IMPLEMENTATION OF
QUALITY MONITORING TOOLS

WORKSHOP FOR THE STATES AND UTs OF SOUTHERN REGION AT DSERT, BANGALORE

DEPARTMENT OF ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
NEW DELHI-110016
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Implementation of Quality Monitoring Tools: Workshop for the States and UTs of Southern Region at DSERT, Bangalore

The workshop on Quality Monitoring Tools for the Southern Region States and UTs was organized by DEE, NCERT at DSERT, Bangaluru from 25 – 26 March 2014. The basic objective of the workshop was to strengthen monitoring mechanisms in various States and UTs and to enhance quality at the elementary stage of schooling. In this workshop, SSA State level functionaries and faculty from SCERTs/ DIETs of Karnataka, Tamil Nadu, Andhra Pradesh and Kerala participated. There was effective sharing among the officials on various aspects of monitoring and how to enhance quality in the on-going programme of SSA.

To achieve its objectives, great emphasis was made on *'willingness to do'* and *'willingness to improve further'* among the officials/functionaries at all levels of implementation – School/SMC, Cluster, Block, District and State. The two day proceedings of different sessions for the two days are given as under. The programme started with a warm welcome by Prof. Krishna Murthy, Additional director, DSERT. Dr. Kavita Sharma, DEE, NCERT, provided a brief overview and objectives of the workshop. She said that although a lot has been achieved as far as access and enrolment are concerned yet we are far away from accomplishing the objectives of quality education despite a number of initiatives in place since the inception of SSA and before that. Different educational reports indicate from time to time that quality of education in the government schools is not good as children in grade V also do not know how to write their names. She said even the implementation of RTE Act has not been helpful as three years after its implementation many children still drop out of school. Enrolment is also declining in some states. It is a matter of concern as somewhere we are losing the credibility of masses. A huge amount of resources are being used and the system needs to be accountable for that. She reminded that how the programme on QMT initiated by NCERT in 2005-06 found wide acceptance in all the states and they derived benefit from it. It helped them identify the gaps and channelize their systems through suitable mechanisms. However, based on the feedback collected during different regional workshops, the implementation of the RTE Act and the SSA framework 2011, these were revisited and simplified. Data too has begun to pour in from over 10 States till now. To understand and help the States in identifying the challenges being faced and evolve strategies for their addressal through mutual exchange of views, this platform for the two days discussion and

deliberation has been planned. She encouraged everyone to participate whole heartedly to adopt this novel exercise meaningfully so as to take the quality initiatives with vigor in their respective states.

After this Prof. Murthy, RIE, Mysore, deliberated on '**Quality Assurance through Effective Monitoring'**. Emphasizing the word quality assurance, he said, that it is actually the system's capacity to remedy its problems i.e. all levels have the willingness to solve their problems. Talking about a sustainable model of reform he mentioned four steps

- Unfreeze the existing practices
- Moving to the next higher level
- Trying out some different way
- Refreeze and find out whether it works and if not try to unfreeze and continue these steps as a cycle till you achieve excellence

He said quality education needs to achieve through a multipronged approach which includes the infrastructure, management and community support and time devoted to teaching learning. Community awareness is crucial to keep the system at its toes. He emphasized on the principle of subsidiary to be the most important as is about different people adopting remedies at their level and the need is to build their capacities in this direction. External monitoring will only lead to fear and hiding facts. Monitoring if at all is important it needs to be that of the system and not the individual. He said it is appreciable that we are moving from equality to equity. The 12th plan focuses on implementation of the RTE Act and SSA is a tool to navigate it.

Dr. S.C. Mehta suggested the necessary co-ordination among SCERT, SSA, DIET, DPO etc. he commended on the monitoring of the school activities by SMC, PTA etc……………………

The participants representing Kerala, Andhra Pradesh, Karnataka and Tamilnadu presented their status and challenges while implementing QMT 2013.

ANDHRA PRADESH

- Quality monitoring tools were modified accommodating the specific programmes and needs of the State in August, 2013,
- A two day training was conducted to AMOs and MIS coordinators on QMT and on data entry at different levels.
- For data entry excel sheet is developed and circulated to DPOs for data entry.
- A one day teleconference is conducted for field functionary's i.e. MEOs, CRPs, School complex HMs on QMT.
- QMT tools along with illustrations were placed on website.
- Training was conducted at District level for MEOs, School complex HMs and HMs on QMT.
- Schedule is given for collection of data of QMT for the 2nd quarter.
- Data is compiled at different levels and State level monitoring format is generated.
- Instructions were given to DPOs to conduct the reviews at various levels based on the reports of QMT.
- 3rd quarter schedule is given to collect the data for QMT from the field level.

Hurdles in collection of data

- The tools are exhaustive with many areas and issues.
- It is difficult to capture the qualitative statements given in the tools at various levels particularly at lower level. Such expertise is not available at lower levels.
- Consolidation of data at different levels becoming difficult at the lower levels. Delay in consolidation for lack of manpower at cluster level and at mandal level.
- The information collected from the school point is got accumulated at the cluster level i.e at school complex level. At this level the School complex HM (CRCC) do not work under the control of SSA.

