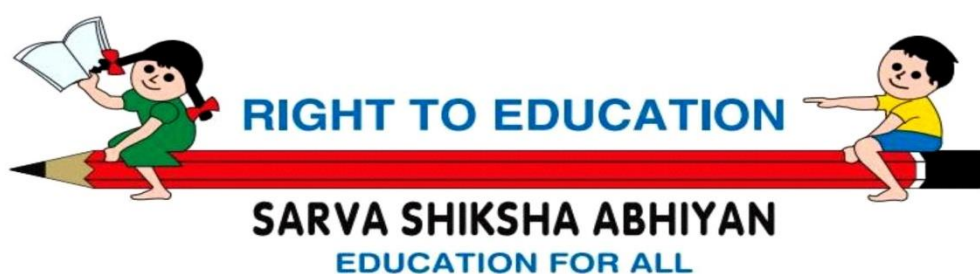# QUALITY MONITORING TOOLS

QUALITY MANAGEMENT IN ELEMENTARY EDUCATION UNDER SSA

STATE MONITORING FORMAT (STMF)

To be filled by: State Project Director

Guidelines for implementation of Quality Monitoring Tools

Table 1: QMTs to be used at different levels

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

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

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

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

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

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

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

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

Periodicity:

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

Table 2: The Four Quarters of Monitoring

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

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

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

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

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

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

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

Block: BRCC will complete the Block Monitoring Format (BMF) according to the guidelines given in it. BRCC will also consolidate other formats (COS, SMCF) received from the CRCCs. On the basis of analysis of information of all these formats, BRCC will provide feedback to CRCCs and take necessary action for improvement of quality dimensions in the Block. BRCC will forward copies of all completed formats to DPO and DIET.

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

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

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

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

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

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

Quarter under Report | | II | | | Year | **2** | **0** | **1** | **5** | **1** | **6** |

Period of quarter: January to March 2015

General Guidelines:

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

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

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

4. Completed STMF should be submitted to NCERT.

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

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

Section A: School Information

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

2. (a) Number of schools in the cluster

| I - V | 1835 | VI - VIII | 923 | I - VIII | | Any other | Nil | Nil | Total | 2758 |

(b) Number of schools which filled up SMFs,

| I - V | 1835 | VI - VIII | 923 | I - VIII | | Any other | Nil | Nil | Total | 2758 |

(c) Number of CRCs which filled up CMFs,

| Total | 125 |

(d) Number of BRCs which filled up BMFs,

| Total | 46 |

(e) Number of DMAs which filled up DMFs,

| Total | 11 |

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

(a) Primary Teachers (i) Regular **11373** Nil

(ii) Contractual

(b) Upper Primary Teachers (i) Regular **4984** Nil

(ii) Contractual

Section B: Attendance Information

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

Month: **July to September 2015**

Class	Number of schools with average daily attendance of :								
	Boys			**Girls**			**Total**		
	Above 80%	**60% - 79%**	**Below 60%**	**Above 80%**	**60% - 79%**	**Below 60%**	**Above 80%**	**60% - 79%**	**Below 60%**
I	178	160	170	160	173	160	338	333	330
II	190	173	116	160	145	180	350	318	296
III	179	188	193	80	200	169	259	388	362
IV	147	200	210	184	206	150	331	406	360
V	163	202	189	196	93	203	359	295	392
VI	224	136	177	200	187	130	424	323	307
VII	150	240	190	180	110	106	330	350	296
VIII	185	194	180	180	147	232	365	341	412
Total	**1416**	**1493**	**1425**	**1340**	**1261**	**1330**	**2756**	**2754**	**2755**

2. (i)Number of Children with Special Needs (CWSN) in government schools in the State. **5801**

(ii) Number of Schools with no CWSN enrolled

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

> **Providing Mid-Day Meal**
> **Providing Uniforms, textbooks etc**
> **Counseling in the Morning Assembly.**
> **Highest attendance is awarded.**
> **Home visiting and parents are advised to send their children to school regularly.**
> **Conducting different activities.**

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

Boys: **N.A** Girls: **N.A**

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

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

- *Nagaland has identified 8757 out of school children, boys-4778 and girls-3979. But due to fund constraint, no activities could be taken up.*

(c) Number of children drop out of special training programmes up to last quarter ⟶ N.A

Section C: Curriculum Transaction

5. Number of schools distributing textbooks at different times after beginning of session ⟶ Nil

Within one week	Within one month	After one month
All schools		

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

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

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

Received %   Utilised %

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

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

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

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

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

Section D: Continuous and Comprehensive Evaluation

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

> **Conducting meeting with teachers**
> **Classroom observation and assist the students in curricular and co-curricular activities.**

➤ **Slow learners are encouraged by the system of re-teach and re-test**

Section E: Teacher Training

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

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

Section F: Functioning of SMC

	Number	%
13. Number of schools having School Management Committees (SMCs) in the State.	2758	100
14. (a) Number of schools where School Development Plans have been prepared.	2758	100
(b) Number of schools involving SMCs in preparation of this plan.	2758	100

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

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

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

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

Section G: Learners' Assessment (Elementary Level)
Reporting Proforma to NCERT (Quarterly)

| Quarter under report | II | | | Year | 2015-16 | |

	Number	%
No. of schools of the State which provided this information	1835	
No. of schools in State with low pupil achievement level	162	

Class: I

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
			A1	996	7.7	919	7.0	1915	7.3
			A2	1528	11.7	1537	11.7	3065	11.7
			B1	2298	17.7	1987	15.2	4285	16.4
			B2	2582	19.8	2710	20.7	5292	20.3
			C1	2472	19.0	2895	22.1	5367	20.5
			C2	2046	15.7	2115	16.1	4161	15.9
			D1	356	2.7	507	3.9	863	3.3
			D2	448	3.4	268	2.0	716	2.7
			E	285	2.2	174	1.3	459	1.8
1	English/Grammer	26123	**Total**	**13011**	**100.0**	**13112**	**100.0**	**26123**	**100**
			A1	886	6.9	903	6.8	1789	6.8
			A2	1432	11.1	1545	11.6	2977	11.4
			B1	2233	17.4	2121	15.9	4354	16.7
			B2	2410	18.7	2463	18.5	4873	18.7
			C1	2535	19.7	2722	20.4	5257	20.1
			C2	2013	15.6	2055	15.4	4068	15.6
			D1	480	3.7	637	4.8	1117	4.3
			D2	339	2.6	354	2.7	693	2.7
			E	537	4.2	526	3.9	1063	4.1
2	EVS/SS	26191	Total	**12865**	**100.0**	**13326**	**100.0**	**26191**	**100**
			A1	946	6.7	928	6.8	1874	6.7
			A2	1531	10.8	1665	12.2	3196	11.5
			B1	2296	16.2	2094	15.4	4390	15.8
			B2	2356	16.6	2418	17.7	4774	17.2
			C1	2311	16.3	2705	19.9	5016	18.0
			C2	3437	24.2	1808	13.3	5245	18.8
			D1	424	3.0	425	3.1	849	3.1
			D2	365	2.6	1043	7.7	1408	5.1
			E	536	3.8	539	4.0	1075	3.9
3	Maths	27827	**Total**	**14202**	**100.0**	**13625**	**100.0**	**27827**	**100**
			A1	823	7.3	775	6.8	778	6.8
			A2	1269	11.3	1391	12.2	1394	12.2
			B1	1949	17.4	1701	14.9	1705	14.9
			B2	2143	19.1	2118	18.6	2218	19.4
			C1	2053	18.3	2359	20.7	2366	20.7
			C2	1803	16.1	1665	14.6	1676	14.7
4	Hindi	11409	D1	367	3.3	414	3.6	431	3.8

