QUALITY MONITORING TOOLS

QUALITY MANAGEMENT IN ELEMENTARY EDUCATION UNDER SSA

STATE MONITORING FORMAT SIKKIM
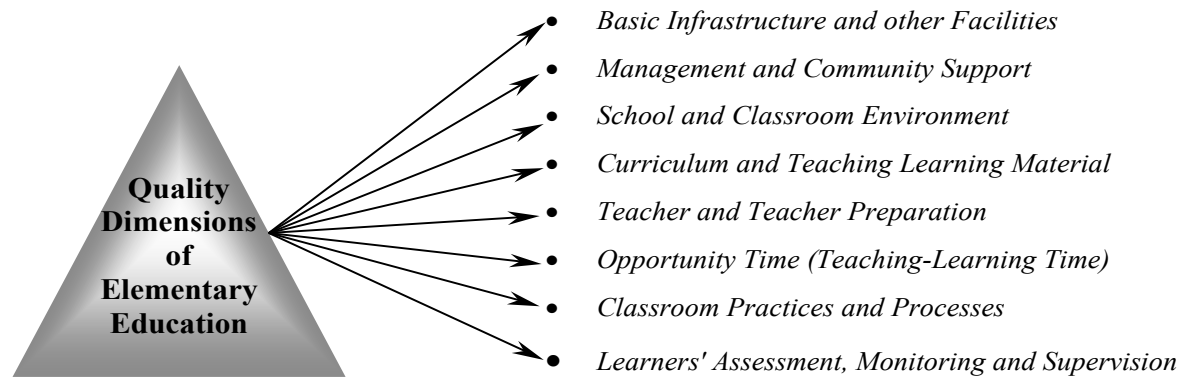

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Introduction

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
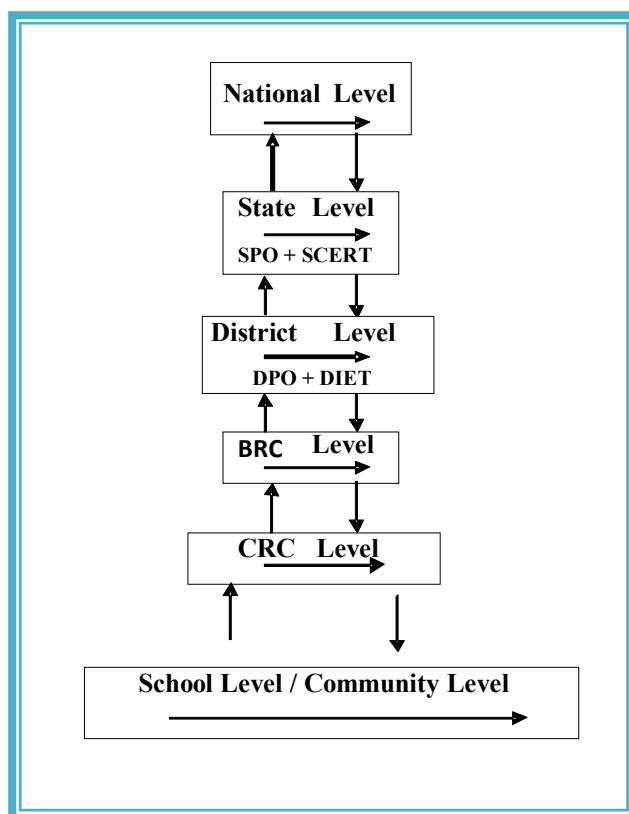
The information collected at the lower level (for example, at school) flows to the next higher level (cluster) where it is consolidated and analysed to provide necessary feedback and take measures for improvement at the lower level (school).This is a process based monitoring in which purpose is not to 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

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 | _ | _ | _ | IV | Year - | 2 | 0 | 1 | 5 | 1 | 6 |

Period of quarter: October to December

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

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

Section A: School Information

1. (a) CRC - **111** , BRC - **29** ,District - **04** ,State -**Sikkim**

2. (a) Number of schools in the State

| I - V | 406 | VI - VIII | 00 | I - VIII | 184 | Any other | I-X/XII | 177 | Total | 767 |

(767 Government schools)

(b) Number of schools which filled up SMFs

| I- V | 405 | VI - VIII | 00 | I - VIII | 184 | Any other | I-X/XII | 177 | Total | 766 |

