

STATE MONITORING FORMAT (TamilNadu)

(To be completed by SPD and sent to NCERT)

Quarter under Report	I	II	III	IV	Year	2013	14
Period of quarter: June to Sep	✓						

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. CRC : 4088, BRC : 413, District :30, State :TamilNadu

2. (a) Number of schools in the cluster

I-V	28880	VI-VIII	8794	I-VIII	7452	Any other			Total	45126
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(b) Number of schools which filled up SMFs

I-V	28880	VI-VIII	8794	I-VIII	7452	Any other			Total	45126
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3. Number of Teachers:

In position

Required Posts
(as per RTE norms)

a) Primary

i) Regular

99209

1854

ii) Contractual

b) Upper Primary

i) Regular

76069

2083

ii) Contractual

Section B: Attendance Information

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

Month: September 2013

Number of schools with average daily attendance of:									
Class	Boys			Girls			Total		
	Above 80%	60 % -79%	below 60%	Above 80%	60 % - 79%	below 60%	Above 80%	60 % - 79%	below 60%
1	33810	1163	2493	34097	1072	2297	35751	983	732
2	33531	1028	2542	33768	903	2430	35458	873	770
3	33881	868	2445	34017	860	2317	35746	701	747
4	34193	722	2289	34299	665	2240	35911	569	724
5	34178	688	2226	34452	610	2030	35837	548	707
6	14591	318	1250	14813	285	1061	15639	227	293
7	14409	330	1248	14729	267	991	15459	239	289
8	14370	337	1249	14697	217	1042	15421	223	312

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

98668

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

- Awarding the students for their regularity.
- Appreciating the students in the Assembly.
- Incentives and certificates for the children with 100% attendance.
- Providing quality education.
- Maintaining cordial relationship with parents.
- Pupil attendance discussed in SMC, VEC&PTA meetings once in a month.
- Door to door enquiry will be made in case of long absence of CWSN.

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

Boys:

18905

Girls:

15511

(b) Number of centers where these children are studying/staying

Own Schools	Non Residential Special Training center	Residential centers by NGO	Any Other
3194	842	243	681

Section C: Curriculum Transaction

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

Before reopening	Within one week	Within one month	After one month
38251	6372	48	0

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

- Text books are printed and supplied to all blocks well in advance before the reopening of schools in every term.
- Text books are supplied to children on the day of reopening in every term.
- All Joint Directors in the State are assigned one district each to monitor the timely distribution of text books to all children in all schools.
- The Joint Directors and District Officials pay surprise visit to schools to ensure the timely distribution of books to all children.

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

	Received %	Utilised %	
Percentage of primary teachers	<input type="text" value="-"/>	<input type="text" value="-"/>	} TLM Grant not approved by PAB during 2013 -14
Percentage of upper primary teachers	<input type="text" value="-"/>	<input type="text" value="-"/>	

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

- Teachers prepare static and dynamic models to catch the attention of the students.
- Few teachers perform simple experiments in the classes.
- Teachers use READ-REPEAT-PRACTICE for the slow learners.
- Trainings and modules are the major sources for the teachers to improve the standard of teaching learning.
- Teachers incorporate and reflect the content of training in the classroom.
- Audio visual aids are used for making the Students Understand Complicated Units Easily.
- Peer group activities are encouraged in all classes practicing basic phonemic structure and content words during breaks

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

- Special Children are being taught through pictures, and peer group support.

- Teacher simplifies a lesson and teaches the lesson to students in accordance with their pace of learning.
- Appreciating the accomplishment of simple tasks and make them feel worthy
- Giving extra care and love and spending extra time with them.
- Teaching the students by enabling them to thoroughly mingle with others.
- They are included in Group drill, Chorus drill along with other children without isolating them.
- All efforts and arrangements are made to bring the Home based children to school at least once in a month.
- TLM like 3 dimensional pictures in teaching to make the CWSN to touch and feel the objects.

Section D: Continuous and Comprehensive Evaluation

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

- Continuous and Comprehensive Evaluation enables every student to bring out his best in all subjects and allied areas.
- It is mandatory on the part of the visiting staff (CRTE, BRTE, and Supervisor) to check the number of FA (a) and FA (b) activities given to children over the period of time and assessment is made and recorded.
- They examine the logic in fixing parameters of every FA (a) and its outcome and related measures taken by every teacher. For FA (b), how the teacher has framed questions and the division of the lessons into units, if the lesson is lengthy.
- The performance of every student is compared (i.e) activity after activity.
- The due improvement in students' performance is checked periodically.
- The visiting staff provides valuable ideas for improvement and the same is noted in the visitor's register.
- The visiting staff checks whether all records related to CCE "I can, I did" record matches the activities carried out in the class room by the students.
- Co-Scholastic areas and grades awarded are matched to the performance of the students is also verified.
- Students' achievement and any other inconvenience encountered in the implementation is discussed in meetings conducted with block level authorities.
- The DPO has instructed the block authorities to attend the periodical meetings conducted by the schools and ensure the proper implementation and smooth functioning of every school.

