WORKSHOP ON IMPLEMENTATION OF QUALITY MONITORING TOOLS IN STATES

A Report

विद्यया ऽमृतमश्नुते

NCERT

Department of Elementary Education

National Council of Educational Research and Training

New Delhi-110016

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Organising Team

- ❖ Prof. Manju Jain, Head. DEE

- ❖ Prof. Yogesh Kumar, Co-ordinator, SSA Cell

- ❖ Prof. Krishan Murari Gupta, Senior Consultant

- ❖ Dr. Pooja Singh, Consultant

- ❖ Ms. Tintu Kurian, Senior Research Associate

- ❖ Ms. Dheera Kalota, Senior Research Associate

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Introduction

A two days workshop on implementation of quality monitoring tools in States was organised in Department of Elementary Education, NCERT on 20th and 21st January, 2015. The main aim for organising this workshop was to motivate the States to send QMTs which have not yet submitted reports, by informing them about major components of quality, analyse the concerns expressed by the stakeholders and evolve strategy for implementation of QMTs. The States which were invited for the workshop included: Arunachal Pradesh, Assam, Jammu & Kashmir, Jharkhand, Maharashtra, Manipur, Meghalaya, Mizoram, Odisha, Tripura, West Bengal, Haryana, Himachal Pradesh, Rajasthan, Uttar Pradesh, Chhattisgarh and Madhya Pradesh. However, participants from a few States i.e. Himachal Pradesh, Chhattisgarh, Odisha, Jharkhand, Uttar Pradesh, Maharashtra and Mizoram only attended.

Inaugural Address

The workshop was initiated by Prof. Yogesh Kumar, Coordinator SSA cell by extending a warm welcome to the participants from different States. He discussed the objectives behind organising the workshop so as to aware the participants on significance of the programme and also to convince the participants to send QMTs in time. Further the programme was continued by Prof. K.M. Gupta, who detailed the participants on the history of monitoring tools, with emphasis on Sarva Shiksha Abhiyan, National Curriculum Framework and Right to Education Act. He also stressed upon the responsibility of administration to provide education to all children.

After this Prof. Manju Jain, Head, DEE gave the inaugural address. She thanked the participants for attending the workshop and also explained the purpose of the workshop i.e., to have a face to face interaction with the States for identifying the problems associated with the inability of the States to submit QMTs in time. She inquired the participants concerning the issues in their respective States for delay in report. Further, she discussed with the participants about the present status of the QMTs and any support required from NCERT on the same.

Day I

After the inaugural address, the technical session started with an extensive discussion by SSA team and the participants on status of QMTs in the State. Firstly the participants from Chhattisgarh informed that language is a major constraint in the State. The State is making efforts for translation of QMTs in Hindi. The CRCCs in the State are TGT level teachers so during elections, QMTs are delayed due to non-availability of man power for getting information. The participants from Himachal Pradesh also reported the status of QMT in the State. The officials would furnish the report as early as possible. The major cause of delay in submitting the format is due of lack of correspondence in primary and upper primary level of education as both is administered by different authorities. In primary level, CST and in upper primary level the principals are acting CRCCs which makes delay in furnishing the information at two levels. The printing cost involved is also a major financial holdup. But now as the process has been initiated the State would now submit the report.

The participants from Jharkhand updated on the status of QMTs in the State. It was informed that the State is concerned about the implementation of QMTs. Participant from Maharashtra informed about the status of QMTs in the State. The State informed that it has translated the formats in Marathi and sent to the districts. Training for teachers, SMC members and CRC/BRC have been conducted. The State has sent the collective QMTs for II and IV quarter for the year 2013-14. The participant from Mizoram gave reasons regarding the inability of the State to send any QMTs. Earlier the State has actively participated in furnishing the information from 2006-2009. The revised QMTs has not been implemented yet due to financial limitation. The funds available to the State are adequate for providing salaries to employees only. The State is unable to afford the additional cost involved for printing of QMTs and TA/DA for CRCCs.