(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	196	34	0	160	65	5	178	50	3
II	180	30	20	198	32	0	189	31	10
III	194	36	0	200	20	10	197	28	5
IV	200	20	10	200	15	15	200	18	13
V	198	30	2	200	25	5	199	28	4
VI	78	28	3	75	28	6	77	28	5
VII	98	10	1	90	15	4	94	13	3
VIII	81	20	8	88	20	1	85	20	5
Total	**153**	**26**	**6**	**151**	**28**	**6**	**152**	**27**	**6**

6.   a) Number of Children with Special Needs (CWSN) in government schools in the State. | 568 |

b) Number of schools with no CWSN enrolled | 388 |

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

> *a) Counseling the students as well as parents*
> *b) Following child-centric learning approach*
> *c) Ensuring mid-day-meal is delectable, nutritious and palatable*
> *d) Students are awarded 100% attendance*
> *e) Regular PTA meetings*

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

Boys: | 136 | Girls: | 119 |

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

Own schools	Other centers (NGO)	Residential centers	Any Other ....
255	-	-	-

Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of session | 767 |

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 %

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) Remedial classes for low performing children

C) Preparing attractive TLMs with low cost locally available materials

D) Adopted play way method in teaching leaning process

E) Extensive use of locally available teaching materials

F) Establishment of Reading Corners for all primary classes

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

A) Providing comfortable sitting arrangement for CWSN

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

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

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

E) Remedial teaching for CWSN

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 respective levels

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) Teacher training on effective use 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

   h) Orientation of teachers for implementation of Learning Indicators

Section F: Functioning of SMC   Number   %

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

| 767 | 100 |

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

| 212 | 28% |

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

| 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.

767	100

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

      SMCs are being trained in 2016-17

Section G: Learners' Assessment

19. **Please aggregate pupil assessment data of schools in the format given below**

   (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:

766	99.87

    (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	4839	A	358	15.11	408	16.52	766	15.83
			B	597	25.19	699	28.31	1296	26.78
			C	721	30.42	683	27.66	1404	29.01
			D	569	24.01	540	21.87	1109	22.92
			E	125	5.27	139	5.63	264	5.46
			Total	2370	100.00	2469	100.00	4839	100.00
	English	4839	A	386	16.29	502	20.33	888	18.35
			B	592	24.98	723	29.28	1315	27.18
			C	720	30.38	689	27.91	1409	29.12
			D	543	22.91	464	18.79	1007	20.81
			E	129	5.44	91	3.69	220	4.55
			Total	2370	100.00	2469	100.00	4839	100.00
	Mathematics	4839	A	454	19.16	588	23.82	1042	21.53
			B	657	27.72	707	28.64	1364	28.19
			C	649	27.38	655	26.53	1304	26.95
			D	492	20.76	426	17.25	918	18.97
			E	118	4.98	93	3.77	211	4.36
			Total	2370	100.00	2469	100.00	4839	100.00
	EVS	4839	A	284	11.98	420	17.01	704	14.55
			B	615	25.95	690	27.95	1305	26.97
			C	789	33.29	740	29.97	1529	31.60
			D	551	23.25	516	20.90	1067	22.05
			E	131	5.53	103	4.17	234	4.84
			Total	2370	100.00	2469	100.00	4839	100.00
	Hindi	185	A	14	15.73	15	15.63	29	15.68
			B	15	16.85	32	33.33	47	25.41
			C	33	37.08	28	29.17	61	32.97
			D	25	28.09	19	19.79	44	23.78
			E	2	2.25	2	2.08	4	2.16
			Total	89	100.00	96	100.00	185	100.00

Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No	%
II	Language	5192	A	301	11.35	364	14.34	665	12.81
			B	599	22.58	657	25.88	1256	24.19
			C	791	29.82	823	32.41	1614	31.09
			D	811	30.57	590	23.24	1401	26.98
			E	151	5.69	105	4.14	256	4.93
			Total	2653	100.00	2539	100.00	5192	100.00
	English	5192	A	339	12.78	448	17.64	787	15.16
			B	658	24.80	720	28.36	1378	26.54
			C	842	31.74	793	31.23	1635	31.49
			D	717	27.03	510	20.09	1227	23.63
			E	97	3.66	68	2.68	165	3.18
			Total	2653	100.00	2539	100.00	5192	100.00
	Mathematics	5192	A	384	14.47	480	18.91	864	16.64
			B	705	26.57	708	27.88	1413	27.21
			C	828	31.21	771	30.37	1599	30.80
			D	636	23.97	480	18.91	1116	21.49
			E	100	3.77	100	3.94	200	3.85
			Total	2653	100.00	2539	100.00	5192	100.00
	EVS	5192	A	310	11.26	367	14.45	677	12.79
			B	644	23.39	700	27.57	1344	25.40
			C	874	31.75	821	32.34	1695	32.03
			D	817	29.68	540	21.27	1357	25.64
			E	108	3.92	111	4.37	219	4.14
			Total	2753	100.00	2539	100.00	5292	100.00
	Hindi	411	A	17	8.59	32	15.02	49	11.92
			B	53	26.77	65	30.52	118	28.71
			C	58	29.29	59	27.70	117	28.47
			D	67	33.84	54	25.35	121	29.44
			E	3	1.52	3	1.41	6	1.46
			Total	198	100.00	213	100.00	411	100.00

Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No	%
III	Language	6009	A	220	7.44	381	12.48	601	10.00
			B	543	18.37	598	19.59	1141	18.99
			C	973	32.92	999	32.72	1972	32.82
			D	986	33.36	882	28.89	1868	31.09
			E	234	7.92	193	6.32	427	7.11
			Total	2956	100.00	3053	100.00	6009	100.00
	English	6009	A	262	8.86	405	13.27	667	11.10
			B	594	20.09	668	21.88	1262	21.00
			C	909	30.75	969	31.74	1878	31.25
			D	994	33.63	862	28.23	1856	30.89
			E	197	6.66	149	4.88	346	5.76
			Total	2956	100.00	3053	100.00	6009	100.00
	Mathematics	6009	A	294	9.95	351	11.50	645	10.73
			B	684	23.14	772	25.29	1456	24.23
			C	952	32.21	988	32.36	1940	32.28
			D	838	28.35	770	25.22	1608	26.76
			E	188	6.36	172	5.63	360	5.99
			Total	2956	100.00	3053	100.00	6009	100.00
	EVS	6009	A	277	9.37	394	12.91	671	11.17
			B	578	19.55	688	22.54	1266	21.07
			C	960	32.48	959	31.41	1919	31.94
			D	925	31.29	859	28.14	1784	29.69
			E	216	7.31	153	5.01	369	6.14
			Total	2956	100.00	3053	100.00	6009	100.00
	Hindi	875	A	37	8.43	92	21.10	129	14.74
			B	84	19.13	107	24.54	191	21.83
			C	157	35.76	139	31.88	296	33.83
			D	156	35.54	92	21.10	248	28.34
			E	5	1.14	6	1.38	11	1.26
			Total	439	100.00	436	100.00	875	100.00

Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No	%
IV	Language	7694	A	222	5.69	323	8.51	545	7.08
			B	617	15.82	726	19.14	1343	17.46
			C	1190	30.51	1234	32.53	2424	31.51
			D	1527	39.15	1299	34.24	2826	36.73
			E	344	8.82	212	5.59	556	7.23
			Total	3900	100.00	3794	100.00	7694	100.00
	English	7694	A	284	7.28	384	10.12	668	8.68
			B	661	16.95	802	21.14	1463	19.01
			C	1164	29.85	1165	30.71	2329	30.27
			D	1451	37.21	1192	31.42	2643	34.35
			E	340	8.72	251	6.62	591	7.68
			Total	3900	100.00	3794	100.00	7694	100.00
	Mathematics	7694	A	210	5.38	233	6.14	443	5.76
			B	603	15.46	672	17.71	1275	16.57
			C	1232	31.59	1225	32.29	2457	31.93
			D	1498	38.41	1410	37.16	2908	37.80
			E	357	9.15	254	6.69	611	7.94
			Total	3900	100.00	3794	100.00	7694	100.00
	EVS	7694	A	268	6.87	396	10.44	664	8.63
			B	645	16.54	715	18.85	1360	17.68
			C	1109	28.44	1160	30.57	2269	29.49
			D	1518	38.92	1276	33.63	2794	36.31
			E	360	9.23	247	6.51	607	7.89
			Total	3900	100.00	3794	100.00	7694	100.00
	Hindi	7576	A	302	7.89	472	12.60	774	10.22
			B	730	19.07	842	22.47	1572	20.75
			C	1242	32.44	1209	32.27	2451	32.35
			D	1270	33.17	1046	27.92	2316	30.57
			E	285	7.44	178	4.75	463	6.11
			Total	3829	100.00	3747	100.00	7576	100.00

Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No	%
V	Language	9288	A	268	5.84	425	9.04	693	7.46
			B	733	15.98	912	19.40	1645	17.71
			C	1494	32.57	1620	34.46	3114	33.53
			D	1743	38.00	1511	32.14	3254	35.03
			E	349	7.61	233	4.96	582	6.27
			Total	4587	100.00	4701	100.00	9288	100.00
	English	9288	A	276	6.02	426	9.06	702	7.56
			B	775	16.90	913	19.42	1688	18.17
			C	1489	32.46	1569	33.38	3058	32.92
			D	1679	36.60	1526	32.46	3205	34.51
			E	368	8.02	267	5.68	635	6.84
			Total	4587	100.00	4701	100.00	9288	100.00
	Mathematics	9288	A	171	3.73	226	4.81	397	4.27
			B	587	12.80	703	14.95	1290	13.89
			C	1435	31.28	1501	31.93	2936	31.61
			D	1913	41.70	1881	40.01	3794	40.85
			E	481	10.49	390	8.30	871	9.38
			Total	4587	100.00	4701	100.00	9288	100.00
	EVS	9288	A	296	6.45	440	9.36	736	7.92
			B	725	15.81	857	18.23	1582	17.03
			C	1403	30.59	1549	32.95	2952	31.78
			D	1756	38.28	1543	32.82	3299	35.52
			E	407	8.87	312	6.64	719	7.74
			Total	4587	100.00	4701	100.00	9288	100.00
	Hindi	9145	A	323	7.15	422	9.12	745	8.15
			B	712	15.77	885	19.12	1597	17.46
			C	1438	31.84	1631	35.23	3069	33.56
			D	1636	36.23	1435	31.00	3071	33.58
			E	407	9.01	256	5.53	663	7.25
			Total	4516	100.00	4629	100.00	9145	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

Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No	%
VI	Language	11768	A	229	4.09	356	5.77	585	4.97
			B	731	13.05	1062	17.22	1793	15.24
			C	1695	30.26	2041	33.10	3736	31.75
			D	2356	42.06	2292	37.17	4648	39.50
			E	591	10.55	415	6.73	1006	8.55
			Total	5602	100.00	6166	100.00	11768	100.00
	English	11768	A	264	4.71	343	5.56	607	5.16
			B	804	14.35	957	15.52	1761	14.96
			C	1588	28.35	2073	33.62	3661	31.11
			D	2369	42.29	2302	37.33	4671	39.69
			E	577	10.30	491	7.96	1068	9.08
			Total	5602	100.00	6166	100.00	11768	100.00
	Mathematics	11768	A	151	2.70	207	3.36	358	3.04
			B	609	10.87	722	11.71	1331	11.31
			C	1514	27.03	1924	31.20	3438	29.21
			D	2517	44.93	2684	43.53	5201	44.20
			E	811	14.48	629	10.20	1440	12.24
			Total	5602	100.00	6166	100.00	11768	100.00
	Social Studies	11768	A	251	4.48	312	5.06	563	4.78
			B	798	14.24	1016	16.48	1814	15.41
			C	1600	28.56	1909	30.96	3509	29.82
			D	2249	40.15	2449	39.72	4698	39.92
			E	704	12.57	480	7.78	1184	10.06
			Total	5602	100.00	6166	100.00	11768	100.00
	Science & Technology	11768	A	228	4.07	315	5.11	543	4.61
			B	793	14.16	970	15.73	1763	14.98
			C	1701	30.36	2023	32.81	3724	31.65
			D	2352	41.99	2370	38.44	4722	40.13
			E	528	9.43	488	7.91	1016	8.63
			Total	5602	100.00	6166	100.00	11768	100.00
	Hindi	11768	A	272	4.86	461	7.48	733	6.23
			B	874	15.60	1162	18.85	2036	17.30
			C	1745	31.15	2114	34.28	3859	32.79
			D	2156	38.49	2070	33.57	4226	35.91
			E	555	9.91	359	5.82	914	7.77
			Total	5602	100.00	6166	100.00	11768	100.00

Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No	%
VII	Language	10851	A	201	3.95	390	6.76	591	5.45
			B	747	14.69	1147	19.90	1894	17.45
			C	1634	32.13	1946	33.76	3580	32.99
			D	2121	41.70	1999	34.67	4120	37.97
			E	383	7.53	283	4.91	666	6.14
			Total	5086	100.00	5765	100.00	10851	100.00
	English	10851	A	206	4.05	337	5.85	543	5.00
			B	672	13.21	1027	17.81	1699	15.66
			C	1564	30.75	1862	32.30	3426	31.57
			D	2195	43.16	2134	37.02	4329	39.89
			E	449	8.83	405	7.03	854	7.87
			Total	5086	100.00	5765	100.00	10851	100.00
	Mathematics	10851	A	137	2.69	203	3.52	340	3.13
			B	486	9.56	620	10.75	1106	10.19
			C	1388	27.29	1519	26.35	2907	26.79
			D	2342	46.05	2735	47.44	5077	46.79
			E	733	14.41	688	11.93	1421	13.10
			Total	5086	100.00	5765	100.00	10851	100.00
	Social Studies	10851	A	209	4.11	322	5.59	531	4.89
			B	722	14.20	1020	17.69	1742	16.05
			C	1588	31.22	1900	32.96	3488	32.14
			D	2149	42.25	2196	38.09	4345	40.04
			E	418	8.22	327	5.67	745	6.87
			Total	5086	100.00	5765	100.00	10851	100.00
	Science & Technology	10851	A	213	4.19	304	5.27	517	4.76
			B	648	12.74	879	15.25	1527	14.07
			C	1618	31.81	1952	33.86	3570	32.90
			D	2167	42.61	2213	38.39	4380	40.36
			E	440	8.65	417	7.23	857	7.90
			Total	5086	100.00	5765	100.00	10851	100.00
	Hindi	10851	A	255	5.01	466	8.08	721	6.64
			B	909	17.87	1172	20.33	2081	19.18
			C	1677	32.97	2071	35.92	3748	34.54
			D	1920	37.75	1780	30.88	3700	34.10
			E	325	6.39	276	4.79	601	5.54
			Total	5086	100.00	5765	100.00	10851	100.00

Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No	%
VIII	Language	10874	A	211	4.02	388	6.89	599	5.51
			B	804	15.33	1160	20.61	1964	18.06
			C	1817	34.64	2074	36.85	3891	35.78
			D	2059	39.25	1762	31.31	3821	35.14
			E	355	6.77	244	4.34	599	5.51
			Total	5246	100.00	5628	100.00	10874	100.00
	English	10874	A	227	4.33	311	5.53	538	4.95
			B	773	14.74	1000	17.77	1773	16.30
			C	1731	33.00	2052	36.46	3783	34.79
			D	2111	40.24	1933	34.35	4044	37.19
			E	404	7.70	332	5.90	736	6.77
			Total	5246	100.00	5628	100.00	10874	100.00
	Mathematics	10874	A	144	2.74	194	3.45	338	3.11
			B	507	9.66	592	10.52	1099	10.11
			C	1436	27.37	1727	30.69	3163	29.09
			D	2482	47.31	2503	44.47	4985	45.84
			E	677	12.91	612	10.87	1289	11.85
			Total	5246	100.00	5628	100.00	10874	100.00
	Social Studies	10874	A	262	4.99	351	6.24	613	5.64
			B	727	13.85	938	16.67	1665	15.31
			C	1675	31.90	1942	34.51	3617	33.25
			D	2132	40.61	2082	36.99	4214	38.74
			E	454	8.65	315	5.60	769	7.07
			Total	5250	100.00	5628	100.00	10878	100.00
	Science & Technology	10874	A	245	4.67	327	5.81	572	5.26
			B	692	13.19	998	17.73	1690	15.54
			C	1725	32.88	1783	31.68	3508	32.26
			D	2144	40.87	2137	37.97	4281	39.37
			E	440	8.39	383	6.81	823	7.57
			Total	5246	100.00	5628	100.00	10874	100.00
	Hindi	10874	A	284	5.41	541	9.61	825	7.59
			B	896	17.08	1248	22.17	2144	19.72
			C	1762	33.59	1951	34.67	3713	34.15
			D	1989	37.91	1678	29.82	3667	33.72
			E	315	6.00	210	3.73	525	4.83
			Total	5246	100.00	5628	100.00	10874	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?

   None of the school in the state are having less than 60% coverage of the syllabus.

7. (a) Number of DPOs who are not providing QMTs regularly | 0
    (b) What has been done to address this issue?

      No such issue prevails in the State

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.

29

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

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

01

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

50%

(c) List major issues emerging from the programmes.

0

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   `01`

      (ii) Science   `01`

      (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?   `90` %

(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 and DPOs**

   (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

120

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

00

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

53

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

Number of districts organizing meetings

   (a) Once in a month

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

291

   (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