

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter Under Report	:	I	II	III	IV
Period of quarter July to September			√		

Year :

2014	-	15
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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 :4088BRC: 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

125248

2593

ii). Contractual

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b). Upper Primary

i). Regular

85460

2217

ii). Contractual

Section B: Attendance Information

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

Month: September 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	34437	844	2199	34694	813	1973	36420	718	342
2	34430	741	2244	34786	639	1990	36469	579	367
3	34635	695	2102	34856	581	1995	36579	525	328
4	34743	588	2047	34987	501	1890	36585	444	349
5	34860	533	1908	35029	445	1827	36614	364	323
6	14863	310	1184	15183	232	942	15979	233	145
7	14762	301	1159	15053	244	925	15869	212	141
8	14766	287	1168	15091	255	875	15869	209	143

5. Number of Children with Special Needs (CWSN)

in government & Aided schools in the State. (As on September 2014)

136290

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

(School wise response is recorded in the Box)

1. Creating a child friendly atmosphere in the classrooms

25445

2. Creating awareness by conducting periodical meeting with parents

SMC and VEC members

31926

3. Conducting awareness Rally

24563

4. Providing adequate opportunities to children to engage themselves in Computer Aided Learning (CAL) activities

13998

5. Making the public aware of all the welfare schemes of the government especially the 14 priceless materials provided to school students.

15799

6. Arranging cultural activities to highlight the importance of education in every village	9210
7. Enriching CCE activities especially co-scholastic activities in the classroom to draw the attention of students	10433
8. Children can be encouraged by giving appreciation in the assembly and distributing prizes in Independence Day/Republic day celebrations.	8563
9. students who are not regular in attendance can be given door- to – door counseling	7220
10. Children with regular attendance can be made as a leader so that others will get motivated.	4716

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

Boys : 23083 Girls : 19162 Total : 42245

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

Own schools (Direct Enrollment)	Other centers (NGO) Residential	Non Residential centers	Any Other
6332	7623	15889	KGBV - 1498 NCLP – 6682 (IE OSC) - 4221 Total - 12401

Section C: Curriculum Transaction

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

Before reopening of school in every term	Within one week	Within one month	After one month
45150	298	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 through BRTes visits to schools on the reopening day.

- Principle Secretary School education / State Project Director / Chairman Text book society 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/she is monitoring the activities of the district starting from the placing indent of Text books. This is monitored by Elementary Education and School Education Department 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.

1. Making use of dictionary in English class	23464
2. Creating conducive atmosphere by exposing the children to simple commands and sentences in English.	23966
3. Conducting Science experiments related to the topics.	19382
4. Improving the comprehending skill of the students by teaching through Audio Visual Aids available in the schools.	14198
5. Teaching through Activities utilizing Computers, Laptops & Teaching Learning Materials	11791
6. Enhancing Peer group activities in all levels	11926
7. Adopting the valuable strategies given in the various training programmes conducted in CRC & BRC.	8997
8. Conducting assessment in audio-visual will improve the listening Skill	4591
9. Conducting memory game in order to remember hard words, years and scientists name.	4143
10. Conducting special care for the late bloomers.	5112

12. Specific efforts making classrooms inclusive (CWSN)

Avoiding the isolation of the children completely.	20801
1. Making use of Individual Education plan (IEP) properly.	21800
2. Maintaining the monthly growth chart of children regularly.	14961
3. TLM like three dimensional pictures and teaching them by touching and feeling the objects.	12822

4. CWSN are mainstreamed in the regular class and they are given with special intervention extra time.	10264
5. Ensuring the receipt of scholarships and various aids / equipment's extended to the children with special needs	6882
6. Providing a well-designed classroom with various educational kits	5306
7. Creating opportunity to CWSN to get involved in all classroom activities.	6183
8. Conducting IED-HUB meetings in schools where IED children are enrolled	2534
9. Paying special attention to children with SLD (Slow Learning Disability)	3623

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 activities of schools.
- Checking the cleanliness maintained in the school campus, classroom activities with Teachers Support through ADEPTS.
- Assessing the achievement level of the students periodically twice in a year August and next February in Reading, Writing and Arithmetic and create awareness among teachers on the importance of bestowing individual attention to each child's learning process.
- Verifying the various activities of CCE and suggesting new ideas.
- Suggesting remedial measures to make the late bloomers learn easily.
- Conducting State Level & National Level Achievement Tests and analysing the findings to know the performance of the children as per the instruction of the State and guiding to teachers to initiate strategies for improving the attain and levels of each child.