Section E: Teacher Training

14. Ways in which training inputs were used by the teachers. Write five prominent examples.
- a) Teachers make use of English communication skill training in the classes.
 - b) Teachers apply the techniques learnt during Art and Craft training.
 - c) Teachers are now able to impart SABL in resonance with CCE.
 - d) Cyber crime and most expected spoken English(communivative English) training Enabled the teachers to carry out the class room transaction in an interesting and Lively manner.
 - e) Teachers are now able to carry on CCE along with SABL and ALM.
15. Suggestions for upcoming training programmes provided at the District level.
- (i) Reinforcement training programmes on SABL, ALM, CCE and RTE 2009 must be provided frequently
 - (ii) Training programmes to enhance the ability of students to do simple problems.
 - (iii) Awareness programmes on HIV and Sexual abuse can be given to teachers.
 - (iv) Subject oriented training programmes can be organised
 - (v) Training programmes on student behavior can be arranged.

Section F: Functioning of SMC

Number %

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

41770	93
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17. (a) Number of schools where School Development Plans have been prepared.

37814	85
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(b) Number of schools involving SMCs in preparation of this plan.

38896	87
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(c) Action taken on schools that did not involve SMCs.

- The importance of SMC is stressed through coordination meetings and HMs meetings.
- Those schools that have not formed SMC are under judicial case hearings

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

42339	94
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(b) Action taken for coverage of SMCs not trained.

- Training will be planned for remaining persons this year.

Section G: Learners' Assessment

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

(a) Details of Learners' Achievement, class-wise and subject-wise for Classes I-V for last term/quarter/month – I Quarter, October 2013

(i) Number of schools of the State which provided this information: 100%

36332	100%
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(ii) Number of schools in State with low pupil achievement level will be analyzed in detail at Cluster and Block level.

Class I

Subject	No. of Children Assessed	Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
			Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	523008	A	168613	66	186944	70	355557	68	140546	55	157202	59	297748	57	151244	59	169829	63	321073	61
		B	74793	29	69563	26	144356	28	89990	35	87931	33	177921	34	88422	35	83209	31	171631	33
		C	11747	5	11348	4	23095	4	24617	10	22722	8	47339	9	15487	6	14817	6	30304	6
		Total	255153	100	267855	100	523008	100	255153	100	267855	100	523008	100	255153	100	267855	100	523008	100
English	523008	A	181669	71	197551	74	379220	73	153350	60	169251	63	322601	62	164299	64	181178	68	345477	66
		B	63666	25	60194	22	123860	24	79811	31	78386	29	158197	30	76982	30	73524	27	150506	29
		C	9818	4	10110	4	19928	4	21992	9	20218	8	42210	8	13872	5	13153	5	27025	5
		Total	255153	100	267855	100	523008	100	255153	100	267855	100	523008	100	255153	100	267855	100	523008	100
Maths	523008	A	182570	72	198451	74	381021	73	150391	59	166509	62	316900	61	163181	64	179774	67	342955	66
		B	60714	24	57475	21	118189	23	82558	32	80367	30	162925	31	76505	30	73057	27	149562	29
		C	11869	5	11929	4	23798	5	22204	9	20979	8	43183	8	15467	6	15024	6	30491	6
		Total	255153	100	267855	100	523008	100	255153	100	267855	100	523008	100	255153	100	267855	100	523008	100
Evs	523008	A	181303	71	198065	74	379368	73	146008	57	163982	61	309990	59	159015	62	177659	66	336674	64
		B	64739	25	60686	23	125425	24	86026	34	82718	31	168744	32	82849	32	77733	29	160582	31
		C	9111	4	9104	3	18215	3	23119	9	21155	8	44274	8	13289	5	12463	5	25752	5
		Total	255153	100	267855	100	523008	100	255153	100	267855	100	523008	100	255153	100	267855	100	523008	100

Classes I to V

F(A)	Grade	SA	Grade	Total	Grade
29-40	A	43 - 60	A	71 - 100	A
17-28	B	25-42	B	41 - 70	B
0-16	C	0-24	C	0 - 40	C

Class I

Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
		A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
Boys	255153	157011	62	72597	28	25545	10	150758	59	75886	30	28509	11	156652	61	73041	29	25460	10
Girls	267855	164710	61	73866	28	29279	11	162307	61	74337	28	31211	12	168001	63	71069	26	28785	11
Total	523008	321721	62	146463	28	54824	10	313065	60	150223	29	59720	11	324653	62	144110	28	54245	10

Class I

Gender	Assessed	Health & Yoga						Co-Curricular					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	255153	156907	62	72082	28	26164	10	154182	60	71845	28	29126	11
Girls	267855	167260	62	71007	27	29588	11	164513	61	71070	27	32272	12
Total	523008	324167	62	143089	27	55752	11	318695	61	142915	27	61398	12