- At cluster level one CRP is recruited on contract basis, as he is not a regular teacher, it has become difficult to collect the information and lacks experience of school system, this counts much in consolidation of data of SMF at cluster level.

- At the mandal level, the majority of the MEOs working are holding additional charge, originally they are HMs. As a result there is no exclusive attention of MEOs on academic activities at mandal level in general and in particular on QMT. There are no personnel to consolidate the data collected at school point and cluster point for further consolidation.

- The sharing of data or reviews at different levels based on QMT is not practiced.

- Clash of DISE work has caused delay in collection of data and to large extent the agitations in different parts of the State has also resulted in delay.

- At field level, the HMs and field monitoring officers are expected to fill various formats like Child info, on line school monitoring, online children attendance, online children achievement progress, dise and other formats. Hence the focus on QMT is missing and some aspects like information on children attendance, children achievement has become the source of duplication of work.

SUGGESTIONS FOR IMPROVEMENT

- Developing on-line soft ware for uploading the QMT at different levels.
- Translation work of QMT in Telugu.
- Sensitization of QMT to Project officials and Educational officials and other stake holders.
- Vigorous training of HM, MEOs, CRPs, School complex HM and AMOs and MIS coordinators at different levels on data entry, data retrieval, sharing of data of QMT and report preparation of CMF, BMF, DMF.
- Sharing of data with community members, parents, NGOs, civil Societies along with different Governmental agencies working in the area of Education.
- Appraisal of performance based on QMT at different levels with follow-up action plan.
- Exploring the possibility of integrating the various formats related to Quality aspects in the QMT to avoid duplication.
- 10% of sample check on authenticity of QMT data at various levels.
- Involvement of SCERT, DIET and other institutions in generation of reports and in appraisal system.
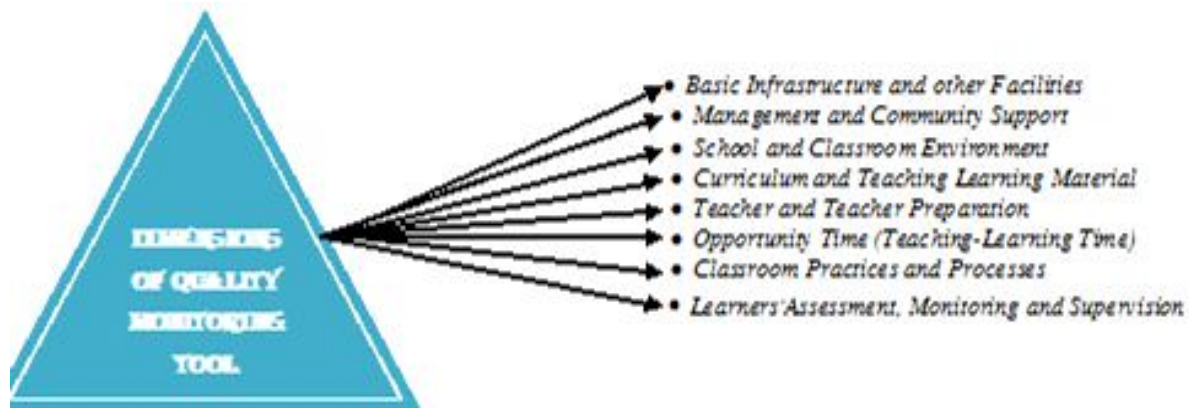
TAMIL NADU

Quality Monitoring Tools (QMT)

Providing Quality Education to children is an important goal, the educational input process needs to be monitored regularly for ensuring quality outcomes at different levels in Elementary Education. The principal objective of monitoring is to develop an effective mechanism for assessing the progress of implementation. The main purpose is to oversee the effectiveness of decision making during implementation process and to record the achievements in terms of objectives.

Quality Monitoring Tools used till 2011-12 have been revised by NCERT incorporating emerging concerns of the RTE Act 2009, SSA Frame Work 2011 and NCF 2005. The revised formats for Quality Monitoring have been designed based on the curriculum and syllabus of our State and to be used suiting our state initiative from 2013-14 as per the valuable suggestion given by the Principal Secretary, School Education and the State Project Director, SSA. School Level Format, School Management Committee Format, Cluster Level Format and Block Level Format have been translated in Tamil. District Level Format and State Level Format have been retained in English itself.

Quality Dimensions of Elementary Education as per NCF 2005

- 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

DIMENSIONS OF QUALITY MONITORING TOOL

Orientation cum Training Programme at Regional Level

One day State level orientation cum training workshop has been organized regional wise in four centres (Salem, Trichy, Thirunelveli and Villupuram) on 23rd, 26th, 27th and 30th August 2013 respectively to the District Officials and 2 BRTEs per Block.

The one day orientation cum training workshop was cascaded in all the districts and blocks for all District Coordinators, Block Resource Coordinators, Cluster Resource Coordinators and statistical officers to maintain the essence and fragrance of the monitoring tools. As Since a good rapport is maintained among Block, District and State level officers, proper and continuous monitoring is done at all levels which leads to the development in the academic achievement of the children and it paves way for the effective academic support, mentoring and monitoring at all levels.

