QUALITY MONITORING TOOLS

QUALITY MANAGEMENT IN ELEMENTARY EDUCATION UNDER SSA

STATE MONITORING FORMAT
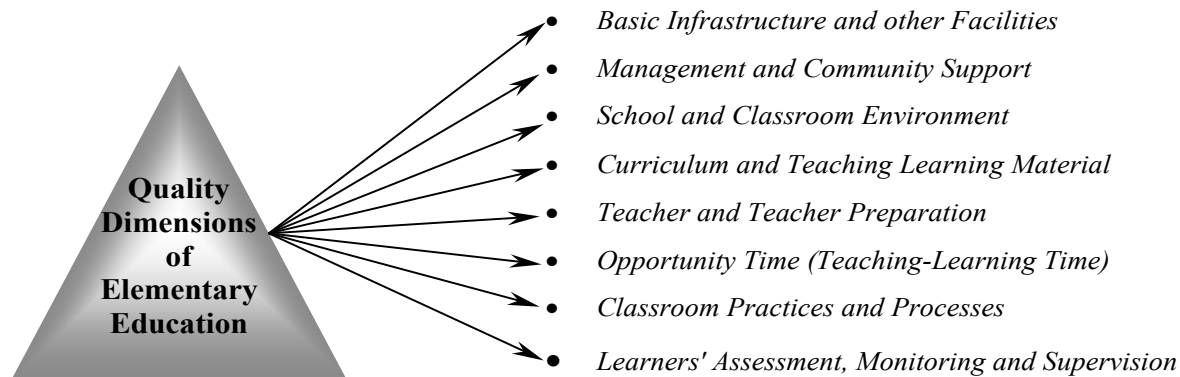## SIKKIM

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CONTENTS

Introduction

SarvaShikshaAbhiyan (SSA) is the flagship programme of Government of India which aims at providing quality elementary education to all children in the age group of 6 to 14 years. The National Curriculum Framework, 2005 also emphasises the need for improvement in the quality of education. In the context of elementary education following quality dimensions have been identified.

Quality Dimensions of Elementary Education

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

With a view to managing the quality of elementary education under SSA, the MHRD through NCERT put in place a massive programme of monitoring quality dimensions of elementary education throughout the country during 2005-06. The Department of Elementary Education, NCERT in consultation with States/ UTs, NUEPA, TSG and MHRD, Government of India developed a set of Quality Monitoring Tools (QMTs) which consisted of 14 formats and 3 analytical sheets. Different aspects of quality dimensions covered in these formats were:

1. Children's attendance;
2. Community Support and Participation;
3. Teacher and Teacher Preparation;
4. Curriculum and Teaching Learning Materials;
5. Classroom Process; and
6. Learners' Assessment, Monitoring and Supervision.

These formats known as QMTs were rolled out in all the States and UTs. Key Resource Persons from all States/ UTs were oriented to take up the task in their States/ UTs. The system of monitoring under SSA envisaged a multi-tiered approach at different levels viz. school, cluster, block, district and State. The monitoring process involved assessing of progress, diagnosing strengths and weaknesses and taking remedial measures according to needs of teachers, schools and related educational functionaries. The objective was to help States/ UTs to institutionalize quality monitoring system with self sustained feedback mechanism.

After introduction, the States and UTs gradually built their capacity in the use of QMTs. The educational functionaries at different levels started using feedback to improve the quality of educational processes and outcomes.

Objectives

The objectives of implementation of Quality Monitoring Tools are:

1. To institutionalize quality monitoring system of elementary education in the States/ UTs.

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

Revision of QMTs

With the implementation of Right of Children to Free and Compulsory Education (RTE) Act 2009 in the entire country since April 01, 2010, a need was felt to revise the Monitoring Formats and make them more meaningful and relevant. The Department of Elementary Education, NCERT revisited the QMTs with reference to the NCF-2005, RTE Act 2009, SSA Framework 2011, Model Rules for implementation of RTE Act and the experience gained in the implementation of QMTs (2005) in the States/ UTs. Efforts were made to simplify the formats and incorporate significant features of the RTE Act. The various aspects of quality covered in the revised Quality Monitoring Tools are as follows.

