

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	✓ II	III	IV
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1	6
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Period of quarter: **January to March**

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 STM 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. State - Chandigarh. (Chandigarh is a single District Union Territory)

Number of CRCs in the district **20** Number CRCCs submitted CMFs **20**
Number of BRCs in the district **NIL** Number of BRCCs submitted BMFs **NIL**

2. (a) Number of schools in the clusters -**108 Schools**

I - V	107	VI - VIII		I - VIII	100	Any other			Total	
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(b) Number of schools which filled up SMFs

I - V	107	VI - VIII		I - VIII	100	Any other			Total	
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Remark:- All schools (except 7 Primary schools) are composite schools.

© Number of clusters which filled up CMF—

All 20 clusters

3. (i) Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

958

518

(ii) Contractual

710

(b) Upper Primary Teachers

(i) Regular

1242

(ii) Contractual

664

586

518 + 586 is
additional
requirement

(ii) PTR (Pupil Teacher ratio) Govt. Schools:

Table-1

Level	2014-15
Primary level	35:1
Upper Primary Level	31:1
Elementary level	33:1

Table-2

Level	No. of Govt. Schools where PTR is greater than 60	No. of Govt. Schools where PTR is less than & equal to 60 and greater than 40	No. of Govt. Schools where PTR is less than & equal to 40
Primary	3	24	79
Upper Primary	4	19	77
Elementary	2	22	83

Source – U_DISE 2014-15

(Remark:- Recruitment of 1037 teachers (JBTs & TGTs) is going on . Approx. 800 teachers have already joined the schools Since August, 2015 onwards).

Section B: Attendance Information

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

Month: ...September, 2015

Class	Number of schools with average daily attendance of :									Remarks
	Boys			Girls			Total			
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	
I	37	57	13	50	48	9	50	54	3	In 02 Girls Senior Secondary Schools (i.e. GGMSSS-18 & GGMSSS-20B) , there is no enrollment of boys from 6 th class onwards.
II	49	47	11	55	41	10	50	52	5	
III	59	41	7	70	31	5	63	41	3	
IV	67	35	5	70	32	5	74	31	2	
V	63	37	7	72	29	6	66	39	2	
VI	63	28	8	76	18	7	73	26	2	
VII	62	30	7	70	24	7	68	30	3	
VIII	59	33	7	70	24	7	69	29	3	In 01 school i.e. (GGMSSS-23 NYC) does not have Primary classes , it has classes from 6 th class onwards.

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

3338

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

- **Persuasion & counseling by teachers.**
- **Attendance scholarship**
- **Activity based teaching**
- **Meeting with SMCs to motivate parents of their area to send their children school regularly.**
- **Appreciation to students with maximum attendance in school assembly or in front of whole class.**
- **Mid day meal, free text books and uniforms.**
- **Regular visits by special training centre teachers & volunteers to motivate students & parents for regularity and punctuality.**

- **Parents teacher meetings at regular interval.**
- **Child friendly teaching learning environment.**

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

Boys:

2971

Girls:

2482

(b) Number of centers where these children are undergoing special training: **176 centers in Govt. schools and 12 centers in 03 un recognized Madrassas covering 389 children).**

Own schools	Other centers (NGO)	Residential centers	Any Other Non Residential Special Training Centres (NRSTC)
176 Centres	----	-----	04 Centres (VTC Building Snehalya at Maloya , Chandigarh) Nari Niketan-1 Juvenile Justice Home-01

Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of session

108

Within one week	Within one month	After one month
✓ (It is ensured that books are provided to students in the beginning i.e. first week of academic session except some titles which are received late from NCERT.)		

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

Order for procurement of text books is placed well in advance with NCERT . As soon as the books are received from NCERT, are distributed to all the schools . It is ensured that all the children received text books well in time.

10. No. of teachers who received teacher/ (TLM) Grant and have utilized it. ----NA

	Received %	Utilized %
Percentage of primary teachers		
Percentage of upper primary teachers		

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

- **Need based teaching approaches**
- **Discussion/sharing of various teaching strategies during cluster level training programmes.**
- **Use of ICT**
- **Training inputs are used for making classroom transaction more effective.**
- **Experiential teaching /learning**
- **Preparation & use of need based TLM with the help of students.**
- **Use of technology/ multimedia to make teaching learning process more effective**
- **Peer/group learning.**
- **Use of reference material i.e. source books/teaching modules/manual.**
- **Practical based activities .**

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

- **Individualized educational plan (IEPs) with modified curriculum to make teaching learning process CWSN friendly.**
- **Resource teachers help general classroom teachers for handling CWSN and taking CWSN forward with other children of the class.**
- **CWSN friendly seating arrangement in the class.**
- **Learning corners to facilitate the teaching learning process of CWSN.**
- **Encouraging & conducive class environment.**
- **Peer sensitization by teachers.**
- **Encouragement & motivation to CWSN to participate in all class activities.**

Section D: Continuous and Comprehensive Evaluation

13. How are CRCCs monitoring the progress of pupils' learning?

Observations of classroom teaching learning process. Interaction with teachers & students to know whether desired competency level is achieved or not.

