

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter Under Report	:	I	II	III	IV
Period of quarter Jan to April				✓	

Year :	2013	-	14
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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 Post (as per RTE norms)	
a). Primary	i). Regular	118746	5865
	ii). Contractual		
b). Upper Primary	i). Regular	77008	7414
	ii). Contractual		

Section B: Attendance Information

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

Month: April 2014.

Class	Boys			Girls			Total		
	Above 80 %	60 to 79 %	Below 60 %	Above 80 %	60 to 79 %	Below 60 %	Above 80 %	60 to 79 %	Below 60 %
1	34398	727	2303	34666	679	2083	36257	618	553
2	34255	681	2338	34515	576	2183	36189	528	557
3	34459	553	2231	34595	552	2096	36244	441	558
4	34595	499	2104	34680	454	2064	36258	364	576
5	34568	459	2103	34845	378	1907	36192	352	586
6	14633	310	1186	14912	237	980	15647	240	242
7	14545	307	1162	14879	233	902	15557	244	213
8	14510	330	1146	14842	200	944	15550	226	210

5. Number of Children with Special Needs (CWSN) in government schools in the State. (as on April 2014)

98668

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

- Instigating child friendly atmosphere in the class rooms.
- Creating awareness by conducting periodical meeting with parents SMC and VEC members.
- Conducting Awareness Rally.
- Providing adequate opportunities to children to engage themselves in Computer Aided Learning (CAL) activities.
- Making the public aware of all the welfare schemes of the government especially the 14 priceless materials provided to school students.
- Arranging cultural activities to highlight the importance of education in every village.
- Enriching CCE activities especially co-scholastic activities in the classroom to draw the attention of students.

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

Boys : Girls : Total :

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

Own schools	Other centers (NGO)	Residential centers	Any Other
3194	842	243	KGBV 61 NCLP 287 State Govt. Hostel 333 Total 681

Section C: Curriculum Transaction

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

45001 schools are distributed books before re-opening.

Within one week	Within one month	After one month
521	NIL	NIL

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

- DPC Conducts special meeting to DEEOs & AEEOs during every quarter and make them monitor effectively on distribution of textbooks before the reopening of schools.
- DPC ensures the timely issue of textbooks while BRTes visit to schools on the reopening day.
- Chairman Text book society / Principle Secretary School education / State Project Director holds special review meetings to ensure the delivery of books to all centres in time. One Joint Director is nominated to each District and he is monitoring the activities of the district starting from the distribution of Text books. This is monitoring by primary section school education every month.

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

Details	Received %	Utilized %
Percentage of Primary Teachers	TLM Grant not approved by PAB	
Percentage of Upper Primary Teachers		

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

- ❖ Teaching through Activities utilizing Computers, Laptops & Teaching Learning Materials.
- ❖ Making use of dictionary in English class rooms.
- ❖ Conducting special care for the late bloomers.
- ❖ Creating conducive atmosphere by exposing the children to simple commands and sentences in English to enhance communication skills.
- ❖ Conducting Science experiments related to the topics.
- ❖ Enhancing Peer group activities in all levels.
- ❖ Highlighting the optimistic value of the children in all aspects.
- ❖ Improving the comprehending skill of the students by teaching through Audio Visual Aids available in the schools.
- ❖ Adopting the valuable strategies given in the various training programmes conducted in CRC & BRC.

12. Specific efforts ma making classrooms inclusive (CWSN)

- ❖ Conducting IED-HUB meetings in schools where IED children are enrolled
- ❖ Teaching with TLM like three dimensional pictures to make them feel by touching objects.
- ❖ Paying Special attention to children with SLD (Slow Learning Disability)
- ❖ Creating Opportunity to CWSN to get involved in all classroom activities.
- ❖ Providing a well designed class room with various educational kits.
- ❖ Educating the children in accordance with their disability.
- ❖ Avoiding the isolation of the children completely.
- ❖ Making use of Individual Education plan (IEP) properly.
- ❖ Maintaining the monthly growth chart of children regularly.
- ❖ Ensuring the receipt of scholarships and various aids / equipments extended to the children with special needs

Section D: Continuous and Comprehensive Evaluation

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

- ❖ Visiting the schools in regular intervals to monitor all the aspects of schools.
- ❖ Checking the cleanliness maintained in the school campus, classroom activities with Teachers Support called ADEPTS.
- ❖ Assessing the achievement level of the students in Reading, Writing and Arithmetic.
- ❖ Verifying the various activities of CCE.
- ❖ Suggesting remedial measures to make the late bloomers learn properly.
- ❖ Conducting State Level & National Level Achievement Tests to know the performance of the children as per the instruction of the State.

Section E: Teacher Training

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

- Spoken English and Communication Skill training enables teachers and students to converse in English confidently.
- Child Rights and Protection Training have created awareness among the students to identify the difference between good touch and bad touch and also their rights in the society.
- Mapping skill training has developed how to use Atlas.
- Reinforcement training on CCE has helped the teacher to involve all the activities and all the aspects of evaluation.
- Social equity training becomes an eye opener for the children to overcome their discrimination at all levels.

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

- Trainee & Trainer Modules may be supplied on or before the training
- Innovative and highly qualitative Trainings may be provided.
- Trainings may be intended to raise the teaching quality of the teachers and the learning status of the children.
- English and Tamil grammar Trainings may be provided.
- Adequate training Programmes should be arranged involve in all the teachers.
- Need based training like preparing e-content based on contents of the subjects and Training on SUPW (Socially Useful and Productive Work).