- ❖ Admission of all children
- ❖ Attendance of children
- ❖ Availability of textbooks and teaching learning material (TLM)
- ❖ Utilization of TLM grant

- ❖ Completion of syllabus
- ❖ Involvement of SMCs
- ❖ School development plan
- ❖ Age appropriate admission of out-of-school children
- ❖ Special training to children for age appropriate admissions
- ❖ Efforts for children with special needs
- ❖ Gender Sensitive Environment
- ❖ Child friendly classroom organisation
- ❖ Gender Positive Environment
- ❖ Provision of free expression by all children
- ❖ Participation of children in activities
- ❖ Prohibition of physical punishment or mental harassment
- ❖ Conduct and completion of curriculum
- ❖ Assessment of learning, and learners' achievement
- ❖ Teachers' position
- ❖ Teacher development system
- ❖ Provision of need-based teacher training
- ❖ System of on-site support
- ❖ Role of CRC, BRC, DIET and SCERT
- ❖ Continuous and Comprehensive Evaluation

The revision of QMTs consisting of 14 formats and 3 analytical sheets resulted in to seven simplified formats, to be used at different levels – school, cluster, block, district and State.The draft formats were shared in a workshop with the representative of the States/ UTs (West Bengal, Punjab, Andhra Pradesh, Uttar Pradesh, Bihar and Delhi).

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

The Process of Monitoring
The process of flow of information and provision of feedback in the implementation of QMTs is represented in figure 1.

Figure 1:Two-way Flow of Information
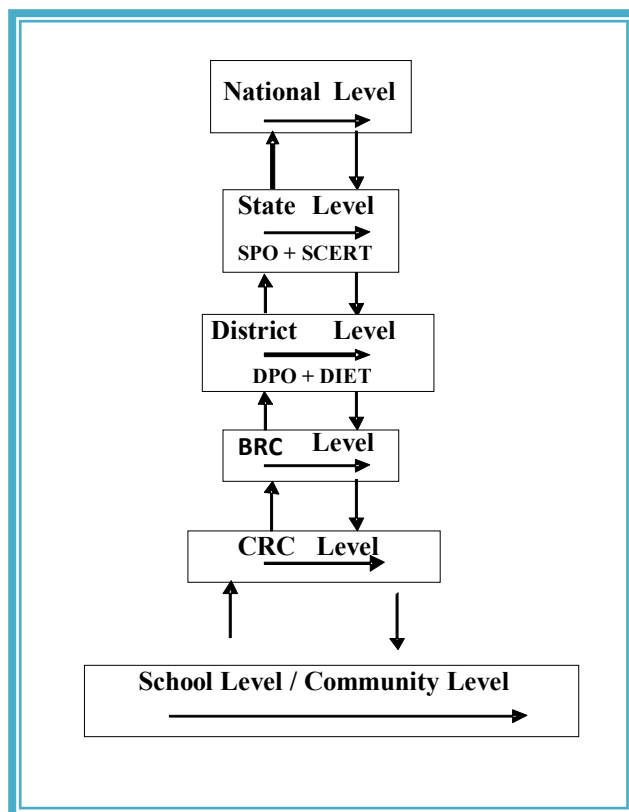
The information collected at the lower level (for example, at school) flows to the next higher level (cluster) where it is consolidated and analysed to provide necessary feedback and take measures for improvement at the lower level (school).This is a process based monitoring in which purpose is not to document or pile up the data but to use it for improving the educational processes.