				Boys		Girls		Total	
			D2	468	4.2	405	3.6	424	3.7
			E	354	3.2	565	5.0	583	5.1
			Total	11229	100.0	11393	100.0	11409	100.0
			A1	349	8.9	395	9.7	744	9.3
			A2	500	12.7	549	13.5	1049	13.1
			B1	790	20.1	772	19.0	1562	19.6
			B2	791	20.1	838	20.7	1629	20.4
			C1	742	18.9	790	19.5	1532	19.2
			C2	574	14.6	510	12.6	1084	13.6
			D1	91	2.3	92	2.3	183	2.3
			D2	59	1.5	63	1.6	122	1.5
			E	34	0.9	45	1.1	79	1.0
5	Alt.Eng/MIL	7984	Total	3930	100.0	4054	100.0	7984	100.0
			A1	380	10.7	353	10.1	733	10.4
			A2	444	12.5	473	13.6	917	13.0
			B1	569	16.0	551	15.8	1120	15.9
			B2	616	17.3	651	18.7	1267	18.0
			C1	600	16.9	596	17.1	1196	17.0
			C2	587	16.5	515	14.8	1102	15.7
			D1	165	4.6	154	4.4	319	4.5
			D2	114	3.2	104	3.0	218	3.1
			E	83	2.3	83	2.4	166	2.4
6	Science	7038	Total	3558	100.0	3480	100.0	7038	100.0
			A1	811	16.2	622	12.4	1433	14.3
			A2	410	8.2	442	8.8	852	8.5
			B1	1016	20.3	1227	24.5	2243	22.4
			B2	764	15.2	688	13.7	1452	14.5
			C1	1266	25.2	1272	25.4	2538	25.3
			C2	610	12.2	606	12.1	1216	12.1
			D1	62	1.2	73	1.5	135	1.3
			D2	43	0.9	49	1.0	92	0.9
			E	34	0.7	38	0.8	72	0.7
7	Life Skill	10033	Total	5016	100.0	5017	100.0	10033	100.0
			A1	753	9.6	767	9.7	1520	9.7
			A2	963	12.3	1053	13.4	2016	12.8
			B1	1554	19.9	1354	17.2	2908	18.5
			B2	1648	21.1	1657	21.0	3305	21.1
			C1	1544	19.8	1793	22.7	3337	21.3
			C2	923	11.8	870	11.0	1793	11.4
			D1	184	2.4	193	2.4	377	2.4
			D2	131	1.7	111	1.4	242	1.5
			E	106	1.4	87	1.1	193	1.2
8	GK	15691	Total	7806	100.0	7885	100.0	15691	100.0

N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%, D1=39-33%, D2=20-29, E=20% & below.

Fill up as per the subject taught in the class

| Quarter under report | | **II** | | Year | | **2015-16** | |

		Number	%
No. of schools of the State which provided this information		**1835**	
No. of schools in State with low pupil achievement level		**167**	

Class: II

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
1	English/ Grammer	**24132**	A1	933	7.8	1010	8.3	1943	8.1
			A2	1335	11.2	1425	11.7	2760	11.4
			B1	1922	16.1	2186	17.9	4108	17.0
			B2	2300	19.2	2253	18.5	4553	18.9
			C1	2511	21.0	2209	18.1	4720	19.6
			C2	1742	14.6	1724	14.2	3466	14.4
			D1	444	3.7	520	4.3	964	4.0
			D2	337	2.8	333	2.7	670	2.8
			E	426	3.6	522	4.3	948	3.9
			Total	**11950**	**100.0**	**12182**	**100.0**	**24132**	**100.0**
2	EVS/SS	**23522**	A1	879	7.6	865	7.3	1744	7.4
			A2	1291	11.1	1386	11.7	2677	11.4
			B1	2010	17.3	2118	17.8	4128	17.5
			B2	2246	19.3	2384	20.1	4630	19.7
			C1	2339	20.1	2224	18.7	4563	19.4
			C2	1861	16.0	1820	15.3	3681	15.6
			D1	406	3.5	418	3.5	824	3.5
			D2	336	2.9	386	3.2	722	3.1
			E	267	2.3	286	2.4	553	2.4
			Total	**11635**	**100.0**	**11887**	**100.0**	**23522**	**100.0**
3	Maths	**23951**	A1	767	6.5	822	6.8	1589	6.6
			A2	1310	11.1	1382	11.4	2692	11.2
			B1	2049	17.4	2175	17.9	4224	17.6
			B2	2347	19.9	2385	19.6	4732	19.8
			C1	2447	20.7	2270	18.7	4717	19.7
			C2	1529	13.0	1607	13.2	3136	13.1
			D1	502	4.3	455	3.7	957	4.0
			D2	346	2.9	446	3.7	792	3.3
			E	501	4.2	611	5.0	1112	4.6
			Total	**11798**	**100.0**	**12153**	**100.0**	**23951**	**100.0**
4	Hindi	**23045**	A1	795	6.9	872	7.5	1667	7.2
			A2	1176	10.2	1276	11.0	2452	10.6
			B1	1853	16.1	2078	18.0	3931	17.1
			B2	2395	20.9	2120	18.3	4515	19.6
			C1	2398	20.9	2242	19.4	4640	20.1
			C2	1806	15.7	1591	13.8	3397	14.7
			D1	417	3.6	444	3.8	861	3.7