Section F: Functioning of SMC

16. Number of schools having School Management Committees (SMCs) in the State.	No. of %		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">41918</td> <td style="padding: 5px;">94</td> </tr> </table>	41918	94
41918	94		
17.(a). Number of schools where School Development Plans have been prepared.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">37814</td> <td style="padding: 5px;">85</td> </tr> </table>	37814	85
37814	85		
(b). Number of schools involving SMCs in preparation of this plan.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">38896</td> <td style="padding: 5px;">87</td> </tr> </table>	38896	87
38896	87		
(c). Action taken on schools that did not involve SMCs.			
❖ Involved in developing plans during 2014-15.			

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

42339

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

❖ Will be covered during 2014-15

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.

No. of %

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

28880

ii). Number of schools in State with low pupil achievement level

Will be analysed in detail later

SCHOLASTIC SKILL QMT TERM III - CLASS I

Subject	No. of Children Assessed		Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)						
	Boys	Girls		Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	
	Total																					
Tamil	257143	270068	527211	A	182418	71%	199348	74%	381766	72%	146861	57%	164943	61%	311804	59%	159924	62%	178708	66%	338632	64%
				B	65095	25%	61023	23%	126118	24%	86513	34%	83199	31%	169712	32%	83361	32%	78252	29%	161613	31%
				C	9630	4%	9697	4%	19327	4%	23769	9%	21926	8%	45695	9%	13858	5%	13108	5%	26966	5%
				Total	257143	100%	270068	100%	527211	100%	257143	100%	270068	100%	527211	100%	257143	100%	270068	100%	527211	100%
English	257143	270068	527211	A	169631	66%	188112	70%	357743	68%	141409	55%	158155	59%	299564	57%	152195	59%	170869	63%	323064	61%
				B	75236	29%	70012	26%	145248	28%	90452	35%	88401	33%	178853	34%	88882	35%	83689	31%	172571	33%
				C	12276	5%	11944	4%	24220	5%	25282	10%	23512	9%	48794	9%	16066	6%	15510	6%	31576	6%
				Total	257143	100%	270068	100%	527211	100%	257143	100%	270068	100%	527211	100%	257143	100%	270068	100%	527211	100%
Maths	257143	270068	527211	A	182771	71%	198801	74%	381572	72%	154194	60%	170194	63%	324388	62%	165258	64%	182220	67%	347478	66%
				B	64007	25%	60537	22%	124544	24%	80275	31%	78825	29%	159100	30%	77422	30%	74015	27%	151437	29%
				C	10365	4%	10730	4%	21095	4%	22674	9%	21049	8%	43723	8%	14463	6%	13833	5%	28296	5%
				Total	257143	100%	270068	100%	527211	100%	257143	100%	270068	100%	527211	100%	257143	100%	270068	100%	527211	100%
EVS	257143	270068	527211	A	183664	71%	199718	74%	383382	73%	151303	59%	167512	62%	318815	60%	164136	64%	180855	67%	344991	65%
				B	61059	24%	57809	21%	118868	23%	82960	32%	80838	30%	163798	31%	76889	30%	73495	27%	150384	29%
				C	12420	5%	12541	5%	24961	5%	22880	9%	21718	8%	44598	8%	16118	6%	15718	6%	31836	6%
				Total	257143	100%	270068	100%	527211	100%	257143	100%	270068	100%	527211	100%	257143	100%	270068	100%	527211	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

QMT – Coscholastic Skill – Term – III

Class - I

Gender	Assessed	Physical Education						Life Skill					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	253361	180977	71	58799	23	13585	5	176525	70	61797	24	15039	6
Girls	262539	189790	72	58996	22	13753	5	188780	72	59468	23	14291	5
Total	515900	370767	72	117795	23	27338	5	365305	71	121265	24	29330	6

Gender	Assessed	Attitude & Values						Health & Yoga					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	253361	178720	71	60308	24	14333	6	179714	71	59166	23	14481	6
Girls	262539	190756	73	57748	22	14035	5	190734	73	57475	22	14330	5
Total	515900	369476	72	118056	23	28368	5	370448	72	116641	23	28811	6

Gender	Assessed	Co-Curricular					
		A	%	B	%	C	%
Boys	253361	178347	70	58513	23	16501	7
Girls	262539	189640	72	56307	21	16592	6
Total	515900	367987	71	114820	22	33093	6