Section E: Teacher Training

14. Ways in which training inputs were used by the teachers. Write five prominent examples.

- I. Teachers discuss the training inputs with their colleagues and try to implement the methods & techniques they learn in the training programme**
- II. Use of multimedia for effective teaching.**
- III. Conduct of group activities.**
- IV. Optimum use/utilization of available resource in the classroom/school to enhance student learning.**
- V. Use of innovative teaching methods to make teaching learning more interesting and effective.**
- VI. Connecting subject content to their immediate environment.**
- VII. Peer learning/group teaching**
- VIII. Teachers apply the new methodologies and evaluation techniques which they learn during various training programmes and workshops.**
- IX. Preparation and use of need based low cost TLMs.**
- X. Create joyful /child friendly learning environment**
- XI. Optimum use of Maths and Science kits**
- XII. Training in the subjects of Maths and Science enables teachers to encourage students to enhance their problem solving critical thinking skill.**
- XIII. Innovative/new methods learnt during training programmes are implemented in the classroom . This made teaching learning process more interesting.**

15. Suggestions for upcoming training programmes provided at the District level.

- Training on subject content, addressing psychological needs and adolescent problems.**
- Training with focus on Information Technology.**

- **Focus of the training should be subject content as well as latest developments in the education system.**
- **Training on handling learning disability.**

Section F: Functioning of SMC

Number %

16. Number of schools having School Management Committees (SMCs) in the State.	108	100
17. (a) Number of schools where School Development Plans have been prepared.	105	97
(b) Number of schools involving SMCs in preparation of this plan.	105	97
(c) Action taken on schools that did not involve SMCs.		

During various meetings and orientation programmes school heads have been sensitized to prepare School Development Plan by involving SMCs.

(Note: Two new schools are recently opened where SMC are yet to be constituted.)

Number %

18. (a) Number of SMCs which were given training about their roles and functions.	Nil	
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(Remark: The training of SMCs is scheduled in the month of Dec./Jan. , 2016)

(b) Action taken for coverage of SMCs not trained.

Section G: Learners' Assessment

19. (a) Details of Learner Achievement (Class wise and subject wise) for classes I-VIII for last quarter.

Number %

(i) Number of schools of the State which provided this information:	108	100
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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: **July to September**

Range 02 to 03 classes per day.

- (b) Number of special training centers for out of school children visited and observed by the CRCCs

Range(minimum) 02 visits to (maximum) 03 visits per center per week

- 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

- (v) **3-4 times in a month.**

All 20 CRCCs

3. Suggestions provided by the CRCCs to improve classroom teaching.

- **To plan teaching strategies according to the learning level of students.**
- **To ensure reflection of various training programmes in classroom teaching.**
- **To promote Peer group learning**
- **Reinforce teaching through projects, experiments & TLMs.**
- **Faculty meeting/discussions on good classroom practices.**
- **To improve reading & writing skills among young by adopting different techniques.**
- **To participatory approach.**
- **Use of Multi media for making classroom teaching more effective.**

4. Number of schools not maintaining records of pupils' progress in the schools

Number %

Nil	
Nil	

5. (a) How many schools are having less than 60% coverage of the syllabus ?

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

6. (a) Number of DPOs who are not providing QMTs regularly-**NA**

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

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.-NA
2. Number of BRCs who prepared a schedule for visit of schools.-NA
3. Number of times each school was visited by BRCs on an average. -NA
4. Write five examples of professional support provided by the BRC to teachers during the last quarter. NA
5. How are BRCs monitoring the records of pupil progress in learning? - NA
- 6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter.

As per the PAB approval , 921 teachers teaching Primary classes attend 02 days follow up training at cluster level.

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

100%

- (c) List major issues emerging from the programmes.

No issue emerged.

7. (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

(ii) Science

(iii) Social Science

(iv) Language

(v) Arts Education

As per PAB approval 169 teachers teaching Maths and Science at Upper Primary level attended (1) 05 days in-service training at SCERT (2) 02 days follow up training at cluster level .

NA

NA

NA

(vi) Health and Physical Education

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

100%

(c) List major issues emerging from the programmes.----**NA**

Part-IV (Not Applicable)

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

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

(a) The institutions involved _____

(b) Members of 'quality' monitoring _____

(c) Role of BRC/CRC in quality monitoring _____

(d) Role of DPO in 'quality' monitoring _____

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

(b) Training of Resource Persons on Pedagogy and Assessment

(c) Training of SMC members on 'School Development Plan'

(d) Training of 'Educators' for special training of children admitted to age-appropriate classes

3. Number of districts organizing 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

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

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

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

Note: Part IV is not applicable, as Chandigarh is single district UT. Flow of information is directly from clusters to State Project Office (SPO)

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..... | ○ | |

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

In UT, Chandigarh text books published by NCERT are being followed. Text books revision is done at the level of NCERT.

	Initiated	Completed
Primary: Syllabi	_____	_____
Textbooks	_____	_____
Upper Primary: Syllabi	_____	_____
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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development/procurement</i>
Padhne ki samajh	Primary	2009
(for Early Literacy Programme)		
Policy to practice	Primary	2010-2011
Modules/source books on subject		
Specific Content	Primary	2011-2012
(Hindi, English , Maths, Punjabi & EVS)		
Module/source book on subject specific	U. Primary	2011-2012
Content (Punjabi & Hindi)		
Shaping the way we Teach	Principals\ Heads	2011-12
Mathematics Teacher Training Manual	Primary	2014
Likhne ki shuruwat-ek samwad	Primary	2015

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	20	20
BRCs	NA	NA

(However, there is one URC with 2 RPs)

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

In UT, Chandigarh earlier, there was State Institute of Education (SIE) but in 2014 it has been converted into SCERT. There is no DIET in UT, Chandigarh. SCERT is involved in all type of in-service teacher training programmes & development of source/resource material.