Sl	Subject	Total	Grade						
			D2	333	2.9	340	2.9	673	2.9
			E	309	2.7	600	5.2	909	3.9
			Total	11482	100.0	11563	100.0	23045	100.0
			A1	295	7.7	313	8.3	608	8.0
			A2	457	12.0	490	13.1	947	12.5
			B1	775	20.3	718	19.1	1493	19.7
			B2	798	20.9	749	20.0	1547	20.4
			C1	716	18.8	724	19.3	1440	19.0
			C2	562	14.7	536	14.3	1098	14.5
			D1	112	2.9	122	3.3	234	3.1
			D2	72	1.9	60	1.6	132	1.7
			E	26	0.7	40	1.1	66	0.9
5	Alt.Eng/MIL	7565	Total	3813	100.0	3752	100.0	7565	100.0
			A1	300	9.5	296	9.3	596	9.4
			A2	357	11.3	399	12.6	756	12.0
			B1	562	17.8	564	17.8	1126	17.8
			B2	546	17.3	598	18.8	1144	18.1
			C1	612	19.4	598	18.8	1210	19.1
			C2	471	14.9	430	13.6	901	14.2
			D1	142	4.5	119	3.8	261	4.1
			D2	94	3.0	98	3.1	192	3.0
			E	67	2.1	71	2.2	138	2.2
6	Science	6324	Total	3151	100.0	3173	100.0	6324	100.0
			A1	623	11.2	588	10.6	1211	10.9
			A2	505	9.0	505	9.1	1010	9.1
			B1	1130	20.2	1250	22.6	2380	21.4
			B2	935	16.8	924	16.7	1859	16.7
			C1	1516	27.2	1388	25.1	2904	26.1
			C2	670	12.0	676	12.2	1346	12.1
			D1	104	1.9	114	2.1	218	2.0
			D2	55	1.0	50	0.9	105	0.9
			E	44	0.8	39	0.7	83	0.7
7	Life Skill	11116	Total	5582	100.0	5534	100.0	11116	100.0
			A1	997	11.4	1003	11.4	2000	11.4
			A2	840	9.6	911	10.4	1751	10.0
			B1	1816	20.7	1915	21.8	3731	21.3
			B2	1639	18.7	1559	17.8	3198	18.2
			C1	2139	24.4	1968	22.4	4107	23.4
			C2	983	11.2	1054	12.0	2037	11.6
			D1	184	2.1	177	2.0	361	2.1
			D2	101	1.2	92	1.0	193	1.1
			E	75	0.9	92	1.0	167	1.0
8	GK	17545	Total	8774	100.0	8771	100.0	17545	100.0

N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%, D1=39-33%, D2=20-29, E=20% & below.

Section G: Learners' Assessment (Elementary Level)
Reporting Proforma to NCERT (Quarterly)

Quarter under report	**II**		Year	**2015-16**

	Number	%
No. of schools of the State which provided this information	**1835**	
No. of schools in State with low pupil achievement level	**142**	

Class: III

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
			A1	720	6.5	866	7.4	1586	7.0
			A2	1178	10.6	1424	12.2	2602	11.4
			B1	2083	18.7	1953	16.8	4036	17.7
			B2	2170	19.5	2050	17.6	4220	18.5
			C1	2029	18.2	2120	18.2	4149	18.2
			C2	1835	16.5	1892	16.2	3727	16.3
			D1	415	3.7	426	3.7	841	3.7
			D2	373	3.3	448	3.8	821	3.6
			E	347	3.1	475	4.1	822	3.6
1	English/Grammer	**22804**	**Total**	**11150**	**100.0**	**11654**	**100.0**	**22804**	**100.0**
			A1	688	6.2	874	7.6	1562	6.9
			A2	1066	9.7	1345	11.7	2411	10.7
			B1	1977	17.9	1786	15.6	3763	16.7
			B2	2241	20.3	1960	17.1	4201	18.7
			C1	2046	18.6	2108	18.4	4154	18.5
			C2	1819	16.5	1854	16.2	3673	16.3
			D1	492	4.5	596	5.2	1088	4.8
			D2	362	3.3	341	3.0	703	3.1
			E	323	2.9	600	5.2	923	4.1
2	EVS/SS	**22478**	**Total**	**11014**	**100.0**	**11464**	**100.0**	**22478**	**100.0**
			A1	770	6.9	907	7.8	1677	7.3
			A2	1200	10.7	1477	12.6	2677	11.7
			B1	1989	17.7	1820	15.6	3809	16.6
			B2	2146	19.1	2207	18.9	4353	19.0
			C1	2156	19.2	2272	19.4	4428	19.3
			C2	1731	15.4	1869	16.0	3600	15.7
			D1	578	5.2	467	4.0	1045	4.6
			D2	354	3.2	401	3.4	755	3.3
			E	284	2.5	280	2.4	564	2.5
3	Maths	**22908**	**Total**	**11208**	**100.0**	**11700**	**100.0**	**22908**	**100.0**
			A1	623	5.8	791	7.1	1414	6.5
			A2	1133	10.5	1232	11.1	2365	10.8
			B1	1890	17.6	1618	14.6	3508	16.0
			B2	2138	19.9	2002	18.0	4140	18.9
			C1	2173	20.2	2188	19.7	4361	19.9
4	Hindi	**21860**	C2	1856	17.3	1892	17.0	3748	17.1

			D1	407	3.8	501	4.5	908	4.2
			D2	350	3.3	346	3.1	696	3.2
			E	188	1.7	532	4.8	720	3.3
			Total	**10758**	**100.0**	**11102**	**100.0**	**21860**	**100.0**
			A1	397	9.3	427	9.6	824	9.4
			A2	575	13.4	594	13.3	1169	13.4
			B1	782	18.3	804	18.0	1586	18.1
			B2	767	17.9	802	18.0	1569	17.9
			C1	752	17.6	721	16.1	1473	16.8
			C2	651	15.2	752	16.8	1403	16.0
			D1	197	4.6	208	4.7	405	4.6
			D2	100	2.3	110	2.5	210	2.4
			E	58	1.4	48	1.1	106	1.2
5	Alt.Eng/MIL	**8745**	**Total**	**4279**	**100.0**	**4466**	**100.0**	**8745**	**100.0**
			A1	472	6.2	551	6.8	1023	6.5
			A2	819	10.7	826	10.2	1645	10.4
			B1	1111	14.5	1114	13.7	2225	14.1
			B2	1199	15.7	1342	16.5	2541	16.1
			C1	1709	22.3	1573	19.4	3282	20.8
			C2	1247	16.3	1450	17.9	2697	17.1
			D1	403	5.3	429	5.3	832	5.3
			D2	348	4.5	342	4.2	690	4.4
			E	344	4.5	484	6.0	828	5.3
6	Science	**15763**	**Total**	**7652**	**100.0**	**8111**	**100.0**	**15763**	**100.0**
			A1	711	11.5	663	10.8	1374	11.1
			A2	708	11.4	707	11.5	1415	11.5
			B1	1451	23.4	1512	24.5	2963	24.0
			B2	932	15.0	967	15.7	1899	15.4
			C1	1442	23.3	1407	22.8	2849	23.1
			C2	753	12.1	698	11.3	1451	11.7
			D1	96	1.5	108	1.8	204	1.7
			D2	65	1.0	54	0.9	119	1.0
			E	41	0.7	43	0.7	84	0.7
7	Life Skill	**12358**	**Total**	**6199**	**100.0**	**6159**	**100.0**	**12358**	**100.0**
			A1	887	9.6	1048	11.2	1935	10.4
			A2	1017	11.0	1112	11.8	2129	11.4
			B1	2251	24.2	1910	20.3	4161	22.3
			B2	1724	18.6	1565	16.7	3289	17.6
			C1	1905	20.5	2225	23.7	4130	22.1
			C2	1130	12.2	1171	12.5	2301	12.3
			D1	188	2.0	172	1.8	360	1.9
			D2	104	1.1	96	1.0	200	1.1
			E	81	0.9	100	1.1	181	1.0
8	GK	**18686**	**Total**	**9287**	**100.0**	**9399**	**100.0**	**18686**	**100.0**