Guidelines for implementation of Quality Monitoring Tools

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	February to March	April	SMF, CMF, COS, BMF, DMF,	—
II	April to June	July	SMF, CMF, COS, BMF, DMF,	SMCF, STMF
III	July to September	October	SMF, CMF, COS, BMF, DMF,	—
IV	October to December	December/ January	SMF, CMF, COS, BMF, DMF,	SMCF, STMF

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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 class 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: February to June

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 - **111** , BRC - **29** ,District - **04** ,State -**Sikkim**

2. (a) Number of schools in the State

| I - V | 408 | VI - VIII | 00 | I - VIII | 184 | Any other | I-X/XII | 177 | Total | 769 |

(767 Government schools)

(b) Number of schools which filled up SMFs

| I- V | 408 | VI - VIII | 00 | I - VIII | 184 | Any other | I-X/XII | 177 | Total | 769 |

(c) Number of CRCs/BRCs/District in the State which filled up CMF/BMF/DMF

| CRC | 111 | BRC | 29 | District | 04 |

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

(a) Primary Teachers   (i) Regular   **4964**   **1500**

                                 (ii) Contractual **513**

(b) Upper Primary Teachers (i) Regular   **1734**   **1000**

                        (ii) Contractual **558**

Section B: Attendance Information

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

Month: November

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	526	174	69	524	191	54	525	183	62
II	519	202	48	503	193	73	511	198	61
III	536	182	51	526	184	59	531	183	55
IV	525	186	58	521	204	44	523	195	51
V	508	219	42	538	189	42	523	204	42
VI	274	63	24	273	64	24	274	64	24
VII	271	70	20	291	48	22	281	59	21
VIII	279	52	30	274	51	36	277	52	33
Total	**430**	**144**	**43**	**431**	**141**	**44**	**431**	**142**	**44**

5. Number of Children with Special Needs (CWSN) in government schools in the State.   **682**

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

> *a) Establishment of regular contact with parents.*
> *b) Felicitating guardians whose ward's attendance is above 95%*
>
> *c) Ensuring mid-day-meal is delectable, nutritious and palatable*

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

Boys: **115**   Girls: **88**

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

Own schools	Other centers (NGO)	Residential centers	Any Other ....
-	-	-	-

Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of session | 769 |

Within one week	Within one month	After one month
299	398	72

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

SPO regularly interacts with textbook section and the Head of Department. An effective system is in place and the department is regularly providing textbooks on time. SPO also directs all Districts BRCs and CRCs to monitor and ensure timely distribution of textbooks in schools.

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

Received % Utilized %

	Received %	Utilized %
Percentage of primary teachers	0	0
Percentage of upper primary teachers	0	0

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

A) Teachers are using activities to teach the children and trying to make the classroom collaborative.

B) Involved maximum number of students to participate in classroom activities

C) Preparing attractive TLMs with low cost locally available materials

D) Adopted play way method in teaching leaning process

E) Adopted Continuous and Comprehensive Evaluation in true sense

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

A) Ramps and disable friendly toilets are being provided in schools

B) Special attention by all teachers to them according to their disability

C) Resource Teachers make frequent visits and give suggestions (provide onsite supports)

Section D: Continuous and Comprehensive Evaluation

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

A) CRCCs are visiting schools and observing classrooms

B) Analyzing Quarterly Report on students' achievements

C) Conducting baseline studies at their own level

Section E: Teacher Training

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

    i) Teachers started using collaborative teaching techniques

    ii) Teachers are conducting Continuous and Comprehensive Assessment

    iii) Lecture method is now replaced by activity method

    iv) Conducted debates, group discussion, role play and interactive session in the classroom

    v) Sharing of training inputs with fellow teachers

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

    a) Teachers are to be trained on Teaching through Activities

    b) School heads should be involved during training

    c) Training should be conducted in vacations

    d) Subject-based training is to be conducted

    e) Training to conduct Formative Assessment

    f) Training of school heads on Quality Monitoring Tools is to be given

    g) Training on phonetics for the teachers teaching English in primary classes

Section F: Functioning of SMC

	Number	%

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

Number	%
769	100

17. (a) Number of schools where School Development Plans have been prepared.

Number	%
212	28%

    (b) Number of schools involving SMCs in preparation of this plan.