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

**SCHOLASTIC SKILL
QMT TERM III - CLASS II**

Subject	No. of Children Assessed		Grade	Formative Assessment(40)				Summative Assessment(60)				Assessment(100)										
	Boys	Girls		Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	
Tamil	251212	264674	515886	A	187650	75%	207600	78%	395250	77%	146145	58%	172126	65%	318271	62%	161531	64%	186404	70%	347935	67%
				B	56030	22%	49780	19%	105810	21%	83899	33%	74936	28%	158835	31%	78163	31%	67608	26%	145771	28%
				C	7532	3%	7294	3%	14826	3%	21168	8%	17612	7%	38780	8%	11518	5%	10662	4%	22180	4%
				Total	251212	100%	264674	100%	515886	100%	251212	100%	264674	100%	515886	100%	251212	100%	264674	100%	515886	100%
English	251212	264674	515886	A	172627	69%	193254	73%	365881	71%	123579	49%	145793	55%	269372	52%	140744	56%	164653	62%	305397	59%
				B	68583	27%	61705	23%	130288	25%	99930	40%	95046	36%	194976	38%	95203	38%	86283	33%	181486	35%
				C	10002	4%	9715	4%	19717	4%	27703	11%	23835	9%	51538	10%	15265	6%	13738	5%	29003	6%
				Total	251212	100%	264674	100%	515886	100%	251212	100%	264674	100%	515886	100%	251212	100%	264674	100%	515886	100%
Maths	251212	264674	515886	A	187241	75%	205226	78%	392467	76%	145224	58%	164750	62%	309974	60%	161002	64%	181672	69%	342674	66%
				B	55198	22%	50800	19%	105998	21%	83596	33%	79986	30%	163582	32%	77462	31%	71017	27%	148479	29%
				C	8773	3%	8648	3%	17421	3%	22392	9%	19938	8%	42330	8%	12748	5%	11985	5%	24733	5%
				Total	251212	100%	264674	100%	515886	100%	251212	100%	264674	100%	515886	100%	251212	100%	264674	100%	515886	100%
EVS	251212	264674	515886	A	187971	75%	205468	78%	393439	76%	153039	61%	175703	66%	328742	64%	166234	66%	188751	71%	354985	69%
				B	52214	21%	47896	18%	100110	19%	75199	30%	68506	26%	143705	28%	70104	28%	61813	23%	131917	26%
				C	11027	4%	11310	4%	22337	4%	22974	9%	20465	8%	43439	8%	14874	6%	14110	5%	28984	6%
				Total	251212	100%	264674	100%	515886	100%	251212	100%	264674	100%	515886	100%	251212	100%	264674	100%	515886	100%

Class – II

Gender	Assessed	Physical Education				Life Skill							
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	249417	182317	73	55245	22	11855	5	177491	71	58812	24	13114	5
Girls	260448	191497	74	56705	22	12246	5	190208	73	57590	22	12650	5
Total	509865	373814	73	111950	22	24101	5	367699	72	116402	23	25764	5

Gender	Assessed	Attitude & Values				Health & Yoga							
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	249417	178971	72	57605	23	12841	5	179424	72	56913	23	13080	5
Girls	260448	192532	74	55435	21	12481	5	192603	74	54901	21	12944	5
Total	509865	371503	73	113040	22	25322	5	372027	73	111814	22	26024	5

Gender	Assessed	Co-Curricular					
		A	%	B	%	C	%
Boys	249417	177895	71	55841	22	15681	6
Girls	260448	191686	74	54240	21	14522	6
Total	509865	369581	72	110081	22	30203	6

**SCHOLASTIC SKILL
QMT TERM III - CLASS III**

Subject	No. of Children Assessed			Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
	Boys	Girls	Total		Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%
Tamil	263683	276567	540250	A	194435	74%	216951	78%	411386	76%	136554	52%	166472	60%	303026	56%	155438	59%	185331	67%	340769	63%
				B	61189	23%	52090	19%	113279	21%	99189	38%	87885	32%	187074	35%	94332	36%	79513	29%	173845	32%
				C	8059	3%	7526	3%	15585	3%	27940	11%	22210	8%	50150	9%	13913	5%	11723	4%	25636	5%
				Total	263683	100%	276567	100%	540250	100%	263683	100%	276567	100%	540250	100%	263683	100%	276567	100%	540250	100%
English	263683	276567	540250	A	177955	67%	201745	73%	379700	70%	114998	44%	139881	51%	254879	47%	134728	51%	162070	59%	296798	55%
				B	75105	28%	64687	23%	139792	26%	113515	43%	107071	39%	220586	41%	111175	42%	98914	36%	210089	39%
				C	10623	4%	10135	4%	20758	4%	35170	13%	29615	11%	64785	12%	17780	7%	15583	6%	33363	6%
				Total	263683	100%	276567	100%	540250	100%	263683	100%	276567	100%	540250	100%	263683	100%	276567	100%	540250	100%
Maths	263683	276567	540250	A	196418	74%	215901	78%	412319	76%	136858	52%	158733	57%	295591	55%	157807	60%	180778	65%	338585	63%
				B	57652	22%	51240	19%	108892	20%	98467	37%	93037	34%	191504	35%	90867	34%	82154	30%	173021	32%
				C	9613	4%	9426	3%	19039	4%	28358	11%	24797	9%	53155	10%	15009	6%	13635	5%	28644	5%
				Total	263683	100%	276567	100%	540250	100%	263683	100%	276567	100%	540250	100%	263683	100%	276567	100%	540250	100%
Science	263683	276567	540250	A	193182	73%	213644	77%	406826	75%	122301	46%	148963	54%	271264	50%	144993	55%	172936	63%	317929	59%
				B	57832	22%	50635	18%	108467	20%	107775	41%	99202	36%	206977	38%	100029	38%	86958	31%	186987	35%
				C	12669	5%	12288	4%	24957	5%	33607	13%	28402	10%	62009	11%	18661	7%	16673	6%	35334	7%
				Total	263683	100%	276567	100%	540250	100%	263683	100%	276567	100%	540250	100%	263683	100%	276567	100%	540250	100%
SScience	263680	276562	540242	A	192718	73%	213976	77%	406694	75%	138175	52%	165711	60%	303886	56%	155857	59%	184052	67%	339909	63%
				B	59609	23%	51338	19%	110947	21%	96009	36%	86076	31%	182085	34%	90725	34%	77367	28%	168092	31%
				C	11353	4%	11248	4%	22601	4%	29496	11%	24775	9%	54271	10%	17098	6%	15143	5%	32241	6%
				Total	263680	100%	276562	100%	540242	100%	263680	100%	276562	100%	540242	100%	263680	100%	276562	100%	540242	100%

Class – III

Gender	Assessed	Physical Education						Life Skill					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	262281	191200	73	58728	22	12353	5	184773	70	63344	24	14164	5
Girls	272494	201127	74	58685	22	12682	5	199083	73	60144	22	13267	5
Total	534775	392327	73	117413	22	25035	5	383856	72	123488	23	27431	5