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).

	<i>Least</i>	1	2	3	4	5	<i>Greatest</i>
CRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA
DIETs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA
DPO		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA
SCERT		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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(b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)

The meeting was held in the month of March, 2015 (Copy of minutes of the meeting is attached at Annexure 'B').

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

(2015-16)

- **In –service training programmes for Capacity Building of teachers and CRC Coordinators.**
- **Early literacy programme for classes I & II.**
- **Interaction sessions/meeting with SRG for improving Quality of Education.**

- Follow up training programme at cluster level.
 - Meetings/orientation programmes for SMCs to seek inputs for quality enhancement in school education.
 - Faculty meetings at school level to review the progress of children in particular subjects as reflected in QMTs.
 - Monitoring of classroom processes by SPO & CRC Coordinators for further on site support to the teachers.
- (b) Progress of these programmes during the quarter.
- Early Literacy Programme for classes I & II is going on in all the schools with the objective of reading with comprehension. It is being monitored by CRC Coordinators. As per the feedback received from CRC coordinators and school heads. Early Literacy Programme is proved helpful for reading with comprehension, inculcation of reading habits and love for reading among young graders , contextual reading, development of imagination etc.
 - Teachers are using training inputs in class room teaching learning processes.
 - On-site support to the teachers.
 - Post training follow up of classroom transactions.
 - After every quarter discussion on QMTs analysis at cluster/school level.
9. State Key problems encountered/identified during the quarter by the State, in the context of quality parameters:
- High PTR in some schools of peripheral areas.
 - Role of SMCs not as per expected level.
10. Issues identified by the State for National level intervention if any (for Department of school Education & Literacy, MHRD, NCERT , other departments).

Dated: 15.12.2015



Name & Signature

Dy. State Project Director,
Sarva Shiksha Abhiyan Society
Char Dighar Administration

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)

(Reporting Format)

I

II ✓

III

IV

To be reported quarterly by SP

Year

2015-16

Quarter under report

A. General Information

Name of State : Chandigarh

No. of BRC's : NIL

No. of Districts : Single

No. of CRC's : 20

No of Schools :Primary : 107

Upper Primary : 101

B. Class-wise details of Learners Achievements(Total Students)

Class 1	No. of children	Subject*	Boys		Girls		Total	
	Hindi	Language Hindi	No.	%	No.	%	No.	%
	7592	A	1168	29.86	1241	33.72	2409	31.73
		B	1164	29.75	1056	28.70	2220	29.24
		C	918	23.47	824	22.39	1742	22.95
		D	614	15.70	522	14.18	1136	14.96
		E	48	1.23	37	1.01	85	1.12
		TOTAL	3912	100	3680	100	7592	100
	English	English						
	7593	A	1037	26.53	1087	29.51	2124	27.97
		B	1135	29.04	1069	29.02	2204	29.03
		C	1011	25.86	908	24.65	1919	25.27
		D	673	17.22	567	15.39	1240	16.33
		E	53	1.36	53	1.44	106	1.40
		TOTAL	3909	100	3684	100	7593	100
	Maths	Maths						
	7593	A	1214	31.01	1208	32.84	2422	31.90
		B	1104	28.20	1078	29.31	2182	28.74
		C	950	24.27	839	22.81	1789	23.56
		D	596	15.22	521	14.17	1117	14.71
		E	51	1.30	32	0.87	83	1.09
		TOTAL	3915	100	3678	100	7593	100

Grade 'A' represents 80% Marks and above
Grade 'B' represents 65% to 79% Marks
Grade 'C' represents 50% to 64% Marks
Grade 'D' represents 35% to 49% Marks
Grade 'E' represents below 35% Marks

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)

(Reporting Format)

Quarter under report

I

II ✓

III

IV

To be reported quarterly by SP

Year

2015-16

A. General Information

Name of State :

Chandigarh

No. of Districts : Single

No. of BRC's : NIL

No. of CRC's : 20

No of Schools :Primary :

107

Upper Primary : 101

B. Class-wise details of Learners Achievements(Total Students)

Class 2	No. of children	Subject*	Boys		Girls		Total	
		Language	No.	%	No.	%	No.	%
	HINDI	Hindi						
	9458	A	1478	30.59	1656	35.80	3134	33.14
		B	1431	29.62	1367	29.55	2798	29.58
		C	1153	23.86	963	20.82	2116	22.37
		D	722	14.94	615	13.29	1337	14.14
		E	48	0.99	25	0.54	73	0.77
		TOTAL	4832	100	4626	100	9458	100
	English 9460	English						
		A	1221	25.25	1370	29.62	2591	27.39
		B	1400	28.96	1369	29.60	2769	29.27
		C	1297	26.83	1109	23.98	2406	25.43
		D	862	17.83	741	16.02	1603	16.95
		E	55	1.14	36	0.78	91	0.96
		TOTAL	4835	100	4625	100	9460	100
	Maths 9457	Maths						
		A	1570	32.50	1657	35.82	3227	34.12
		B	1452	30.06	1366	29.53	2818	29.80
		C	1097	22.71	958	20.71	2055	21.73
		D	666	13.79	623	13.47	1289	13.63
		E	46	0.95	22	0.48	68	0.72
		TOTAL	4831	100	4626	100	9457	100