Section E: Teacher Training

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

1. Spoken English and Communication Skill training enables teachers and students to converse in English confidently	21901
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2. Child Rights and Protection Training have created awareness among the students to indentify the difference between good touch and bad touch and also their rights in the society	22693
3. Mapping skill training has developed how to use atlas and to locate different Nations, States and locations easily.	18689
4. Reinforcement training on CCE has helped the teacher to involve all the activities and all the aspects of evaluation	19378
5. Social equity training becomes an eye opener for the children to overcome their discrimination at all levels	12014
6. Simple Science experiments training given is much useful for doing simple experiments in the classroom which creates interest among children	12719
7. Developing Arithmetic skill and usage of math kit training is used to make the children to understand basic concepts through activities.	12880
8. Arts and craft training often used in classroom for FA(a) Activities	8074
9. Tamil and English reading skill training makes the teachers to enrich the reading skill among the children	8679
10. The activities suggested for enhancing the level of English learning in every class room through activities suggested during training conducted in coordination with British Council and UNICEF are practiced in every classroom which provides the children more interactive abilities in improving language skills.	3622

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

1. Trainee & Trainer Modules may be supplied on or before the training	23092
2. Innovative and highly qualitative trainings may be provided	25452
3. Trainings may be intended to raise the teaching quality of the teachers and the learning status of the children	19847
4. English and Tamil grammar trainings may be provided.	18014
5. Adequate training programmes should be arranged involving all the teachers.	13716
6. Need based training like preparing e-content based on contents of the subjects and training on SUPW (Socially Useful and Productive Work)	11059

Section F: Functioning of SMC

16. Number of schools having School Management

No. of Committees (SMCs) in the State.

42833	95%
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17.(a). Number of schools where School Development Plans have been prepared.

43240	96%
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(b). Number of schools involving SMCs in preparation of this plan.

42851	95%
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(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.

42606

(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. %

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

45126	100
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ii). Number of schools in State with low pupil achievement level.

- Table attached

**SCHOLASTIC SKILL
QMT TERM I - 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	%	No	%	
Tamil	248579	261394	509973	A	179907	72%	197216	75%	377123	73.95%	148231	59.63%	168051	64.29%	316282	62.02%	159390	64%	179853	69%	339243	67%
				B	61030	25%	56476	22%	117506	23.04%	80568	32.41%	76063	29.10%	156631	30.71%	77352	31%	70792	27%	148144	29%
				C	7642	3%	7702	3%	15344	3.01%	19780	7.96%	17280	6.61%	37060	7.27%	11837	5%	10749	4%	22586	4%
				Total	248579	100%	261394	100%	509973	100%	248579	100%	261394	100%	509973	100%	248579	100%	261394	100%	509973	100%
English	248579	261394	509973	A	168217	68%	186980	72%	355197	69.65%	142924	57.50%	160921	61.56%	303845	59.58%	152257	61%	171702	66%	323959	64%
				B	70294	28%	64804	25%	135098	26.49%	84821	34.12%	81810	31.30%	166631	32.68%	82462	33%	76962	29%	159424	31%
				C	10068	4%	9610	4%	19678	3.86%	20834	8.38%	18663	7.14%	39497	7.75%	13860	6%	12730	5%	26590	5%
				Total	248579	100%	261394	100%	509973	100%	248579	100%	261394	100%	509973	100%	248579	100%	261394	100%	509973	100%
Maths	248579	261394	509973	A	180510	73%	196975	75%	377485	74.02%	155633	62.61%	173070	66.21%	328703	64.46%	165270	66%	183223	70%	348493	68%
				B	60012	24%	56161	21%	116173	22.78%	75499	30.37%	72290	27.66%	147789	28.98%	71740	29%	67077	26%	138817	27%
				C	8057	3%	8258	3%	16315	3.20%	17447	7.02%	16034	6.13%	33481	6.57%	11569	5%	11094	4%	22663	4%
				Total	248579	100%	261394	100%	509973	100%	248579	100%	261394	100%	509973	100%	248579	100%	261394	100%	509973	100%
EVS	248579	261394	509973	A	182054	73%	198455	76%	380509	74.62%	152781	61.46%	170397	65.19%	323178	63.37%	163892	66%	182028	70%	345920	68%
				B	57175	23%	53547	20%	110722	21.71%	78143	31.44%	74498	28.50%	152641	29.93%	71926	29%	67011	26%	138937	27%
				C	9350	4%	9392	4%	18742	3.68%	17655	7.10%	16499	6.31%	34154	6.70%	12761	5%	12355	5%	25116	5%
				Total	248579	100%	261394	100%	509973	100%	248579	100%	261394	100%	509973	100%	248579	100%	261394	100%	509973	100%

CLASSES - I-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 – I

CLASS – I

Class	Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
			A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
1	Boys	496889	348525	70	114433	23	33931	7	337591	68	123482	25	35816	7	348570	70	116543	23	31776	6
	Girls	522384	374923	72	114552	22	32909	6	369617	71	120118	23	32649	6	378666	72	113021	22	30697	6
	Total	1019273	723448	71	228985	22	66840	7	707208	69	243600	24	68465	7	727236	71	229564	23	62473	6

Class	Gender	Assessed	Health & Yoga						Co-Curricular					
			A	%	B	%	C	%	A	%	B	%	C	%
1	Boys	496889	348018	70	113089	23	35782	7	342232	69	115589	23	270246	54
	Girls	522384	377017	72	110818	21	34549	7	371876	71	112855	22	263363	50
	Total	1019273	725035	71	223907	22	70331	7	714108	70	228444	22	533609	52

