

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter Under Report	:	I	II	III	IV
Period of quarter June to September		✓			

Year :	2015	-	16
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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	116664	5366	No Additional Post needed. RTE norms will be fulfilled as per Teacher Pupil Ratio during deployment and transfer
	ii). Contractual			
b) Upper Primary	i). Regular	83013	2754	No Additional Post needed. RTE norms will be fulfilled as per Teacher Pupil Ratio during deployment and transfer
	ii). Contractual			

Section B: Attendance Information

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

Month: April

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	33921	786	2493	34300	684	2216	36193	685	322
2	34089	673	2309	34356	619	2096	36138	595	338
3	34335	572	2122	34556	539	1934	36216	483	330
4	34414	624	1966	34627	451	1926	36242	470	292
5	34393	491	2022	34719	398	1789	36190	406	310
6	14759	252	1150	15002	235	924	15814	230	117
7	14565	279	1113	14825	230	902	15613	229	115
8	14495	285	1137	14793	205	919	15574	199	144

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

136290

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

Positive responses given by Cluster /Block / District authorities. No of responses recorded in the box.

- Instigating child friendly atmosphere in the class rooms. 24467
- Creating awareness by conducting periodical meeting with parents SMC and VEC members. 29927
- Conducting Awareness Rally. 25547
- Providing adequate opportunities to children to engage themselves in Computer Aided Learning (CAL) activities. 18705
- Making the public aware of all the welfare schemes of the government especially the 14 priceless materials provided to school students. 17009
- Arranging cultural activities to highlight the importance of education in every village. 10411
- Enriching CCE activities especially co-scholastic activities in the classroom to draw the attention of students. 9352
- Children can be encouraged by giving appreciation in the assembly and distributing prizes in Independence Day/Republicday celebrations. 6411
- students who are not regular in attendance can be given door- to – door counseling 4619
- Children with regular attendance can be made as a leader so that others will get motivated. 3006

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

Boys : 23360

Girls : 19083

Total: 42443

(b). Number of centers where containing from June 2015 and undergoing special training given below.

Own schools (Direct Enrollment)	Other centers (NGO) Residential	Non Residential centers	Any Other
0	133	1065	KGBV – 61 NCLP – 304 (IE OSC) – 0 Total - 1563

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
44465	616	45	Nil

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

- Indents placed to TNTB& Esc 6 months in advance.
 - Books are supplied to the Regional go down in every District.
 - CEO/DPC Conducts special meeting to DEEOs & AEEOs during every quarter and make them monitor effectively the distribution of textbooks before the reopening of schools.
 - CEO/DPC ensures the timely issue of textbooks Through BRTes visit to schools on the reopening day.
 - Principle Secretary School education / Chairman Text book society / State Project Director holds special review meetings during may to ensure the delivery of books to all centres in time. One Joint Director is nominated to each District to monitor the activities of the district starting from the distribution of Text books.
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. 13901
- ❖ Making use of dictionary in English class. 22206
- ❖ Conducting special care for the late bloomers. 3600
- ❖ Creating conducive atmosphere by exposing the children to simple commands and sentences in English. 24633

- ❖ Conducting Science experiments related to the topics. 21633
- ❖ Enhancing Peer group activities in all levels. 11518
- ❖ Improving the comprehending skill of the students by teaching through Audio Visual Aids available in the schools. 17068
- ❖ Adopting the valuable strategies given in the various training programmes conducted in CRC & BRC. 9075
- ❖ Conducting assessment in audio-visual will improve the listening skill 5138
- ❖ Conducting memory game in order to remember hard words, years and scientists name 3881

12. Specific efforts making classrooms inclusive (CWSN)

- ❖ Conducting IED-HUB meetings in schools where IED children are enrolled 2653
- ❖ Teaching with TLM like three dimensional pictures to make them feel by touching objects. 15882
- ❖ Paying Special attention to children with SLD (Slow Learning Disability) 2529
- ❖ Creating Opportunity to CWSN to get involved in all classroom activities. 5729
- ❖ Providing a well designed class room with various educational kits. 6128
- ❖ Avoiding the isolation of the children completely. 19960
- ❖ Making use of Individual Education plan (IEP) properly. 25566
- ❖ Maintaining the monthly growth chart of children regularly. 18754
- ❖ Ensuring the receipt of scholarships and various aids / equipments extended to the children with special needs 8647
- ❖ CWSN are mainstreamed in the regular class and given with special intervention 12793

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.
- ❖ Making remedial measures to make the late bloomers learn properly.

- ❖ Conducting CRC level training discussion among teachers on achievement level of children.
- ❖ Conducting State Level & National Level Achievement Tests to know the performance of the children across 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. 21930
- 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. 23136
- Mapping skill training has developed how to use atlas. 21036
- Reinforcement training on CCE has helped the teacher to involve all the activities and all the aspects of evaluation. 19825
- Social equity training becomes an eye opener for the children to overcome their discrimination at all levels. 15014
- Simple Science experiments training given is much useful for doing simple experiments in the classroom which creates interest among children 13697
- Developing Arithmetic skill and usage of math kit training is used to make the children to understand basic concepts through activities. 11183
- Arts and craft training often used in classroom for FA(a) Activities 7003
- Tamil and English reading skill training makes the teachers to enrich the reading skill among the children 6064
- British Council activities are given in classroom which make the children child centered 4043
- Teachers are aware of the NAS, SLAS and CCE Assessment details school level, Block & District/State level, performance, after the training on learners assessment conducted in December 14th & March 2015 and again June 2015 during 2015-16. Another CRC for discussion among teachers on children learning achievement during March 2016.