N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%, D1=39-33%,
D2=20-29, E=20% & below.

Fill up as per the subject taught in the class

Section G: Learners' Assessment (Elementary Level)
Reporting Proforma to NCERT (Quarterly)

Quarter under report | **II** | **Year** | **2015-16**

	Number	%
No. of schools of the State which provided this information	**1835**	
No. of schools in State with low pupil achievement level	**182**	

Class: IV

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
1	English/Grammer	**21210**	A1	840	8.2	948	8.7	1788	8.4
			A2	1387	13.5	1465	13.4	2852	13.4
			B1	1634	15.9	1868	17.1	3502	16.5
			B2	2130	20.7	1966	18.0	4096	19.3
			C1	2036	19.8	1948	17.9	3984	18.8
			C2	1540	15.0	1564	14.3	3104	14.6
			D1	286	2.8	422	3.9	708	3.3
			D2	276	2.7	314	2.9	590	2.8
			E	169	1.6	417	3.8	586	2.8
			Total	**10298**	**100.0**	**10912**	**100.0**	**21210**	**100.0**
2	EVS/SS	**21032**	A1	812	7.9	940	8.7	1752	8.3
			A2	1252	12.2	1442	13.4	2694	12.8
			B1	1598	15.6	1761	16.3	3359	16.0
			B2	2264	22.1	1843	17.1	4107	19.5
			C1	1846	18.0	1990	18.5	3836	18.2
			C2	1542	15.0	1658	15.4	3200	15.2
			D1	385	3.8	394	3.7	779	3.7
			D2	297	2.9	314	2.9	611	2.9
			E	259	2.5	435	4.0	694	3.3
			Total	**10255**	**100.0**	**10777**	**100.0**	**21032**	**100.0**
3	Maths	**21236**	A1	865	8.4	921	8.4	1786	8.4
			A2	1290	12.5	1368	12.5	2658	12.5
			B1	1582	15.4	1796	16.4	3378	15.9
			B2	2103	20.4	1935	17.7	4038	19.0
			C1	1886	18.3	1841	16.8	3727	17.6
			C2	1719	16.7	1820	16.6	3539	16.7
			D1	302	2.9	426	3.9	728	3.4
			D2	378	3.7	543	5.0	921	4.3
			E	173	1.7	288	2.6	461	2.2
			Total	**10298**	**100.0**	**10938**	**100.0**	**21236**	**100.0**
4	Hindi	**20448**	A1	794	8.0	859	8.1	1653	8.1
			A2	1164	11.8	1312	12.4	2476	12.1
			B1	1460	14.8	1671	15.8	3131	15.3
			B2	2042	20.7	1921	18.2	3963	19.4
			C1	1932	19.6	1994	18.9	3926	19.2
			C2	1597	16.2	1591	15.0	3188	15.6
			D1	425	4.3	552	5.2	977	4.8

No	Subject	Total	Grade						
			D2	274	2.8	243	2.3	517	2.5
			E	188	1.9	429	4.1	617	3.0
			Total	9876	100.0	10572	100.0	20448	100.0
			A1	432	10.0	455	9.8	887	9.9
			A2	691	16.1	706	15.2	1397	15.6
			B1	786	18.3	849	18.3	1635	18.3
			B2	738	17.2	836	18.0	1574	17.6
			C1	695	16.2	809	17.4	1504	16.8
			C2	589	13.7	607	13.1	1196	13.4
			D1	164	3.8	180	3.9	344	3.8
			D2	145	3.4	135	2.9	280	3.1
			E	63	1.5	70	1.5	133	1.5
5	Alt.Eng/MIL	8950	Total	4303	100.0	4647	100.0	8950	100.0
			A1	501	6.1	549	6.2	1050	6.2
			A2	854	10.4	904	10.2	1758	10.3
			B1	1308	15.9	1270	14.3	2578	15.1
			B2	1562	19.0	1606	18.1	3168	18.6
			C1	1588	19.3	1791	20.2	3379	19.8
			C2	1598	19.4	1441	16.3	3039	17.8
			D1	297	3.6	471	5.3	768	4.5
			D2	223	2.7	318	3.6	541	3.2
			E	290	3.5	502	5.7	792	4.6
6	Science	17073	Total	8221	100.0	8852	100.0	17073	100.0
			A1	733	11.1	734	10.7	1467	10.9
			A2	800	12.1	689	10.1	1489	11.1
			B1	1603	24.3	1568	23.0	3171	23.6
			B2	1012	15.3	1100	16.1	2112	15.7
			C1	1507	22.8	1756	25.7	3263	24.3
			C2	728	11.0	730	10.7	1458	10.8
			D1	104	1.6	132	1.9	236	1.8
			D2	74	1.1	79	1.2	153	1.1
			E	46	0.7	44	0.6	90	0.7
7	Life Skill	13439	Total	6607	100.0	6832	100.0	13439	100.0
			A1	1048	11.8	1084	12.1	2132	11.9
			A2	1126	12.6	1170	13.0	2296	12.8
			B1	2007	22.5	2055	22.9	4062	22.7
			B2	1489	16.7	1531	17.1	3020	16.9
			C1	1868	21.0	1788	19.9	3656	20.4
			C2	972	10.9	940	10.5	1912	10.7
			D1	223	2.5	229	2.6	452	2.5
			D2	101	1.1	102	1.1	203	1.1
			E	74	0.8	77	0.9	151	0.8
8	GK	17884	Total	8908	100.0	8976	100.0	17884	100.0

N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%, D1=39-33%, D2=20-29, E=20% & below.
Fill up as per the subject taught in the class