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
OMT TERM I - 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	
	Boys	Girls	Total		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	255495	267341	522836	A	193482	76%	212903	80%	406385	78%	156085	61%	182432	68%	338517	65%	169123	66%	194403	73%	363526	70%
				B	54321	21%	47503	18%	101824	19%	80072	31%	69300	26%	149372	29%	74713	29%	63171	24%	137884	26%
				C	7692	3%	6935	3%	14627	3%	19338	8%	15609	6%	34947	7%	11659	5%	9767	4%	21426	4%
				Total	255495	100%	267341	100%	522836	100%	255495	100%	267341	100%	522836	100%	255495	100%	267341	100%	522836	100%
English	255495	267341	522836	A	181469	71%	201569	75%	383038	73%	137328	54%	160426	60%	297754	57%	152377	60%	176064	66%	328441	63%
				B	64665	25%	57279	21%	121944	23%	94239	37%	86805	32%	181044	35%	88712	35%	78918	30%	167630	32%
				C	9361	4%	8493	3%	17854	3%	23928	9%	20110	8%	44038	8%	14406	6%	12359	5%	26765	5%
				Total	255495	100%	267341	100%	522836	100%	255495	100%	267341	100%	522836	100%	255495	100%	267341	100%	522836	100%
Maths	255495	267341	522836	A	194717	76%	212106	79%	406823	78%	157483	62%	177348	66%	334831	64%	171521	67%	191783	72%	363304	69%
				B	53171	21%	48134	18%	101305	19%	79406	31%	73873	28%	153279	29%	72387	28%	65313	24%	137700	26%
				C	7607	3%	7101	3%	14708	3%	18606	7%	16120	6%	34726	7%	11587	5%	10245	4%	21832	4%
				Total	255495	100%	267341	100%	522836	100%	255495	100%	267341	100%	522836	100%	255495	100%	267341	100%	522836	100%
EVS	255495	267341	522836	A	195664	77%	212839	80%	408503	78%	160499	63%	183593	69%	344092	66%	172993	68%	195214	73%	368207	70%
				B	50966	20%	45865	17%	96831	19%	75718	30%	66973	25%	142691	27%	69706	27%	60525	23%	130231	25%
				C	8865	3%	8637	3%	17502	3%	19278	8%	16775	6%	36053	7%	12796	5%	11602	4%	24398	5%
				Total	255495	100%	267341	100%	522836	100%	255495	100%	267341	100%	522836	100%	255495	100%	267341	100%	522836	100%

**CO SCHOLASTIC SKILL
CLASS – II**

Class	Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
			A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
2	Boys	510381	369308	72	109518	21	31555	6	359509	70	119484	23	31388	6	369406	72	112826	22	28149	6
	Girls	534060	396191	74	108356	20	29513	6	391876	73	114172	21	28012	5	400946	75	107672	20	25442	5
	Total	1044441	765499	73	217874	21	61068	6	751385	72	233656	22	59400	6	770352	74	220498	21	53591	5

Class	Gender	Assessed	Health & Yoga						Co-Curricular					
			A	%	B	%	C	%	A	%	B	%	C	%
2	Boys	510381	368709	72	109746	22	31926	6	361370	71	113989	22	263000	52
	Girls	534060	399673	75	105385	20	29002	5	393545	74	108641	20	249156	47
	Total	1044441	768382	74	215131	21	60928	6	754915	72	222630	21	512156	49

**SCHOLASTIC SKILL
QMT TERM I - 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		Boys		Girls		Total	
					No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	262484	274778	537262	A	197390	75%	219036	80%	416426	78%	145921	56%	176268	64%	322189	60%	161992	62%	191646	70%	353638	66%
				B	57606	22%	49042	18%	106648	20%	92122	35%	79702	29%	171824	32%	87750	33%	72230	26%	159980	30%
				C	7488	3%	6700	2%	14188	3%	24441	9%	18808	7%	43249	8%	12742	5%	10902	4%	23644	4%
				Total	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%
English	262484	274778	537262	A	182256	69%	204757	75%	387013	72%	122771	47%	148610	54%	271381	51%	140659	54%	168290	61%	308949	58%
				B	70140	27%	60956	22%	131096	24%	109316	42%	101379	37%	210695	39%	105127	40%	92190	34%	197317	37%
				C	10088	4%	9065	3%	19153	4%	30397	12%	24789	9%	55186	10%	16698	6%	14298	5%	30996	6%
				Total	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%
Maths	262484	274778	537262	A	199587	76%	217740	79%	417327	78%	142549	54%	164938	60%	307487	57%	161714	62%	184718	67%	346432	64%
				B	54543	21%	49100	18%	103643	19%	95226	36%	88466	32%	183692	34%	86816	33%	77273	28%	164089	31%
				C	8354	3%	7938	3%	16292	3%	24709	9%	21374	8%	46083	9%	13954	5%	12787	5%	26741	5%
				Total	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%
Science	262484	274778	537262	A	195218	74%	214962	78%	410180	76%	136837	52%	162481	59%	299318	56%	155300	59%	181485	66%	336785	63%
				B	54075	21%	47147	17%	101222	19%	95876	37%	86752	32%	182628	34%	88259	34%	75876	28%	164135	31%
				C	13191	5%	12669	5%	25860	5%	29771	11%	25545	9%	55316	10%	18925	7%	17417	6%	36342	7%
				Total	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%
SScience	262484	274778	537262	A	196481	75%	216963	79%	413444	77%	145763	56%	172642	63%	318405	59%	162132	62%	188756	69%	350888	65%
				B	55143	21%	47795	17%	102938	19%	91264	35%	81170	30%	172434	32%	84411	32%	71838	26%	156249	29%
				C	10860	4%	10020	4%	20880	4%	25457	10%	20966	8%	46423	9%	15941	6%	14184	5%	30125	6%
				Total	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%	262484	100%	274778	100%	537262	100%