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

- Trainee & Trainer Modules may be supplied on or before the training 20006
- Innovative and highly qualitative Trainings may be provided. 24908
- Trainings may be intended to raise the teaching quality of the teachers and the learning status of the children. 21677
- English and Tamil grammar Trainings may be provided. 19272
- Adequate training Programmes should be arranged involving all the teachers. 19834
- Need based training like preparing e-content based on contents of the subjects and Training on SUPW (Socially Useful and Productive Work) 15708

Section F: Functioning of SMC

16. Number of schools having School Management Committees (SMCs) in the State.	No. of	%
	42926	95
17.(a). Number of schools where School Development Plans have been prepared.	43337	96
(b). Number of schools involving SMCs in preparation of this plan.	42862	94
(c). Action taken on schools that did not involve SMCs.		
100% will be achieved in next Quarter.		
18. (a) Number of SMCs which were given training about their roles and functions.	42751	
(b) Action taken for coverage of SMCs not trained.		

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

Table attached.

Scholastic Skill
QMT Term I - Class - I

Subject	No of Children Assesd			Grade	Formative Assessment (40)						Summative Assessment(60)						Assessment (100)					
	Boys	Girls	Total		Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%
Tamil	229845	241434	471279	A	169000	73.53	185305	76.75	354305	75.18	141970	61.77	160590	66.52	302560	64.2	152295	66.26	170822	70.75	323117	68.56
				B	54131	23.55	49546	20.52	103677	22	72423	31.51	67281	27.87	139704	29.64	67794	29.5	61560	25.5	129354	27.45
				C	6714	2.92	6583	2.73	13297	2.82	15452	6.72	13563	5.62	29015	6.16	9756	4.24	9052	3.75	18808	3.99
			Total	229845	100	241434	100	471279	100	229845	100	241434	100	471279	100	229845	100	241434	100	471279	100	
English	229845	241434	471279	A	159754	69.51	176496	73.1	336250	71.35	139792	60.82	156720	64.91	296512	62.92	148076	64.42	165709	68.64	313785	66.58
				B	61714	26.85	56784	23.52	118498	25.14	74056	32.22	70327	29.13	144383	30.64	70581	30.71	65467	27.12	136048	28.87
				C	8377	3.64	8154	3.38	16531	3.51	15997	6.96	14387	5.96	30384	6.45	11188	4.87	10258	4.25	21446	4.55
			Total	229845	100	241434	100	471279	100	229845	100	241434	100	471279	100	229845	100	241434	100	471279	100	
Maths	229845	241434	471279	A	170759	74.29	186008	77.04	356767	75.7	152960	66.55	169471	70.19	322431	68.42	160455	69.81	177223	73.4	337678	71.65
				B	52014	22.63	48606	20.13	100620	21.35	63791	27.75	60126	24.9	123917	26.29	60008	26.11	55580	23.02	115588	24.53
				C	7072	3.08	6820	2.82	13892	2.95	13094	5.7	11837	4.9	24931	5.29	9382	4.08	8631	3.57	18013	3.82
			Total	229845	100	241434	100	471279	100	229845	100	241434	100	471279	100	229845	100	241434	100	471279	100	
EVS	229845	241434	471279	A	172074	74.87	187115	77.5	359189	76.22	148945	64.8	165435	68.52	314380	66.71	157897	68.7	174838	72.42	332735	70.6
				B	49993	21.75	46481	19.25	96474	20.47	67125	29.2	63313	26.22	130438	27.68	61553	26.78	56775	23.52	118328	25.11
				C	7778	3.38	7838	3.25	15616	3.31	13775	5.99	12686	5.25	26461	5.61	10395	4.52	9821	4.07	20216	4.29
			Total	229845	100	241434	100	471279	100	229845	100	241434	100	471279	100	229845	100	241434	100	471279	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 - III
Class – I

Gender	Enrolled	Assessed	Physical Education						Life Skill					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	465078	459216	339131	73.85	95982	20.9	24103	5.25	329648	71.78	104467	22.75	25101	5.47
Girls	487250	482349	365236	75.72	93875	19.5	23238	4.82	359703	74.57	100030	20.74	22616	4.69
Total	952328	941565	704367	74.81	189857	20.2	47341	5.03	689351	73.21	204497	21.72	47717	5.07

Gender	Enrolled	Assessed	Attitude & values						Health & yoga					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	465078	459216	338115	73.63	20.9	0	71.78	0.02	5.47	0	94727	20.63	121080	26.4
Girls	487250	482349	367365	76.16	94255	19.5	20729	4.3	366855	76.06	91679	19.01	20729	4.3
Total	952328	941565	705480	74.93	94276	10	141809	15.06	366860	38.96	186406	19.8	141809	15.1

Gender	Enrolled	Assessed	Co-Curricular					
			A	%	B	%	C	%
Boys	465078	459216	332589	72.43	98653	21.5	27974	6.09
Girls	487250	482349	362824	75.22	93796	19.5	25729	5.33
Total	952328	941565	695413	73.86	192449	20.4	53703	5.7