Grade 'A' represents 80% Marks and above
Grade 'B' represents 65% to 79% Marks
Grade 'C' represents 50% to 64% Marks
Grade 'D' represents 35% to 49% Marks
Grade 'E' represents below 35% Marks

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)

(Reporting Format)

I

II ✓

III

IV

To be reported quarterly by SP

Year

2015-16

Quarter under report

A. General Information

Name of State : Chandigarh

No. of BRC's : NIL

No. of Districts : Single

No. of CRC's : 20

No of Schools :Primary : 107

Upper Primary : 101

B. Class-wise details of Learners Achievements(Total Students)

Class 3	No. of children	Subject*	Boys		Girls		Total	
	10898	Hindi	No.	%	No.	%	No.	%
		A1	722	12.94	897	17	1619	14.86
		A2	822	14.73	859	16	1681	15.42
		B1	833	14.93	794	15	1627	14.93
		B2	769	13.78	738	14	1507	13.83
		C1	781	14.00	702	13	1483	13.61
		C2	868	15.56	737	14	1605	14.73
		D	625	11.20	480	9	1105	10.14
		E1	108	1.94	81	2	189	1.73
		E2	51	0.91	31	1	82	0.75
		TOTAL	5579	100	5319	100	10898	100
	10907	English	No.	%	No.	%	No.	%
		A1	459	8.22	570	11	1029	9.43
		A2	648	11.61	731	14	1379	12.64
		B1	767	13.74	790	15	1557	14.28
		B2	822	14.73	779	15	1601	14.68
		C1	896	16.05	849	16	1745	16.00
		C2	1054	18.89	853	16	1907	17.48
		D	739	13.24	595	11	1334	12.23
		E1	140	2.51	128	2	268	2.46
		E2	56	1.00	31	1	87	0.80
		TOTAL	5581	100	5326	100	10907	100
	10906	Maths	No.	%	No.	%	No.	%
		A1	695	12.44	601	11	1296	11.88
		A2	813	14.56	814	15	1627	14.92
		B1	934	16.72	876	16	1810	16.60
		B2	892	15.97	914	17	1806	16.56
		C1	832	14.90	842	16	1674	15.35
		C2	802	14.36	727	14	1529	14.02
		D	501	8.97	442	8	943	8.65
		E1	79	1.41	80	2	159	1.46
		E2	37	0.66	25	0	62	0.57
		TOTAL	5585	100	5321	100	10906	100
	10890	EVS	No.	%	No.	%	No.	%
		A1	545	9.76	639	12	1184	10.87
		A2	709	12.69	789	15	1498	13.76
		B1	794	14.21	825	16	1619	14.87
		B2	854	15.29	815	15	1669	15.33
		C1	856	15.32	799	15	1655	15.20
		C2	1025	18.35	820	15	1845	16.94
		D	637	11.40	500	9	1137	10.44
		E1	124	2.22	93	2	217	1.99
		E2	42	0.75	24	0	66	0.61
		TOTAL	5586	100	5304	100	10890	100

Grade 'A1' represents 91% to 100 % Marks
Grade 'A2' represents 81% to 90% Mrks
Grade 'B1' represents 71 % to 80% Marks
Grade 'B2' represents 61 % to 70 % Marks
Grade 'C1' represents 51% to 60% Marks
Grade 'C2' represents 41% to 50% Marks
Grade 'D' represents 33% to 40% Marks
Grade 'E1' represents 21% to 32% Marks
Grade 'E2' represents 0 to 20% Marks

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)

Quarter under report

A. General Information

Name of State : Chandigarh

No. of BRC's : NIL

No of Schools :Primary : 107

(Reporting Format)