**CO SCHOLASTIC SKILL
CLASS – III**

Class	Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
			A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
3	Boys	524435	378383	72	112476	21	33576	6	367240	70	123991	24	33204	6	380222	73	115173	22	29040	6
	Girls	549114	406370	74	110023	20	32721	6	404293	74	115824	21	28997	5	415445	76	108150	20	25519	5
	Total	1073549	784753	73	222499	21	66297	6	771533	72	239815	22	62201	6	795667	74	223323	21	54559	5

Class	Gender	Assessed	Health & Yoga						Co-Curricular					
			A	%	B	%	C	%	A	%	B	%	C	%
3	Boys	524435	379277	72	113298	22	31860	6	370336	71	118018	23	272117	52
	Girls	549114	412433	75	107412	20	29269	5	405417	74	110853	20	254550	46
	Total	1073549	791710	74	220710	21	61129	6	775753	72	228871	21	526667	49

**SCHOLASTIC SKILL
QMT TERM I - 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		Boys		Girls		Total	
					No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	273620	285151	558771	A	210404	77%	233157	82%	443561	79%	142196	52%	177745	62%	319941	57%	162593	59%	197440	69%	360033	64%
				B	55761	20%	45572	16%	101333	18%	103179	38%	86527	30%	189706	34%	96805	35%	76259	27%	173064	31%
				C	7455	3%	6422	2%	13877	2%	28245	10%	20879	7%	49124	9%	14222	5%	11452	4%	25674	5%
				Total	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%
English	273620	285151	558771	A	193129	71%	217151	76%	410280	73%	125279	46%	155325	54%	280604	50%	145056	53%	176499	62%	321555	58%
				B	70447	26%	59175	21%	129622	23%	114568	42%	103241	36%	217809	39%	110626	40%	94026	33%	204652	37%
				C	10044	4%	8825	3%	18869	3%	33773	12%	26585	9%	60358	11%	17938	7%	14626	5%	32564	6%
				Total	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%
Maths	273620	285151	558771	A	210673	77%	230569	81%	441242	79%	145336	53%	169898	60%	315234	56%	166718	61%	192121	67%	358839	64%
				B	54303	20%	46769	16%	101072	18%	101315	37%	93153	33%	194468	35%	92524	34%	80775	28%	173299	31%
				C	8644	3%	7813	3%	16457	3%	26969	10%	22100	8%	49069	9%	14378	5%	12255	4%	26633	5%
				Total	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%
Science	273620	285151	558771	A	208393	76%	228783	80%	437176	78%	143758	53%	173549	61%	317307	57%	163253	60%	193146	68%	356399	64%
				B	53417	20%	45045	16%	98462	18%	98592	36%	86104	30%	184696	33%	92139	34%	75998	27%	168137	30%
				C	11810	4%	11323	4%	23133	4%	31270	11%	25498	9%	56768	10%	18228	7%	16007	6%	34235	6%
				Total	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%
SScience	273620	285151	558771	A	208546	76%	229988	81%	438534	78%	141107	52%	169936	60%	311043	56%	161634	59%	191411	67%	353045	63%
				B	54838	20%	45915	16%	100753	18%	103047	38%	91325	32%	194372	35%	95733	35%	79776	28%	175509	31%
				C	10236	4%	9248	3%	19484	3%	29466	11%	23890	8%	53356	10%	16253	6%	13964	5%	30217	5%
				Total	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%	273620	100%	285151	100%	558771	100%

**CO SCHOLASTIC SKILL
CLASS – IV**

Class	Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
			A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
3	Boys	546268	398368	73	115227	21	32673	6	387787	71	126623	23	31858	6	400926	73	118066	22	27276	5
	Girls	569725	427638	75	110670	19	31417	6	424822	75	117473	21	27430	5	436845	77	108692	19	24188	4
	Total	1115993	826006	74	225897	20	64090	6	812609	73	244096	22	59288	5	837771	75	226758	20	51464	5