Quality dimensions discussed in the emphatic workshop has proven to enlighten the quality education through assessment of basic reading skill, writing and arithmetic skills. The School visit affords the District officials to assess the individuals in all schools across the State and to elevate the individual to the peak of success to attain the foremost dream of quality education as well as vision – 2023.

QMTs to be used at different levels

SI. 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
	State Monitoring Format (STMF)	State Project Director (SPD)	State

Effective Academic support, mentoring and monitoring from all levels

There are 4088 cluster resource centres in the state in which 4088 CRTEs and 1912 BRTEs have been working. Each CRTE is allotted a cluster. The CRTE of the respective CRC takes care to ensure quality in education and solves the issues faced by the teachers in that cluster. They effectively monitor the implementation of training in the classroom activities. The CRTEs conduct ten primary and ten upper primary training programmes annually in the cluster resource centres.

Each BRTE/CRTE is entrusted with 7 – 15 schools for initiating activities and promoting the achievement levels of children. Two visits per school per month are mandatory. BRTEs/CRTEs during visit discuss with teacher and clear doubts in class room process and help them to develop TLM. Visits also help to assess whether the training programmes provided at Cluster level and Block level are actually in practice or not. It further helps to change the strategies of the training programme too.

They also check the proper usage of grants, functioning of CAL centre, NRST centres, teacher's attendance, students' enrolment and attendance. Along with the Special educators, BRTEs too render their contribution in the up liftment of CWSN. Day care centre students' attendance, food and transport facilities are being monitored by the BRTEs.

Supervisors and Block Resource Teacher Educators play a vital role in BRC. They facilitate the teacher in classroom process in improving the quality of education and to overcome the issues in quality education. Block level coordination meetings conducted every month in BRC to discuss the problems prevailing in schools. Supervisor, A.E.E.O. Headmasters of all Middle, high and higher secondary schools, BRTE, Special teachers of IE participate in Block Level Coordinators' meeting and work for the betterment of school. Monthly meetings are conducted regularly for the Head of the Institutions to plan and implement SSA activities and improve the overall development of the school. Every Friday a review meeting is conducted by the Block supervisor with BRTEs. Issues and plans for the week are discussed by them and minutes of the meeting is submitted to respective DPOs

The objectives of implementation of Quality Monitoring Tools

1. To institutionalize quality monitoring system of elementary education in the States/ UTs.
2. To promote understanding of various dimensions of quality of elementary education among state, district, sub-district and school functionaries.
3. To ascertain the participation of community in functioning and monitoring of elementary education system.
4. To monitor the progress of and provide feedback on various dimensions of qualityEducation at elementary level within and outside the classroom, and finally
5. To improve the quality of elementary education as envisaged in RTE Act 2009.

Improvised technique in data Entry

The formats include the attendance of children (Roll, average attendance in a month and percentage of average attendance) and Achievement of children in that cluster as per the State initiatives. To consolidate all the details in the Quality Monitoring Formats collected at all levels, special software has been developed and utilized successfully. Report pertaining to the first quarter has been generated utilizing the software and submitted to MHRD, NCERT and RIE, Mysore.

Attendance Status of Children of classes I -VIII

Month: September 2013

	Boys			Girls			Total		
CLASS	**Above 80%**	**60 % - 79%**	**below 60%**	**Above 80%**	**60 % - 79%**	**below 60%**	**Above 80%**	**60 % - 79%**	**below 60%**
1	33810	1163	2493	34097	1072	2297	35751	983	732
2	33531	1028	2542	33768	903	2430	35458	873	770
3	33881	868	2445	34017	860	2317	35746	701	747
4	34193	722	2289	34299	665	2240	35911	569	724
5	34178	688	2226	34452	610	2030	35837	548	707
6	14591	318	1250	14813	285	1061	15639	227	293
7	14409	330	1248	14729	267	991	15459	239	289
8	14370	337	1249	14697	217	1042	15421	223	312

Steps taken by the schools to improve students' attendance:

- Awarding the students for their regularity.

- Appreciating the students in the Assembly.

- Incentives and certificates for the children with 100% attendance.

- Providing quality education.

- Maintaining cordial relationship with parents.

- Pupil attendance discussed in SMC, VEC&PTA meetings once in a month.