Class I to VIII – Co-scholastic

A = Good in performance as per descriptive indicators

B = Average in performance as per descriptive indicators

C = To improve in performance as per descriptive indicators

Class II

Subject	No. of Children Assessed	Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
			Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	512200	A	171613	69	192103	73	363716	71	122831	49	144943	55	267774	52	139913	56	163656	62	303569	59
		B	68211	27	61366	23	129577	25	99397	40	94511	36	193908	38	94695	38	85838	33	180533	36
		C	9591	4	9316	4	18907	4	27187	11	23331	9	50518	10	14807	6	13291	5	28098	5
		Total	249415	100	262785	100	512200	100	249415	100	262785	100	512200	100	249415	100	262785	100	512200	100
English	512200	A	186138	75	204000	78	390138	76	144413	58	163817	62	308230	60	160056	64	180619	69	340675	67
		B	54890	22	50565	19	105455	21	83120	33	79526	31	162646	32	77034	31	70595	27	147629	28
		C	8387	3	8220	3	16607	3	21882	9	19442	7	41324	8	12325	5	11571	4	23896	5
		Total	249415	100	262785	100	512200	100	249415	100	262785	100	512200	100	249415	100	262785	100	512200	100
Maths	512200	A	186842	75	204236	78	391078	76	152174	61	174713	66	326887	64	165263	66	187644	71	352907	69
		B	51918	21	47627	18	99545	19	74743	30	68081	26	142824	28	69691	28	61432	23	131123	26
		C	10655	4	10922	4	21577	4	22498	9	19991	8	42489	8	14461	6	13709	5	28170	6
		Total	249415	100	262785	100	512200	100	249415	100	262785	100	512200	100	249415	100	262785	100	512200	100
Evs	512200	A	186532	75	206336	79	392868	77	145301	58	171133	65	316434	62	160616	64	185355	71	345971	68
		B	55735	22	49570	19	105305	21	83433	33	74527	28	157960	31	77711	31	67213	26	144924	28
		C	7148	3	6879	3	14027	3	20681	8	17125	7	37806	7	11088	4	10217	4	21305	4
		Total	249415	100	262785	100	512200	100	249415	100	262785	100	512200	100	249415	100	262785	100	512200	100

Class II

Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
		A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
Boys	249415	160822	64	67599	27	20994	8	154473	62	71369	29	23573	9	159939	64	68556	27	20920	8
Girls	262785	169841	65	69018	26	23926	9	167613	64	69532	26	25640	10	173137	66	66135	25	23513	9
Total	512200	330663	65	136617	27	44920	9	322086	63	140901	28	4923	10	333076	65	134691	26	44433	9

Class II

Gender	Assessed	Health & Yoga						Co-Curricular					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	249415	159153	64	68397	27	21865	9	156156	63	68423	27	24836	10
Girls	262785	171281	65	66755	25	24749	9	168656	64	67087	26	27042	10
Total	512200	330434	65	135152	26	46614	9	324812	63	135510	26	51878	10

Class III

Subject	No. of Children Assessed	Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
			Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	537100	A	177199	68	200926	73	378125	70	114455	44	139218	51	253673	47	134115	51	161326	59	295441	55
		B	74761	28	64422	23	139183	26	112983	43	106681	39	219664	41	110679	42	98570	36	209249	39
		C	10132	4	9660	4	19792	4	34654	13	29109	10	63763	12	17298	7	15112	5	32410	6
		Total	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100
English	537100	A	195579	75	215002	78	410581	76	136253	52	158030	57	294283	55	157127	60	180005	65	337132	63
		B	57372	22	51034	19	108406	21	97992	37	92686	34	190678	35	90435	36	81832	30	172267	32
		C	9141	3	8972	3	18113	3	27847	11	24292	9	52139	10	14530	6	13171	5	27701	5
		Total	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100
Maths	537100	A	192299	73	212759	77	405058	75	121736	46	148295	54	270031	51	144319	55	172180	63	316499	59
		B	57595	22	50432	19	108027	21	107273	41	98801	36	206074	38	99609	38	86618	32	186227	35
		C	12198	5	11817	4	24015	4	33083	13	27912	10	60995	11	18164	7	16210	6	34374	6
		Total	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100
Science	537100	A	191841	73	213124	78	404965	75	137543	52	165019	60	302562	56	155154	59	183286	67	338440	63
		B	59355	23	51098	19	110453	21	95548	36	85697	31	181245	34	90305	34	77035	28	167340	31
		C	10896	4	10786	4	21682	4	29001	11	24292	9	53293	10	16633	6	14687	5	31320	6
		Total	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100
Social	537100	A	193612	74	216067	79	409679	76	135947	52	165740	60	301687	56	154740	59	184548	67	339288	63
		B	60903	23	51868	19	112771	21	98730	38	87558	32	186288	35	93913	36	79191	29	173104	32
		C	7577	3	7073	3	14650	3	27415	10	21710	8	49125	9	13439	5	11269	4	24708	5
		Total	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100	262092	100	275008	100	537100	100