Number	%
212	28%

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

    NA

Number   %

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

Number	%
769	100

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

    NA

Section G: Learners' Assessment

19. **Please aggregate pupil assessment data of schools <u>in the format given below</u>**

   (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: | 769 | 100 |

     (ii)   Number of schools in State with low pupil achievement level | 252 | 33 |

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language	4916	A	311	12.76	400	16.14	711	14.46
			B	606	24.87	697	28.12	1303	26.51
			C	760	31.19	713	28.76	1473	29.96
			D	599	24.58	541	21.82	1140	23.19
			E	161	6.61	128	5.16	289	5.88
			Total	2437	100.00	2479	100.00	4916	100.00
	English	4916	A	387	15.88	461	18.60	848	17.25
			B	604	24.78	674	27.19	1278	26.00
			C	709	29.09	727	29.33	1436	29.21
			D	597	24.50	522	21.06	1119	22.76
			E	140	5.74	95	3.83	235	4.78
			Total	2437	100.00	2479	100.00	4916	100.00
	Mathematics	4916	A	455	18.67	557	22.47	1012	20.59
			B	629	25.81	680	27.43	1309	26.63
			C	663	27.21	648	26.14	1311	26.67
			D	549	22.53	498	20.09	1047	21.30
			E	141	5.79	96	3.87	237	4.82
			Total	2437	100.00	2479	100.00	4916	100.00
	EVS	4916	A	286	11.74	367	14.80	653	13.28
			B	600	24.62	686	27.67	1286	26.16
			C	730	29.95	757	30.54	1487	30.25
			D	651	26.71	545	21.98	1196	24.33
			E	170	6.98	124	5.00	294	5.98
			Total	2437	100.00	2479	100.00	4916	100.00
	Hindi	0	A						
			B						
			C						
			D						
			E						

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
			Total	No.	%	No.	%	No.	%
II	Language	5242	A	284	10.63	327	12.72	611	11.66
			B	546	20.43	627	24.40	1173	22.38
			C	793	29.68	819	31.87	1612	30.75
			D	832	31.14	670	26.07	1502	28.65
			E	217	8.12	127	4.94	344	6.56
			Total	2672	100.00	2570	100.00	5242	100.00
	English	5242	A	326	12.20	475	18.48	801	15.28
			B	666	24.93	703	27.35	1369	26.12
			C	829	31.03	750	29.18	1579	30.12
			D	681	25.49	519	20.19	1200	22.89
			E	170	6.36	123	4.79	293	5.59
			Total	2672	100.00	2570	100.00	5242	100.00
	Mathematics	5242	A	405	15.16	502	19.53	907	17.30
			B	647	24.21	708	27.55	1355	25.85
			C	811	30.35	734	28.56	1545	29.47
			D	655	24.51	527	20.51	1182	22.55
			E	154	5.76	99	3.85	253	4.83
			Total	2672	100.00	2570	100.00	5242	100.00
	EVS	5242	A	335	12.54	419	16.30	754	14.38
			B	617	23.09	723	28.13	1340	25.56
			C	839	31.40	771	30.00	1610	30.71
			D	715	26.76	560	21.79	1275	24.32
			E	166	6.21	97	3.77	263	5.02
			Total	2672	100.00	2570	100.00	5242	100.00
	Hindi		A						
			B						
			C						
			D						
			E						
			Total						

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
III	Language	6170	A	209	6.84	330	10.60	539	8.74
			B	516	16.88	641	20.59	1157	18.75
			C	937	30.65	960	30.84	1897	30.75
			D	1056	34.54	935	30.04	1991	32.27
			E	339	11.09	247	7.93	586	9.50
			Total	3057	100.00	3113	100.00	6170	100.00
	English	6170	A	280	9.16	409	13.14	689	11.17
			B	567	18.55	751	24.12	1318	21.36
			C	944	30.88	903	29.01	1847	29.94
			D	1034	33.82	877	28.17	1911	30.97
			E	232	7.59	173	5.56	405	6.56
			Total	3057	100.00	3113	100.00	6170	100.00
	Mathematics	6170	A	336	10.99	382	12.27	718	11.64
			B	667	21.82	751	24.12	1418	22.98
			C	896	29.31	949	30.49	1845	29.90
			D	907	29.67	817	26.24	1724	27.94
			E	251	8.21	214	6.87	465	7.54
			Total	3057	100.00	3113	100.00	6170	100.00
	EVS	6170	A	270	8.83	385	12.37	655	10.62
			B	589	19.27	673	21.62	1262	20.45
			C	883	28.88	973	31.26	1856	30.08
			D	958	31.34	797	25.60	1755	28.44
			E	357	11.68	285	9.16	642	10.41
			Total	3057	100.00	3113	100.00	6170	100.00
	Hindi		A						
			B						
			C						
			D						
			E						
			Total						