The participant from Odisha reported that SAMIKHYA, another monitoring format has been implemented in the State from 2010. However, from this year i.e. 2014-15 they are planning to implement QMTs. For that purpose, the State decided that 10 schools from each block will be taken. Third quarter data has been collected by the State and has been received by SSA cell. The participants were informed by the SSA staff to send QMT information on the basis of all the schools in the State on regular basis.

The participant from Uttar Pradesh briefed about the status of QMTs in the State. The QMTs has been translated in Hindi and also printed at district level. The collection of data at every level is a major problem being faced for furnishing information in QMTs. He also informed that all trainings for implementation of QMTs in the State are being conducted by D.I.E.Ts.

After the discussion on status and feedback from the participants, Prof. Yogesh Kumar, co-coordinator SSA cell, presented the salient features of QMTs of 2013. The foundation, objectives and various aspects of quality were discussed. The status of the States/UTs on various aspects of quality in QMTs, like students attendance, out of school children in age appropriate class, textbooks distribution, children with special needs, SMCs, learners' achievement etc. based on the responses given by them in the year 2013-14 were presented. This detailed presentation informed the participants on the position of States /UTs with regard to QMTs.

Prof. K. M. Gupta, Senior consultant SSA cell detailed and discussed about QMTs at school level. The participants were informed on the significance and content of School Monitoring Format with reference to QMTs. Doubts of the participants on various items in the SMF were clarified. Participants suggested that with formats, guideline sheet can also be provided for improving the information collection process. After lunch, Prof. Gupta continued his presentation on QMTs with reference to cluster and block level. Various items in CMF and BMF were discussed. Prof. Gupta stressed upon the need of awareness and understanding of CRCs and BRCs in filling these information.

DAY II

The second day of the workshop was initiated by Prof. Yogesh Kumar. He discussed with the participants on the QMTs giving special focus on district and State level formats. Various aspects of District Monitoring Formats and State Monitoring Formats were defined and participants were informed on details to keep in mind while filling these items. He stressed that reports should be send on regular basis, in time and according to the quarter under observation. Also he informed that participants may report any additional initiative being undertaken by the State in quality monitoring. He emphasized upon the fact that QMTs serves the bigger aim of enriching the education experience for children and should not be considered as mere tools for record keeping. The participants shared their problems and were appropriately clarified.

After this session, group exercise for identifying strategies for effective implementation of QMT commenced. The participants shared the problems being faced by the State in timely implementation of QMTs. Participant from Chhattisgarh suggested that the QMTs should be simplified and some software may be developed so that the process of feeding of information and compilation of data is eased. He also suggested that SCERTs should also get involved in this process being the State level academic body and may suggest some follow up actions.

The participants from Himachal Pradesh suggested improvement in administration level. They suggested CRCs should be strengthened and empowered and full time appointments for CRCs and BRCs should be there. The participants from Jharkhand suggested that the term *monitoring* may be replaced with the term *support*, as it is a more positive term, teachers or educators may not feel under scrutiny of the CRCCs and BRCCs. The participant from Maharashtra also said that some computer application may be developed for facilitating data collection and compilation. Also, more funds may be available for timely execution of QMT process.

The participant from Odisha suggested certain changes in QMT format as attendance recording format may be revisited, some examples should be given regarding analysis and collection of information and video example should be there. Also he said that there is need for some training to CRCCs and some support from NCERT needs to be included at the time of training. The participant from Uttar Pradesh suggested that different cadre should be made for CRCCs and BRCCs. Software or computer application may be developed for easy collection, compilation and analysis of the information. Training for strengthening and capacity building of CRCCs and BRCCs should be there.

After the group exercise and discussion on the problems in the States/UTs, Prof. Yogesh Kumar and Prof. Gupta suggested action points for strengthening monitoring mechanisms in the States. It was suggested that CRCCs and BRCCs should be strengthened and capacity building training should be given. Prof. Yogesh Kumar offered that NCERT is always willing to provide academic support and assistance to the States.

Valedictory Session

Prof. Yogesh Kumar ended the workshop by giving the valedictorian session. He thanked the participants and their deputing authorities for taking out time for attending the workshop. The participants were convinced on the significance of Quality Monitoring Tools. They assured on their part that delayed QMTs will be send as early as possible. Concluding remarks were given by Prof. Manju Jain. She also thanked the participants for attending and concluded the workshop.