Class III

Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
		A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
Boys	262092	169063	65	71503	27	21526	8	161691	62	75066	29	25335	10	169347	65	71089	27	21656	8
Girls	275008	178677	65	72375	26	23956	9	176210	64	72695	26	26103	9	183201	67	68589	25	23218	8
Total	537100	347740	65	143878	27	45482	8	337901	63	147761	28	51438	10	352548	66	139678	26	44874	8

Class III

Gender	Assessed	Health & Yoga						Co-Curricular					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	262092	167874	64	71378	27	22840	9	163566	62	72384	28	26142	10
Girls	275008	180915	66	69412	25	24681	9	177811	65	70053	25	27144	10
Total	537100	348789	65	140790	26	47521	9	341377	64	142437	27	53286	10

Class IV

Subject	No. of Children Assessed	Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
			Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	569587	A	192232	69	216274	74	408506	72	121806	44	151739	52	273545	48	144025	52	175163	60	319188	56
		B	76021	27	64398	22	140419	25	119713	43	108619	37	228332	40	116850	42	100083	34	216933	38
		C	10838	4	9824	3	20662	4	37572	13	30138	10	67710	12	18216	7	15250	5	33466	6
		Total	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100
English	569587	A	211852	76	231128	80	442980	78	129885	47	153237	53	283122	50	156542	56	181897	63	338439	59
		B	58318	21	50517	17	108835	19	114529	41	107239	37	221768	39	106656	38	94151	32	200807	35
		C	8921	3	8851	3	17772	3	34677	12	30020	10	64697	11	15893	6	14448	5	30341	5
		Total	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100
Maths	569587	A	209753	75	230632	79	440385	77	138172	50	168895	58	307067	54	161269	58	191374	66	352643	62
		B	57713	21	48549	17	106262	19	105825	38	93089	32	198914	35	99527	36	82891	29	182418	32
		C	11625	4	11315	4	22940	4	35094	13	28512	10	63606	11	18295	7	16231	6	34526	6
		Total	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100
Science	569587	A	208379	75	230046	79	438425	77	124814	45	152818	53	277632	49	150184	54	180327	62	330511	58
		B	60185	22	50402	17	110587	19	116485	42	106500	37	222985	39	111359	40	94903	33	206262	36
		C	10527	4	10048	3	20575	4	37792	14	31178	11	68970	12	17548	6	15266	5	32814	6
		Total	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100
Social	569587	A	211496	76	234054	81	445550	78	137667	49	173157	60	310824	55	160847	58	195467	67	356314	63
		B	60138	22	49621	17	109759	19	109031	39	93237	32	202268	36	107395	38	83201	29	190596	33
		C	7457	3	6821	2	14278	3	32393	12	24102	8	56495	10	10849	4	11828	4	22677	4
		Total	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100	279091	100	290496	100	569587	100

Class IV

Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
		A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
Boys	279091	184441	66	73711	26	20939	8	175389	63	78667	28	25035	9	183168	66	74028	27	21895	8
Girls	290496	193348	67	73084	25	24064	8	189700	65	74842	26	25954	9	197620	68	70052	24	22824	8
Total	569587	377789	66	146795	26	45003	8	365089	64	153509	27	50989	9	380788	67	144080	25	44719	8

Class IV

Gender	Assessed	Health & Yoga						Co-Curricular					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	279091	182137	65	73875	26	23079	8	177107	63	75454	27	26530	10
Girls	290496	194984	67	71141	24	24371	8	191747	66	71524	25	27225	9
Total	569587	377121	66	145016	25	47450	8	368854	65	146978	26	53755	9

Class V

Subject	No. of Children Assessed	Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
			Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	603222	A	202941	69	229761	75	432702	72	119934	41	153133	50	273067	45	143836	49	178918	58	322754	54
		B	81102	27	66632	22	147734	24	127830	43	116094	38	243924	40	129464	44	109804	36	239268	40
		C	11919	4	10867	4	22786	4	48198	16	38033	12	86231	14	22662	8	18538	6	41200	7
		Total	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100
English	603222	A	222667	75	243558	79	466225	77	129687	44	154245	50	283932	47	157483	53	184785	60	342268	57
		B	63061	21	53651	17	116712	19	121941	41	115251	38	237192	39	119029	40	105362	34	224391	37
		C	10234	3	10051	3	20285	3	44334	15	37764	12	82098	14	19450	7	17113	6	36563	6
		Total	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100
Maths	603222	A	225081	76	247283	80	472364	78	138593	47	172896	56	311489	52	166654	56	200751	65	367405	61
		B	58506	20	47994	16	106500	18	117351	40	102828	33	220179	37	109446	37	88881	29	198327	33
		C	12375	4	11983	4	24358	4	40018	14	31536	10	71554	12	19862	7	17628	6	37490	6
		Total	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100
Science	603222	A	224297	76	246736	80	471033	78	133301	45	163918	53	297219	49	160695	54	192701	63	353396	59
		B	60722	21	50231	16	110953	18	119386	40	109061	35	228447	38	115726	39	97906	32	213632	35
		C	10943	4	10293	3	21236	4	43275	15	34281	11	77556	13	19541	7	16653	5	36194	6
		Total	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100
Social	603222	A	222985	75	248301	81	471286	78	126860	43	166003	54	292863	49	153648	52	193588	63	347236	58
		B	64273	22	51226	17	115499	19	121365	41	106632	35	227997	38	123348	42	98683	32	222031	37
		C	8704	3	7733	3	16437	3	47737	16	34625	11	82362	14	18966	6	14989	5	33955	6
		Total	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100	295962	100	307260	100	603222	100

