

# QUALITY MONITORING TOOLS

## QUALITY MANAGEMENT IN ELEMENTARY EDUCATION UNDER SSA



Department of Elementary Education  
National Council of Educational Research and Training  
New Delhi – 110 016  
2013



## STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report 

I	II	III	IV
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Year 

2	0	1	4
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1	5
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Period of quarter: ...**November** .....to...**December**...

**General Guidelines:**

1. This format has four parts, I, II, III, IV and V. Part I, II, III & IV will be completed by consolidating information received from all DPOs through DMFs.
2. Part V will be completed by the SPD on the basis of his/her perceptions.
3. Information provided should belong to the quarter under report only.
4. Completed STMF should be submitted to NCERT.
5. Guidelines given in each part should be read carefully before answering the questionnaire.

**Part-I**

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

**Section A: School Information**

1. (a) CRC: 2002, BRC: 248, District: 12, State: Himachal Pradesh

(a) Number of schools in the cluster

I - V	10712	VI - VIII	4587	I - VIII	NIL				
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(b) Number of schools which filled up SMFs

I - V	9987	VI - VIII	3165	I - VIII		other			
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3. Number of Teachers:

In Position

Required Posts  
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

21131

943

(ii) Contractual

4696

(b) Upper Primary Teachers

(i) Regular

10338

552

(ii) Contractual

18184

**Section B: Attendance Information**

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

Month: .....

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I									
II									
III									
IV									
V									
VI									
VII									
VIII									
<b>Total</b>									

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

12772

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

**Average attendance in schools is more than 85%. All Cluster head schools are being provided with Tabs with GIS for tracking student and teachers.**

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

Boys:

2323

Girls:

2619

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

Own schools	Other centers (NGO)	Residential centers	Any Other .....
NIL	NIL	NIL	<b>126 NRST</b>

**Section C: Curriculum Transaction**

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

Within one week	Within one month	After one month
	<b>20699</b>	

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

**Meeting was held with HPBoSE, Dharamsala, agency responsible for printing and distribution of books and were directed to provide text books one week before the commence of new academic session.**

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

Received %      Utilized %

Percentage of primary teachers

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Percentage of upper primary teachers

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

As per need teachers are:

- a) **doing baseline assessment of students**
- b) **classifying students in groups and given inputs as per requirements**
- c) **students are dealt separately on multi- level and multi-grade basis**
- d) **timely remedial measures are taken**

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

- a) **Barrier free access**
- b) **Teachers are sensitized for gender positive behavior during classroom interactions.**
- c) **TLMs are prepared keeping in view the needs of special children**
- d) **Special efforts are made for the inclusion and participation of special students**

#### Section D: Continuous and Comprehensive Evaluation

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

- a) **By analyzing quarterly achievement report**
- b) **Observation of class room teaching**
- c) **Checking of note books and assessment sheets.**
- d) **Observing Teacher's dairy and lesson plans.**

#### Section E: Teacher Training

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

- (i) **Activity based teaching in the class room**
- (ii) **Lesson plan based teaching by the teachers.**
- (iii) **Project based teaching- learning.**
- (iv) **Remedial teaching after diagnostic evaluation of learning gaps.**
- (v) **Discussion method of learning for the cementing of concept.**

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

- a) **Training imparted in actual class room situation**
- b) **Experienced Resource persons from national level**
- c) **Participatory method of training**
- d) **Impact analysis of students achievement after training.**
- e) **Training of lesser number of teachers for longer duration**
- f) **Exposure of teachers of good schools at national and international level.**

**Section F: Functioning of SMC**

Number

%

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

<b>15294</b>	<b>100%</b>
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19. (a) Number of schools where School Development Plans have been prepared. 

<b>7654</b>	<b>50%</b>
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- (b) Number of schools involving SMCs in preparation of this plan. 

<b>2586</b>	<b>16.9%</b>
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- (c) Action taken on schools that did not involve SMCs.