Class – II

Scholastic Skill QMT 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	%
Tamil	242083	253167	495250	A	185253	76.52	203595	80.42	388848	78.52	150142	62.02	175983	69.51	326125	65.85	163313	67.46	187388	74.02	350701	70.81
				B	50406	20.82	43539	17.2	93945	18.97	75599	31.23	64067	25.31	139666	28.2	68960	28.49	57129	22.57	126089	25.46
				C	6424	2.65	6033	2.38	12457	2.52	16342	6.75	13117	5.18	29459	5.95	9810	4.05	8650	3.42	18460	3.73
				Total	242083	100	253167	100	495250	100	242083	100	253167	100	495250	100	242083	100	253167	100	495250	100
English	242083	253167	495250	A	174181	71.95	193311	76.36	367492	74.2	136961	56.58	159484	63	296445	59.86	150701	62.25	173298	68.45	323999	65.42
				B	59691	24.66	52099	20.58	111790	22.57	85594	35.36	77491	30.61	163085	32.93	79633	32.89	69305	27.38	148938	30.07
				C	8211	3.39	7757	3.06	15968	3.22	19528	8.07	16192	6.4	35720	7.21	11749	4.85	10564	4.17	22313	4.51
				Total	242083	100	253167	100	495250	100	242083	100	253167	100	495250	100	242083	100	253167	100	495250	100
Maths	242083	253167	495250	A	186424	77.01	202969	80.17	389393	78.63	152349	62.93	171897	67.9	324246	65.47	165217	68.25	185359	73.22	350576	70.79
				B	48924	20.21	43678	17.25	92602	18.7	74082	30.6	67790	26.78	141872	28.65	66811	27.6	58895	23.26	125706	25.38
				C	6735	2.78	6520	2.58	13255	2.68	15652	6.47	13480	5.32	29132	5.88	10055	4.15	8913	3.52	18968	3.83
				Total	242083	100	253167	100	495250	100	242083	100	253167	100	495250	100	242083	100	253167	100	495250	100
EVS	242083	253167	495250	A	187578	77.48	204656	80.84	392234	79.2	152600	63.04	175600	69.36	328200	66.27	164488	67.95	187171	73.93	351659	71.01
				B	47553	19.64	41796	16.51	89349	18.04	72901	30.11	63855	25.22	136756	27.61	66867	27.62	56624	22.37	123491	24.94
				C	6952	2.87	6715	2.65	13667	2.76	16582	6.85	13712	5.42	30294	6.12	10728	4.43	9372	3.7	20100	4.06
				Total	242083	100	253167	100	495250	100	242083	100	253167	100	495250	100	242083	100	253167	100	495250	100

Class – II

Gender	Enrolled	Assessed	Physical Education						Life Skill					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	489168	483596	366398	75.77	95517	19.8	21681	4.48	357073	73.84	104019	21.51	22504	4.65
Girls	510556	505693	393670	77.85	91234	18	20789	4.11	389378	77	96229	19.03	20086	3.97
Total	999724	989289	760068	76.83	186751	18.9	42470	4.29	746451	75.45	200248	20.24	42590	4.31

Gender	Enrolled	Assessed	Attitude & values						Health & yoga					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	489168	483596	364530	75.38	98126	20.3	20940	4.33	365282	75.53	95296	19.71	20940	4.33
Girls	510556	505693	396942	78.49	90324	17.9	18427	3.64	395916	78.29	88336	17.47	18427	3.64
Total	999724	989289	761472	76.97	188450	19.1	39367	3.98	761198	76.94	183632	18.56	39367	3.98

Gender	Enrolled	Assessed	Co-Curricular					
			A	%	B	%	C	%
Boys	489168	483596	358252	74.08	98620	20.4	26724	5.53
Girls	510556	505693	390966	77.31	90929	18	23798	4.71
Total	999724	989289	749218	75.73	189549	19.2	50522	5.11