Class	Gender	Assessed	Health & Yoga						Co-Curricular					
			A	%	B	%	C	%	A	%	B	%	C	%
3	Boys	546268	399374	73	115474	21	31420	6	389710	71	121042	22	277600	51
	Girls	569725	434475	76	107710	19	27540	5	426922	75	112226	20	255029	45
	Total	1115993	833849	75	223184	20	58960	5	816632	73	233268	21	532629	48

**SCHOLASTIC SKILL
QMT TERM I - 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		Boys		Girls		Total	
					No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	287901	298021	585922	A	222188	77%	245658	82%	467846	80%	137889	48%	176374	59%	314263	54%	160853	56%	199189	67%	360042	61%
				B	58040	20%	45623	15%	103663	18%	111890	39%	95155	32%	207045	35%	110360	38%	85818	29%	196178	33%
				C	7673	3%	6740	2%	14413	2%	38122	13%	26492	9%	64614	11%	16688	6%	13014	4%	29702	5%
				Total	287901	100%	298021	100%	585922	100%	287901	100%	298021	100%	585922	100%	287901	100%	298021	100%	585922	100%
English	287901	298021	585922	A	204540	71%	229411	77%	433951	74%	133134	46%	167415	56%	300549	51%	153555	53%	187969	63%	341524	58%
				B	72560	25%	59138	20%	131698	22%	116455	40%	101989	34%	218444	37%	114684	40%	94742	32%	209426	36%
				C	10801	4%	9472	3%	20273	3%	38312	13%	28617	10%	66929	11%	19662	7%	15310	5%	34972	6%
				Total	287901	100%	298021	100%	585922	100%	287901	100%	298021	100%	585922	100%	287901	100%	298021	100%	585922	100%
Maths	287901	298021	585922	A	221750	77%	241454	81%	463204	79%	140189	49%	166770	56%	306959	52%	163564	57%	190707	64%	354271	60%
				B	57104	20%	48292	16%	105396	18%	110922	39%	101129	34%	212051	36%	106949	37%	92485	31%	199434	34%
				C	9047	3%	8275	3%	17322	3%	36790	13%	30122	10%	66912	11%	17388	6%	14829	5%	32217	6%
				Total	287901	100%	298021	100%	585922	100%	287901	100%	298021	100%	585922	100%	287901	100%	298021	100%	585922	100%
Science	287901	298021	585922	A	221660	77%	242365	81%	464025	79%	146661	51%	178931	60%	325592	56%	169483	59%	201142	67%	370625	63%
				B	53196	18%	43233	15%	96429	16%	105823	37%	91287	31%	197110	34%	98213	34%	79467	27%	177680	30%
				C	13045	5%	12423	4%	25468	4%	35417	12%	27803	9%	63220	11%	20205	7%	17412	6%	37617	6%
				Total	287901	100%	298021	100%	585922	100%	287901	100%	298021	100%	585922	100%	287901	100%	298021	100%	585922	100%
SScience	287899	298019	585918	A	222486	77%	243805	82%	466291	80%	143055	50%	173183	58%	316238	54%	165461	57%	196678	66%	362139	62%
				B	54820	19%	44542	15%	99362	17%	108337	38%	96107	32%	204444	35%	104177	36%	86408	29%	190585	33%
				C	10593	4%	9672	3%	20265	3%	36507	13%	28729	10%	65236	11%	18261	6%	14933	5%	33194	6%
				Total	287899	100%	298019	100%	585918	100%	287899	100%	298019	100%	585918	100%	287899	100%	298019	100%	585918	100%

**CO SCHOLASTIC SKILL
CLASS – V**

Class	Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
			A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
5	Boys	575385	428313	74	114303	20	32769	6	414313	72	128514	22	32558	6	429848	75	117443	20	28094	5
	Girls	595655	456516	77	108531	18	30608	5	452239	76	116239	20	27177	5	465863	78	104764	18	25028	4
	Total	1171040	884829	76	222834	19	63377	5	866552	74	244753	21	59735	5	895711	76	222207	19	53122	5

Class	Gender	Assessed	Health & Yoga						Co-Curricular					
			A	%	B	%	C	%	A	%	B	%	C	%
5	Boys	575385	427243	74	115996	20	32146	6	414600	72	123060	21	283845	49
	Girls	595655	462183	78	105141	18	28331	5	452897	76	110337	19	253095	42
	Total	1171040	889426	76	221137	19	60477	5	867497	74	233397	20	536940	46

(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:

(ii). Number of upper primary schools reporting low pupil achievement levels in 16246

a). Science 378

b). Mathematics 407

**SCHOLASTIC SKILL
QMT TERM I - 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	
	Boys	Girls	Total		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	326092	348215	674307	A	196048	60%	238037	68%	434085	64%	77751	24%	102578	29%	180329	27%	90992	28%	125800	36%	216792	32%
				B	95557	29%	82294	24%	177851	26%	80593	25%	96718	28%	177311	26%	107374	33%	118815	34%	226189	34%
				C	26705	8%	20711	6%	47416	7%	80293	25%	79750	23%	160043	24%	95060	29%	78805	23%	173865	26%
				D	7782	2%	7173	2%	14955	2%	87455	27%	69169	20%	156624	23%	32666	10%	24795	7%	57461	9%
				Total	326092	100%	348215	100%	674307	100%	326092	100%	348215	100%	674307	100%	326092	100%	348215	100%	674307	100%
English	326092	348215	674307	A	177680	54%	219296	63%	396976	59%	61596	19%	75207	22%	136803	20%	71292	22%	91889	26%	163181	24%
				B	105612	32%	93596	27%	199208	30%	74356	23%	88265	25%	162621	24%	103823	32%	123330	35%	227153	34%
				C	32673	10%	26308	8%	58981	9%	84214	26%	91797	26%	176011	26%	112116	34%	102039	29%	214155	32%
				D	10127	3%	9015	3%	19142	3%	105926	32%	92946	27%	198872	29%	38861	12%	30957	9%	69818	10%
				Total	326092	100%	348215	100%	674307	100%	326092	100%	348215	100%	674307	100%	326092	100%	348215	100%	674307	100%
Maths	326092	348215	674307	A	189966	58%	226029	65%	415995	62%	72266	22%	82107	24%	154373	23%	82277	25%	97400	28%	179677	27%
				B	98297	30%	89711	26%	188008	28%	76007	23%	86173	25%	162180	24%	108933	33%	125058	36%	233991	35%
				C	28039	9%	22736	7%	50775	8%	83857	26%	91274	26%	175131	26%	101583	31%	96883	28%	198466	29%
				D	9790	3%	9739	3%	19529	3%	93962	29%	88661	25%	182623	27%	33299	10%	28874	8%	62173	9%
				Total	326092	100%	348215	100%	674307	100%	326092	100%	348215	100%	674307	100%	326092	100%	348215	100%	674307	100%
Science	326092	348215	674307	A	197100	60%	236984	68%	434084	64%	80212	25%	95633	27%	175845	26%	91003	28%	114437	33%	205440	30%
				B	91623	28%	79640	23%	171263	25%	75993	23%	88797	26%	164790	24%	105216	32%	119779	34%	224995	33%
				C	25386	8%	20332	6%	45718	7%	77577	24%	82590	24%	160167	24%	96031	29%	86139	25%	182170	27%
				D	11983	4%	11259	3%	23242	3%	92310	28%	81195	23%	173505	26%	33842	10%	27860	8%	61702	9%
				Total	326092	100%	348215	100%	674307	100%	326092	100%	348215	100%	674307	100%	326092	100%	348215	100%	674307	100%
SScience	326034	348148	674182	A	195719	60%	234924	67%	430643	64%	75226	23%	87900	25%	163126	24%	85091	26%	104836	30%	189927	28%
				B	93582	29%	82097	24%	175679	26%	73869	23%	85841	25%	159710	24%	106360	33%	122939	35%	229299	34%
				C	26126	8%	20425	6%	46551	7%	79853	24%	87271	25%	167124	25%	100987	31%	92038	26%	193025	29%
				D	10607	3%	10702	3%	21309	3%	97086	30%	87136	25%	184222	27%	33596	10%	28335	8%	61931	9%
				Total	326034	100%	348148	100%	674182	100%	326034	100%	348148	100%	674182	100%	326034	100%	348148	100%	674182	100%

**Classes VI to VIII
CO SCHOLASTIC SKILL**

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

**CO SCHOLASTIC SKILL
CLASS - VI**

Class	Gender	Assessed	Physical Education				Life Skill				Attitude & Values									
			A	%	B	%	C	%	A	%	B	%	C	%						
6	Boys	651139	401469	62	180663	28	69007	11	404792	62	183401	28	62946	10	421150	65	172084	26	57905	9
	Girls	695373	430534	62	192252	28	72587	10	453195	65	181206	26	60972	9	471409	68	168018	24	55946	8
	Total	1346512	832003	62	372915	28	141594	11	857987	64	364607	27	123918	9	892559	66	340102	25	113851	8

Class	Gender	Assessed	Health & Yoga				Co-Curricular							
			A	%	B	%	C	%	A	%	B	%	C	%
6	Boys	651139	419586	64	170300	26	61253	9	407838	63	173905	27	417206	64
	Girls	695373	463286	67	170226	24	61861	9	454164	65	175259	25	416468	60
	Total	1346512	882872	66	340526	25	123114	9	862002	64	349164	26	833674	62