Quarter under report   II   **Year**   2015-16

	Number	%
No. of schools of the State which provided this information	1835	100
No. of schools in State with low pupil achievement level	151	

Class: V

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
			A1	698	8.2	696	7.6	1394	7.9
			A2	1196	14.1	1176	12.8	2372	13.4
			B1	1407	16.6	1583	17.2	2990	16.9
			B2	1499	17.7	1747	19.0	3246	18.4
			C1	1857	21.9	1759	19.1	3616	20.5
			C2	1231	14.5	1536	16.7	2767	15.7
			D1	245	2.9	262	2.9	507	2.9
			D2	208	2.5	290	3.2	498	2.8
			E	122	1.4	140	1.5	262	1.5
1	English/Grammer	17652	Total	8463	100.0	9189	100.0	17652	100.0
			A1	697	8.3	836	9.2	1533	8.7
			A2	1109	13.2	1163	12.7	2272	12.9
			B1	1398	16.6	1417	15.5	2815	16.0
			B2	1659	19.7	1698	18.6	3357	19.1
			C1	1769	21.0	1730	18.9	3499	19.9
			C2	1222	14.5	1399	15.3	2621	14.9
			D1	249	3.0	368	4.0	617	3.5
			D2	195	2.3	280	3.1	475	2.7
			E	133	1.6	244	2.7	377	2.1
2	EVS/SS	17566	Total	8431	100.0	9135	100.0	17566	100.0
			A1	677	8.0	705	7.7	1382	7.8
			A2	968	11.4	1054	11.5	2022	11.4
			B1	1365	16.1	1383	15.0	2748	15.5
			B2	1680	19.8	1785	19.4	3465	19.6
			C1	1852	21.8	2013	21.9	3865	21.9
			C2	1235	14.6	1394	15.2	2629	14.9
			D1	258	3.0	262	2.8	520	2.9
			D2	243	2.9	434	4.7	677	3.8
			E	208	2.5	164	1.8	372	2.1
3	Maths	17680	Total	8486	100.0	9194	100.0	17680	100.0
			A1	623	7.4	699	7.6	1322	7.5
			A2	1082	12.9	1008	11.0	2090	11.9
			B1	1520	18.1	1322	14.4	2842	16.2
			B2	1523	18.1	1627	17.8	3150	18.0
			C1	1722	20.5	1961	21.4	3683	21.0
			C2	1221	14.5	1475	16.1	2696	15.4
4	Hindi	17545	D1	347	4.1	294	3.2	641	3.7

#	Subject	Total	Grade						
			D2	214	2.5	432	4.7	646	3.7
			E	143	1.7	332	3.6	475	2.7
			Total	**8395**	**100.0**	**9150**	**100.0**	**17545**	**100.0**
			A1	487	8.7	558	9	1045	9.0
			A2	741	13.2	828	14	1569	13.5
			B1	939	16.8	959	16	1898	16.3
			B2	1080	19.3	1179	19	2259	19.4
			C1	1104	19.7	1096	18	2200	18.9
			C2	952	17.0	1111	18	2063	17.7
			D1	142	2.5	165	3	307	2.6
			D2	103	1.8	103	2	206	1.8
			E	51	0.9	48	1	99	0.9
5	Alt.Eng/MIL	11646	**Total**	**5599**	**100.0**	**6047**	**100**	**11646**	**100.0**
			A1	486	6.9	528	6.9	1014	6.9
			A2	816	11.6	764	10.0	1580	10.8
			B1	1109	15.8	1160	15.2	2269	15.5
			B2	1238	17.7	1442	18.9	2680	18.3
			C1	1425	20.3	1411	18.5	2836	19.4
			C2	1200	17.1	1329	17.5	2529	17.3
			D1	303	4.3	394	5.2	697	4.8
			D2	255	3.6	342	4.5	597	4.1
			E	181	2.6	243	3.2	424	2.9
6	Science	14626	**Total**	**7013**	**100.0**	**7613**	**100.0**	**14626**	**100.0**
			A1	619	11.08	653	11.1	1272	11.09
			A2	686	12.28	701	11.9	1387	12.09
			B1	1214	21.74	1323	22.5	2537	22.11
			B2	865	15.49	899	15.3	1764	15.37
			C1	1280	22.92	1310	22.2	2590	22.57
			C2	665	11.91	739	12.5	1404	12.24
			D1	135	2.42	141	2.4	276	2.41
			D2	70	1.25	59	1.0	129	1.12
			E	51	0.91	64	1.1	115	1.00
7	Life Skill	11474	**Total**	**5585**	**100.00**	**5889**	**100**	**11474**	**100.00**
			A1	874	10.3	1107	12.1	1981	11.2
			A2	1075	12.7	1050	11.5	2125	12.1
			B1	1640	19.3	1943	21.3	3583	20.3
			B2	1465	17.2	1411	15.5	2876	16.3
			C1	1880	22.1	1699	18.6	3579	20.3
			C2	972	11.4	1141	12.5	2113	12.0
			D1	255	3.0	263	2.9	518	2.9
			D2	175	2.1	262	2.9	437	2.5
			E	158	1.9	249	2.7	407	2.3
8	GK	17619	**Total**	**8494**	**100.0**	**9125**	**100.0**	**17619**	**100.0**

N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%, D1=39-33%, D2=20-29, E=20% & below.

Fill up as per the subject taught in the class

Section G: Learners' Assessment (Elementary Level)

Reporting Proforma to NCERT (Quarterly)

Quarter under report	**II**	**Year 2015-16**	**Number**	**%**
No. of schools of the block which provided this information			**923**	
No. of schools of the block which have low pupil achievement levels			**57**	
(a) Mathematics		**(b) Science**		