To be reported quarterly by SP

I

II ✓

III

IV

Year 2015-16

No. of Districts : Single

No. of CRC's : 20

Upper Primary : 101

B. Class-wise details of Learners Achievements(Total Students)

Class 4	No. of children	Subject*	Boys		Girls		dk	
	11761	Hindi	No.	%	No.	%	No.	%
		A1	600	9.69	736	13	1336	11.36
		A2	779	12.59	889	16	1668	14.18
		B1	899	14.53	893	16	1792	15.24
		B2	890	14.38	821	15	1711	14.55
		C1	956	15.45	742	13	1698	14.44
		C2	1041	16.82	781	14	1822	15.49
		D	830	13.41	567	10	1397	11.88
		E1	147	2.38	104	2	251	2.13
		E2	47	0.76	39	1	86	0.73
		TOTAL	6189	100	5572	100	11761	100
	11763	English	No.	%	No.	%	No.	%
		A1	394	6.36	444	8	838	7.12
		A2	622	10.04	679	12	1301	11.06
		B1	849	13.71	857	15	1706	14.50
		B2	893	14.42	898	16	1791	15.23
		C1	1057	17.06	912	16	1969	16.74
		C2	1255	20.26	981	18	2236	19.01
		D	955	15.42	703	13	1658	14.10
		E1	124	2.00	76	1	200	1.70
		E2	45	0.73	19	0	64	0.54
		TOTAL	6194	100	5569	100	11763	100
	10022	Punjabi	No.	%	No.	%	No.	%
		A1	599	11.39	680	14	1279	12.76
		A2	678	12.89	788	17	1466	14.63
		B1	866	16.47	785	16	1651	16.47
		B2	777	14.78	710	15	1487	14.84
		C1	792	15.06	644	14	1436	14.33
		C2	746	14.19	609	13	1355	13.52
		D	667	12.69	464	10	1131	11.29
		E1	89	1.69	56	1	145	1.45
		E2	44	0.84	28	1	72	0.72
		TOTAL	5258	100	4764	100	10022	100
	11785	Maths	No.	%	No.	%	No.	%
		A1	543	8.76	492	9	1035	8.78
		A2	842	13.58	713	13	1555	13.19
		B1	945	15.24	916	16	1861	15.79
		B2	1054	16.99	947	17	2001	16.98
		C1	1034	16.67	962	17	1996	16.94
		C2	981	15.82	858	15	1839	15.60
		D	696	11.22	605	11	1301	11.04
		E1	73	1.18	66	1	139	1.18
		E2	34	0.55	24	0	58	0.49
		TOTAL	6202	100	5583	100	11785	100
	11908	EVS	No.	%	No.	%	No.	%
		A1	535	8.63	592	11	1127	9.57
		A2	755	12.17	835	15	1590	13.50
		B1	980	15.80	974	17	1954	16.59
		B2	982	15.83	918	16	1900	16.13
		C1	1020	16.45	845	15	1865	15.84
		C2	1022	16.48	804	14	1826	15.51
		D	764	12.32	510	9	1274	10.82
		E1	111	1.79	75	1	186	1.58
		E2	33	0.53	21	0	186	0.46
		TOTAL	6202	100	5574	100	11908	100

Grade 'A1' represents 91% to 100 % Marks
Grade 'A2' represents 81% to 90% Mrks
Grade 'B1' represents 71 % to 80% Marks
Grade 'B2' represents 61 % to 70 % Marks
Grade 'C1' represents 51% to 60% Marks
Grade 'C2' represents 41% to 50% Marks
Grade 'D' represents 33% to 40% Marks
Grade 'E1' represents 21% to 32% Marks
Grade 'E2' represents 0 to 20% Marks

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)

(Reporting Format)

I

II ✓

III

IV

To be reported quarterly by SP

Year

2015-16

Quarter under report

A. General Information

Name of State : Chandigarh

No. of BRC's : NIL

No. of Districts : Single

No. of CRC's : 20

No of Schools :Primary : 107

Upper Primary : 101

B. Class-wise details of Learners Achievements(Total Students)

Class 5	No. of children	Subject*	Boys		Girls		Total	
	12234	Hindi	No.	%	No.	%	No.	%
		A1	530	8.35	757	13	1287	10.52
		A2	882	13.89	1058	18	1940	15.86
		B1	995	15.67	1008	17	2003	16.37
		B2	908	14.30	915	16	1823	14.90
		C1	1056	16.64	783	13	1839	15.03
		C2	1012	15.94	783	13	1795	14.67
		D	798	12.57	481	8	1279	10.45
		E1	141	2.22	77	1	218	1.78
		E2	26	0.41	24	0	50	0.41
		TOTAL	6348	100	5886	100	12234	100
	12298	English	No.	%	No.	%	No.	%
		A1	425	6.66	562	9	987	8.03
		A2	630	9.88	783	13	1413	11.49
		B1	852	13.36	920	16	1772	14.41
		B2	945	14.81	933	16	1878	15.27
		C1	1125	17.64	911	15	2036	16.56
		C2	1303	20.43	1032	17	2335	18.99
		D	904	14.17	656	11	1560	12.68
		E1	162	2.54	99	2	261	2.12
		E2	33	0.52	23	0	56	0.46
		TOTAL	6379	100	5919	100	12298	100
	10473	Punjabi	No.	%	No.	%	No.	%
		A1	383	7.06	529	10	912	8.71
		A2	564	10.40	662	13	1226	11.71
		B1	649	11.97	732	14	1381	13.19
		B2	731	13.48	777	15	1508	14.40
		C1	931	17.17	820	16	1751	16.72
		C2	1114	20.54	820	16	1934	18.47
		D	854	15.75	578	11	1432	13.67
		E1	150	2.77	97	2	247	2.36
		E2	47	0.87	35	1	82	0.78
		TOTAL	5423	100	5050	100	10473	100
	12298	Maths	No.	%	No.	%	No.	%
		A1	522	8.18	556	9	1078	8.77
		A2	748	11.73	777	13	1525	12.40
		B1	950	14.89	933	16	1883	15.31
		B2	1096	17.18	993	17	2089	16.99
		C1	1147	17.98	1115	19	2262	18.39
		C2	1153	18.08	937	16	2090	16.99
		D	648	10.16	508	9	1156	9.40
		E1	81	1.27	77	1	158	1.28
		E2	33	0.52	24	0	57	0.46
		TOTAL	6378	100	5920	100	12298	100
	12297	EVS	No.	%	No.	%	No.	%
		A1	595	9.33	695	12	1290	10.49
		A2	750	11.76	909	15	1659	13.49
		B1	916	14.36	957	16	1873	15.23
		B2	1057	16.57	967	16	2024	16.46
		C1	1126	17.65	961	16	2087	16.97
		C2	1160	18.19	884	15	2044	16.62
		D	637	9.99	443	7	1080	8.78
		E1	101	1.58	69	1	170	1.38
		E2	36	0.56	34	1	70	0.57
		TOTAL	6378	100	5919	100	12297	100