Gender	Assessed	Attitude & Values						Health & Yoga					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	262281	187761	72	61019	23	13501	5	188266	72	60318	23	13697	5
Girls	272494	202046	74	57809	21	12639	5	201969	74	57454	21	13071	5
Total	534775	389807	73	118828	22	26140	5	390235	73	117772	22	26768	5

Gender	Assessed	Co-Curricular					
		A	%	B	%	C	%
Boys	262281	186819	71	60026	23	15436	6
Girls	272494	200721	74	56950	21	14823	5
Total	534775	387540	72	116976	22	30259	6

SCHOLASTIC SKILL
QMT TERM III - CLASS IV

Subject	No. of Children Assessed	Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
			Boys		Girls		Total	Total%	Boys		Girls		Total	Total%	Boys		Girls		Total	Total%
			Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%
Tamil	280866 292145 573011	A	212574	76%	235054	80%	447628	78%	138430	49%	173929	60%	312359	55%	161713	58%	196316	67%	358029	62%
		B	60453	22%	49855	17%	110308	19%	109585	39%	93630	32%	203215	35%	107893	38%	83559	29%	191452	33%
		C	7839	3%	7236	2%	15075	3%	32851	12%	24586	8%	57437	10%	11260	4%	12270	4%	23530	4%
		D	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	280866	100%	292145	100%	573011	100%	280866	100%	292145	100%	573011	100%	280866	100%	292145	100%	573011	100%
English	280866 292145 573011	A	193197	69%	217160	74%	410357	72%	122490	44%	152423	52%	274913	48%	144826	52%	175943	60%	320769	56%
		B	76417	27%	64687	22%	141104	25%	120333	43%	109073	37%	229406	40%	117402	42%	100463	34%	217865	38%
		C	11252	4%	10298	4%	21550	4%	38043	14%	30649	10%	68692	12%	18638	7%	15739	5%	34377	6%
		D	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	280866	100%	292145	100%	573011	100%	280866	100%	292145	100%	573011	100%	280866	100%	292145	100%	573011	100%
Maths	280866 292145 573011	A	212925	76%	232133	79%	445058	78%	130600	47%	153971	53%	284571	50%	157380	56%	182727	63%	340107	59%
		B	58644	21%	50736	17%	109380	19%	115133	41%	107659	37%	222792	39%	107209	38%	94518	32%	201727	35%
		C	9297	3%	9276	3%	18573	3%	35133	13%	30515	10%	65648	11%	16277	6%	14900	5%	31177	5%
		D	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	280866	100%	292145	100%	573011	100%	280866	100%	292145	100%	573011	100%	280866	100%	292145	100%	573011	100%
Science	280866 292145 573011	A	210779	75%	231626	79%	442405	77%	138904	49%	169658	58%	308562	54%	162105	58%	192187	66%	354292	62%
		B	58047	21%	48753	17%	106800	19%	106389	38%	93472	32%	199861	35%	100036	36%	83256	29%	183292	32%
		C	12040	4%	11766	4%	23806	4%	35573	13%	29015	10%	64588	11%	18725	7%	16702	6%	35427	6%
		D	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	280866	100%	292145	100%	573011	100%	280866	100%	292145	100%	573011	100%	280866	100%	292145	100%	573011	100%
SScience	280859 292137 572996	A	209437	75%	231040	79%	440477	77%	125545	45%	153527	53%	279072	49%	151000	54%	181139	62%	332139	58%
		B	60500	22%	50618	17%	111118	19%	117076	42%	106949	37%	224025	39%	111912	40%	95271	33%	207183	36%
		C	10922	4%	10479	4%	21401	4%	38238	14%	31661	11%	69899	12%	17947	6%	15727	5%	33674	6%
		D	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	280859	100%	292137	100%	572996	100%	280859	100%	292137	100%	572996	100%	280859	100%	292137	100%	572996	100%

Class - IV

Gender	Assessed	Physical Education						Life Skill					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	278438	206956	74	59436	21	12046	4	199673	72	64828	23	13937	5
Girls	287868	215504	75	59865	21	12499	4	213815	74	61326	21	12727	4
Total	566306	422460	75	119301	21	24545	4	413488	73	126154	22	26664	5

Gender	Assessed	Attitude & Values						Health & Yoga					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	278438	202803	73	62255	22	13380	5	203209	73	61668	22	13561	5
Girls	287868	216943	75	58556	20	12369	4	216099	75	58876	20	12893	4
Total	566306	419746	74	120811	21	25749	5	419308	74	120544	21	26454	5

Gender	Assessed	Co-Curricular					
		A	%	B	%	C	%
Boys	278438	201038	72	61640	22	15760	6
Girls	287868	215115	75	58444	20	14309	5
Total	566306	416153	73	120084	21	30069	5