Class: VI

Sl. No	Subject	No. of Children Assessed	Grade	Boys No	Boys %	Girls No	Girls %	Total No	Total %
			A1	513	6.8	599	7.2	1112	7
			A2	1030	13.6	1117	13.4	2147	14
			B1	1220	16.1	1394	16.8	2614	16
			B2	1428	18.9	1491	17.9	2919	18
			C1	1474	19.5	1659	19.9	3133	20
			C2	1353	17.9	1465	17.6	2818	18
			D1	242	3.2	278	3.3	520	3
			D2	144	1.9	183	2.2	327	2
			E	152	2.0	130	1.6	282	2
1	English/Grammer	**15872**	**Total**	**7556**	**100.0**	**8316**	**100.0**	**15872**	**100**
			A1	552	7.3	577	7.1	1129	7.2
			A2	978	13.0	1042	12.9	2020	12.9
			B1	1116	14.8	1244	15.3	2360	15.1
			B2	1551	20.6	1537	19.0	3088	19.7
			C1	1410	18.7	1549	19.1	2959	18.9
			C2	1401	18.6	1412	17.4	2813	18.0
			D1	218	2.9	383	4.7	601	3.8
			D2	200	2.7	207	2.6	407	2.6
			E	114	1.5	154	1.9	268	1.7
2	EVS/SS	**15645**	Total	**7540**	**100.0**	**8105**	**100.0**	**15645**	**100.0**
			A1	510	6.7	574	6.8	1084	6.7
			A2	746	9.7	923	10.9	1669	10.4
			B1	1302	17.0	1235	14.6	2537	15.8
			B2	1506	19.7	1601	19.0	3107	19.3
			C1	1429	18.7	1702	20.2	3131	19.5
			C2	1495	19.5	1576	18.7	3071	19.1
			D1	320	4.2	360	4.3	680	4.2
			D2	211	2.8	262	3.1	473	2.9
			E	137	1.8	204	2.4	341	2.1
3	Maths	**16093**	**Total**	**7656**	**100.0**	**8437**	**100.0**	**16093**	**100.0**
			A1	471	6.3	527	6.5	998	6.4
			A2	915	12.3	923	11.4	1838	11.8
4	Hindi	**15565**	B1	1062	14.3	1153	14.2	2215	14.2

			B2	1557	20.9	1476	18.2	3033	19.5
			C1	1449	19.4	1657	20.4	3106	20.0
			C2	1408	18.9	1649	20.3	3057	19.6
			D1	247	3.3	276	3.4	523	3.4
			D2	202	2.7	207	2.6	409	2.6
			E	140	1.9	246	3.0	386	2.5
			Total	**7451**	**100.0**	**8114**	**100.0**	**15565**	**100.0**
			A1	528	8.6	521	7.8	1049	8.2
			A2	699	11.4	797	11.9	1496	11.7
			B1	938	15.3	1079	16.1	2017	15.7
			B2	1277	20.8	1285	19.2	2562	20.0
			C1	1184	19.3	1415	21.1	2599	20.2
			C2	1211	19.7	1228	18.3	2439	19.0
			D1	152	2.5	191	2.9	343	2.7
			D2	95	1.5	98	1.5	193	1.5
			E	55	0.9	83	1.2	138	1.1
5	Alt.Eng/MIL	**12836**	**Total**	**6139**	**100.0**	**6697**	**100.0**	**12836**	**100.0**
			A1	515	6.8	554	6.6	1069	6.7
			A2	942	12.4	971	11.6	1913	12.0
			B1	1156	15.3	1202	14.3	2358	14.8
			B2	1383	18.2	1585	18.9	2968	18.6
			C1	1561	20.6	1742	20.8	3303	20.7
			C2	1417	18.7	1592	19.0	3009	18.9
			D1	271	3.6	252	3.0	523	3.3
			D2	193	2.5	232	2.8	425	2.7
			E	142	1.9	248	3.0	390	2.4
6	Science	**15958**	**Total**	**7580**	**100.0**	**8378**	**100.0**	**15958**	**100.0**
			A1	618	9.9	749	11.3	1367	10.6
			A2	775	12.4	869	13.1	1644	12.8
			B1	1336	21.4	1562	23.6	2898	22.5
			B2	1006	16.1	1023	15.4	2029	15.8
			C1	1462	23.4	1505	22.7	2967	23.0
			C2	818	13.1	709	10.7	1527	11.9
			D1	135	2.2	113	1.7	248	1.9
			D2	64	1.0	65	1.0	129	1.0
			E	37	0.6	29	0.4	66	0.5
7	Life Skill	**12875**	**Total**	**6251**	**100.0**	**6624**	**100.0**	**12875**	**100.0**
			A1	779	10.3	877	10.6	1656	10.5
			A2	957	12.7	986	11.9	1943	12.3
			B1	1574	20.9	1741	21.1	3315	21.0
			B2	1216	16.2	1221	14.8	2437	15.4
			C1	1585	21.1	1781	21.5	3366	21.3
			C2	917	12.2	1005	12.2	1922	12.2
8	GK	**15796**	D1	232	3.1	339	4.1	571	3.6

				No	%	No	%	No	%
			D2	128	1.7	171	2.1	299	1.9
			E	140	1.9	147	1.8	287	1.8
			Total	**7528**	**100.0**	**8268**	**100.0**	**15796**	**100.0**

N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%, D1=39-33%, D2=20-29, E=20% & below.
Fill up as per the subject taught in the class

Section G: Learners' Assessment (Elementary Level)
Reporting Proforma to NCERT (Quarterly)

Quarter under report	**II**	**Year** **2015-16**	**Number** **%**

	Number	%
No. of schools of the block which provided this information	**923**	
No. of schools of the block which have low pupil achievement levels	**51**	

(a) Mathematics   **(b) Science**

Class: VII

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
			A1	493	7.3	616	8.1	1109	7.7
			A2	796	11.8	976	12.8	1772	12.3
			B1	1163	17.3	1294	16.9	2457	17.1
			B2	1183	17.6	1366	17.9	2549	17.7
			C1	1389	20.6	1437	18.8	2826	19.7
			C2	1217	18.1	1322	17.3	2539	17.7
			D1	218	3.2	289	3.8	507	3.5
			D2	150	2.2	205	2.7	355	2.5
			E	120	1.8	131	1.7	251	1.7
1	English/Grammer	**14365**	**Total**	**6729**	**100.0**	**7636**	**100.0**	**14365**	**100.0**
			A1	582	8.9	624	8.3	1206	8.6
			A2	918	14.0	945	12.6	1863	13.3
			B1	1070	16.3	1205	16.1	2275	16.2
			B2	1208	18.4	1423	19.0	2631	18.7
			C1	1063	16.2	1406	18.7	2469	17.6
			C2	1157	17.7	1221	16.3	2378	16.9
			D1	254	3.9	255	3.4	509	3.6
			D2	183	2.8	222	3.0	405	2.9
			E	114	1.7	199	2.7	313	2.2
2	EVS/SS	**14049**	**Total**	**6549**	**100.0**	**7500**	**100.0**	**14049**	**100.0**
			A1	461	7.0	539	7.0	1000	7.0
			A2	644	9.7	888	11.5	1532	10.7
			B1	1113	16.8	1209	15.7	2322	16.2
			B2	1272	19.2	1402	18.2	2674	18.7
			C1	1283	19.4	1389	18.0	2672	18.7
			C2	1260	19.0	1506	19.6	2766	19.3
3	Maths	**14321**	D1	221	3.3	283	3.7	504	3.5