Grade 'A1' represents 91% to 100 % Marks
Grade 'A2' represents 81% to 90% Mrks
Grade 'B1' represents 71 % to 80% Marks
Grade 'B2' represents 61 % to 70 % Marks
Grade 'C1' represents 51% to 60% Marks
Grade 'C2' represents 41% to 50% Marks
Grade 'D' represents 33% to 40% Marks
Grade 'E1' represents 21% to 32% Marks
Grade 'E2' represents 0 to 20% Marks

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)

(Reporting Format)

I

II ✓

III

IV

To be reported quarterly by SP

Year

2015-16

Quarter under report

A. General Information

Name of State : Chandigarh

No. of BRC's : NIL

No. of Districts : Single

No. of CRC's : 20

No of Schools :Primary : 107

Upper Primary : 101

B. Class-wise details of Learners Achievements(Total Students)

class 6	No. of children	Subject*	Boys		Girls		Total	
	13048	Hindi	No.	%	No.	%	No.	%
		A1	260	3.81	319	5	579	4.44
		A2	467	6.84	713	11	1180	9.04
		B1	739	10.82	953	15	1692	12.97
		B2	941	13.78	972	16	1913	14.66
		C1	1086	15.91	927	15	2013	15.43
		C2	1354	19.83	999	16	2353	18.03
		D	1256	18.39	820	13	2076	15.91
		E1	615	9.01	443	7	1058	8.11
		E2	110	1.61	74	1	184	1.41
	TOTAL	6828	100	6220	100	13048	100	
	13174	English	No.	%	No.	%	No.	%
		A1	178	2.59	212	3	390	2.96
		A2	402	5.85	479	8	881	6.69
		B1	620	9.02	765	12	1385	10.51
		B2	620	11.43	861	14	1647	12.50
		C1	620	15.12	995	16	2035	15.45
		C2	1462	21.26	1241	20	2703	20.52
		D	1417	20.60	1063	17	2480	18.82
		E1	816	11.87	611	10	1427	10.83
		E2	156	2.27	70	1	226	1.72
	TOTAL	6291	100	6297	100	13174	100	
	10652	Punjabi	No.	%	No.	%	No.	%
		A1	183	3.30	248	5	431	4.05
		A2	292	5.26	507	10	799	7.50
		B1	524	9.45	667	13	1191	11.18
		B2	524	12.08	716	14	1386	13.01
		C1	524	16.19	735	14	1633	15.33
		C2	1078	19.43	864	17	1942	18.23
		D	1223	22.05	831	16	2054	19.28
		E1	570	10.28	464	9	1034	9.71
		E2	109	1.97	73	1	182	1.71
	TOTAL	5027	100	5105	100	10652	100	
	13218	Maths	No.	%	No.	%	No.	%
		A1	115	1.67	129	2	244	1.85
		A2	275	4.00	282	4	557	4.21
		B1	476	6.92	501	8	977	7.39
		B2	476	9.73	727	11	1396	10.56
		C1	476	15.20	1101	17	2146	16.24
		C2	1508	21.93	1342	21	2850	21.56
		D	1696	24.66	1366	22	3062	23.17
		E1	913	13.28	760	12	1673	12.66
		E2	180	2.62	133	2	313	2.37
	TOTAL	6115	100	6341	100	13218	100	
	13168	Science	No.	%	No.	%	No.	%
		A1	199	2.89	229	4	428	3.25
		A2	338	4.92	490	8	828	6.29
		B1	557	8.10	667	11	1224	9.30
		B2	743	10.81	834	13	1577	11.98
		C1	1049	15.26	1053	17	2102	15.96
		C2	1567	22.80	1300	21	2867	21.77
		D	1602	23.31	1170	19	2772	21.05
		E1	708	10.30	483	8	1191	9.04
		E2	111	1.61	68	1	179	1.36
	TOTAL	6874	100	6294	100	13168	100	
	13270	Social Science	No.	%	No.	%	No.	%
		A1	163	2.35	167	3	330	2.49
		A2	301	4.33	346	5	647	4.88
		B1	466	6.71	560	9	1026	7.73
		B2	466	10.85	838	13	1592	12.00
		C1	466	14.30	973	15	1967	14.82
		C2	1605	23.10	1457	23	3062	23.07
		D	1714	24.67	1362	22	3076	23.18
		E1	842	12.12	533	8	1375	10.36
		E2	110	1.58	85	1	195	1.47
	TOTAL	6133	100	6321	100	13270	100	

Learners' Assessment (Elementary Level)

To be reported quarterly by SPO

I	II \checkmark	<i>III</i>	IV
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2015-16