SCHOLASTIC SKILL
QMT TERM III - CLASS V

Subject	No. of Children Assessed			Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
	Boys	Girls	Total		Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%
Tamil	298011	309324	607335	A	224120	75%	249641	81%	473761	78%	127595	43%	166892	54%	294487	48%	154564	52%	194616	63%	349180	57%
				B	64626	22%	51491	17%	116117	19%	121952	41%	107188	35%	229140	38%	123895	42%	99231	32%	223126	37%
				C	9265	3%	8192	3%	17457	3%	48464	16%	35244	11%	83708	14%	19552	7%	15477	5%	35029	6%
				Total	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%
English	298011	309324	607335	A	203999	68%	230990	75%	434989	72%	120686	41%	154018	50%	274704	45%	144716	49%	179975	58%	324691	53%
				B	81544	27%	66982	22%	148526	24%	128426	43%	116670	38%	245096	40%	130040	44%	110294	36%	240334	40%
				C	12468	4%	11352	4%	23820	4%	48899	16%	38636	12%	87535	14%	23255	8%	19055	6%	42310	7%
				Total	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%
Maths	298011	309324	607335	A	223831	75%	244848	79%	468679	77%	130504	44%	155160	50%	285664	47%	158372	53%	185877	60%	344249	57%
				B	63445	21%	53937	17%	117382	19%	122517	41%	115818	37%	238335	39%	119666	40%	105866	34%	225532	37%
				C	10735	4%	10539	3%	21274	4%	44990	15%	38346	12%	83336	14%	19973	7%	17581	6%	37554	6%
				Total	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%
Science	298011	309324	607335	A	226281	76%	248607	80%	474888	78%	139374	47%	173799	56%	313173	52%	167561	56%	201828	65%	369389	61%
				B	58822	20%	48241	16%	107063	18%	117956	40%	103423	33%	221379	36%	110023	37%	89374	29%	199397	33%
				C	12908	4%	12476	4%	25384	4%	40681	14%	32102	10%	72783	12%	20427	7%	18122	6%	38549	6%
				Total	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%
SScience	298011	309324	607335	A	225495	76%	248074	80%	473569	78%	134119	45%	164862	53%	298981	49%	161660	54%	193752	63%	355412	59%
				B	61055	20%	50495	16%	111550	18%	119960	40%	109619	35%	229579	38%	116253	39%	98417	32%	214670	35%
				C	11461	4%	10755	3%	22216	4%	43932	15%	34843	11%	78775	13%	20098	7%	17155	6%	37253	6%
				Total	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%	298011	100%	309324	100%	607335	100%

Class – V

Gender	Assessed	Physical Education						Life Skill					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	295484	222833	75	60072	20	12579	4	215466	73	65925	22	14093	5
Girls	305203	231770	76	60427	20	13006	4	230145	75	61738	20	13320	4
Total	600687	454603	76	120499	20	25585	4	445611	74	127663	21	27413	5

Gender	Assessed	Attitude & Values						Health & Yoga					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	295484	219739	74	62301	21	13444	5	219983	74	61856	21	13645	5
Girls	305203	233634	77	58758	19	12811	4	232977	76	59174	19	13052	4
Total	600687	453373	75	121059	20	26255	4	452960	75	121030	20	26697	4

Gender	Assessed	Co-Curricular					
		A	%	B	%	C	%
Boys	295484	217710	74	62393	21	15381	5
Girls	305203	232074	76	58532	19	14597	5
Total	600687	449784	75	120925	20	29978	5

(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:

16246

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

a). Science

378

b). Mathematics

407

SCHOLASTIC SKILL
QMT TERM III - CLASS VI

Subject	No. of Children Assessed			Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
	Boys	Girls	Total		Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%
Tamil	332139	354350	686489	A	192748	58%	236967	67%	429715	63%	60969	18%	84150	24%	145119	21%	75046	23%	108659	31%	183705	27%
				B	101937	31%	86580	24%	188517	27%	72998	22%	92511	26%	165509	24%	106961	32%	124111	35%	231072	34%
				C	29243	9%	22693	6%	51936	8%	87108	26%	89593	25%	176701	26%	113024	34%	92983	26%	206007	30%
				D	8211	2%	8110	2%	16321	2%	111064	33%	88096	25%	199160	29%	37108	11%	28597	8%	65705	10%
				Total	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	100%
English	332139	354350	686489	A	173749	52%	216615	61%	390364	57%	45505	14%	58698	17%	104203	15%	55036	17%	75819	21%	130855	19%
				B	110963	33%	98126	28%	209089	30%	64209	19%	80146	23%	144355	21%	99994	30%	121876	34%	221870	32%
				C	35737	11%	28470	8%	64207	9%	88370	27%	96737	27%	185107	27%	130568	39%	119177	34%	249745	36%
				D	11690	4%	11139	3%	22829	3%	134055	40%	118769	34%	252824	37%	46541	14%	37478	11%	84019	12%
				Total	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	100%
Maths	332139	354350	686489	A	185447	56%	223906	63%	409353	60%	54327	16%	64613	18%	118940	17%	64652	19%	81589	23%	146241	21%
				B	104570	31%	94765	27%	199335	29%	67723	20%	80675	23%	148398	22%	106556	32%	126365	36%	232921	34%
				C	31205	9%	24592	7%	55797	8%	90958	27%	99709	28%	190667	28%	121158	36%	113125	32%	234283	34%
				D	10917	3%	11087	3%	22004	3%	119131	36%	109353	31%	228484	33%	39773	12%	33271	9%	73044	11%
				Total	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	100%
Science	332139	354350	686489	A	194413	59%	237379	67%	431792	63%	63959	19%	83412	24%	147371	21%	75897	23%	103850	29%	179747	26%
				B	96284	29%	82268	23%	178552	26%	70304	21%	85006	24%	155310	23%	105860	32%	122769	35%	228629	33%
				C	28818	9%	22219	6%	51037	7%	85549	26%	90170	25%	175719	26%	111229	33%	96517	27%	207746	30%
				D	12624	4%	12484	4%	25108	4%	112327	34%	95762	27%	208089	30%	39153	12%	31214	9%	70367	10%
				Total	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	100%
Science	332139	354350	686489	A	190784	57%	232844	66%	423628	62%	56709	17%	70666	20%	127375	19%	67451	20%	88190	25%	155641	23%
				B	100124	30%	86141	24%	186265	27%	67743	20%	81682	23%	149425	22%	107629	32%	127696	36%	235325	34%
				C	29762	9%	23214	7%	52976	8%	89490	27%	98493	28%	187983	27%	118235	36%	106542	30%	224777	33%
				D	11469	3%	12151	3%	23620	3%	118197	36%	103509	29%	221706	32%	38824	12%	31922	9%	70746	10%
				Total	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	100%	332139	100%	354350	100%	686489	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					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	332019	206194	62	94878	29	30947	9	206521	62	93768	28	31730	10
Girls	351900	221721	63	98849	28	31330	9	230102	65	92368	26	29430	8
Total	683919	427915	63	193727	28	62277	9	436623	64	186136	27	61160	9