Status of Maths& Science learning programme for classes 6 to 8

Details of Learners' Achievements, class-wise and subject-wise for Classes VI-VIII for last Term / quarter / month - I Quarter – October 2013

(i) Number of schools in the State which provided this information: | 15246 |

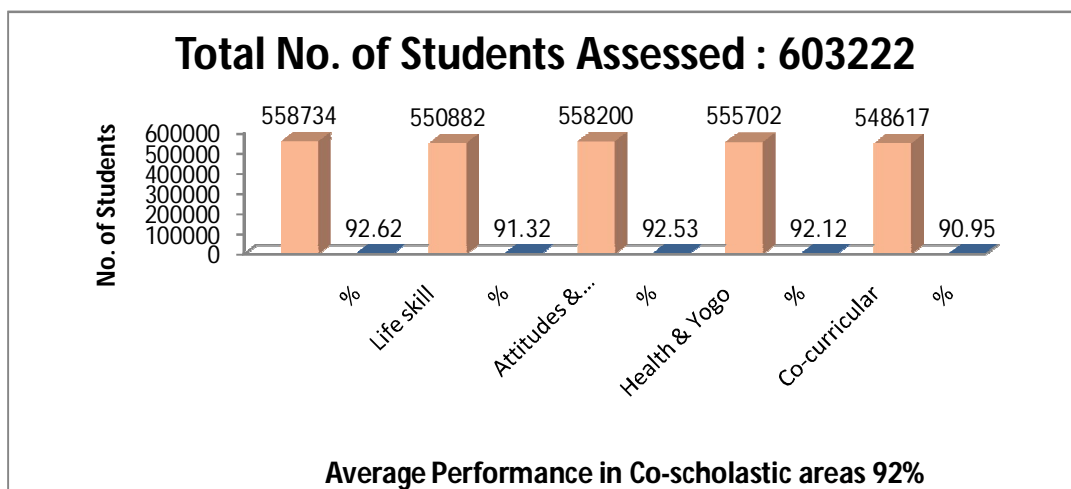(ii) Number of upper primary schools reporting low pupil achievement levels in

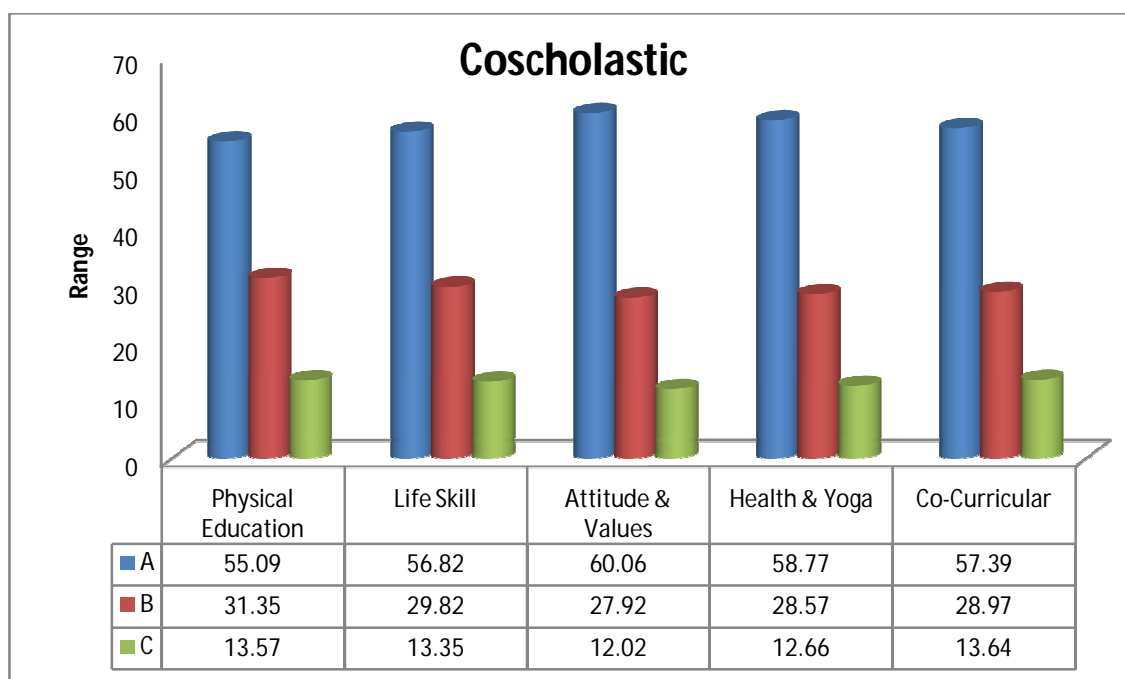Science | 419 | Mathematics | 452 |

Co-Scholastic Activities

The Co-Scholastic activities of CCE assess children's all round development specifically their values, confidence and leadership skills, their talents in sports, music, dance, arts and drama, their participation in school activities and events etc., Each child is skilled in different disciplines and CCE helps to nurture those unique talents in every child. When the creativity and hidden potential of the children are expressed through co-scholastic activities, children can concentrate and do their best in scholastic areas.

Co-Scholastic Performance of Class V students

Class - VI Co scholastic Skill

Coscholastic

	Physical Education	Life Skill	Attitude & Values	Health & Yoga	Co-Curricular
A	55.09	56.82	60.06	58.77	57.39
B	31.35	29.82	27.92	28.57	28.97
C	13.57	13.35	12.02	12.66	13.64

	Enrolled	Assessed	A	%	B	%	C	%
Physical Education			378104	55.09	215164	31.35	93133	13.57
Life Skill	689777	686401	390032	56.82	204717	29.82	91652	13.35
Attitude & Values			412226	60.06	191646	27.92	82529	12.02
Health & Yoga			403417	58.77	196102	28.57	86882	12.66
Co-Curricular			393929	57.39	198835	28.97	93637	13.64

YOGA Practice – PUPS Pagalavadi, Thuraiyur, Trichy

Regional Workshop in Implementation of QMT

KARNATAKA

- Formats are translated in regional language as per the guidelines given by the NCERT in 2013-14.

