct teachers training, observation of students, teacher's performance and classroom practices and U-DISE collection.**

   (d) Role of DPO in 'quality' monitoring: **Frequent school visit, check student performances, teacher's attendance and infrastructure development.**

2. What kind of 'quality interventions' were provided at district level in the last quarter?

	Number of districts providing interventions
(a) Training of resource persons on RTE Act 2009	No
(b) Training of Resource Persons on Pedagogy and Assessment	No
(c) Training of SMC members on 'School Development Plan'	No
(d) Training of 'Educators' for special training of children admitted to age-appropriate classes	No

3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district.

	Number of districts organizing meetings
(a) Once in a month	✓
(b) Once in two months	
(c) Once in three months	
(d) Once in four-six months	

4. Field visits (schools) by DPOs during last quarter:

   (a) Number of schools visited by DPOs on an average | 80-90 |

   (b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

>   ➢ **More Resource Persons training is required to equipped them with new methods of teaching.**
>
>   ➢ **Constant monitoring of CCE implementation.**
>
>   ➢ **Timely release of fund.**

5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselves for SSA activities (Please √ mark)

Number of districts coordinating :

Mostly	Sometimes	Never
	✓	

(b) If there are problems, give details

> **Nil**

6. List the areas for quality intervention where district needs support from the DIET in the next quarter.

> **Subject specific training for Resource Persons needed.**
> **More training on CCE.**

Part-V

(To be completed by SPD on the basis of his/ her perceptions)

1. The textbooks used in the State at primary and upper primary stage are developed by (Mark √)

    (a). State Government

    (b). NCERT

    (c). Private publishers

    (d). Any other: **SCERT**   ✓

2. When was the last revision of syllabi and textbooks initiated and completed in the State?

	Initiated	Completed
Primary: Syllabi	**2007**	**2010, revised again in 2012**
Textbooks		
Upper Primary: Syllabi	**2007**	**2010, revised again in 2012**
Textbooks		

3. Please furnish details of common training modules in use, if any, in training of different functionaries at primary and upper primary levels in the State

Modules	*Pry/Upper Pry*	*Year of development*

    ➢ **Certificate for Primary Teachers Education (SCERT)**   **2008**

    ➢ **Thirty Days Teachers Training Module for Newly recruited teachers (SCERT) 2008**

    ➢ **10 Days In-Service Teachers Training Module for both Pry/Upper Pry (SMA,SSA & SCERT) 2012**

    ➢ **Induction Training Module for Newly Recruited Teachers for both Pry/Upper Pry (SCERT) 2013.**

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	*In Position*
CRCs	**134**	**125**
BRCs	**52**	**46**

5. Activities of SSA/RTE in which DIETs & SCERT were involved. Please State problems, if any.

    a. DIETs: Involvement

    ➢ **Directorate of SCERT has been declared as Academic Authority and also designated to undertake teachers training.**

    ➢ **Newly Inducted Teachers, Untrained teachers and Block Resource Persons training will be undertaken at DIETs and SCERT.**

➢ **Development and reproduction of teaching learning materials and Leaflets/Booklets for teachers on RTE.**

Problems:

➢ **Less Coordination between DPOs and DIETs.**

b. SCERT: Involvement
- ➢ **Directorate of SCERT has been declared as Academic Authority and also designated to undertake the tasks of training of untrained teachers.**
- ➢ **The SCERT will also function as Nodal Agency for Teachers training. 30 days orientation training for new recruits and will be undertaken at DIETs. In-Service teachers training at Block and Cluster Levels will be undertaken by BRC/CRC Resource persons duly trained by SCERT.**
- ➢ **SCERT as the academic authority is taking charge in the implementation of Activity & Competency Learning (ACL). Several orientation programme of school teachers. Development and reproduction of teaching learning materials (charts & cards).**
- ➢ **Revise/update and improvement of Modules for In-service teachers training as per RTE, Modules for 30-days orientation training. Leaflets/booklets for teachers on RTE and Guidebooks for BRC/CRC Coordinators in convergence with SCERT & DIETs faculties in consonant with the new syllabus and curriculum and other issues.**
- ➢ **Training for BRC/CRC Resource Persons on the revised In-Service Teachers Training modules by SCERT**

Problems:

➢ **Does not arise**

6. To what extent following structures met State's expectations in providing desired support for quality improvement of educational processes (Please rate on 5 point scale).

	Least	1	2	3	4	5	*Greatest*
CRCs		◯	◯	◯	✓	◯	
BRCs		◯	◯	◯	◯	✓	
DIETs		◯	◯	◯	✓	◯	
DPO		◯	◯	◯	◯	✓	
SCERT		◯	◯	◯	◯	✓	

7. (a) Does the State have State Resource Group to advice on Quality? Yes

(b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)

> **Not available.**

(a) Major programmes / activities of SSA for quality enhancement during the current year……….

> **The revised Quality Monitoring Tool developed by NCERT is fully implemented in the State.**
> **Activity & Competency Learning (ACL) training conducted for Resource Persons and teachers.**

(b) Progress of these programmes during the quarter

> **The revised Quality Monitoring Tool developed by NCERT is now utilized by the CRCs, BRCs, SMCs, DPOs and SPO for academic supervision and monitoring and support to schools and teachers.**
> **ACL training conducted for Resource Persons and EBRCs teachers.**

1. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters:

> **Timely adequate release of fund to the state by the Ministry so that all quality related interventions like training programmes etc may be conducted during the current academic period**

2. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).

> **Orientation training for state, district and block level monitoring functionaries on the revised Quality Monitoring Tool needed from NCERT, New Delhi.**
> **Training on the teachers tracking performance using PINDICS from NCERT, New Delhi.**

Date: 6/7/2015

Name & Signature