**i) School Heads were oriented and motivated for involving SMC members for School Development Plan.**

**ii) SMC members were also oriented for the development of SDP**

Number %

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

<b>79141</b>	<b>87%</b>
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- (b) Action taken for coverage of SMCs not trained.

**Special drives were initiated for imparting trainings to the untrained SMC members.**

**Section G: Learners' Assessment**

**21. Please aggregate pupil assessment data of schools in the format used in schools and enclose the same (CCE format). Following format is given as an example only**

- (a) Details of Learners' Achievement, class-wise and subject-wise for Classes I-V for last term/quarter/month.

Number %

- (i) Number of schools of the State which provided this information: 

<b>12459</b>	<b>81.4%</b>
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- (ii) Number of schools in State with low pupil achievement level 

<b>6885</b>	<b>45%</b>
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**EXAMPLE: (Please do not use this format. Provide information in format used in your schools)**

Class-I											
Grade	A	%	B	%	C	%	D	%	E	%	Total
Hindi	4173	28	2956	20	2760	19	3396	23	1474	10	14833
English	2605	18	2527	17	3173	21	4116	28	2325	16	14829
Maths	4240	29	2706	18	2861	19	3410	23	1537	10	14833
EVS	1648	11	2371	16	3469	23	4755	32	2476	17	14796

Class-II											
Grade	A	%	B	%	C	%	D	%	E	%	Total
Hindi	2946	20	3147	21	3228	22	3603	24	1838	12	14806
English	2272	15	2707	18	3400	23	4183	28	2255	15	14861
Maths	3950	27	3360	23	3189	22	3059	21	1210	8	14806

<b>EVS.</b>	891	6	2313	16	3752	25	5289	36	2516	17	14805
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<b>Class-III</b>											
<b>Grade</b>	<b>A</b>	<b>%</b>	<b>B</b>	<b>%</b>	<b>C</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>E</b>	<b>%</b>	<b>Total</b>
<b>Hindi</b>	<b>1132</b>	<b>7</b>	<b>2353</b>	<b>15</b>	<b>3984</b>	<b>25</b>	<b>5726</b>	<b>36</b>	<b>2664</b>	<b>17</b>	<b>15897</b>
<b>English</b>	1100	7	2401	15	3744	24	5599	35	3018	19	15897
<b>Maths</b>	1251	8	2180	14	3985	25	5835	37	2610	16	15897
<b>EVS</b>	889	6	2126	13	4079	26	6011	38	2759	17	15897

<b>Class-IV</b>											
<b>Grade</b>	<b>A</b>	<b>%</b>	<b>B</b>	<b>%</b>	<b>C</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>E</b>	<b>%</b>	<b>Total</b>
<b>Hindi</b>	894	6	2123	14	3734	24	6134	39	2649	17	15550
<b>English</b>	820	5	1863	11	3716	22	7323	44	3046	18	16783
<b>Maths</b>	1580	9	2343	14	4336	26	6142	37	2360	14	16783
<b>EVS.</b>	822	5	2073	12	4273	25	7000	42	2595	15	16782

<b>Class-V</b>											
<b>Grade</b>	<b>A</b>	<b>%</b>	<b>B</b>	<b>%</b>	<b>C</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>E</b>	<b>%</b>	<b>Total</b>
<b>Hindi</b>	1352	8	3177	19	4865	29	5020	30	2171	13	16636
<b>English</b>	572	3	2494	15	5150	31	5919	36	2445	15	16637
<b>Maths</b>	1752	11	3387	20	4667	28	4358	26	2419	15	16638
<b>EVS.</b>	1091	6	3885	23	5637	34	4564	27	1570	9	16799

\*Add all classes and all subjects

\*\* Primary: Grades A= 80%and above, B= 65 – 79%, C= 50 -64%, D= 35 -49%, E= 1-34%.

(b). Details of Learners' Achievements, class-wise and subject-wise for Classes VI-VIII for last term/quarter/month.