- QMT information was collected in 3 Quarters.

- Already IInd Quarter progress is sent to NCERT feedback and suggestion received.

- Information is being collected force the School / Cluster / Block / District level.

- Consolidation at the district level is completed and report will be submitted to the state level.

- 2012-132 conducted act level 3rd party studies in QMT formation.

- 2013-14 due to lack of funds training was not conducted at all levels.

- Based on the feedback, AM/CRPs require hard copy of formats.

- Regarding enrollment and attendance information to be collected the format needs clarifications.

- Whether students be assessed randomly or us a whole.

- Teachers and students attendance needs clarify.

- OoSC only total number of cluster is available, not school wise , category wise.

- SSA Karnataka has adopted to collect the QMT data 3 Quarter in a year from government elementary level.

- Components under QMT formats were found as per the guidelines which includes enrollment and attendance, infrastructure, teaching – learning classroom practice, text books and supplementary materials, use of TCMs methods of classroom instructions and grade assessment etc.

- It simply indicates that selection of CRC personnel needs to be subject specific to ensure the proper and accurate observation.

- Data compilation at BRC was carried out with the help of MIS / computer professionals. But they also require capacity building specifically for the consistency. .

- Need to import training more frequently to head masters / principals along with school teachers on the SMF formats

- There is need to put more core to depute the personal at CRC level for administering the CMF – 2 format, emphasis should be given to select those persons, who are well acquainted with the lesson and subject matter.

- During the study, it was observed that CRC & BRC official does not take pain to check the accuracy of data. There is need to adopt a mechanism to cross check the data on sample bases before forwards to next stage.

- There is need for CRC personnel to prepare themselves for classroom observation. They should be prepared with lesson plan. It was observed that observers enter to the class with limited information from the text books or simply know the name of the lesson. Thus, there is need to select those CRC personnel who have a good experience and knowledge for classroom observation under COS.

- Duration of classroom observation must be planned and decided ahead of time to achieve systematic coverage of institutions.

KERALA

In Kerala we have already completed the implementation of QMT, the second quarter also and the consolidation process is going on. The first quarter report submitted to the higher authority. Kerala has undertaken the following activities for the proper implementation of QMT.

- One day orientation programme to all functionaries in SSA at all levels.

- Convergence meeting with educational officers.

- Translate the school level format in mother tongue.

- Dates collected by CRCCs in each school directly with the help of Head Masters.

- Consolidation at CRC and BRC level is made by CRCCs and BRCCs trainings

- For the consolidation of the achievement format software was developed.

- The district level and state level consolidation is done by a group which includes DIET faculties and other educational experts.

- The findings and report shared among these group and remedial measures for low achievers is planned.

- A study (is 100 cluster) was planned and this prepare, the study will conducted soon.

- The study mainly focused on the following areas.

- For the improvement of easily reading writing and arithmetic skills.

- For this we launched special programmes like "Akshara theticham", "Malayala peruma", "Easy maths" , caselyst etc.

The monitoring of these programme were done by State and District officials. Challenges and problems faced while implementing QMT.

- A large number of experienced trainers are needed for the consolidation work, but is our state the number of trainers are very less.
- In some areas of our state , the teacher are not ready to admit the CRCCS to observe their class rooms. So obtaining the classroom observations details is made difficulty.
- Different types of data collecting from schools simultaneously is become burdess to HMs.
- Major achievements of Kerala
  - ➢ Completion of QMT second quarter also.
  - ➢ Remedial measures were undertaken for the low achievers.
  - ➢ Average attendance of pupil is very high.
  - ➢ No dropouts of school children.
  - ➢ The strong and dynamic PTA and mother PTA and the function are very positive and effective.
  - ➢ Functioning of class libraries.
  - ➢ Involvement of LSG is very positive.
  - ➢ Books distributed timely on the opening day itself.
  - ➢ The detailed report of QMT second quarter will be submitted later in this format.

Dr. Pushpa Mandal, from the Department of Elementary Education, gave presentation on Salient features of Quality monitoring tools. The highlights of the deliberations were as follows;

- Objectives of QMTs

- Salient features of QMTs

- Revision of QMTs: why and how

- Various aspects of quality covered in the revised QMTs.

- Role of SCERT

- Impact of QMTs on education

- Expectations from States and UTs for Effective Monitoring

At the outset she told that during the last decades there is significant improvement in access and enrolment at elementary level. Quality education at elementary education is still remained to be achieved which is a challenge for all concerned. To ensure quality education, monitoring of all aspects of quality education at every level, right from school to state has to be in place.