Workshop on Implementation of Quality Monitoring Tools in States

Date: 20th to 21st January, 2015
**Venue: Room No.421, 4th Floor Deptt. of Elementary Education,
G.B. Pant Block, NCERT**

PROGRAMME SCHEDULE

20th January, 2015	
10:00 a.m. – 10:15 a.m.	**Registration**
10:15 a.m. – 11:15 a.m.	• Welcome – Prof. Yogesh Kumar • About the Programme – Prof. K.M. Gupta • Inaugural Address – Prof. Manju Jain, Head DEE
11:15 a.m. – 11:30 a.m.	**TEA**
11:30 a.m. – 01:00 p.m.	• Status and Feedback from the participants on the implementation of QMTs - SSA Team, DEE
01:00 p.m. – 02:00 p.m.	**LUNCH**
02:00 p.m. – 03:30 p.m.	• Salient Features of QMTs-2013 – Prof. Yogesh Kumar • Presentation & Discussion on Quality Monitoring Tools (School Level) – Prof. K.M. Gupta
03:30 p.m. – 3:45 p.m.	**TEA**
03:45 p.m. – 05:30 p.m.	• Presentation and discussion on Quality Monitoring Tools at (Cluster & Block Level) – Prof. K.M. Gupta
21st January, 2015	
09:30 a.m. – 11:15 p.m.	• Presentation on Quality Monitoring Tools (District and State Level) – Prof. Yogesh Kumar
11:15 a.m. – 11:30 a.m.	**TEA**
11:30 a.m. – 01:00 p.m.	• **Group Work** ➤ Identifying strategies for effective implementation of QMTs – SSA Team ➤ Role of CRCs, BRCs, DIETs and SCERT in Implementation of QMTs.
01:00 p.m. – 02:00 p.m.	**LUNCH**
02:00 p.m. – 3:45 p.m.	• Sharing and discussion on Group Work • Action Points for strengthening monitoring mechanisms in the States. – Prof. Yogesh Kumar, Prof. K.M. Gupta
03:45 p.m. – 04:00 p.m.	**TEA**
04:00 p.m. – 05:00 p.m.	Valedictory session: • Sharing progress of the programme - Prof. Yogesh Kumar • Feedback from participants • Concluding remarks & the way forward – Prof. Manju Jain • Vote of Thanks – Dr. Pooja Singh

Workshop on Implementation of Quality Monitoring Tools in States

Date: December 20th to 21st January, 2015
Venue: Room No.421, 4th Floor Department of Elementary Education,
G.B. Pant Block, NCERT

BACKGROUND NOTE

Quality Monitoring Tools (QMTs)-2013 of NCERT are being implemented throughout the country. With the implementation of Right of Children to Free and Compulsory Education (RTE) Act 2009 in the entire country since April 01, 2010, a need was felt to relook the Monitoring Tools and make them more meaningful for States and UTs. NCERT initiated the process of revision of QMTs in the context of SSA-RTE as an in-house activity. Efforts were made to simplify the Formats, minimizing unnecessary compilation of data, and incorporating the significant features of RTE Act 2009. The Department revisited the Quality Monitoring Tools with reference to NCF- 2005, RTE Act 2009, SSA Framework 2011, and Model Rules for Implementation of RTE and the experience gained in the implementation of QMTs-2005 in the States and UTs. During 2005-06, the NCERT in collaboration with the MHRD and States and UTs launched QMTs covering 14 Formats and 3 Analytical Sheets for all levels of operation (School, Cluster, Block, District and State).

In the revised QMTs - 2013, there are only 5 Formats one at each level i.e. School, Cluster, Block, District and State. In addition there are two more formats namely: School Management Committee Format (SMCF) and Classroom Observation Schedule (COS). While, SMCF is expected to reflect on *'Community Perceptions on School Functioning'*, the COS is used by the cluster level functionaries during their regular visits to the concerned schools. The DIET faculty and the BRC coordinators may find these sheets useful during their random visits to schools. These would be helpful for identifying teachers' needs and providing necessary academic support to the teachers in order to make classroom processes effective resulting in enhanced achievement levels of students.