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
IV	Language	7911	A	194	4.85	340	8.70	534	6.75
			B	625	15.61	755	19.32	1380	17.44
			C	1126	28.13	1113	28.48	2239	28.30
			D	1601	40.00	1368	35.01	2969	37.53
			E	457	11.42	332	8.50	789	9.97
			Total	4003	100.00	3908	100.00	7911	100.00
	English	7911	A	302	7.54	430	11.00	732	9.25
			B	720	17.99	837	21.42	1557	19.68
			C	1130	28.23	1145	29.30	2275	28.76
			D	1417	35.40	1212	31.01	2629	33.23
			E	434	10.84	284	7.27	718	9.08
			Total	4003	100.00	3908	100.00	7911	100.00
	Mathematics	7911	A	195	4.87	224	5.73	419	5.30
			B	619	15.46	658	16.84	1277	16.14
			C	1134	28.33	1250	31.99	2384	30.14
			D	1517	37.90	1389	35.54	2906	36.73
			E	538	13.44	387	9.90	925	11.69
			Total	4003	100.00	3908	100.00	7911	100.00
	EVS	7911	A	227	5.67	339	8.67	566	7.15
			B	696	17.39	784	20.06	1480	18.71
			C	1120	27.98	1159	29.66	2279	28.81
			D	1456	36.37	1251	32.01	2707	34.22
			E	504	12.59	375	9.60	879	11.11
			Total	4003	100.00	3908	100.00	7911	100.00
	Hindi	7908	A	342	8.55	494	12.65	836	10.57
			B	808	20.19	968	24.78	1776	22.46
			C	1240	30.98	1187	30.39	2427	30.69
			D	1295	32.36	1051	26.91	2346	29.67
			E	317	7.92	206	5.27	523	6.61
			Total	4002	100.00	3906	100.00	7908	100.00

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	Language	9553	A	299	6.35	415	8.56	714	7.47
			B	775	16.47	954	19.68	1729	18.10
			C	1382	29.37	1518	31.32	2900	30.36
			D	1785	37.93	1611	33.24	3396	35.55
			E	465	9.88	349	7.20	814	8.52
			Total	4706	100.00	4847	100.00	9553	100.00
	English	9553	A	361	7.67	496	10.23	857	8.97
			B	821	17.45	957	19.74	1778	18.61
			C	1406	29.88	1501	30.97	2907	30.43
			D	1655	35.17	1547	31.92	3202	33.52
			E	463	9.84	346	7.14	809	8.47
			Total	4706	100.00	4847	100.00	9553	100.00
	Mathematics	9553	A	185	3.93	233	4.81	418	4.38
			B	667	14.17	700	14.44	1367	14.31
			C	1306	27.75	1427	29.44	2733	28.61
			D	1872	39.78	1936	39.94	3808	39.86
			E	676	14.36	551	11.37	1227	12.84
			Total	4706	100.00	4847	100.00	9553	100.00
	EVS	9553	A	338	7.24	473	9.76	811	8.53
			B	784	16.80	910	18.77	1694	17.81
			C	1380	29.58	1473	30.39	2853	29.99
			D	1696	36.35	1613	33.28	3309	34.78
			E	468	10.03	378	7.80	846	8.89
			Total	4666	100.00	4847	100.00	9513	100.00
	Hindi	9550	A	390	8.29	537	11.08	927	9.71
			B	849	18.04	1027	21.20	1876	19.64
			C	1344	28.57	1456	30.05	2800	29.32
			D	1611	34.24	1468	30.30	3079	32.24
			E	511	10.86	357	7.37	868	9.09
			Total	4705	100.00	4845	100.00	9550	100.00