She continued that only access is not enough. It need to be ensured that children should attend school regularly and participate in all learning activities. Because only schooling is not education, she mentioned. Monitoring of any initiative or intervention on regular basis leads to it's for success. She continued that QMTs were developing by the Department of Elementary Education NCERT during 2006. Since then QMTs are being implemented by the states/UTs for strengthening quality of education at elementary stage. The QMTs were further revised on the basis of RTE 2009. In the revised QMTs, new dimension of quality education incorporated in the perspective of RTE. Initially there were 14 formats and 3 analytical sheets under QMTs for operation to be carried out at all level i.e. School, Clusters, Block, District and State. She further mentioned that in the revised version of QMTs during 2013, there are only 7 formats. She also explained the impact of QMTs in the overall improvement of quality education at elementary education across the states/UTs. She explained the role of various concerned functionaries for effective implementation of QMTs, particularly SCERT faculty. She continued that one of the significant aspects of the QMTs are that these are based on two way flow of information from bottom up and vice-versa. The participants represents Kerala, Andhra Pradesh, Karnataka and Tamilnadu presented their States and challenges while implementing QMT 2013.

QMT Format/Tool   -   Kerala-   Grade-I

Format/Tool	Page No.	Item No.	Challenges	Strategies for improvement
DMF	39	3 (ii) b,c	Correct information will not be available *	Exclude the question (b) and (c)
DMF	39	2	No Provision to show the visit done for more then once in a month	To add one more option. 1. More then once is a month
SMTF	46	3 (ii) b,c	Correct information will not be available	Excluded the question
SMTF	51	2	No provision to show the visit done for more than once in a month	To add one more option 1. More than once in a month

* Matter is concerned with government policy.

COS Format - **Karnataka** - **Grade-I**

Format/Tool	Page No.	Item No.	Challenges	Strategies for improvement
COS	21	Class Room observation Process	Whether students to be assessed randomly or as a whole whether it should be done by CRG or teachers Monitoring officer who visitors in school whether the teacher created friendly nature whether the teacher motivated the children toward teaching learning process Learning Resources appropriate should be challenged (CWSN) students.	Randomly students stressed CRG should be done. CRC/BRC/BRP/ DIET/ Nodal Officer/ BEO/ Subject Impious DDPI/ DIET Principals by doing activities which are child friendly. By introducing stories/ songs/ recollect their previous knowledge/ discussing with students with education programme. Which are telecasting TV/ Radio/ Tape records now dealing with incharge education the learning material used should be appropriate for CWSN students

BMF Format - **Karnataka** - **Grade-I**

Format/Tool	Page No.	Item No.	Challenges	Strategies for improvement
BMF	22	3 (ii) b.c.	This is information not available in school/ cluster/ block level	Its information available only DDPI office (advices)
	23	4	"Total" column should be deleted	No strategies
			Teacher performance assessment format required BMF format	
			(a) should more clarify	
BMF	28 (Part II)	01	(b) --------"------- (a) School visits by CRCCs	
		02 (a)	Prepared the calendar	No. of schools to be mention for inspection/ evaluation purpose BRC should concern with CRC
	30	02		

Session – IV

Significant Observations/ Suggestions and Action Plan

- *'Whether voices of the participants of workshop will be heard by higher officials of the concerned States, when they go back'* – this can be ensured through NCERT, while writing letter to the SPDs of various States/ UTs after the workshop, indicating the important recommendations and action points related to further strengthen the monitoring mechanisms and for assuring quality in elementary education.

- During sharing and discussion, emphasis was laid on improving the quality of infrastructure and facilities, effective involvement of SMCs in school functioning, teacher empowerment through induction and in-service trainings, making classroom processes joyful and interesting, assessing learners' progress from time to time; and emphasis on both curricular and co-curricular activities. Active involvement of children should be encouraged in all activities of school.

- Through monitoring, efforts are needed to be made in all States to identify all out of school children and enroll them in the neighboring schools, so that they may be mainstreamed in the age appropriate classes after special training – which may be either in the concerned schools or in the residential/ non-residential special training centers. The main objective of special training is to enable such children to adjust academically, emotionally and socially with other children of the class of their age group.

- All the teacher training programmes should be based on the actual needs of teachers and day-to-day challenges faced by them in the schools. There should be follow-up after each training programme, so that the inputs reach the classrooms optimally. This can be ensured through classroom observations made by the CRCCs and Resource Persons from time to time; and providing timely feedback and needed on-site support to the teachers. The *'classroom observation format'* in the QMTs is a very important tool for the empowerment of teachers in making classroom processes effective, relevant and interesting for the children.

- It was stressed again and again that the feedback received from the implementation of QMTs should be shared by the concerned officials at all levels of implementation and utilized effectively to further improve the situation. Sustaining retention of children in schools and enhancing their achievement levels are the two biggest challenges before all States, which need to be overcome.

- It was encouraging to note when the representative from the State of **Tamil Nadu** told that the revised NCERT Quality Monitoring Tools (2013) are being implemented and used effectively for improving various quality dimensions.