Class V

Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
		A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
Boys	199580	67	75423	25	20959	7	188487	64	81168	27	26307	9	199082	67	74896	25	21984	7	199580
Girls	209292	68	74439	24	23529	8	205016	67	76211	25	26033	8	213964	70	70258	23	23038	8	209292
Total	408872	68	149862	25	44488	7	393503	65	157379	26	52340	9	413046	68	145154	24	45022	7	408872

Class V

Gender	Assessed	Health & Yoga						Co-Curricular					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	295962	197145	66.61	75658	25.56	23159	7.82	191074	64.56	77616	26.22	27272	9.21
Girls	307260	211165	68.73	71734	23.35	24361	7.93	207178	67.43	72749	23.68	27333	8.9
Total	603222	408310	67.69	147392	24.43	47520	7.88	398252	66.02	150365	24.93	54605	9.05

(b). Details of Learners' Achievements, class-wise and subject-wise for Classes VI-VIII for last term/quarter/month. I Quarter – October 2013

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

15246

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

(a) Science

419

(b) Mathematics

452

Class VI

Subject	No. of Children Assessed	Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
			Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	678689	A	172217	52	214132	61	386349	57	45099	14	58172	17	103271	15	54559	17	75110	21	129669	19
		B	110153	33	97110	28	207263	31	63633	19	79249	23	142882	21	99124	30	120462	34	219586	32
		C	35470	11	28245	8	63715	9	87649	27	95638	27	183287	27	129613	39	117865	34	247478	36
		D	11096	3	10266	3	21362	3	132554	40	116694	33	249248	37	45640	14	36316	10	81956	12
		Total	328936	100	349753	100	678689	100	328935	100	349753	100	678688	100	328936	100	349753	100	678689	100
English	678689	A	183799	56	221484	63	405283	60	53839	16	64027	18	117866	17	64088	19	80825	23	144913	21
		B	103819	32	93709	27	197528	29	67204	20	79898	23	147102	22	105767	32	125031	36	230798	34
		C	30991	9	24389	7	55380	8	90306	27	98648	28	188954	28	120143	37	111815	32	231958	34
		D	10327	3	10171	3	20498	3	117587	36	107180	31	224767	33	38938	12	32082	9	71020	10
		Total	328936	100	349753	100	678689	100	328936	100	349753	100	678689	100	328936	100	349753	100	678689	100
Maths	678689	A	192881	59	234652	67	427533	63	63370	19	82541	24	145911	22	75226	23	102789	29	178015	26
		B	95461	29	81438	23	176899	26	69819	21	84139	24	153958	23	105102	32	121479	35	226581	33
		C	28597	9	22047	6	50644	7	84856	26	89168	25	174024	26	110393	34	95447	27	205840	30
		D	11997	4	11616	3	23613	3	110891	34	93905	27	204796	30	38215	12	30038	9	68253	10
		Total	328936	100	349753	100	678689	100	328936	100	349753	100	678689	100	328936	100	349753	100	678689	100
Science	678689	A	189120	57	230190	66	419310	62	56172	17	70012	20	126184	19	66863	20	87289	25	154152	23
		B	99432	30	85242	24	184674	27	67276	20	80872	23	148148	22	106846	32	126427	36	233273	34
		C	29563	9	23068	7	52631	8	88898	27	97432	28	186330	27	117286	36	105245	30	222531	33
		D	10821	3	11253	3	22074	3	116590	35	101437	29	218027	32	37941	12	30792	9	68733	10
		Total	328936	100	349753	100	678689	100	328936	100	349753	100	678689	100	328936	100	349753	100	678689	100
Social	678689	A	191035	58	234554	67	425589	63	60412	18	83369	24	143781	21	74382	23	107664	31	182046	27
		B	101217	31	85610	24	186827	28	72387	22	91550	26	163937	24	106130	32	122746	35	228876	34
		C	29078	9	22505	6	51583	8	86432	26	88594	25	175026	26	112135	34	91869	26	204004	30
		D	7606	2	7084	2	14690	2	109705	33	86240	25	195945	29	36289	11	27474	8	63763	9
		Total	328936	100	349753	100	678689	100	328936	100	349753	100	678689	100	328936	100	349753	100	678689	100