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

**12459**

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

(a) Science

**4735**

(b) Mathematics

**5606**

**EXAMPLE: (Please do not use this format. Provide information in format used in your schools)**

<b>Class-VI</b>											
<b>Grade</b>	<b>A</b>	<b>%</b>	<b>B</b>	<b>%</b>	<b>C</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>E</b>	<b>%</b>	<b>Total</b>
<b>Hindi</b>	500	3	1586	9	3251	19	5673	33	6150	36	17190
<b>English</b>	207	1	891	5	2573	15	5569	32	7926	46	17190
<b>Maths</b>	368	2	938	5	2077	12	5508	32	8270	48	17188
<b>Science</b>	1107	7	2553	15	3885	23	4723	28	4525	27	16819
<b>S.St.</b>	351	2	1512	9	3555	21	5917	34	5837	34	17198

Class-VII											
Grade	A	%	B	%	C	%	D	%	E	%	Total
Hindi	637	4	1852	11	3171	19	5024	31	5609	34	16316
English	202	1	934	6	2828	17	5823	35	6891	41	16699
Maths	169	1	559	3	1613	10	5108	31	9227	55	16699
Science	361	2	972	6	2272	14	5561	34	7146	44	16335
S.St.	223	1	927	6	2326	14	5737	35	7103	43	16337

Class-VIII											
Grade	A	%	B	%	C	%	D	%	E	%	Total
Hindi	1774	7	5100	21	6545	27	6076	25	4776	20	24271
English	523	2	1912	8	4126	17	6570	27	11316	46	24447
Maths	490	2	1878	8	4076	17	6714	28	11079	46	24237
Science	1783	7	5047	21	6790	28	6458	26	4292	18	24370
S.St.	142	1	854	4	3206	13	8064	33	11840	49	24106

\*Add all classes and all subjects

\*\* Upper Pry:Grades Grades A= 80%and above, B= 65 – 79%, C= 50 -64%, D= 35 -49%, E= 1-34%.

## Part-II

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

- (a) Number of classrooms (teaching) observed by the CRCCs in the last quarter: Range **546 to 876**
- 2 (a) School visits by CRCCs:

*Number of times visits were made to each school*

*Number of CRCCs visiting*

(i) Once in a month

124

(ii) Once in two months

345

(iii) Once in three months

678

(iv) Once in four to six months

855

- Suggestions provided by the CRCCs to improve classroom teaching.

**i) More use of TLM in class room teaching.**

**ii) Regular assignments to be given to the students.**

**iii) Proper sitting plan of students.**

**iv) Many students do not get note books and other stationeries from home, having provision of these in SSA.**

**v) Student Portfolio should be maintained.**



.Number %

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

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

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

N/A

1. (a) Number of DPOs who are not providing QMTs regularly. 12

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

**Repeatedly directions have been given for providing QMT regularly.**

### 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.

(i) **Providing academic support during teachers, SMC and other trainings.**

ii) **Organizing different programs at block level.**

iii) **Distribution of resource material (Books and other stationeries) to schools.**

iv) **Consolidation of data at block level as and when required.**

v) **Providing on site solutions to the teachers while on monitoring.**

vi) **Monitoring Civil works.**

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

207

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

1

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

(i) **Organizing field visits for students to nearby banks/ hospital/ other offices.**

(ii) **Multi grade teaching in schools.**

(iii) **Activity based teaching learning activities.**

(iv) **Maintenance of student portfolio.**

(v) **Maintenance of CCE records.**

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

**BRCCs consolidate the learner achievement of their block and identify clusters which have lowest achievements. They try to find out reasons for the same and motivate the teachers and CRCCs to do better by adopting newer strategies for better learning. CRCCs of the clusters**

**having better performance are invited at District and sometimes State level workshops for sharing their experiences with others.**

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

Less than 25%

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

Less than 25%

(c) List major issues emerging from the programmes.

No issues

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

(i) Mathematics

3

(ii) Science

3

(iii) Social Science

NIL

(iv) Language

NIL

(v) Arts Education

NIL

(vi) Health and Physical Education

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

Less than 25%

(c) List major issues emerging from the programmes.