  The State representative from Tamil Nadu further informed that *'Graded Performas'* have been developed in their State to assess the performance of children in co-scholastic activities. The children's performance is recorded through three Grades – A, B and C. The children are now more interested in doing various activities. The teachers are aware about each child's performance in the class/ subject and they always try to ensure that there is some improvement in all children. All the teachers are aware about the salient features of RTE Act and perform accordingly. The biggest problem being faced by the State of Tamil Nadu was with regard to data entry at all levels of implementation because of huge data to be compiled, however software has been developed. Another problem being faced by the State was with regard to textbooks' distribution. The textbooks were being distributed to the schools at different times after the start of academic session. For assuring quality in various aspects, one cluster resource center coordinator (CRCC) and one block resource trainer (BRT) has been identified in each block.

  Several initiatives are being taken by the State of Tamil Nadu for assuring quality viz. introduction of language games for enhancing vocabulary and acquiring ability among children to spell words correctly, developing proficiency in good handwriting, use of self-learning materials, making classrooms attractive, no punishment and harassment to children and encouraging them to take part in activities as well as in learning. There is trimester system for assessing the progress of children through CCE.

- The State of **Andhra Pradesh** was facing problems in compiling data, which was huge. Even the excel sheets have been provided; still several problems are being faced. Quality of data needs to be further improved. The concerned functionaries are not taking the responsibility fully. Maximum of the data is at the cluster level. The State has suggested that NCERT should take steps to develop some software for compilation and analysis of information. Sensitization of concerned functionaries and their capacity building is urgently required.

  Highlights of '100 clusters study' were also shared by the AP representative. Monitoring system was considered as an extra burden on the functionaries. Quality monitoring tools have been modified accommodating the specific programmes and needs

of the State in August, 2013. The QMTs along with illustrations have also been placed on the website for facilitating the concerned functionaries.

Several hurdles were stated by the State representative in the effective implementation of QMTs. It is difficult to capture the qualitative statements given in the tools at various levels particularly at lower level. Such expertise is not available at lower levels. Consolidation of data at different levels is becoming difficult particularly at the lower levels. There is often delay in consolidation for lack of manpower at cluster level and at Mandal level.

The information collected from the school point is got accumulated at the cluster level i.e. at school complex level. At this level, the School Complex Headmaster (CRCC) does not work under the control of SSA. At cluster level, one CRP is recruited on contract basis, as he is not a regular teacher; it has become difficult to collect the information in time. As the CRP lacks experience of school system, this counts much in consolidation of data of SMF at cluster level.

At the Mandal level, the majority of the MEOs is holding additional charge. Originally they are HMs. As a result there is no exclusive attention of MEOs on academic activities at Mandal level in general and in particular on the implementation of QMTs. There are no personnel to consolidate the data collected at school point and cluster point for further consolidation. The sharing of data or reviews at different levels based on QMT is not practiced.

- The State of **Karnataka** informed that the Quality Monitoring Formats have been translated in regional language – *'Kannada'*. Soft copy of the Monitoring Tools has been distributed to the officials at concerned levels. For the enhancement of quality, cluster resource group (CRG) has been constituted in each cluster, which comprises of one cluster resource person (CRP) and four trainers. The group is working closely with the schools of the concerned cluster.

Significance of the QMTs and their utility in improving quality needs to be further strengthened. The teachers are filling-up these without commitment. They are compiling these as a compulsion; as these are given by MHRD/ NCERT.

- There is acute shortage of CRCCs in the State of **Kerala**. In the schools of the State, no outsider is ever allowed to enter the classrooms, with the exception of CRCCs. In case if any official of MHRD or from NCERT would like to visit any school, it must first take permission from the General Secretary of the Union. In many cases, the CRCCs also face

difficulties to enter the classrooms. They may or may not allow any outsider to observe the classrooms. All teachers belong to different associations. Mother Teacher Associations (MTAs) are very strong in the State.

The Quality Monitoring Tools of NCERT are being implemented well in the State. No problems are being faced in the distribution of textbooks to children of various schools. After the implementation of QMTs, two days' orientation was given to all teachers of the State.

- As the distribution of TLM Grant has been discontinued to all the States and UTs, hence the items related to distribution of TLM Grant and its utilization need to be deleted from the QMTs. There was a suggestion that instead of using the term 'TLM Grant', the word 'Learning Resources' may also be used.

Regional Workshop on Implementation of Quality Monitoring Tools for Southern Region

by NCERT at DSERT, Bangalore

(March 25-26, 2014)

Background Note

Overview

Quality Monitoring Tools (QMTs)-2013 developed by the NCERT are being implemented throughout the country. The process was initiated during 2005-06 when the NCERT in collaboration with the MHRD, all States and UTs launched QMTs that covered 14 Formats and 3 Analytical Sheets for operation at all levels i.e. School, Cluster, Block, District and State.