Class I – 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 I - Class - III

QW1 Term1 - 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	%
Tamil	261203	271036	532239	A	196755	75.33	216782	79.98	413537	77.7	139517	53.41	168803	62.28	308320	57.93	157568	60.32	186459	68.79	344027	64.64
				B	56979	21.81	47527	17.54	104506	19.64	97146	37.19	83340	30.75	180486	33.91	90695	34.72	73895	27.26	164590	30.92
				C	7469	2.86	6727	2.48	14196	2.67	24540	9.39	18893	6.97	43433	8.16	12940	4.95	10682	3.94	23622	4.44
				Total	261203	100	271036	100	532239	100	261203	100	271036	100	532239	100	261203	100	271036	100	532239	100
English	261203	271036	532239	A	184183	70.51	205233	75.72	389416	73.17	128942	49.36	154397	56.97	283339	53.24	146514	56.09	172639	63.7	319153	59.96
				B	67569	25.87	57469	21.2	125038	23.49	105013	40.2	94488	34.86	199501	37.48	99275	38.01	85332	31.48	184607	34.68
				C	9451	3.62	8334	3.07	17785	3.34	27248	10.43	22151	8.17	49399	9.28	15414	5.9	13065	4.82	28479	5.35
				Total	261203	100	271036	100	532239	100	261203	100	271036	100	532239	100	261203	100	271036	100	532239	100
Maths	261203	271036	532239	A	199417	76.35	216873	80.02	416290	78.21	148248	56.76	169591	62.57	317839	59.72	166400	63.71	187824	69.3	354224	66.55
				B	53781	20.59	46820	17.27	100601	18.9	83161	31.84	21741	8.02	104902	19.71	82165	31.46	72103	26.6	154268	28.98
				C	8005	3.06	7343	2.71	15348	2.88	21741	8.32	18284	6.75	40025	7.52	12638	4.84	11109	4.1	23747	4.46
				Total	261203	100	271036	100	532239	100	253150	96.92	209616	77.34	462766	86.95	261203	100	271036	100	532239	100
Science	261203	271036	532239	A	195050	74.67	213337	78.71	408387	76.73	140077	53.63	164493	60.69	304570	57.22	158179	60.56	182582	67.36	340761	64.02
				B	53946	20.65	45754	16.88	99700	18.73	94145	36.04	83308	30.74	177453	33.34	85640	32.79	72290	26.67	157930	29.67
				C	12207	4.67	11945	4.41	24152	4.54	26981	10.33	23235	8.57	50216	9.43	17384	6.66	16164	5.96	33548	6.3
				Total	261203	100	271036	100	532239	100	261203	100	271036	100	532239	100	261203	100	271036	100	532239	100
S.Science	261203	271036	532239	A	197000	75.42	215234	79.41	412234	77.45	147156	56.34	173166	63.89	320322	60.18	163167	62.47	188655	69.61	351822	66.1
				B	54471	20.85	46550	17.17	101021	18.98	90396	34.61	78294	28.89	168690	31.69	83465	31.95	69640	25.69	153105	28.77
				C	9730	3.73	9246	3.41	18976	3.57	23676	9.06	19570	7.22	43246	8.13	14569	5.58	12735	4.7	27304	5.13
				Total	261201	100	271030	100	532231	100	261228	100.01	271030	100	532258	100	261201	100	271030	100	532231	100

Class – III

Gender	Enrolled	Assessed	Physical Education						Life Skill					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	527334	522133	395473	75.74	101160	19.4	25500	4.88	385056	73.75	112991	21.64	24086	4.61
Girls	546134	541702	422146	77.93	96115	17.7	23441	4.33	418036	77.17	102810	18.98	20856	3.85
Total	1073468	1063835	817619	76.86	197275	18.5	48941	4.6	803092	75.49	215801	20.29	44942	4.22

Gender	Enrolled	Assessed	Attitude & values						Health & yoga					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	527334	522133	396327	75.91	104498	20	21308	4.08	395704	75.79	102620	19.65	21308	4.08
Girls	546134	541702	428672	79.13	94576	17.5	18454	3.41	426331	78.7	93813	17.32	18454	3.41
Total	1073468	1063835	824999	77.55	199074	18.7	39762	3.74	822035	77.27	196433	18.46	39762	3.74

Gender	Enrolled	Assessed	Co-Curricular					
			A	%	B	%	C	%
Boys	527334	522133	387128	74.14	108022	20.7	26983	5.17
Girls	546134	541702	419632	77.47	98016	18.1	24054	4.44
Total	1073468	1063835	806760	75.84	206038	19.4	51037	4.8

Scholastic Skill
QMT Term I - Class - IV

QWY Term - Class IV																						
Subject	No of Children Assesd			Grade	Formative Assessment (40)						Summative Assessment(60)						Assessment (100)					
	Boys	Girls	Total		Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%
Tamil	267681	277822	545503	A	206408	77.11	227770	81.98	434178	79.59	146932	54.89	181740	65.42	328672	60.25	166785	62.31	199365	71.76	366150	140.18
				B	53977	20.16	43500	15.66	97477	17.87	96715	36.13	78718	28.33	175433	32.16	88283	32.98	68301	24.58	156584	59.95
				C	7926	2.96	6552	2.36	14478	2.65	24034	8.98	17364	6.25	41398	7.59	12613	4.71	10156	3.66	22769	8.72
				Total	268311	100.24	277822	100	546133	100.12	267681	100	277822	100	545503	100	267681	100	277822	100	545503	208.84
English	267681	277822	545503	A	191050	71.37	213532	76.86	404582	74.17	124268	46.42	155221	55.87	279489	51.24	144420	53.95	175877	63.31	320297	122.62
				B	669660	250.17	55958	20.14	725618	133.02	111805	41.77	98249	35.36	210054	38.51	106595	39.82	88491	31.85	195086	74.69
				C	9671	3.61	8332	3	18003	3.3	31608	11.81	24352	8.77	55960	10.26	16666	6.23	13454	4.84	30120	11.53
				Total	870381	325.16	277822	100	1148203	210.49	267681	100	277822	100	545503	100	267681	100	277822	100	545503	208.84
Maths	267681	277822	545503	A	208284	77.81	226118	81.39	434402	79.63	147518	55.11	171982	61.9	319500	58.57	167950	62.74	192126	69.15	360076	137.85
				B	51647	19.29	44368	15.97	96015	17.6	96385	36.01	86093	30.99	182478	33.45	86581	32.34	74248	26.73	160829	61.57
				C	7750	2.9	7336	2.64	15086	2.77	23778	8.88	19747	7.11	43525	7.98	13150	4.91	11448	4.12	24598	9.42
				Total	267681	100	277822	100	545503	100	267681	100	277822	100	545503	100	267681	100	277822	100	545503	208.84
Science	267681	277822	545503	A	204913	76.55	224109	80.67	429022	78.65	141215	52.75	170458	61.36	311673	57.13	160753	60.05	189843	68.33	350596	134.22
				B	51146	19.11	42618	15.34	93764	17.19	97119	36.28	83937	30.21	181056	33.19	89690	33.51	72756	26.19	162446	62.19
				C	11622	4.34	11095	3.99	22717	4.16	29347	10.96	23427	8.43	52774	9.67	17238	6.44	15223	5.48	32461	12.43
				Total	267681	100	277822	100	545503	100	267681	100	277822	100	545503	100	267681	100	277822	100	545503	208.84
S.Science	267681	277822	545503	A	205870	76.91	225499	81.17	431369	79.08	134654	50.3	162997	58.67	297651	54.56	156589	58.5	185348	66.71	341937	130.91
				B	52757	19.71	44119	15.88	96876	17.76	104881	39.18	92161	33.17	197042	36.12	96155	35.92	79784	28.72	175939	67.36
				C	9054	3.38	8204	2.95	17258	3.16	28146	10.51	22664	8.16	50810	9.31	14937	5.58	12690	4.57	27627	10.58
				Total	267681	100	277822	100	545503	100	267681	100	277822	100	545503	100	267681	100	277822	100	545503	208.84