(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: 361

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

(a) Science   361   (b) Mathematics   361

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Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Language	12299	A	221	3.69	347	5.50	568	4.62
			B	711	11.87	1008	15.97	1719	13.98
			C	1595	26.63	1882	29.83	3477	28.27
			D	2408	40.21	2297	36.40	4705	38.26
			E	1054	17.60	776	12.30	1830	14.88
			Total	5989	100.00	6310	100.00	12299	100.00
	English	12299	A	258	4.31	314	4.98	572	4.65
			B	704	11.75	903	14.31	1607	13.07
			C	1559	26.03	1877	29.75	3436	27.94
			D	2383	39.79	2375	37.64	4758	38.69
			E	1085	18.12	841	13.33	1926	15.66
			Total	5989	100.00	6310	100.00	12299	100.00
	Mathematics	12299	A	171	2.86	216	3.42	387	3.15
			B	602	10.05	682	10.81	1284	10.44
			C	1471	24.56	1671	26.48	3142	25.55
			D	2463	41.13	2640	41.84	5103	41.49
			E	1282	21.41	1101	17.45	2383	19.38
			Total	5989	100.00	6310	100.00	12299	100.00
	Social Studies	12299	A	230	3.84	301	4.77	531	4.32
			B	697	11.64	861	13.65	1558	12.67
			C	1515	25.30	1804	28.59	3319	26.99
			D	2520	42.08	2505	39.70	5025	40.86
			E	1027	17.15	839	13.30	1866	15.17
			Total	5989	100.00	6310	100.00	12299	100.00
	Science & Technology	12299	A	213	3.56	318	5.04	531	4.32
			B	752	12.56	955	15.13	1707	13.88
			C	1637	27.33	1860	29.48	3497	28.43
			D	2443	40.79	2348	37.21	4791	38.95
			E	944	15.76	829	13.14	1773	14.42
			Total	5989	100.00	6310	100.00	12299	100.00
	Hindi	12299	A	317	5.29	467	7.40	784	6.37
			B	881	14.71	1220	19.33	2101	17.08
			C	1680	28.05	1857	29.43	3537	28.76
			D	2227	37.18	2013	31.90	4240	34.47
			E	884	14.76	753	11.93	1637	13.31
			Total	5989	100.00	6310	100.00	12299	100.00

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VII	Language	11008	A	206	3.98	410	7.03	616	5.60
			B	714	13.80	1082	18.55	1796	16.32
			C	1503	29.04	1867	32.01	3370	30.61
			D	2126	41.08	1996	34.22	4122	37.45
			E	626	12.10	478	8.19	1104	10.03
			Total	5175	100.00	5833	100.00	11008	100.00
	English	11008	A	194	3.75	354	6.07	548	4.98
			B	627	12.12	925	15.86	1552	14.10
			C	1465	28.31	1793	30.74	3258	29.60
			D	2147	41.49	2123	36.40	4270	38.79
			E	742	14.34	638	10.94	1380	12.54
			Total	5175	100.00	5833	100.00	11008	100.00
	Mathematics	11008	A	119	2.30	171	2.93	290	2.63
			B	468	9.04	584	10.01	1052	9.56
			C	1201	23.21	1469	25.18	2670	24.26
			D	2388	46.14	2589	44.39	4977	45.21
			E	999	19.30	1020	17.49	2019	18.34
			Total	5175	100.00	5833	100.00	11008	100.00
	Social Studies	11008	A	221	4.27	319	5.47	540	4.91
			B	630	12.17	853	14.62	1483	13.47
			C	1468	28.37	1698	29.11	3166	28.76
			D	2111	40.79	2287	39.21	4398	39.95
			E	745	14.40	676	11.59	1421	12.91
			Total	5175	100.00	5833	100.00	11008	100.00
	Science & Technology	11008	A	185	3.57	300	5.14	485	4.41
			B	627	12.12	847	14.52	1474	13.39
			C	1468	28.37	1775	30.43	3243	29.46
			D	2173	41.99	2219	38.04	4392	39.90
			E	722	13.95	692	11.86	1414	12.85
			Total	5175	100.00	5833	100.00	11008	100.00
	Hindi	11008	A	262	5.06	470	8.06	732	6.65
			B	832	16.08	1224	20.98	2056	18.68
			C	1568	30.30	1914	32.81	3482	31.63
			D	2006	38.76	1797	30.81	3803	34.55
			E	507	9.80	428	7.34	935	8.49
			Total	5175	100.00	5833	100.00	11008	100.00