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 these Monitoring Tools to 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 while incorporating the significant features of the RTE Act 2009. The Department revisited the Quality Monitoring Tools with reference to the NCF- 2005, the RTE Act- 2009, the SSA Framework 2011, the Model Rules for Implementation of RTE and the experience gained in the implementation of QMTs-2005 in the States and UTs

The revised QMTs-2013, include only five 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 will be useful to 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 is visualized that these Monitoring Tools will help empower the functionaries at different levels, particularly at the grass-root level, for example, while collecting and analyzing information, a functionary/stakeholder will be prompted to appreciate the reality and take decision either to promote it as a good practice or as one that needs further inputs or corrective measures.

The States/ UTs have been empowered in use of the Quality Monitoring Tools (QMTs) by the NCERT through sharing meets, need-based support and feedback provided to them from time to time on their Quality Monitoring Data.

Significant features of Quality Monitoring Tools-2013

Following are some of the features exclusive to the QMTs that help capture the quality related issues and their redressal through a decentralized approach.

- **Participatory and Collaborative Approach**: A collaborative approach is envisaged to address the quality related issues. Therefore, participation of each stakeholder is given due importance and their involvement has been sought from each level.

- **Multi-tiered approach**: One Format for each level (School, Cluster, Block, District and State) ensures this.

- **Bottom up approach** (school level to higher level): The observation on formats are completed at school level and flow onward up to the state level.

- **Quarterly monitoring**: The observation on the formats is completed quarterly so that it is regular and may not be burdensome.

- **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.

- **Diagnostic feature**: The QMTs aim at identifying the gaps and weaker links in order to provide corrective measures timely.

- **Principle of Subsidiary:** All that can be done optimally at the lowest level should be done at that level.

Objectives

The prime objectives of two day Regional Workshop are to –

- Discuss the major components of Quality as envisaged in the QMTs

- Analyse the concerns expressed by the stakeholders

- Evolve strategies of implementation of QMTs

Methodology of the Workshop

This 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.

- Identifying challenges experiences by the States and UTs.

- Evolve 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 collection and analysis of monitoring observations and provide suggestions to the concerned for quality enhancement in elementary education. Therefore, they need to work in close tandem to achieve the objectives of SSA-RTE.

Participants

Officials from SPD Offices and SCERTs/SIEs of Southern States and UTs i.e. Karnataka, Andhra Pradesh, Puducherry, Kerala, Tamilnadu, and Lakshadweep are invited to participate in this workshop.

Regional Workshop on Implementation of

Quality Monitoring Tools for Southern Region States/UTs

Organised by NCERT

(March 25-26, 2014)

PROGRAMME SCHEDULE

Day 1 25 March 2014 (Tuesday)	
10:00 am – 10:15 am	Registration
10:15 am – 11:15 am	• Welcome *Prof. Krishnamurthy, DSERT, Bengaluru* • Need and Objectives of the Programme, *Dr. Kavita Sharma, DEE,NCERT* • Quality Assurance through Effective Monitoring: A Keynote Address *Prof. Murthy, RIE, MYSORE, NCERT*
11:15 am – 11:30 am	**TEA**
11:30am-12:00pm	Salient Features of Revised QMTs-2013 *Dr. Pushpa Mandal, DEE, NCERT*
12:00 pm – 01:15 pm	Sharing of the Status and Challenges in Implementation of QMTs -2013 ` **1.Andhra Pradesh** **2.Lakshadweep** *3.***Tamilnadu**

01:15 pm – 02:15 pm	**LUNCH**
02:15 pm – 03:30 pm	Sharing of the Status and Challenges in Implementation of QMTs -2013 1. **Karnataka** 2. *Puducherry* 3. **Kerala**
03:30 pm – 3:45 pm	TEA
03:45 pm – 05:30 pm	• Discussion on School Level Format, School Management Committee Format & Classroom Observation Format • Feedback from participants *Dr.Pushpa Mandal & Dr.S.C.Mehta, Former Sr. Consultant for SSA at NCERT*
Day 2: 26 March 2014 (Wednesday)	
09:30 am – 11:00 am	• Discussion on Cluster, Block Level Formats, District & State Level Formats • Feedback from participants *Dr. Kavita Sharma & Dr. S.C. Mehta*
11:00 am – 11:15 am	**TEA**
11:15 am – 12:15 pm	Sharing of the feedback on data from QMTs from Southern States *Dr. Pushpa Mandal & Dr. Kavita Sharma*
12:15 pm – 01:30 pm	Identifying Issues and evolving strategies for effective implementation of QMTs: Group Work (Parallel Sessions) *Dr. Pushpa Mandal, Dr. Kavita Sharma,* *& Dr. S.C. Mehta*

01:30 pm – 02:30 pm	LUNCH
02:30 pm – 3:30 pm	• Sharing and discussion on Group Work • Action Points for strengthening monitoring mechanisms in the States/UTs *Dr. Pushpa Mandal, Dr. Kavita Sharma,* *& Dr. S.C. Mehta*
03:30 pm – 03:45 pm	**TEA**
03:45 pm – 05:00 pm	• Valedictory session : Sharing progress of the programme *Dr. Kavita Sharma* • Feedback from participants • Concluding Remarks & the Way Forward • Vote of Thanks *Dr. Pushpa Mandal*

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