No Issues

## **Part-IV**

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

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

12

(a) The institutions involved: **DDEE, DIET, BRCC and CRCC**

(b) Members of 'quality' monitoring: **12 to 25 members**

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

**i) Imparting academic support and training at block and cluster level respectively.**

**ii) CRCCs provide onsite support to teachers during school visits.**

(d) Role of DPO in 'quality' monitoring

**Monitors:**

Number of districts providing interventions

i) **all resources provided by SSA and the Department are properly used.**

ii) **infrastructural facilities**

iii) **Learning levels of students**

iv) **Attendance of students and teachers**

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

(a) Training of resource persons on RTE Act 2009

NO

(b) Training of Resource Persons on Pedagogy and Assessment

YES

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

YES

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

YES

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

Number of districts organizing meetings

(a) Once in a month

NIL

(b) Once in two months

10

(c) Once in three months

2

(d) Once in four-six months

NIL

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

(a) Number of schools visited by DPOs on an average

4 to 14

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

**i) Academic monitoring by school heads at school level is not up to the mark**

**ii) Students are not given exposure /opportunity for lab visits at Elementary level.**

**iii) Students are not evaluated properly on Continuous and comprehensive basis.**

iv) **Timely remedial measures are not taken consequently learning levels not improving.**

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

**i) Some DIETs are under staffed for undertaking pre service training and also SSA activities.**

**ii) Frequent transfers also hampers SSA activities.**

**iii) There is no specific training Cadre for DIET consequently lack of good master trainers.**

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

**NONE**

### **Part-V**

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

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

- (a). State Government
- (b). NCERT
- (c). Private publishers
- (d). Any other...**SCERT**.....

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

	Initiated	Completed
Primary: Syllabi	<b>2011-12</b>	<b>2015-16</b>
Textbooks	<b>2011-12</b>	<b>2015-16</b>
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</i>
<b><u>Padhne ki samajh</u></b>	<b><u>Primary</u></b>	<b><u>2015-16</u></b>
<b><u>(For Early Reading &amp; Writing)</u></b>		
<b><u>Module for Science &amp; Mathematics</u></b>	<b><u>Upper Primary</u></b>	<b><u>2015-16</u></b>

4. Status of CRCs/BRCs in the State:

*Sanctioned Posts*

*In Position*

CRCs	<u>2102</u>	<u>2087</u>
BRCs	<u>248</u>	<u>248</u>

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

a. DIETs: Involvement : **Module development, Training of Master Trainer, Monitoring, follow up, all the activities of SSA are implemented through DIETs.**

Problems: **There is no training cadre for DIETs, as a result lecturers keep changing. Lot of effort is required for training and orientation of DIET lecturers. DIETs at Tribal areas are under staffed and sometimes it is difficult to communicate with them and get information.**

b.SCERT:

Involvement: **SCERT being academic authority of the State is involved in all the different activities undertaken. SCERT approves training modules, develops text- books, it gives suggestions for any other innovative activities undertaken by the State.**

Problems: **Most of the Academic Faculty in SCERT is from college cadre, so fail to develop connect with primary education directly. Under staffed for taking different activities simultaneously.**

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			√				
BRCs				√			
DIETs				√			
DPO				√			
SCERT				√			

Yes	No
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7. (a) Does the State have State Resource Group to advice on Quality?

**YES**

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

(a) Major programmes / activities of SSA for quality enhancement during the current year...2014-

**i) Early reading, writing and numeracy.**

**ii) Multi grade and multi level class rooms for quality enhancement**

**iii) Training on Science & Mathematics**

**iv) SLAS**

(b) Progress of these programmes during the quarter

**Training of Master Trainers has been done. Training at district level will commence shortly.**

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

i) **Wide learning gaps**

ii) **In Middle schools there is one post of TGT (Science), who teaches both Mathematics and Science. Instead of Science it should be TGT non medical.**

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

**None**

**Date:**

**Name & Signature**