			D2	224	3.4	244	3.2	468	3.3
			E	140	2.1	243	3.2	383	2.7
			Total	6618	100.0	7703	100.0	14321	100.0
			A1	533	8.3	578	7.8	1111	8.1
			A2	839	13.1	875	11.8	1714	12.4
			B1	1042	16.3	1145	15.5	2187	15.9
			B2	1145	17.9	1265	17.1	2410	17.5
			C1	1184	18.5	1406	19.0	2590	18.8
			C2	1160	18.2	1445	19.5	2605	18.9
			D1	199	3.1	282	3.8	481	3.5
			D2	181	2.8	273	3.7	454	3.3
			E	104	1.6	133	1.8	237	1.7
4	Hindi	13789	Total	6387	100.0	7402	100.0	13789	100.0
			A1	403	7.6	543	9.0	946	8.3
			A2	623	11.8	713	11.8	1336	11.8
			B1	868	16.4	1039	17.2	1907	16.8
			B2	1013	19.2	1230	20.4	2243	19.8
			C1	1067	20.2	1220	20.2	2287	20.2
			C2	1066	20.2	1082	17.9	2148	19.0
			D1	142	2.7	115	1.9	257	2.3
			D2	81	1.5	80	1.3	161	1.4
			E	24	0.5	21	0.3	45	0.4
5	Alt.Eng/MIL	11330	Total	5287	100.0	6043	100.0	11330	100.0
			A1	454	6.6	551	7.0	1005	6.8
			A2	675	9.8	924	11.8	1599	10.8
			B1	1162	16.8	1286	16.4	2448	16.6
			B2	1267	18.3	1460	18.6	2727	18.5
			C1	1437	20.8	1413	18.0	2850	19.3
			C2	1304	18.8	1355	17.3	2659	18.0
			D1	289	4.2	372	4.8	661	4.5
			D2	203	2.9	215	2.7	418	2.8
			E	132	1.9	253	3.2	385	2.6
6	Science	14752	Total	6923	100.0	7829	100.0	14752	100.0
			A1	598	10.8	801	13.1	1399	12
			A2	612	11.0	798	13.0	1410	12
			B1	1376	24.8	1558	25.5	2934	25
			B2	885	16.0	842	13.8	1727	15
			C1	1279	23.1	1266	20.7	2545	22
			C2	594	10.7	639	10.4	1233	11
			D1	108	1.9	116	1.9	224	2
			D2	50	0.9	64	1.0	114	1
			E	40	0.7	35	0.6	75	1
7	Life Skill	11661	Total	5542	100.0	6119	100.0	11661	100
8	GK	14281	A1	793	12	803	10.4	1596	11.2

			Grade	No	%	No	%	No	%
			A2	812	12	694	9.0	1506	10.5
			B1	1426	22	1741	22.6	3167	22.2
			B2	1077	16	1196	15.5	2273	15.9
			C1	1267	19	1649	21.4	2916	20.4
			C2	813	12	1026	13.3	1839	12.9
			D1	184	3	203	2.6	387	2.7
			D2	115	2	198	2.6	313	2.2
			E	97	1	187	2.4	284	2.0
			Total	**6584**	**100**	**7697**	**100.0**	**14281**	**100.0**

N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%, D1=39-33%, D2=20-29, E=20% & below.

Fill up as per the subject taught in the class

Section G: Learners' Assessment (Elementary Level)
Reporting Proforma to NCERT (Quarterly)

Quarter under report   **II**   **Year**   **2015-16**   **Number**   **%**

No. of schools of the block which provided this information   **923**

No. of schools of the block which have low pupil achievement levels

(a) Mathematics   **(b) Science**

Class: VIII

Sl. No	Subject	No. of Children Assessed	Grade	Boys No	Boys %	Girls No	Girls %	Total No	Total %
			A1	387	6.7	395	6.2	782	6.5
			A2	583	10.1	642	10.1	1225	10.1
			B1	879	15.2	1118	17.7	1997	16.5
			B2	1143	19.7	1221	19.3	2364	19.5
			C1	1190	20.5	1270	20.1	2460	20.3
			C2	1188	20.5	1209	19.1	2397	19.8
			D1	199	3.4	210	3.3	409	3.4
			D2	159	2.7	154	2.4	313	2.6
			E	64	1.1	111	1.8	175	1.4
1	English/Grammer	**12122**	**Total**	**5792**	**100.0**	**6330**	**100.0**	**12122**	**100.0**
			A1	488	8.5	402	6.5	890	7.5
			A2	589	10.3	603	9.8	1192	10.0
			B1	912	16.0	1040	16.9	1952	16.4
			B2	1023	17.9	1172	19.0	2195	18.5
			C1	1185	20.8	1312	21.3	2497	21.0
			C2	1079	18.9	1122	18.2	2201	18.5
			D1	219	3.8	264	4.3	483	4.1
			D2	126	2.2	136	2.2	262	2.2
			E	89	1.6	107	1.7	196	1.7
2	EVS/SS	**11868**	**Total**	**5710**	**100.0**	**6158**	**100.0**	**11868**	**100.0**
3	Maths	**12045**	A1	375	6.5	398	6.3	773	6.4

			A2	551	9.6	633	10.1	1184	9.8
			B1	948	16.5	939	14.9	1887	15.7
			B2	1085	18.8	1317	20.9	2402	19.9
			C1	1187	20.6	1204	19.1	2391	19.9
			C2	1073	18.6	1178	18.7	2251	18.7
			D1	208	3.6	242	3.8	450	3.7
			D2	184	3.2	231	3.7	415	3.4
			E	145	2.5	147	2.3	292	2.4
			Total	**5756**	**100.0**	**6289**	**100.0**	**12045**	**100.0**
			A1	392	7.0	384	6.2	776	6.6
			A2	565	10.0	574	9.3	1139	9.6
			B1	859	15.2	991	16.1	1850	15.7
			B2	1028	18.2	1167	18.9	2195	18.6
			C1	1225	21.7	1321	21.4	2546	21.6
			C2	1083	19.2	1125	18.2	2208	18.7
			D1	235	4.2	290	4.7	525	4.4
			D2	150	2.7	165	2.7	315	2.7
			E	103	1.8	150	2.4	253	2.1
4	Hindi	**11807**	**Total**	**5640**	**100.0**	**6167**	**100.0**	**11807**	**100.0**
			A1	486	8.4	530	8.5	1016	8.4
			A2	671	11.6	705	11.2	1376	11.4
			B1	982	17.0	1052	16.8	2034	16.9
			B2	1083	18.8	1172	18.7	2255	18.7
			C1	1168	20.2	1234	19.7	2402	19.9
			C2	943	16.3	1011	16.1	1954	16.2
			D1	203	3.5	196	3.1	399	3.3
			D2	148	2.6	249	4.0	397	3.3
			E	88	1.5	121	1.9	209	1.7
5	Alt.Eng/MIL	**12042**	**Total**	**5772**	**100.0**	**6270**	**100.0**	**12042**	**100.0**
			A1	380	6.7	372	6.0	752	6.3
			A2	545	9.5	590	9.5	1135	9.5
			B1	852	14.9	1036	16.6	1888	15.8
			B2	1103	19.3	1193	19.1	2296	19.2
			C1	1277	22.4	1381	22.1	2658	22.2
			C2	1058	18.5	1082	17.3	2140	17.9
			D1	200	3.5	279	4.5	479	4.0
			D2	174	3.0	218	3.5	392	3.3
			E	120	2.1	91	1.5	211	1.8
6	Science	**11951**	**Total**	**5709**	**100.0**	**6242**	**100.0**	**11951**	**100.0**
			A1	543	11.4	649	12.7	1192	12.1
			A2	550	11.5	576	11.3	1126	11.4
			B1	1091	22.9	1305	25.6	2396	24.3
			B2	764	16.0	822	16.1	1586	16.1
7	Life Skill	**9863**	C1	1163	24.4	1064	20.9	2227	22.6