No. of Districts : Single**No. of CRC's : 20**

107

Upper
Primary : 101

Grade 'A1' represents 91% to 100 % Marks

Grade 'A2' represents 81% to 90% Mrks

Grade 'B1' represents 71 % to 80% Marks

Grade 'B2' represents 61 % to 70 % Marks

Grade 'C1' represents 51% to 60% Marks

Grade 'C2' represents 41% to 50% Marks

Grade 'D' represents 33% to 40% Marks

Grade 'E1' represents 21% to 32% Marks
Grade 'E2' represents 0 to 20% Marks

Grade E2 Represents 0 to 20% Marks

MONITORING TOOL FOR QUALITY DIMENSIONS									
Learners' Assessment (Elementary Level)									
(Reporting Format)				To be reported quarterly by SP					
Quarter under report		I		II ✓		III		IV	
A. General Information								Year	
Name of State :		Chandigarh						No. of Districts : Single	
No. of BRC's :		NIL						No. of CRC's : 20	
No of Schools :Primary :		107						Upper Primary : 101	
B. Class-wise details of Learners Achievements(Total Students)									
Class 7	No. of children	Subject*	Boys		Girls		Total		
	14172	Hindi	No.	%	No.	%	No.	%	
		A1	220	3.15	332	5	552	4.12	
		A2	490	7.02	799	12	1289	9.63	
		B1	801	11.47	1043	16	1844	13.77	
		B2	1028	14.72	1068	17	2096	15.66	
		C1	1216	17.41	989	15	2205	16.47	
		C2	1360	19.47	1019	16	2379	17.77	
		D	1244	17.81	759	12	2003	14.96	
		E1	556	7.96	346	5	902	6.74	
		E2	69	0.99	48	1	902	0.87	
		TOTAL	6984	100	6403	100	14172	100	
	14479	English	No.	%	No.	%	No.	%	
		A1	133	1.88	169	3	302	2.23	
		A2	333	4.71	445	7	778	5.74	
		B1	658	9.31	742	11	1400	10.34	
		B2	924	13.07	1020	16	1944	14.35	
		C1	1259	17.81	1171	18	2430	17.94	
		C2	1596	22.57	1328	21	2924	21.59	
		D	1458	20.62	1095	17	2553	18.85	
		E1	626	8.85	448	7	1074	7.93	
		E2	84	1.19	54	1	1074	1.02	
		TOTAL	7071	100	6472	100	14479	100	
	11841	Punjabi	No.	%	No.	%	No.	%	
		A1	184	3.19	302	6	486	4.36	
		A2	391	6.78	583	11	974	8.75	
		B1	592	10.27	684	13	1276	11.46	
		B2	782	13.56	785	15	1567	14.07	
		C1	988	17.13	883	16	1871	16.80	
		C2	1191	20.65	914	17	2105	18.90	
		D	1115	19.33	791	15	1906	17.12	
		E1	457	7.92	371	7	828	7.44	
		E2	67	1.16	56	1	828	1.10	
		TOTAL	5767	100	5369	100	11841	100	
	15343	Maths	No.	%	No.	%	No.	%	
		A1	116	1.64	136	2	252	1.86	
		A2	250	3.53	254	4	504	3.72	
		B1	422	5.96	461	7	883	6.52	
		B2	651	9.19	645	10	1296	9.57	
		C1	923	13.03	917	14	1840	13.58	
		C2	1479	20.87	1495	23	2974	21.96	
		D	1958	27.63	1532	24	3490	25.77	
		E1	1131	15.96	921	14	2052	15.15	
		E2	156	2.20	98	2	2052	1.82	
		TOTAL	7086	100	6459	100	15343	100	
	14998	Science	No.	%	No.	%	No.	%	
		A1	164	2.32	200	3	364	2.69	
		A2	315	4.46	393	6	713	5.27	
		B1	492	6.96	588	9	1080	7.98	
		B2	656	9.28	787	12	1443	10.66	
		C1	985	13.94	1047	16	2032	15.01	
		C2	1592	22.52	1453	22	3045	22.49	
		D	1775	25.11	1322	20	3097	22.88	
		E1	1002	14.18	610	9	1612	11.91	
		E2	87	1.23	70	1	1612	1.16	
		TOTAL	7068	100	6470	100	14998	100	
	14699	Social Science	No.	%	No.	%	No.	%	
		A1	157	2.22	207	3	364	2.68	
		A2	255	3.60	337	5	592	4.37	
		B1	563	7.95	608	9	1171	8.64	
		B2	694	9.79	750	12	1444	10.65	
		C1	1029	14.52	1056	16	2085	15.37	
		C2	1754	24.75	1581	24	3335	24.59	
		D	1779	25.11	1367	21	3146	23.20	
		E1	777	10.97	504	8	1281	9.45	
		E2	78	1.10	65	1	1281	1.05	
	TOTAL	7086	100	6475	100	14699	100		

Learners' Assessment (Elementary Level)

To be reported quarterly by SPO

I	II \checkmark	<i>III</i>	IV
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2015-16