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VIII	Language	11190	A	189	3.49	356	6.17	545	4.87
			B	793	14.63	1078	18.68	1871	16.72
			C	1787	32.98	2025	35.09	3812	34.07
			D	2071	38.22	1905	33.01	3976	35.53
			E	579	10.68	407	7.05	986	8.81
			Total	5419	100.00	5771	100.00	11190	100.00
	English	11190	A	218	4.02	287	4.97	505	4.51
			B	692	12.77	925	16.03	1617	14.45
			C	1622	29.93	1820	31.54	3442	30.76
			D	2182	40.27	2142	37.12	4324	38.64
			E	705	13.01	597	10.34	1302	11.64
			Total	5419	100.00	5771	100.00	11190	100.00
	Mathematics	11190	A	128	2.36	187	3.24	315	2.82
			B	500	9.23	570	9.88	1070	9.56
			C	1299	23.97	1478	25.61	2777	24.82
			D	2479	45.75	2564	44.43	5043	45.07
			E	1013	18.69	972	16.84	1985	17.74
			Total	5419	100.00	5771	100.00	11190	100.00
	Social Studies	11190	A	233	4.30	340	5.89	573	5.12
			B	711	13.12	924	16.01	1635	14.61
			C	1652	30.49	1922	33.30	3574	31.94
			D	2175	40.14	2070	35.87	4245	37.94
			E	648	11.96	515	8.92	1163	10.39
			Total	5419	100.00	5771	100.00	11190	100.00
	Science & Technology	11190	A	223	4.12	284	4.92	507	4.53
			B	738	13.62	922	15.98	1660	14.83
			C	1593	29.40	1827	31.66	3420	30.56
			D	2244	41.41	2167	37.55	4411	39.42
			E	621	11.46	571	9.89	1192	10.65
			Total	5419	100.00	5771	100.00	11190	100.00
	Hindi	11190	A	310	5.72	506	8.77	816	7.29
			B	905	16.70	1230	21.31	2135	19.08
			C	1698	31.33	1947	33.74	3645	32.57
			D	2014	37.17	1764	30.57	3778	33.76
			E	492	9.08	324	5.61	816	7.29
			Total	5419	100.00	5771	100.00	11190	100.00

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 **1** to 4

2 (a) School visits by CRCCs:

Number of times visits were made to each school	*Number of CRCCs visiting*
(i) Once in a month	10
(ii) Once in two months	33
(iii) Once in three months	56
(iv) Once in four to six months	11

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

A) CRCCs have suggested the teachers to implement training inputs in classroom to improve teaching and establish regular contact with parents

B) Preparation of lesson plan and teachers diary

C) Use of TLMs in classroom teaching

d) Making of classroom teaching democratic, joyful and attractive

	.Number	%
4. Number of schools not maintaining records of pupils' progress in the schools	0	0
5. (a) How many schools are having less than 60% coverage of the syllabus ?	0	0

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

<u>None of the school in the state are having less than 60% coverage of the syllabus.</u>

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6. (a) Number of DPOs who are not providing QMTs regularly   0

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

   <u>No such issue prevails in the State</u>

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) Conducted in-service teachers training

   (ii)   Helped CRCCS to prepare SDP

   (iii)   Made regular contact with CRCCS & DPOs

   (iv)   Conducted training of SMCs

   (v)   Sensitization meeting with the stakeholders

   (vi)   Workshop on TLM preparation

   (vii)   Ensure every school should follow Continuous and Comprehension Assessment

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

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

29
05

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

   (a) Conducted in-service teachers training

   (b) Inspected schools

   (c) Helped CRCCS to prepare SDP

   (d) Made regular contact with CRCCS & DPOs

   (e) Conducted training of SMCs

   (f) Shared success stories for teaching achievements

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

   Through inspection.