Classes VI to VIII

FA	Grade	SA	Grade	Total	Grade
33 - 40	A	49 - 60	A	81 - 100	A
25 - 32	B	37 - 48	B	61 - 80	B
17 - 24	C	25 - 36	C	41 - 60	C
0 - 16	D	0 - 24	D	0 - 40	D

Class VI

Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
		A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
Boys	328936	181117	55	104273	32	43546	13	181387	55	102184	31	45365	14	191713	58	96565	29	40658	12
Girls	349753	193330	55	108823	31	47600	14	204988	59	100508	29	44257	13	216670	62	93258	27	39825	11
Total	678689	374447	55	213096	31	91146	13	386375	57	202692	30	89622	13	408383	60	189823	28	80483	12

Class VI

Gender	Assessed	Health & Yoga						Co-Curricular					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	328936	188398	57	97763	30	42775	13	182903	56	99823	30	46210	14
Girls	349753	211214	60	96481	28	42058	12	207293	59	97143	28	45317	13
Total	678689	399612	59	194244	29	84833	13	390196	57	196966	29	91527	13

Class VII

Subject	No. of Children Assessed	Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
			Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	730118	A	185349	52	234040	62	419389	57	48920	14	64165	17	113085	15	59533	17	84564	23	144097	20
		B	119726	34	102743	27	222469	30	70947	20	88419	24	159366	22	111176	31	135720	36	246896	34
		C	38238	11	28055	7	66293	9	98195	28	107023	29	205218	28	137675	39	120786	32	258461	35
		D	12045	3	9922	3	21967	3	137296	39	115153	31	252449	35	46974	13	33690	9	80664	11
		Total	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100
English	730118	A	196265	55	239360	64	435625	60	56304	16	66675	18	122979	17	66499	19	83047	22	149546	20
		B	114925	32	100177	27	215102	29	69202	19	80486	21	149688	21	111146	31	132989	35	244135	33
		C	33272	9	24393	7	57665	8	95955	27	106138	28	202093	28	135644	38	125948	34	261592	36
		D	10896	3	10830	3	21726	3	133897	38	121461	32	255358	35	42069	12	32776	9	74845	10
		Total	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100
Maths	730118	A	208588	59	254673	68	463261	63	62980	18	77860	21	140840	19	76158	21	100069	27	176227	24
		B	104544	29	86321	23	190865	26	77292	22	93436	25	170728	23	120646	34	142631	38	263277	36
		C	29466	8	21650	6	51116	7	98088	28	106462	28	204550	28	120275	34	103188	28	223463	31
		D	12760	4	12116	3	24876	3	116998	33	97002	26	214000	29	38279	11	28872	8	67151	9
		Total	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100
Science	730118	A	203266	57	248619	66	451885	62	58922	17	72241	19	131163	18	71204	20	93083	25	164287	23
		B	108495	31	90921	24	199416	27	73718	21	88937	24	162655	22	115095	32	139435	37	254530	35
		C	31190	9	22431	6	53621	7	96423	27	106108	28	202531	28	127914	36	111836	30	239750	33
		D	12407	3	12789	3	25196	3	126295	36	107474	29	233769	32	41145	12	30406	8	71551	10
		Total	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100
Social	730118	A	205067	58	255376	68	460443	63	63064	18	91913	25	154977	21	77687	22	118751	32	196438	27
		B	110784	31	90144	24	200928	28	79438	22	101791	27	181229	25	117495	33	136994	37	254489	35
		C	31161	9	22068	6	53229	7	96073	27	97621	26	193694	27	122747	35	94583	25	217330	30
		D	8346	2	7172	2	15518	2	116783	33	83435	22	200218	27	37429	11	24432	7	61861	8
		Total	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100	355358	100	374760	100	730118	100

Class VII

Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
		A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
Boys	355358	196943	55	111314	31	47101	13	194720	55	110738	31	49900	14	206283	58	103963	29	45112	13
Girls	374760	209131	56	115673	31	49956	13	219319	59	108498	29	46943	13	232904	62	99629	27	42227	11
Total	730118	406074	56	226987	31	97057	13	414039	57	219236	30	96843	13	439187	60	203592	28	87339	12

Class VII

Gender	Assessed	Health & Yoga						Co-Curricular					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	355358	203807	57	104833	30	46718	13	196887	55	107396	30	51075	14
Girls	374760	226562	60	103467	28	44731	12	220615	59	105118	28	49027	13
Total	730118	430369	59	208300	29	91449	13	417502	57	212514	29	100102	14