**SCHOLASTIC SKILL
QMT TERM I - 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	342195	363370	705565	A	201565	59%	249551	69%	451116	64%	78086	23%	104459	29%	182545	26%	90408	26%	127239	35%	217647	31%
				B	102580	30%	85214	23%	187794	27%	81245	24%	99462	27%	180707	26%	111190	32%	128145	35%	239335	34%
				C	29226	9%	20883	6%	50109	7%	84961	25%	86078	24%	171039	24%	104776	31%	83548	23%	188324	27%
				D	8824	3%	7722	2%	16546	2%	97903	29%	73371	20%	171274	24%	35821	10%	24438	7%	60259	9%
				Total	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%
English	342195	363370	705565	A	186464	54%	231229	64%	417693	59%	65790	19%	82934	23%	148724	21%	76050	22%	101589	28%	177639	25%
				B	109702	32%	95776	26%	205478	29%	79591	23%	95541	26%	175132	25%	112162	33%	132684	37%	244846	35%
				C	34636	10%	26545	7%	61181	9%	90387	26%	95805	26%	186192	26%	114585	33%	99817	27%	214402	30%
				D	11393	3%	9820	3%	21213	3%	106427	31%	89090	25%	195517	28%	39398	12%	29280	8%	68678	10%
				Total	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%
Maths	342195	363370	705565	A	198168	58%	237448	65%	435616	62%	75632	22%	87752	24%	163384	23%	84490	25%	102907	28%	187397	27%
				B	104268	30%	92273	25%	196541	28%	77518	23%	88317	24%	165835	24%	110502	32%	129718	36%	240220	34%
				C	29703	9%	24166	7%	53869	8%	85929	25%	94420	26%	180349	26%	111747	33%	102568	28%	214315	30%
				D	10056	3%	9483	3%	19539	3%	103116	30%	92881	26%	195997	28%	35456	10%	28177	8%	63633	9%
				Total	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%
Science	342195	363370	705565	A	205819	60%	248939	69%	454758	64%	82020	24%	97856	27%	179876	25%	93208	27%	117101	32%	210309	30%
				B	97034	28%	81889	23%	178923	25%	82434	24%	94988	26%	177422	25%	114800	34%	132824	37%	247624	35%
				C	27083	8%	20912	6%	47995	7%	84639	25%	90928	25%	175567	25%	100237	29%	86725	24%	186962	27%
				D	12259	4%	11630	3%	23889	3%	93102	27%	79598	22%	172700	24%	33950	10%	26720	7%	60670	9%
				Total	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%
SScience	342195	363370	705565	A	203049	59%	246634	68%	449683	64%	77794	23%	91264	25%	169058	24%	87204	25%	108283	30%	195487	28%
				B	98043	29%	83790	23%	181833	26%	77194	23%	89992	25%	167186	24%	111097	32%	131144	36%	242241	34%
				C	27872	8%	21277	6%	49149	7%	84077	25%	91447	25%	175524	25%	106901	31%	95780	26%	202681	29%
				D	13231	4%	11669	3%	24900	4%	103130	30%	90667	25%	193797	27%	36993	11%	28163	8%	65156	9%
				Total	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%	342195	100%	363370	100%	705565	100%

**CO SCHOLASTIC SKILL
CLASS – VII**

Class	Gender	Assessed	Physical Education				Life Skill				Attitude & Values									
			A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
7	Boys	683415	423759	62	190088	28	69568	10	423084	62	192594	28	67737	10	440818	65	181800	27	60797	9
	Girls	725880	453311	62	198342	27	74227	10	469521	65	193108	27	63251	9	491195	68	177220	24	57465	8
	Total	1409295	877070	62	388430	28	143795	10	892605	63	385702	27	130988	9	932013	66	359020	25	118262	8

Class	Gender	Assessed	Health & Yoga				Co-Curricular							
			A	%	B	%	C	%	A	%	B	%	C	%
7	Boys	683415	438606	64	178904	26	65905	10	424804	62	185540	27	444151	65
	Girls	725880	481910	66	181678	25	62292	9	469855	65	184538	25	440563	61
	Total	1409295	920516	65	360582	26	128197	9	894659	63	370078	26	884714	63