The Quality Monitoring Tools at each level cover the aspects like – School Information, Enrolment and Attendance Information, Curriculum Transaction, CCE, Teacher Training, Functioning of SMC and Learners' Assessment.

It has been visualized that these Monitoring Tools will empower the functionaries at different levels, particularly at the grass-roots level. If a CRC coordinator collects information and analyzes it, then he/she automatically gets prompted to appreciate the reality and take decision whether it needs

to be promoted as a good practice or as one that needs further inputs or corrective measures. The States/ UTs have been empowered from time to time in use of the Quality Monitoring Tools (QMTs) by the NCERT through sharing meets, need-based support and feedback provided to them on their Quality Monitoring Data.

Significant features of Quality Monitoring Tools-2013

- Multi-tiered approach: One Format has been developed for each level (School, Cluster, Block, District and State)
- Bottom up approach (school level to higher level): The observation on formats are completed at school level and flow onward.
- Quarterly monitoring: The observation on the formats is completed quarterly.
- Two way flow of information: The information from school reaches to higher level and at the same time feedback from higher level comes to lower level.
- Continuous assessment of progress: The progress on various parameters is assessed continuously and concrete measures initiated.
- Diagnosis of weaknesses and provision of corrective measures.
- Principle of subsidiarity: All that can be done optimally at the lowest level should be done at that level.
- QMTs were rolled out in session 2013-14. Copies of the QMT were sent to all State and UTs for Implementation. So far 20 States and UTs have submitted filled in QMTs to the NCERT. These State and UTs have been provided feedback for Quality Improvement of School Education.

Objectives

The prime objectives of two day Regional Workshop are –

- Discuss the major components of Quality as envisaged in the QMTs
- Analyse the concerns expressed by the stakeholders
- Evolve strategy of implementation of QMTs

Methodology of the Workshop

The Regional Workshop will provide a platform for sharing and discussing different monitoring practices and experiences adopted by various States and UTs for the enhancement of Quality in Elementary Education. The following Group Work has been planned in Parallel Sessions:

- Identifying strategies for effective implementation of QMTs
- Role of CRCs, BRCs, DIETs and SCERTs in Implementation of QMTs

The SSA functionaries and faculty from SCERTs/ SIEs need to be actively involved in the analysis of monitoring observations and providing suggestions to the concerned districts for quality enhancement in elementary education. Therefore, all have to work in tandem to achieve the objectives of SSA-RTE.

Participants

Officials from SPD Offices of Arunachal Pradesh, Assam, Jammu & Kashmir, Jharkhand, Maharashtra, Manipur, Meghalaya, Mizoram, Odisha, Tripura, West Bengal, Haryana, Himachal Pradesh, Rajasthan, Uttar Pradesh, Chhattisgarh and Madhya Pradesh have been invited for the workshop.

DEPARTMENT OF ELEMENTARY EDUCATION

Title of Programme : Workshop on Implementation of Quality Monitoring Tools in States and UTs: Analysis and Feedback for Quality Improvement.
Venue : 421 G.B. Pant Block
Duration of the Prog. : 20-21 January, 2015
Name of Coordinator : Prof. Yogesh Kumar

LIST OF PARTICIPANTS

Sr. No	Name of the Participants	Designation	Office Address	Address	Telephone/Mobile No.	E-Mail
1.	Dr. Prakash Sankhyan	REMS Coordinator, Bilaspur	DIET, Bilaspur at Jukhala, District - Bilaspur, Himachal Pradesh	C/o Sh. G.L. Nadda, House No.70/11, Roma Sector-III Distt.- Bilaspur, Himachal Pradesh	+91-9418179773	prakashsankhyan @gmail.com
2.	Mr. Ashutosh Pandey	Programmer	State Office, RGSM, Raipur, Chhattisgarh	Avanti Vihar, Shankar, Nagar, Raipur	+91-7747012820, 0771-4283064	mis.head@gmail.com
3.	Mr. D.K. Mehta	TTI (SSA)	DIET, District - Bilaspur Himachal Pradesh		+91-9418295025	d.kmehta@yahoo.com
4.	Mr. P.K. Rath	Assistant Director	OPEPA, Govt. of Odisha		+91-9040538918	rprasant2007@gmail.com
5.	Mr. Hakimuddin Ansari	Sub Inspector of School	Ranchi, Jharkhand		+91-9431501998	hakimuddinansari74@gmail.com
6.	Mr. Ram	BEEO	BEEO,		+91-	brcchanho@rediff