Gender	Assessed	Attitude & Values						Health & Yoga					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	332019	211242	64	90248	27	30529	9	211263	64	90115	27	30641	9
Girls	351900	234335	67	88809	25	28756	8	234004	66	89074	25	28822	8
Total	683919	445577	65	179057	26	59285	9	445267	65	179189	26	59463	9

Gender	Assessed	Co-Curricular					
		A	%	B	%	C	%
Boys	332019	210211	63	89483	27	32325	10
Girls	351900	232907	66	88448	25	30545	9
Total	683919	443118	65	177931	26	62870	9

SCHOLASTIC SKILL
QMT TERM III - CLASS VII

Subject	No. of Children Assessed			Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
	Boys	Girls	Total		Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%
Tamil	359064	378903	737967	A	207023	58%	257910	68%	464933	63%	63662	18%	92853	25%	156515	21%	78445	22%	120020	32%	198465	27%
				B	111699	31%	90947	24%	202646	27%	80062	22%	102783	27%	182845	25%	118479	33%	138308	37%	256787	35%
				C	31356	9%	22213	6%	53569	7%	96805	27%	98459	26%	195264	26%	123774	34%	95300	25%	219074	30%
				D	8986	3%	7833	2%	16819	2%	118535	33%	84808	22%	203343	28%	38366	11%	25275	7%	63641	9%
				Total	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%
English	359064	378903	737967	A	187006	52%	236221	62%	423227	57%	49279	14%	64737	17%	114016	15%	60018	17%	85382	23%	145400	20%
				B	120789	34%	103820	27%	224609	30%	71581	20%	89343	24%	160924	22%	112165	31%	137074	36%	249239	34%
				C	38541	11%	28260	7%	66801	9%	99017	28%	107962	28%	206979	28%	138897	39%	121844	32%	260741	35%
				D	12728	4%	10602	3%	23330	3%	139187	39%	116861	31%	256048	35%	47984	13%	34603	9%	82587	11%
				Total	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%
Maths	359064	378903	737967	A	198066	55%	241651	64%	439717	60%	56788	16%	67277	18%	124065	17%	67113	19%	83817	22%	150930	20%
				B	115972	32%	101246	27%	217218	29%	69795	19%	81234	21%	151029	20%	112082	31%	134277	35%	246359	33%
				C	33480	9%	24536	6%	58016	8%	96710	27%	107046	28%	203756	28%	136936	38%	127205	34%	264141	36%
				D	11546	3%	11470	3%	23016	3%	135771	38%	123346	33%	259117	35%	42933	12%	33604	9%	76537	10%
				Total	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%
Science	359064	378903	737967	A	210561	59%	257183	68%	467744	63%	63492	18%	78522	21%	142014	19%	76781	21%	100952	27%	177733	24%
				B	105417	29%	87154	23%	192571	26%	77907	22%	94289	25%	172196	23%	121747	34%	144021	38%	265768	36%
				C	29646	8%	21800	6%	51446	7%	98879	28%	107442	28%	206321	28%	121407	34%	104200	28%	225607	31%
				D	13440	4%	12766	3%	26206	4%	118786	33%	98650	26%	217436	29%	39129	11%	29730	8%	68859	9%
				Total	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%
SScience	359064	378903	737967	A	205106	57%	251031	66%	456137	62%	59446	17%	72971	19%	132417	18%	71846	20%	94037	25%	165883	22%
				B	109457	30%	91846	24%	201303	27%	74297	21%	89738	24%	164035	22%	116018	32%	140695	37%	256713	35%
				C	31447	9%	22617	6%	54064	7%	97107	27%	107053	28%	204160	28%	129106	36%	112967	30%	242073	33%
				D	13054	4%	13409	4%	26463	4%	128214	36%	109141	29%	237355	32%	42094	12%	31204	8%	73298	10%
				Total	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%	359064	100%	378903	100%	737967	100%

Class - VII

Gender	Assessed	Physical Education						Life Skill					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	358675	223342	62	101827	28	33506	9	222292	62	101522	28	34861	10
Girls	376728	238575	63	105738	28	32415	9	246986	66	98488	26	31254	8
Total	735403	461917	63	207565	28	65921	9	469278	64	200010	27	66115	9

Gender	Assessed	Attitude & Values						Health & Yoga					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	358675	227707	63	97555	27	33413	9	227681	63	97529	27	33465	9
Girls	376728	252942	67	94184	25	29602	8	250934	67	95036	25	30758	8
Total	735403	480649	65	191739	26	63015	9	478615	65	192565	26	64223	9

Gender	Assessed	Co-Curricular					
		A	%	B	%	C	%
Boys	358675	224912	63	97799	27	35964	10
Girls	376728	248607	66	95452	25	32669	9
Total	735403	473519	64	193251	26	68633	9