Class VIII

Subject	No. of Children Assessed	Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
			Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	781712	A	201726	53	253058	64	454784	58	56585	15	73975	19	130560	17	69543	18	97947	25	167490	21
		B	127919	33	104456	26	232375	30	80135	21	98997	25	179132	23	121609	32	145684	37	267293	34
		C	41561	11	29391	7	70952	9	104985	27	112433	28	217418	28	142864	37	119987	30	262851	34
		D	12547	3	11054	3	23601	3	142048	37	112554	28	254602	33	49737	13	34341	9	84078	11
		Total	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100
English	781712	A	213583	56	259559	65	473142	61	65732	17	79649	20	145381	19	77025	20	98162	25	175187	22
		B	121123	32	100304	25	221427	28	74972	20	86377	22	161349	21	116207	30	136667	34	252874	32
		C	36215	9	26072	7	62287	8	97847	26	104978	26	202825	26	144312	38	129764	33	274076	35
		D	12832	3	12024	3	24856	3	145202	38	126955	32	272157	35	46209	12	33366	8	79575	10
		Total	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100
Maths	781712	A	227025	59	274320	69	501345	64	74039	19	94499	24	168538	22	89110	23	119664	30	208774	27
		B	111515	29	89646	23	201161	26	84792	22	101698	26	186490	24	128310	33	146552	37	274862	35
		C	31964	8	21741	5	53705	7	102713	27	105493	27	208206	27	126672	33	102150	26	228822	29
		D	13249	3	12252	3	25501	3	122209	32	96269	24	218478	28	39661	10	29593	7	69254	9
		Total	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100
Science	781712	A	225535	59	273492	69	499027	64	75107	20	93710	24	168817	22	90069	23	118941	30	209010	27
		B	111970	29	88676	22	200646	26	85975	22	101399	25	187374	24	126668	33	144416	36	271084	35
		C	32826	9	23098	6	55924	7	101727	27	103719	26	205446	26	125834	33	103577	26	229411	29
		D	13422	4	12693	3	26115	3	120944	32	99131	25	220075	28	41182	11	31025	8	72207	9
		Total	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100
Social	781712	A	225642	59	279892	70	505534	65	82366	21	123665	31	206031	26	100406	26	155509	39	255915	33
		B	115838	30	88292	22	204130	26	93057	24	112727	28	205784	26	127695	33	135499	34	263194	34
		C	33063	9	21929	6	54992	7	97868	26	89854	23	187722	24	117774	31	82921	21	200695	26
		D	9210	2	7846	2	17056	2	110462	29	71713	18	182175	23	37878	10	24030	6	61908	8
		Total	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100	383753	100	397959	100	781712	100

Class VIII

Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
		A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
Boys	383753	215237	56	118316	31	47670	12	211791	55	117855	31	54107	14	223704	58	111938	29	48111	13
Girls	397959	224867	57	121857	31	45220	11	235233	59	113342	28	49384	12	250162	63	104211	26	43586	11
Total	781712	440104	56	240173	31	92890	12	447024	57	231197	30	103491	13	473866	61	216149	28	91697	12

Class VIII

Gender	Assessed	Health & Yoga						Co-Curricular					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	383753	220681	58	113134	29	49938	13	213585	56	115188	30	54980	14
Girls	397959	242348	61	109347	27	46264	12	237662	60	110026	28	50271	13
Total	781712	463029	59	222481	28	96202	12	451247	58	225214	29	105251	13

* Upper Pry: Grades A= 80%and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

Part-II

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

1. Number of classrooms (teaching) observed by the CRCCs in the last quarter:
Range: 3000 to 16000

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month / twice a month

39268

(ii) Once in two months

3091

(iii) Once in three months

1380

(iv) Once in four to six months

1387

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

- Usage of dictionary
- Phonetics and its importance.
- Individual attention must be focused on low achievement students.
- Effective usage of TLM in classes.
- Effective implementation of SABL in classes I to IV
- Designing more activities to promote speaking with meaningful sentences.
- Providing opportunities to children to read Story Books other than Textbooks.

Number %

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

32	-
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5. (a) How many schools are having less than 60% coverage of the syllabus ?

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

- In the present Trimester system coverage of positions are well planned.

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

0

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

- **Does not arise**

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.

- Monitoring the BRTEs work.
- Conducting Teachers' training and clarifying the doubts of teachers.
- Conducting Block coordination meeting and HMs meeting and Consolidation of Block activities, Survey data, monitoring the functioning of Day Care centres, KGBVs and Special Training Centres.
- Monitoring the academic performances of students.
- Analyzing the results of Learning Assessment made in schools in September / October and creating awareness among teachers to bestow individual attention to students especially those showing poor achievement levels.

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

413

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

5

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

- (i) Onsite support in every classroom to teachers and interaction with children in the classroom with the teachers.
- (ii) Guiding the teachers in developing appropriate activities in various subjects
- (iii) Co-ordinating with BRC Supervisors and other BRTEs and CRTEs in creating a model class in every CRC / BRC training classes.
- (iv) Discussing with the teachers on the subjects which are difficult for children / teachers to explain or to understand the concepts and finding a suitable method.

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

- During first visit to schools every month CRTE / BRTE conduct assessment of all children in reading and writing skills in English and Tamil and in basic arithmetic using age, class, subject specific tools developed by them.
- Achievement charts maintained by teachers in every SABL classrooms.
- CCE records.
- Periodical assessments and subsequent visits.
- Monitoring the students' Cumulative record through Quality monitoring tools.