Class – IV

Gender	Enrolled	Assessed	Physical Education						Life Skill					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	540222	535097	410287	76.68	100297	18.7	24513	4.58	397661	74.32	113567	21.22	23869	4.46
Girls	559048	555241	438593	78.99	93907	16.9	22741	4.1	433062	78	102089	18.39	20090	3.62
Total	1099270	1090338	848880	77.85	194204	17.8	47254	4.33	830723	76.19	215656	19.78	43959	4.03

Gender	Enrolled	Assessed	Attitude & values						Health & yoga					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	540222	535097	409271	76.49	104728	19.6	21098	3.94	410017	76.62	101514	18.97	21098	3.94
Girls	559048	555241	442747	79.74	94258	17	18236	3.28	442770	79.74	92030	16.57	18236	3.28
Total	1099270	1090338	852018	78.14	198986	18.3	39334	3.61	852787	78.21	193544	17.75	39334	3.61

Gender	Enrolled	Assessed	Co-Curricular					
			A	%	B	%	C	%
Boys	540222	535097	399747	74.71	108413	20.3	26937	5.03
Girls	559048	555241	434348	78.23	98064	17.7	22829	4.11
Total	1099270	1090338	834095	76.5	206477	18.9	49766	4.56

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	%
Tamil	276223	285814	562037	A	213816	77.41	236435	82.72	450251	80.11	137505	49.78	176216	61.65	313721	55.82	159904	57.89	197578	69.13	357482	63.6
				B	54547	19.75	42632	14.92	97179	17.29	106408	38.52	87040	30.45	193448	34.42	100807	36.49	76423	26.74	177230	31.53
				C	7860	2.85	6747	2.36	14607	2.6	32310	11.7	22558	7.89	54868	9.76	15512	5.62	11813	4.13	27325	4.86
				Total	276223	100	285814	100	562037	100	276223	100	285814	100	562037	100	276223	100	285814	100	562037	100
English	276223	285814	562037	A	198283	71.78	222740	77.93	421023	74.91	130161	47.12	164015	57.39	294176	52.34	149953	54.29	183695	64.27	333648	59.36
				B	67750	24.53	54142	18.94	121892	21.69	111249	40.28	95300	33.34	206549	36.75	107052	38.76	87263	30.53	194315	34.57
				C	10190	3.69	8932	3.13	19122	3.4	34813	12.6	26499	9.27	61312	10.91	18768	6.79	14856	5.2	33624	5.98
				Total	276223	100	285814	100	562037	100	276223	100	285814	100	562037	100	275773	99.84	285814	100	561587	99.92
Maths	276223	285814	562037	A	214533	77.67	233671	81.76	448204	79.75	139915	50.65	165671	57.96	305586	54.37	162242	58.74	188723	66.03	350965	62.45
				B	53515	19.37	44512	15.57	98027	17.44	105224	38.09	94476	33.06	199700	35.53	98503	35.66	84102	29.43	182605	32.49
				C	8175	2.96	7631	2.67	15806	2.81	31084	11.25	25667	8.98	56751	10.1	15478	5.6	12989	4.54	28467	5.06
				Total	276223	100	285814	100	562037	100	276223	100	285814	100	562037	100	276223	100	285814	100	562037	100
Science	276223	285814	562037	A	214080	77.5	233148	81.57	447228	79.57	144114	52.17	175604	61.44	319718	56.89	165787	60.02	196488	68.75	362275	64.46
				B	50149	18.16	40828	14.28	90977	16.19	100535	36.4	84731	29.65	185266	32.96	91762	33.22	72787	25.47	164549	29.28
				C	11994	4.34	11838	4.14	23832	4.24	31574	11.43	25479	8.91	57053	10.15	18674	6.76	16539	5.79	35213	6.27
				Total	276223	100	285814	100	562037	100	276223	100	285814	100	562037	100	276223	100	285814	100	562037	100
S.Science	276223	285814	562037	A	214608	77.69	235078	82.25	449686	80.01	143836	52.07	174286	60.98	318122	56.6	165236	59.82	195898	68.54	361134	64.25
				B	51814	18.76	41638	14.57	93452	16.63	101919	36.9	87265	30.53	189184	33.66	94197	34.1	76133	26.64	170330	30.31
				C	9801	3.55	9098	3.18	18899	3.36	30468	11.03	24263	8.49	54731	9.74	16790	6.08	13783	4.82	30573	5.44
				Total	276223	100	285814	105.45	562037	100	276223	100	285814	100	562037	100	276223	100	285814	100	562037	100