6. (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter (An in-service Math teacher training was conducted by the Directorate of Primary Education which does not include under SSA plan)

01

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

0

(c) List major issues emerging from the programmes.

%

The teachers are coming with lots of pedagogical problems especially issues related to management and teaching of children with special needs, making the class collaborative and inclusive. The main issue is the insufficient fund i.e. Rs. 200/- per day per head for training. Another issue is the non-availability of teacher grant.

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   `0`

     (ii) Science   `0`

     (iii) Social Science   `0`

     (iv) Language   `0`

     (v) Arts Education   `0`

   (vi) Health and Physical Education   `0`

(b) What percent of current year's target has been achieved during last quarter?   `00` %

(c) List major issues emerging from the programmes.

The teachers are coming with lots of pedagogical problems especially issues related to management and teaching of children with special needs, making the class collaborative and inclusive. The main issue is the insufficient fund i.e. Rs. 200/- per day per head for BRC Level In-service Teacher Training.

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.

04

   (a) The institutions involved – **SCERT & DIETs**

   (b) Members of 'quality' monitoring – **Faculties of SCERT & DIETs**

   (c) Role of BRC/CRC in quality monitoring - **School Inspection**

   (d) Role of DPO in 'quality' monitoring – **School Inspection**

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 — 00

   (b) Training of Resource Persons on Pedagogy and Assessment — 00

   (c) Training of SMC members on 'School Development Plan' — 00

   (d) Training of 'Educators' for special training of children admitted to age-appropriate classes — 00

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 — 00

   (b) Once in two months — 00

   (c) Once in three months — 04

   (d) Once in four-six months — 00

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

   (a) Number of schools visited by DPOs on an average — 23

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

   - Training of teachers on active learning,

   - Integration of teaching with assessment,

   - Sensitization of parents on their role in CCA

   - Preparation of School Development Plan

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 - **NA**

_____

_____

_____

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

- **Training of in-service teachers**
- **Establishment of Reading Corner**
- **Academic monitoring**

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   – √ (Primary and Languages of Upper Primary including English)
   (b). NCERT   - √ (Books other than languages for Upper Primary)
   (c). Private publishers - NA
   (d). Any other   - NA

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

	Initiated	Completed
Primary: Syllabi	2011	2011
Textbooks Primary	2012	2012
Upper Primary: Syllabi	2013	2013
Textbooks Primary	2015	2015

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*

Modules	Pry/Upper Pry	Year of development
How to use Early Reading materials to enhance learning	Teachers teaching Classes I & II	2014
Teaching through activities	Teachers teaching classes III to V	2014
Teaching through activities	Teachers teaching Mathematics and Science in Classes VI to VIII	2014

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	*In Position*
CRCs	111	111
BRCs	29	29

5. Activities of SSA/RTE in which DIETs & SCERT were involved. Please State problems, if any.
   a. DIETs: Involvement: **DIETs are being involved for training of in-service primary teachers, headmasters and prepare master trainers for in-service primary teacher training. They also conduct academic monitoring of schools.**
   Problems: DIETs are pre-occupied with 2-year D.El.Ed. Course, they have very less time to conduct academic monitoring.

   b. SCERT: Involvement: **The service of SCERT is being used to provide in-service training to upper primary teachers, head teachers and Resource Persons. The institute also conducts academic monitoring, revision of curriculum, syllabi and textbooks.**
   Problems: **Since SCERT has multifarious activities, it cannot devote sufficient time to monitor schools.**

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 | No |

  (b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)
Meeting not held

8. (a) Major programmes / activities of SSA for quality enhancement during the current year 2015-16
   - **Establishment of Reading Corners in Schools for Classes I & II.**

(b) Progress of these programmes during the quarter
   - About 90% Schools have established Reading Corners
   - Collected feedbacks from schools about the reading materials distributed to schools for Classes I & II

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

Teachers need more training on 'Teaching through Activities' and deeper skills of making the assessment more continuous and comprehensive.

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

NA

Date: Name & Signature of SPD