- Monitoring the Performance Standards of Children in their Personal Hygiene and Campus Cleanliness, Effective utilization of Available Resource Materials and developing Leadership among Children through the record of AdEPTS.

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

3

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

15%

(c) List major issues emerging from the programmes.

- 3 to 5 % of teachers absent to the training programmes.
- Teachers attending late to the programmes
- Schedule of the programmes during working days of schools.
- Teachers requested for term syllabus oriented training.
- Schedule of training programmes sometimes prior to festival and religious occasions.

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

10

(ii) Science

23

(iii) Social Science

18

(iv) Language

37

(v) Arts Education

4

(vi) Health and Physical Education

21

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

57%

(c) List major issues emerging from the programmes.

- Children's achievement level in Maths and Language (English) is very low. The training programme should be suitably designed to address these issues.
- Professional enhancement programmes are to be organized.
- The content of the training is in general, syllabus oriented and methodology oriented trainings are to be arranged.
- Skill development programmes for developing and designing age / class / subject specific activities are to be arranged.

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. 30
- f) The institutions involved - **DIET and all BRC's**
- g) Members of 'quality' monitoring **3 in District Project Offices**
- h) Role of BRC/CRC in quality monitoring - **Visiting schools facilitating teachers conducting model classes, verifying school level formats and School Management Committee formats.**
- i) Role of DPO in 'quality' monitoring - **Discussion with Block level Officials and conducting a review – discussion on initiating remedial course of action based on quality monitoring information's.**
2. What kind of 'quality interventions' were provided at district level in the last quarter?
- (a) Training of resource persons on RTE Act 2009 30
- (b) Training of Resource Persons on Pedagogy and Assessment 30
- (c) Training of SMC members on 'School Development Plan' Under planning
- (d) Training of 'Educators' for special training of children admitted to age-appropriate classes Under planning
3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district. Number of districts providing interventions
- (a) Once in a month 30
- (b) Once in two months
- (c) Once in three months
- (d) Once in four-six months
4. Field visits (schools) by DPOs during last quarter:
- (a) Number of schools visited by DPOs on an average in October 2013 – **23 schools per month.**
- (b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.
- Children lacking in reading and writing in Tamil and English Languages
 - Improving the average attendance of below 60% schools.
 - Focussing on schools with strength of 20 children in primary schools for increasing the enrollment.
 - Motivating the teachers to show individual attention to each child. .

5. Conducting review of the improvement observed among children during this quarter compare to previous quarter.

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

Mostly ✓	Sometimes	Never
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(b) If there are problems, give details

- No problem is reported.
- District Project Co-ordinators are having good rapport with DIET principal and faculties.

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

1. Analysing the District monitoring format and Conducting block level review to improve the performance.
2. Based on the report of BRC and CRC, designing training for teachers.

Part-V

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

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

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

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

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

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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
ALM guide to teachers	Upper Primary	2011
SABL guide to teachers.	Primary	2012
CCE General guidance to teachers and subjectwise activity guide.	Primary & Upper Primary	2012

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	4088	3688
BRCs	413	402

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

(a) DIETs: Involvement

- All training programmes
- Development of modules
- Conduct of State level Achievement test
- Quality monitoring tools, implementation and review.

Problems

- Insufficiency of teachers in DIET and SCERT to render full support – planned to address the state in this regard.

(b) SCERT: Involvement

- Present Director, SCERT has previous experience in SSA, provides full support.
- Director of SCERT, all Joint Directors and faculties render full coordination and cooperation in all activities.

Problems

NIL

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

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

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

Yes	No✓
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(c) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)

Formation is under process

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

- Emphasizes the SABL process in all schools with full spirit.
- Implementing the activities recorded in AWP&B 2013-14.
- Implementing CCE with full spirit in all class rooms.
- Taking utmost care to implement QMT in all Schools/Cluster/Block/District/State
- Initiating activities to assess all students' achievement once in a quarter by BRTE/CRTE
- Initiating early literacy programme.
- Implementing access programme

(c) Progress of these programmes during the quarter

All activities are in progress and monthly review is conducted at State and District level

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

- During September 2013, all children in Classes II to VIII, 50 % of Primary and Upper primary schools in the state were assessed in reading writing in languages and in basic arithmetic.
- Based on the outcome - which revealed 30% of children are lagging behind – child wise remedial course and activities are initiated by teachers.
- Through these assessment teachers are made aware of the status of achievement level of children in all schools. In October 2013, the same assessment was done in the remaining 50% of schools.

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

A process to help teachers

- To promote the learning of mathematics in upper primary classes more easily by using kits and following activity based methods.
- A process to facilitate teachers in conducting demonstration in science and providing lab facilities in all upper primary schools.
- To arrange personality skill development programmes for District and State level Officials.

Place: Chennai - 6
Date: 02 .12.2013

State Project Director