**SCHOLASTIC SKILL
QMT TERM I - 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	367558	387132	754690	A	222115	60%	276231	71%	498346	66%	95179	26%	133421	34%	228600	30%	110551	30%	160356	41%	270907	36%
				B	106306	29%	83257	22%	189563	25%	92750	25%	109611	28%	202361	27%	121385	33%	129565	33%	250950	33%
				C	29937	8%	19997	5%	49934	7%	88355	24%	81956	21%	170311	23%	101099	28%	73823	19%	174922	23%
				D	9200	3%	7647	2%	16847	2%	91274	25%	62144	16%	153418	20%	34523	9%	23388	6%	57911	8%
				Total	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%
English	367558	387132	754690	A	199789	54%	250265	65%	450054	60%	74249	20%	93848	24%	168097	22%	86092	23%	116842	30%	202934	27%
				B	118343	32%	99541	26%	217884	29%	87904	24%	106824	28%	194728	26%	120693	33%	140910	36%	261603	35%
				C	37283	10%	27414	7%	64697	9%	96672	26%	99429	26%	196101	26%	119025	32%	99141	26%	218166	29%
				D	12143	3%	9912	3%	22055	3%	108733	30%	87031	22%	195764	26%	41748	11%	30239	8%	71987	10%
				Total	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%
Maths	367558	387132	754690	A	211156	57%	257468	67%	468624	62%	83542	23%	99280	26%	182822	24%	93796	26%	116989	30%	210785	28%
				B	112365	31%	95898	25%	208263	28%	82075	22%	92815	24%	174890	23%	115529	31%	133524	34%	249053	33%
				C	32920	9%	23778	6%	56698	8%	89617	24%	95205	25%	184822	24%	119341	32%	107943	28%	227284	30%
				D	11117	3%	9988	3%	21105	3%	112324	31%	99832	26%	212156	28%	38892	11%	28676	7%	67568	9%
				Total	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%
Science	367558	387132	754690	A	221134	60%	269782	70%	490916	65%	92912	25%	115131	30%	208043	28%	105323	29%	137848	36%	243171	32%
				B	103860	28%	84711	22%	188571	25%	89667	24%	103181	27%	192848	26%	123213	34%	137897	36%	261110	35%
				C	29738	8%	21124	5%	50862	7%	90444	25%	92428	24%	182872	24%	104527	28%	84593	22%	189120	25%
				D	12826	3%	11515	3%	24341	3%	94535	26%	76392	20%	170927	23%	34495	9%	26794	7%	61289	8%
				Total	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%
SScience	367558	387132	754690	A	223018	61%	271031	70%	494049	65%	91532	25%	113526	29%	205058	27%	104695	28%	136136	35%	240831	32%
				B	103016	28%	83668	22%	186684	25%	89826	24%	104493	27%	194319	26%	123035	33%	137913	36%	260948	35%
				C	28830	8%	21156	5%	49986	7%	90661	25%	90959	24%	181620	24%	104407	28%	86251	22%	190658	25%
				D	12694	3%	11277	3%	23971	3%	95539	26%	78154	20%	173693	23%	35421	10%	26832	7%	62253	8%
				Total	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%	367558	100%	387132	100%	754690	100%

**CO SCHOLASTIC SKILL
CLASS - VIII**

Class	Gender	Assessed	Physical Education						Life Skill						Attitude & Values					
			A	%	B	%	C	%	A	%	B	%	C	%	A	%	B	%	C	%
8	Boys	734387	458000	62	199160	27	77227	11	454476	62	204094	28	75817	10	472962	64	191198	26	70227	10
	Girls	773538	486192	63	208734	27	78612	10	506768	66	198468	26	68302	9	528382	68	183008	24	62148	8
	Total	1507925	944192	63	407894	27	155839	10	961244	64	402562	27	144119	10	1001344	66	374206	25	132375	9

Class	Gender	Assessed	Health & Yoga						Co-Curricular					
			A	%	B	%	C	%	A	%	B	%	C	%
8	Boys	734387	471830	64	190050	26	72507	10	457532	62	195132	27	471987	64
	Girls	773538	515060	67	188456	24	70022	9	506308	65	193104	25	460334	60
	Total	1507925	986890	65	378506	25	142529	9	963840	64	388236	26	932321	62

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 or twice in a month	29820
(ii).Once in two months	15868
(iii).Once in three months	1473
(iv).Once in four to six months	197

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 each child and by showing individual attention to each child.
- 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 in a month 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 need based class and subject wise 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.
- In addition to sums in the Text Book Linking life oriented mathematical problems.
- Providing opportunities for children to know the concepts of the information provided in the text by taking them to field trips
- Monitoring and analysing periodical Achievement Tests CCE related formative & summative assessed and State Level Achievement Survey to formulate strategies for improved in every class room.

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

- ❖ Achievement charts are verified to see whether the children attain the level in time.
- ❖ CCE records maintained by teachers are being verified by BRTes.
- ❖ Visiting schools regularly and checking the reading activity of students.
- ❖ The existing CCE records and ascertaining the actual achievement of children with the records made in the register on the performance of the students.
- ❖ Monitoring CAL records to increase the learning levels of children through usage of CAL materials.
- ❖ Checking the LSRW skills of each student individuality during visits.

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

Nil
60%

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

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

- The title of the CRC / BRC training should be informed to schools at the beginning of the year. So that teachers can to will prepared the doubts and consolidate the need of the topic for discussion .
- 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 selected for training is difficult.
- Content of the training should be well planned for discussion 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 on several occasion 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 learning process is effective in every class room is at the expected level in classroom process
- ❖ Providing quality training as per the needs of the teachers and with guidance from the District and State.
- ❖ 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
- ❖ Conducting CRC meeting with maximum participation and discussion and teachers.

(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. Conducting periodical Joint review meetings of the performance of children and effective of the teaching with Supervisor/AEEOs and BRTEs.

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

(a). Training of resource persons on RTE Act 2009

J

(b). Training of Resource Persons on Pedagogy and Assessment

J

(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

(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

(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 more 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 at 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 printing.

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 & Revision
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	Sanctioned Posts	In Position
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 qualityimprovement of educational processes (Please rate on 5 point scale).

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

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

yes

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

(Please attach copies of minutes and action taken)

- ❖ 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.

State Project Director.

Date:12.01.2015