Class – V

Gender	Enrolled	Assessed	Physical Education						Life Skill					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	557360	551884	431090	78.11	97354	17.6	23440	4.25	417724	75.69	111030	20.12	23130	4.19
Girls	575218	571157	457541	80.11	91165	16	22451	3.93	452902	79.3	98805	17.3	19450	3.41
Total	1132578	1123041	888631	79.13	188519	16.8	45891	4.09	870626	77.52	209835	18.68	42580	3.79

Gender	Enrolled	Assessed	Attitude & values						Health & yoga					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	557360	551884	430299	77.97	101711	18.4	19874	3.6	429979	77.91	99779	18.08	19874	3.6
Girls	575218	571157	464025	81.24	90618	15.9	16514	2.89	462164	80.92	89789	15.72	16514	2.89
Total	1132578	1123041	894324	79.63	192329	17.1	36388	3.24	892143	79.44	189568	16.88	36388	3.24

Gender	Enrolled	Assessed	Co-Curricular					
			A	%	B	%	C	%
Boys	557360	551884	418750	75.88	107015	19.4	26119	4.73
Girls	575218	571157	454286	79.54	95216	16.7	21655	3.79
Total	1132578	1123041	873036	77.74	202231	18	47774	4.25

(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

321

b). Mathematics

342

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	%
Tamil	313825	334520	648345	A	189611	60.42	230237	68.83	419848	64.76	80131	25.53	109537	32.74	189668	29.25	93975	29.95	133120	39.79	227095	35.03
				B	91061	29.02	77221	23.08	168282	25.96	84428	26.9	97652	29.19	182080	28.08	105452	33.6	112602	33.66	218054	33.63
				C	26007	8.29	19785	5.91	45792	7.06	78624	25.05	73875	22.08	152499	23.52	86438	27.54	68037	20.34	154475	23.83
				D	7146	2.28	7277	2.18	14423	2.22	70642	22.51	53456	15.98	124098	19.14	27960	8.91	20761	6.21	48721	7.51
				Total	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100
English	313825	334520	648345	A	171947	54.79	212917	63.65	384864	59.36	62640	19.96	78316	23.41	140956	21.74	72005	22.94	96509	28.85	168514	25.99
				B	100980	32.18	88406	26.43	189386	29.21	76460	24.36	91336	27.3	167796	25.88	103044	32.83	120176	35.92	223220	34.43
				C	32132	10.24	24846	7.43	56978	8.79	85152	27.13	88577	26.48	173729	26.8	104467	33.29	90787	27.14	195254	30.12
				D	8766	2.79	8351	2.5	17117	2.64	89573	28.54	76291	22.81	165864	25.58	34309	10.93	27048	8.09	61357	9.46
				Total	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100
Maths	313825	334520	648345	A	182545	58.17	217631	65.06	400176	61.72	71925	22.92	83491	24.96	155416	23.97	81926	26.11	99803	29.83	181729	28.03
				B	94332	30.06	86124	25.75	180456	27.83	77737	24.77	87532	26.17	165269	25.49	105297	33.55	121694	36.38	226991	35.01
				C	27918	8.9	22511	6.73	50429	7.78	83720	26.68	89108	26.64	172828	26.66	96415	30.72	87179	26.06	183594	28.32
				D	9030	2.88	8254	2.47	17284	2.67	80443	25.63	74389	22.24	154832	23.88	30187	9.62	25844	7.73	56031	8.64
				Total	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100
Science	313825	334520	648345	A	190803	60.8	228444	68.29	419247	64.66	80213	25.56	97839	29.25	178052	27.46	90447	28.82	115734	34.6	206181	31.8
				B	87278	27.81	75782	22.65	163060	25.15	77895	24.82	88281	26.39	166176	25.63	103698	33.04	116025	34.68	219723	33.89
				C	24972	7.96	19451	5.81	44423	6.85	77763	24.78	80054	23.93	157817	24.34	89462	28.51	77779	23.25	167241	25.8
				D	10772	3.43	10843	3.24	21615	3.33	77954	24.84	68346	20.43	146300	22.57	30218	9.63	24982	7.47	55200	8.51
				Total	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100
S.Science	313825	334520	648345	A	189095	60.25	227017	67.86	416112	64.18	76338	24.33	90189	26.96	166527	25.68	85478	27.24	106658	31.88	192136	29.63
				B	89404	28.49	77289	23.1	166693	25.71	74811	23.84	85338	25.51	160149	24.7	103738	33.06	119126	35.61	222864	34.37
				C	25235	8.04	19664	5.88	44899	6.93	80259	25.57	85085	25.43	165344	25.5	93992	29.95	83048	24.83	177040	27.31
				D	10091	3.22	10550	3.15	20641	3.18	82417	26.26	73908	22.09	156325	24.11	30617	9.76	25688	7.68	56305	8.68
				Total	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100	313825	100	334520	100	648345	100