SCHOLASTIC SKILL
OMT TERM III - CLASS VIII

Subject	No. of Children Assessed			Grade	Formative Assessment(40)						Summative Assessment(60)						Assessment(100)					
	Boys	Girls	Total		Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%	Boys	Boys%	Girls	Girls%	Total	Total%
	Tamil	386863	401699		788562	A	227083	59%	282219	70%	509302	65%	83018	21%	124582	31%	207600	26%	101150	26%	156707	39%
				B	116554	30%	88918	22%	205472	26%	93623	24%	113599	28%	207222	26%	128493	33%	136639	34%	265132	34%
				C	33236	9%	22067	5%	55303	7%	98466	25%	90615	23%	189081	24%	118478	31%	83544	21%	202022	26%
				D	9990	3%	8495	2%	18485	2%	111756	29%	72903	18%	184659	23%	38742	10%	24809	6%	63551	8%
				Total	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%
English	386863	401699	788562	A	203003	52%	255107	64%	458110	58%	57087	15%	74571	19%	131658	17%	70120	18%	98736	25%	168856	21%
				B	128743	33%	105258	26%	234001	30%	80632	21%	99846	25%	180478	23%	122342	32%	146937	37%	269279	34%
				C	41791	11%	29602	7%	71393	9%	105585	27%	113271	28%	218856	28%	143674	37%	120814	30%	264488	34%
				D	13326	3%	11732	3%	25058	3%	143559	37%	114011	28%	257570	33%	50727	13%	35212	9%	85939	11%
				Total	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%
Maths	386863	401699	788562	A	214948	56%	261660	65%	476608	60%	66261	17%	80210	20%	146471	19%	77551	20%	98929	25%	176480	22%
				B	121844	32%	101033	25%	222877	28%	75380	19%	87042	22%	162422	21%	116828	30%	137700	34%	254528	32%
				C	36476	9%	26310	7%	62786	8%	98356	25%	105744	26%	204100	26%	145203	38%	130811	33%	276014	35%
				D	13595	4%	12696	3%	26291	3%	146866	38%	128703	32%	275569	35%	47281	12%	34259	9%	81540	10%
				Total	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%
Science	386863	401699	788562	A	228442	59%	276505	69%	504947	64%	74726	19%	95258	24%	169984	22%	89879	23%	120635	30%	210514	27%
				B	112217	29%	90422	23%	202639	26%	85345	22%	102562	26%	187907	24%	129203	33%	147797	37%	277000	35%
				C	32194	8%	21893	5%	54087	7%	103332	27%	106317	26%	209649	27%	127310	33%	102918	26%	230228	29%
				D	14010	4%	12879	3%	26889	3%	123460	32%	97562	24%	221022	28%	40471	10%	30349	8%	70820	9%
				Total	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%
Science	386863	401699	788562	A	227082	59%	275720	69%	502802	64%	75795	20%	94440	24%	170235	22%	90782	23%	119931	30%	210713	27%
				B	112601	29%	89354	22%	201955	26%	86519	22%	102268	25%	188787	24%	127447	33%	145572	36%	273019	35%
				C	33008	9%	23273	6%	56281	7%	102297	26%	104471	26%	206768	26%	126488	33%	104356	26%	230844	29%
				D	14172	4%	13352	3%	27524	3%	122252	32%	100520	25%	222772	28%	42146	11%	31840	8%	73986	9%
				Total	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%	386863	100%	401699	100%	788562	100%

Class – VIII

Gender	Assessed	Physical Education						Life Skill					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	386091	242676	63	108148	28	35267	9	240899	62	108474	28	36718	10
Girls	397580	254241	64	109398	28	33941	9	263109	66	102093	26	32378	8
Total	783671	496917	63	217546	28	69208	9	504008	64	210567	27	69096	9

Gender	Assessed	Attitude & Values						Health & Yoga					
		A	%	B	%	C	%	A	%	B	%	C	%
Boys	386091	244995	63	105067	27	36029	9	245744	64	104273	27	36074	9
Girls	397580	268752	68	97424	25	31404	8	267519	67	98353	25	31708	8
Total	783671	513747	66	202491	26	67433	9	513263	65	202626	26	67782	9

Gender	Assessed	Co-Curricular					
		A	%	B	%	C	%
Boys	386091	244489	63	103724	27	37878	10
Girls	397580	265430	67	98404	25	33746	8
Total	783671	509919	65	202128	26	71624	9

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:

<i>Number of times visits were made to each school</i>	<i>Number of CRCCs visiting</i>
(i). Once in a month	45126
(ii). Once in two months	-
(iii). Once in three months	-
(iv). Once in four to six months	-

3. Suggestions provided by the CRCCs to improve classroom teaching and action taken thereon.

- Ensuring the reflection of SSA trainings in classrooms
- Reinforcing Teaching through projects and simple experiments, Maths Kit, TLM effectively.
- Insisting to Teach according to the level and ability of the children
- Proper remedial measures are taken to improve the standard of late bloomers for slow learners.
- Teachers are asked to be thorough in the subject they teach.

4. Number of schools not maintaining records of pupils' progress in the schools (No. of %)

0	
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5. (a). How many schools are having less than 60% Coverage of the syllabus ? (No. of %)

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

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

Nil

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

Part-III

**(To be consolidated by DPO using information from BMF Part III filled up
by
BRCCs of all blocks)**

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

- Schools which need extra academic support are visited more than twice by the co-coordinators.
- The overall academic / nonacademic activities of the school such as reading, Writing, basic arithmetic skills maintaining the health and hygiene of the students and environmental cleanliness are monitored by the BRCCs.
- Ensuring the conduct of VEC and SMC meetings at regular intervals and providing suggestions wherever necessary.
- Imparting adequate trainings to improve quality of education.
- Facilitating the teachers in teaching learning process.
- Taking part in VEC meeting and giving suggestions.