					9431114553	mail.com ramnathram98@ mail.com
	Nath Ram		Chanho, Ranchi, Jharkhand			
7.	Mr. Alok Kumar Shukla	Coordinator Pedagogy, Quality Cell	SSA, UP, Lucknow	538GHA/21 Jain Compound, Triveni, Nagar, Lucknow	+91-9453604660	1985alokkumar@ gmail.com
8.	Mr. Avinash D. Mhatre	State Training Coordinator, SSA	SSA, Maharasht ra, Mumbai	Saidham, KLS (17) 5/9 Sec. 1	+91-9920480998	avinashmpsp@gm ail.com
9.	Mr. Z. Miller	DSPD	DSPD, SSA, Mizoram		+91-9436360919	pedassamiller@g mail.com
10.	Prof. Manju Jain	Head, DEE	DEE, NCERT		+91-9810491629	mjainncert@yaho o.co.in
11.	Prof. Yogesh Kumar	Coordinator, SSA CELL	DEE, SSA CELL		+91-9911090029	yogeshkt26@gma il.com
12.	Prof. Krishan Murari Gupta	Sr. Consultant	DEE, SSA CELL		+91-9968257296	kmgupta_ashirwa d@yahoo.com
13.	Dr. Pooja Singh	Consultant	DEE, SSA CELL		+91-9971898210	ms.poojaedu@red iffmail.com
14.	Ms. Tintu Kurian	SRA	DEE, SSA CELL		+91-8860554852	tintukkurian@gm ail.com
15.	Ms. Dheera	SRA	DEE, SSA CELL		+91-9958424375	areehd@gmail.co m
16.	Mr. Manish Kumar	Computer Operator	DEE, SSA CELL		+91-9911414752	kumars.manish11 @yahoo.com

शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Quality Monitoring Tools

NCERT

Department of Elementary Education
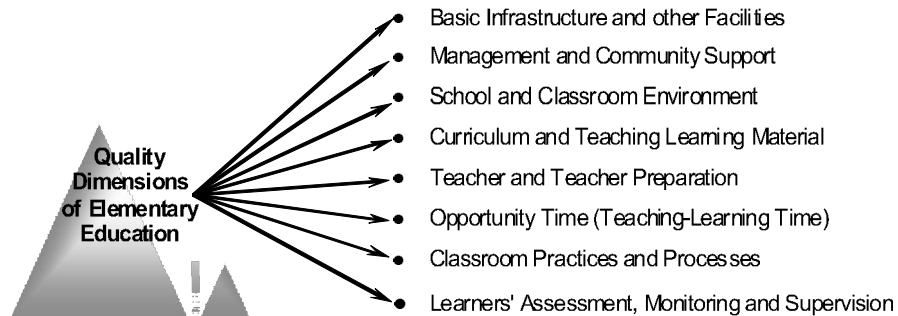## NCERT

Implementation of Quality Monitoring Tools

❖ Initially QMTs were rolled out in all States and UTs during 2005-06 aiming to improve quality of Elementary Education

❖ QMTs have been revised in view of:

➢ NCF 2005
➢ RTE Act 2009
➢ SSA Framework for Implementation 2011
➢ Experience gained in Implementation of QMTs

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Objectives

❖ **Institutionalize monitoring system of quality Elementary Education (EE)**

❖ **Ascertain participation of community in monitoring of Elementary Education (EE)**

❖ **Monitor progress of and provide feedback on dimensions of quality education**