CLASS VI-VIII

A	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	Enrolled	Assessed	Physical Education						Life Skill					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	632304	627048	400482	63.87	165488	26.4	61078	9.74	403117	64.29	167938	26.78	55993	8.93
Girls	672334	668786	428524	64.07	177798	26.6	62464	9.34	444960	66.53	170050	25.43	53776	8.04
Total	1304638	1295834	829006	63.97	343286	26.5	123542	9.53	848077	65.45	337988	26.08	109769	8.47

Gender	Enrolled	Assessed	Attitude & values						Health & yoga					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	632304	627048	415732	66.3	159252	25.4	52064	8.3	415830	66.32	155916	24.87	52064	8.3
Girls	672334	668786	462070	69.09	157862	23.6	48854	7.3	454820	68.01	159550	23.86	48854	7.3
Total	1304638	1295834	877802	67.74	317114	24.5	100918	7.79	870650	67.19	315466	24.34	100918	7.79

Gender	Enrolled	Assessed	Co-Curricular					
			A	%	B	%	C	%
Boys	632304	627048	404816	64.56	161680	25.8	60552	9.66
Girls	672334	668786	447200	66.87	164291	24.6	57295	8.57
Total	1304638	1295834	852016	65.75	325971	25.2	117847	9.09

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	%	Boys	%	Girls	%	Total	%
Tamil	325283	345730	671013	A	191891	58.99	237944	68.82	429835	64.06	79084	24.31	107400	31.06	186484	27.79	91340	28.08	129883	37.57	221223	32.97
				B	97237	29.89	80822	23.38	178059	26.54	82850	25.47	99698	28.84	182548	27.2	108999	33.51	121633	35.18	230632	34.37
				C	28196	8.67	20616	5.96	48812	7.27	83477	25.66	81230	23.5	164707	24.55	95324	29.3	73146	21.16	168470	25.11
				D	7959	2.45	6348	1.84	14307	2.13	79872	24.55	57402	16.6	137274	20.46	29620	9.11	21068	6.09	50688	7.55
				Tot	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100
English	325283	345730	671013	A	178983	55.02	223799	64.73	402782	60.03	66514	20.45	83999	24.3	150513	22.43	76589	23.55	103630	29.97	180219	26.86
				B	103958	31.96	88470	25.59	192428	28.68	79466	24.43	95005	27.48	174471	26	108505	33.36	126785	36.67	235290	35.06
				C	32840	10.1	24693	7.14	57533	8.57	88288	27.14	91495	26.46	179783	26.79	105288	32.37	89162	25.79	194450	28.98
				D	9502	2.92	8768	2.54	18270	2.72	91015	27.98	75231	21.76	166246	24.78	34901	10.73	26153	7.56	61054	9.1
				Tot	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100
Maths	325283	345730	671013	A	188146	57.84	227913	65.92	416059	62	75798	23.3	88108	25.48	163906	24.43	85623	26.32	104614	30.26	190237	28.35
				B	99399	30.56	87740	25.38	187139	27.89	78256	24.06	87911	25.43	166167	24.76	106953	32.88	123987	35.86	230940	34.42
				C	28788	8.85	22078	6.39	50866	7.58	84352	25.93	90640	26.22	174992	26.08	100864	31.01	92308	26.7	193172	28.79
				D	8950	2.75	7999	2.31	16949	2.53	86877	26.71	79071	22.87	165948	24.73	31843	9.79	24821	7.18	56664	8.44
				Tot	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100
Science	325283	345730	671013	A	195970	60.25	237499	68.69	433469	64.6	80770	24.83	97315	28.15	178085	26.54	92807	28.53	116929	33.82	209736	31.26
				B	92488	28.43	78338	22.66	170826	25.46	82608	25.4	95722	27.69	178330	26.58	112085	34.46	128429	37.15	240514	35.84
				C	25727	7.91	19677	5.69	45404	6.77	84132	25.86	87979	25.45	172111	25.65	91163	28.03	77404	22.39	168567	25.12
				D	11098	3.41	10216	2.95	21314	3.18	77773	23.91	64714	18.72	142487	21.23	29228	8.99	22968	6.64	52196	7.78
				Tot	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100
S.Science	325283	345730	671013	A	196089	60.28	236531	68.41	432620	64.47	78782	24.22	92807	26.84	171589	25.57	88207	27.12	109630	31.71	197837	29.48
				B	93320	28.69	80312	23.23	173632	25.88	78972	24.28	90339	26.13	169311	25.23	109114	33.54	126677	36.64	235791	35.14
				C	25815	7.94	19743	5.71	45558	6.79	82284	25.3	88910	25.72	171194	25.51	97011	29.82	85822	24.82	182833	27.25
				D	10059	3.09	9144	2.64	19203	2.86	85245	26.21	73674	21.31	158919	23.68	30951	9.52	23601	6.83	54552	8.13
				Tot	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100	325283	100	345730	100	671013	100

Class – VII

Gender	Enrolled	Assessed	Physical Education						Life Skill					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	655506	649930	413588	63.64	172996	26.6	63346	9.75	416057	64.02	174668	26.87	59205	9.11
Girls	694958	690982	443380	64.17	182016	26.3	65586	9.49	463692	67.11	174724	25.29	52566	7.61
Total	1350464	1340912	856968	63.91	355012	26.5	128932	9.62	879749	65.61	349392	26.06	111771	8.34