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.

5

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

- Periodic visit of BRTEs along with AEEO to monitor the teaching learning process.
- Special focus given on the usage of SLM kit box and Computer.
- Linking life oriented mathematical problems with text books sums.
- Making the children explain the concepts of text by taking them to field trips
- Monitoring the Monthly Achievement Tests and State Level Achievement Survey.

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

- ❖ Achievement chart in SABL classes.
- ❖ Achievement charts are verified to see whether the children attain the level in time.
- ❖ CCE records are being verified.
- ❖ Visiting schools regularly and checking the reading activity of students.
- ❖ The existing CCE records were scrutinized based on the performance of the students
- ❖ Monitoring CAL records to increase the usage of computers.
- ❖ Checking the LSRW skills of each student individuality
- ❖ Monitoring of each child based on methodology
- ❖ Monthly Assessment

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

Nil

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

60%

(c). List five major issues emerging from the programmes.

- The title of the CRC / BRC training should be informed to schools at earlier. So that they can send their teachers accordingly
- It is better to avoid the trainings on special occasions
- Teachers expect training on week days not in week end.
- Late arrival of modules may be addressed

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	1
(ii) Science	1
(iii) Social Science	1
(iv) Language	1
(v) Arts Education	1
(vi) Health and Physical Education	1

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

60%

c).List major issues emerging from the programmes.

- As 40% teachers to be called for training selection of teacher is difficult.
- Content of the training is not enough for the whole day
- Implementing training content in schools.
- Science experiments training should be given to science teachers only.
- Language teachers expect exclusive language enhancement training.
- Single teacher present in the school are unable to attend the training programmes.

PART IV

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

1. Do you have a 'quality monitoring' mechanism at the district level? If yes,

30

(a)The institutions involved

SSA, Block Resource Centres. DIET Members of 'quality monitoring' District and Block Level Officials , CEO, ACEO, DEO, DEEO, AEEO, BRTEs

(b)Members of 'quality monitoring'

(c)Block Supervisor in charges and all BRTE's, DPO, DIET : CEO, ACEO,APO, DEEO, Supervisor, AEEO

(d)Role of BRC/CRC in quality monitoring

- ❖ Ensures quality in classroom process
- ❖ Providing quality training as per the instructions from the District Office.
- ❖ Ensuring effective implementation of quality monitoring tools in school.
- ❖ Facilitating teachers in 'AdEPTS' , improving Achievement levels of children through regular assessments, conducting SLAS and NAS as per instructions.
- ❖ Analysing the reports /findings and discuss with teachers
- ❖ Regular Monitoring conduct of SLAS and NAS

(e) Role of DPO in quality monitoring

Random visit of schools and Blocks and reviewing the Activities of SSA
Frequent visit to low performing Schools, special class to children in poor performing
Schools. Giving guidelines and monitoring. Assessing, Reading, Writing, Arithmetic
skill and creativity of students.

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

- (a). Training of resource persons on RTE Act 2009 /
- (b). Training of Resource Persons on Pedagogy and Assessment /
- (c). Training of SMC members on 'School Development Plan' /
- (d). Training of 'Educators' for special training of children admitted to age-appropriate classes. /

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

- (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: 20

- (a). Number of schools visited by DPOs on an average
- (b). Feedback from field on 'quality: State three priority areas, where intervention in next quarter is required.
 - ❖ Computer gadgets to be used properly in all schools by maintaining the problems in the gadgets.
 - ❖ English writing skills to be improved among children and Little effort could be given to improve Mathematic skills
 - ❖ CWSN children could be given more attention..
 - ❖ Still we need to create awareness among the parents to show attention to their children in their learning process

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

If there are problems, give details	Number of districts co-ordinating		
	Mostly	Sometimes	Never
Nil	✓		

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

- Apart from Teachers Training Programme it would be added value in the monitoring programme if the DIET supports us in the academic visits to schools and give valuable suggestions to improve the teaching learning process in the schools of the Districts
- Skill based training in language, CAL and CCE training could be given to Upper Primary Level.
- Monitoring students for assessment achievement and SLAS, District Level meeting, Training and Block level training.

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?

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

In every quarter, the Text Books are updated by the authors and Reviewers before printings.

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
ALM guide to teachers	Upper Primary	2011/ 2014
SABL guide to teachers.	Primary	2012 / 2013 / 2014
CCE General guidance to teachers and subject wise activity guide.	Primary & Upper Primary	2012

4. Status of CRCs/BRCs in the State:

Details	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	4088	3688
BRCs	401	401

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

(a) DIETs:

i). Involvement:

- All training programmes
- Development of modules
- Conduct of State level Achievement test
- Quality monitoring tools, implementation and review.
- Visiting Schools and supporting teachers and block level functionaries.

ii). Problems :

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

(b) SCERT:

i). 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.

ii). 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).

Least	1	2	3	4	5	Greatest
CRCs				√		
BRCs				√		
DIETs			√			
DPO				√		
SCERT					√	

yes

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

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

❖ Formation of SRG 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.
- ❖ Strengthening the monitoring process
- ❖ Initiating special activities to improve achievement levels of children in Science and Maths learning in upper primary schools.

(b) 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.
- ❖ Teachers are made aware of the status of achievement level of children in their schools..

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

- ❖ 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.

Date:

State Project Director.