No. of Districts : Single

No. of CRC's : 20

107

Upper
Primary : 101

Grade 'A1' represents 91% to 100 % Marks

Grade 'A2' represents 81% to 90% Mrks

Grade 'B1' represents 71 % to 80% Marks

Grade 'B2' represents 61 % to 70 % Marks

Grade 'C1' represents 51% to 60% Marks

Grade 'C2' represents 41% to 50% Marks

Grade 'D' represents 33% to 40% Marks

Grade 'E1' represents 21% to 32% Marks
Grade 'E2' represents 9 to 20% Marks

Grade E2 Represents 0 to 20% Marks

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)

(Reporting Format)

I

II ✓

III

IV

To be reported quarterly by SP

Year

2015-16

Quarter under report

A. General Information

Name of State : Chandigarh

No. of BRC's : NIL

No. of Districts : Single

No. of CRC's : 20

No of Schools :Primary : 107

Upper Primary : 101

B. Class-wise details of Learners Achievements(Total Students)

Class 8	No. of children	Subject*	Boys		Girls		Total	
	13514	Hindi	No.	%	No.	%	No.	%
		A1	302	4.27	455	8	757	5.84
		A2	570	8.07	846	14	1416	10.92
		B1	882	12.48	1026	17	1908	14.71
		B2	1130	15.99	995	17	2125	16.39
		C1	1248	17.66	949	16	2197	16.94
		C2	1391	19.69	887	15	2278	17.57
		D	1065	15.07	538	9	1603	12.36
		E1	424	6.00	191	3	615	4.74
		E2	53	0.75	16	0	615	0.53
	TOTAL	7065	100	5903	100	13514	100	
	14022	English	No.	%	No.	%	No.	%
		A1	150	2.10	242	4	392	2.99
		A2	323	4.53	468	8	791	6.04
		B1	574	8.05	664	11	1238	9.46
		B2	834	11.69	837	14	1671	12.76
		C1	1220	17.11	1024	17	2244	17.14
		C2	1663	23.32	1393	23	3056	23.34
		D	1687	23.65	909	15	2596	19.83
		E1	618	8.67	399	7	1017	7.77
		E2	63	0.88	24	0	1017	0.66
	TOTAL	7132	100	5960	100	14022	100	
	11489	Punjabi	No.	%	No.	%	No.	%
		A1	155	2.63	310	6	465	4.27
		A2	375	6.35	542	11	917	8.42
		B1	651	11.03	767	15	1418	13.02
		B2	824	13.96	749	15	1573	14.45
		C1	1061	17.97	807	16	1868	17.16
		C2	1226	20.77	751	15	1977	18.16
		D	1096	18.57	727	15	1823	16.74
		E1	432	7.32	292	6	724	6.65
		E2	83	1.41	39	1	724	1.12
	TOTAL	5903	100	4984	100	11489	100	
	14991	Maths	No.	%	No.	%	No.	%
		A1	172	2.41	175	3	347	2.65
		A2	303	4.25	377	6	680	5.19
		B1	542	7.60	564	9	1106	8.45
		B2	679	9.52	630	11	1309	10.00
		C1	892	12.50	784	13	1676	12.80
		C2	1402	19.65	1249	21	2651	20.25
		D	1727	24.20	1263	21	2990	22.83
		E1	1276	17.88	840	14	2116	16.16
		E2	142	1.99	77	1	2116	1.67
	TOTAL	7135	100	5959	100	14991	100	
	14252	Science	No.	%	No.	%	No.	%
		A1	317	4.44	428	7	745	5.69
		A2	419	5.87	492	8	911	6.96
		B1	607	8.50	688	12	1295	9.89
		B2	759	10.63	791	13	1550	11.84
		C1	1043	14.60	949	16	1992	15.21
		C2	1500	21.00	1084	18	2584	19.74
		D	1594	22.32	997	17	2591	19.79
		E1	818	11.45	474	8	1292	9.87
		E2	85	1.19	48	1	1292	1.02
	TOTAL	7142	100	5951	100	14252	100	
	14310	Social Science	No.	%	No.	%	No.	%
		A1	155	2.17	259	4	414	3.16
		A2	315	4.41	428	7	743	5.67
		B1	558	7.82	624	10	1182	9.02
		B2	729	10.21	846	14	1575	12.03
		C1	986	13.81	1007	17	1993	15.22
		C2	1779	24.92	1266	21	3045	23.25
		D	1711	23.97	1049	18	2760	21.07
		E1	846	11.85	453	8	1299	9.92
		E2	59	0.83	27	0	1299	0.66
	TOTAL	7138	100	5959	100	14310	100	

MONITORING TOOL FOR QUALITY DIMENSIONS

Learners' Assessment (Elementary Level)

Quarter under report

A. General Information

Name of State :

No. of BRC's :

No of Schools :Primary :

B. Class-wise details of Learners Achievements(Total Students)

Grade 'A1' represents 91% to 100 % Marks

Grade 'A2' represents 81% to 90% Mrks

Grade 'B1' represents 71 % to 80% Marks

Grade 'B2' represents 61 % to 70 % Marks

Grade 'C1' represents 51% to 60% Marks

Grade 'C2' represents 41% to 50% Marks

Grade 'D' represents 33% to 40% Marks

Grade 'E1' represents 21% to 32% Marks

Grade 'E2' represents 0 to 20% Marks

(Reporting Format)

I

II ✓

III

IV

To be reported quarterly by SP

Year

2015-16

No. of Districts : Single

No. of CRC's : 20

107

Upper

Primary : 101