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Dimensions for Quality Elementary Education

Quality Dimensions of Elementary Education

- Basic Infrastructure and other Facilities
- Management and Community Support
- School and Classroom Environment
- Curriculum and Teaching Learning Material
- Teacher and Teacher Preparation
- Opportunity Time (Teaching-Learning Time)
- Classroom Practices and Processes
- Learners' Assessment, Monitoring and Supervision

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Various Aspects of Quality Covered in QMTs

- ❖ Admission of all children
- ❖ Attendance of children
- ❖ Availability of textbooks and teaching learning material
- ❖ Involvement of SMCs
- ❖ School development plan
- ❖ Admission of out-of-school (OoS) children in age appropriate classes

Contd…

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Various Aspects of Quality Covered in QMTs

- ❖ Special training of OoS children
- ❖ Efforts for children with special needs
- ❖ Gender sensitive environment
- ❖ Child friendly classroom organisation
- ❖ Gender positive environment
- ❖ Provision of free expression by all children
- ❖ Participation of all children in activities
- ❖ Prohibition of physical punishment and mental harassment **Contd…**

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Various Aspects of Quality Covered in QMTs

- ❖ **Conduct and completion of curriculum**
- ❖ **Learners' achievement**
- ❖ **Teachers' position**
- ❖ **Teacher development system**
- ❖ **Provision of need-based teacher training**
- ❖ **System of on-site support**
- ❖ **Role of CRC, BRC, DIET and SCERT**
- ❖ **Continuous and comprehensive evaluation**

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Revised QMTs at Different Levels

- School Monitoring Format (SMF): *Head Teacher*
- School Management Committee Format (SMCF): *SMC*
- Cluster Monitoring Format (CMF) : *CRCC*
- Classroom Observation Schedule (COS) : *CRCC*
- Block Monitoring Format (BMF) : *BRCC*
- District Monitoring Format (DMF) : *DPO*
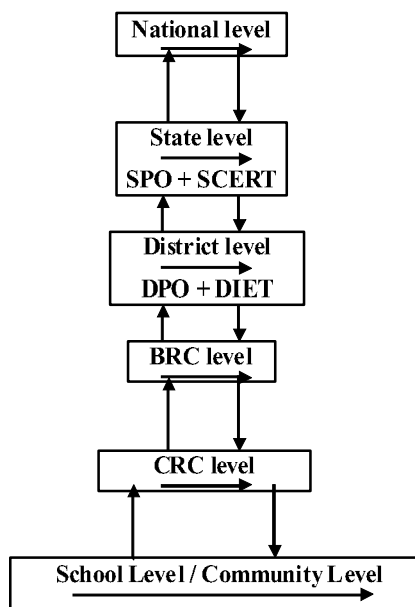- State Monitoring Format (STMF) : *SPD*

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Levels of Monitoring

	Level	Key Person
1.	School	Head Teacher
		School Management Committee
2.	Cluster	Cluster Resource Centre Coordinator
3.	Block	Block Resource Centre Coordinator
4.	District	District Project Officer
5.	State	State Project Director

Two Way Flow of Information

National level

State level
SPO + SCERT

District level
DPO + DIET

BRC level

CRC level

School Level / Community Level

Salient Features

- ❖ One format for each level
- ❖ Observation of classroom process
- ❖ Quarterly monitoring
- ❖ Bottom up approach
- ❖ Two way flow of information
- ❖ Assessment of progress
- ❖ Diagnosis of weaknesses
- ❖ Provision for corrective measures
- ❖ Principle of subsidiary

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Pre-requisites for Effective Monitoring

- ❖ Structures are in place (CRCs, BRCs)
- ❖ Personnel are in position at all places
- ❖ Job profiles are defined properly
- ❖ Capacities are built-up among personnel
- ❖ SMCs are empowered about their roles
- ❖ Data are gathered timely on QMTs and analyzed/shared at each level

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Role of DIET and SCERT

❖ Analyze, Suggestions, Remedial Plan, Training in use of Formats

❖ Monitor QMTs implementation and quality improvement plan

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THANK YOU

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