			C2	512	10.7	527	10.3	1039	10.5
			D1	95	2.0	97	1.9	192	1.9
			D2	33	0.7	37	0.7	70	0.7
			E	15	0.3	20	0.4	35	0.4
			Total	**4766**	**100.0**	**5097**	**100.0**	**9863**	**100.0**
			A1	608	10.7	805	12.8	1413	11.8
			A2	586	10.3	633	10.1	1219	10.2
			B1	1238	21.7	1303	20.8	2541	21.2
			B2	925	16.2	1039	16.6	1964	16.4
			C1	1229	21.6	1300	20.7	2529	21.1
			C2	699	12.3	631	10.1	1330	11.1
			D1	181	3.2	183	2.9	364	3.0
			D2	128	2.2	192	3.1	320	2.7
			E	105	1.8	183	2.9	288	2.4
8	GK	11968	**Total**	**5699**	**100.0**	**6269**	**100.0**	**11968**	**100.0**

N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%, D1=39-33%, D2=20-29, E=20% & below.

Fill up as per the subject taught in the class

Part-II

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

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

2 (a) School visits by CRCCs:

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

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

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

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

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

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

➢ **Nil**

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

➢ **Does not arise**

6. (i) Number of BRCC's who undertook expected number CRC's and schools Visits? | 46 |

(ii) Number of BRCC's who are not providing quarterly QMT's regularly | Nil |

(iii) BRCC's who have not taken action in their blocks on schools/teachers Lagging behind in annual syllabus/textbook coverage | Nil |

Part-III

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

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

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

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

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

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

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

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

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

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

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

(c) List major issues emerging from the programmes.

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

(i) Mathematics | Nil |

(ii) Science | Nil |

(iii) Social Science | Nil |

(iv) Language | Nil |

(v) Arts Education | Nil |

(vi) Health and Physical Education   Nil

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

(c) List major issues emerging from the programmes.

_____

_____

_____

_____

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   Nil

(ii) Science   Nil

(iii) Social Science   Nil

(iv) Language   Nil

(v) Arts Education   Nil

(vi) Health and Physical Education   Nil

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

(c) List major issues emerging from the programmes.

_____

_____

_____

_____

Part-IV

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

1. Has the state authority (SCERT/SSA) provided any guidelines to CRCs & BRC's
   For supervision of schools classroom in processes in your district?

Yes	

   If yes, provide information on the following:

   (a) Minimum number of schools to be supervised in a quarter

6	14

   (b) Minimum number of classes (teaching learning processes observed in
   Quarter.

48	65

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

11

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

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

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

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

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

   Number of districts providing interventions

   (a) Training of resource persons on RTE Act 2009 — No

   (b) Training of Resource Persons on Pedagogy and Assessment — No

   (c) Training of SMC members on 'School Development Plan' — No

   (d) Training of 'Educators' for special training of children admitted to age-appropriate classes — No

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

   Number of districts organizing meetings

   (a) Once in a month — ✓

   (b) Once in two months

   (c) Once in three months

   (d) Once in four-six months54.

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

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

85-90

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

> **More Resource Persons training is required to equipped them with new methods of teaching.**

> **Constant monitoring of CCE implementation.**

> **Timely release of fund.**

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

Number of districts coordinating:		
Mostly	Sometimes	Never
	✓	

(b) If there are problems, give details

> **Nil**

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

> **Subject specific training for Resource Persons needed.**

> **More training on CCE.**

8. Do school buildings have minimum required infrastructure arrangement?

	No

(a) Number of schools without safe drinking water facilities — | 568 |

(b) Number of schools without separate toilets for boys/girls — | Nil |

(c) Schools without barrier free access — | Nil |

(d) Schools without boundary wall — | Nil |

Part-V

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

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

   (a). State Government

   (b). NCERT

   (c). Private publishers

   (d). Any other: **SCERT**   ✓

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

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

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

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

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

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

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

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

4. Status of CRCs/BRCs in the State:

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

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

   a. DIETs: Involvement

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

   ➤ **Newly Inducted Teachers, Untrained teachers and Block Resource Persons training are undertaken at DIETs and SCERT.**

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

   Problems:

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

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

   Problems:

   > **Does not arise**

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

	Least	1	2	3	4	5	*Greatest*
CRCs		○	○	○	✔	○	
BRCs		○	○	○	○	✔	
DIETs		○	○	○	✔	○	
DPO		○	○	○	○	✔	
SCERT		○	○	○	○	✔	

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

(b) If yes, when was last meeting held? What were the main recommendations? (Please attach

   copies of minutes and action taken)

➢ **Not available.**

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

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

(b) Progress of these programmes during the quarter
    ➢ **The revised Quality Monitoring Tool developed by NCERT is now utilized by the CRCs, BRCs, SMCs, DPOs and SPO for academic supervision and monitoring and support to schools and teachers.**
    ➢ **ACL training conducted for Resource Persons and EBRCs teachers.**
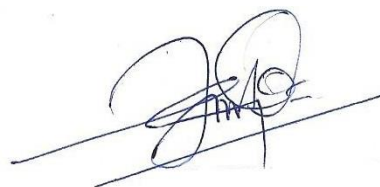
1. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters:
    ➢ **Timely adequate release of fund to the state by the Ministry so that all quality related interventions like training programmes etc may be conducted during the current academic period**
2. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).
➢ **Orientation training for state, district and block level monitoring functionaries on the revised Quality Monitoring Tool needed from NCERT, New Delhi.**
➢ **Training on the teachers tracking performance using PINDICS from NCERT, New Delhi.**

Signature with date(SPD of SSA Mission)

Name: (GREGORY THEJAWELIE)
Designation: State Mission Director
Mob: 0986517754
Email ID: spdnagaland@yahoo.com