Gender	Enrolled	Assessed	Attitude & values						Health & yoga					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	655506	649930	429114	66.02	166033	25.6	54783	8.43	429030	66.01	162679	25.03	54783	8.43
Girls	694958	690982	481012	69.61	161005	23.3	48965	7.09	473818	68.57	162524	23.52	48965	7.09
Total	1350464	1340912	910126	67.87	327038	24.4	103748	7.74	902848	67.33	325203	24.25	103748	7.74

Gender	Enrolled	Assessed	Co-Curricular					
			A	%	B	%	C	%
Boys	655506	649930	419325	64.52	168094	25.9	62511	9.62
Girls	694958	690982	463962	67.15	168135	24.3	58885	8.52
Total	1350464	1340912	883287	65.87	336229	25.1	121396	9.05

Scholastic Skill
QMT Term I - Class - VIII

QW1 Term I - Class - VIII																						
Subject	No of Children Assesd			Grade	Formative Assessment (40)						Summative Assessment(60)						Assessment (100)					
	Boys	Girls	Total		Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%
Tamil	338836	359188	698024	A	204914	60.48	256570	71.43	461484	66.11	93516	27.6	135084	37.61	228600	32.75	108413	32	160758	44.76	269171	38.56
				B	97501	28.78	76776	21.37	174277	24.97	92270	27.23	105473	29.36	197743	28.33	114943	33.92	117939	32.83	232882	33.36
				C	28685	8.47	19350	5.39	48035	6.88	82922	24.47	72283	20.12	155205	22.23	86745	25.6	62148	17.3	148893	21.33
				D	7736	2.28	6492	1.81	14228	2.04	70128	20.7	46348	12.9	116476	16.69	28735	8.48	18343	5.11	47078	6.74
				Total	338836	100	359188	100	698024	100	338836	100	359188	100	698024	100	338836	100	359188	100	698024	100
English	338836	359188	698024	A	186655	55.09	234929	65.41	421584	60.4	74086	21.86	97303	27.09	171389	24.55	86358	25.49	119235	33.2	205593	29.45
				B	106584	31.46	90154	25.1	196738	28.18	86619	25.56	101824	28.35	188443	27	113673	33.55	129112	35.95	242785	34.78
				C	35875	10.59	25517	7.1	61392	8.8	90384	26.67	90813	25.28	181197	25.96	103147	30.44	85301	23.75	188448	27
				D	9122	2.69	8588	2.39	17710	2.54	87747	25.9	69248	19.28	156995	22.49	35658	10.52	25540	7.11	61198	8.77
				Total	338236	99.82	359188	100	697424	99.91	338836	100	359188	100	698024	100	338836	100	359188	100	698024	100
Maths	338836	359188	698024	A	194232	57.32	238493	66.4	432725	61.99	80451	23.74	97520	27.15	177971	25.5	89818	26.51	113747	31.67	203565	29.16
				B	102916	30.37	88222	24.56	191138	27.38	80076	23.63	88386	24.61	168462	24.13	107535	31.74	123279	34.32	230814	33.07
				C	31991	9.44	23490	6.54	55481	7.95	84679	24.99	88944	24.76	173623	24.87	106800	31.52	96517	26.87	203317	29.13
				D	9697	2.86	8983	2.5	18680	2.68	93630	27.63	84338	23.48	177968	25.5	34683	10.24	25445	7.08	60128	8.61
				Total	338836	100	359188	100	698024	100	338836	100	359188	100	698024	100	338836	100	358988	99.94	697824	99.97
Science	338836	359188	698024	A	204231	60.27	251560	70.04	455791	65.3	89256	26.34	115370	32.12	204626	29.32	101347	29.91	136421	37.98	237768	34.06
				B	95157	28.08	78050	21.73	173207	24.81	87345	25.78	98665	27.47	186010	26.65	114966	33.93	128286	35.72	243252	34.85
				C	27990	8.26	19821	5.52	47811	6.85	85129	25.12	85700	23.86	170829	24.47	91921	27.13	72953	20.31	164874	23.62
				D	11458	3.38	9757	2.72	21215	3.04	77106	22.76	59453	16.55	136559	19.56	30602	9.03	21528	5.99	52130	7.47
				Total	338836	100	359188	100	698024	100	338836	100	359188	100	698024	100	338836	100	359188	100	698024	100
S.Science	338836	359188	698024	A	207183	61.15	251703	70.08	458886	65.74	89129	26.3	110629	30.8	199758	28.62	100862	29.77	131336	36.56	232198	33.27
				B	93927	27.72	77836	21.67	171763	24.61	86709	25.59	97415	27.12	184124	26.38	114087	33.67	126527	35.23	240614	34.47
				C	27895	8.23	19641	5.47	47536	6.81	83058	24.51	84391	23.49	167449	23.99	93783	27.68	78351	21.81	172134	24.66
				D	9831	2.9	10008	2.79	19839	2.84	79940	23.59	66753	18.58	146693	21.02	30104	8.88	22974	6.4	53078	7.6
				Total	338836	100	359188	100	698024	100	338836	100	359188	100	698024	100	338836	100	359188	100	698024	100

Class – VIII

Gender	Enrolled	Assessed	Physical Education						Life Skill					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	683710	677324	435639	64.32	174628	25.8	67057	9.9	438060	64.68	178123	26.3	61141	9.03
Girls	722288	718376	473325	65.89	181850	25.3	63201	8.8	489837	68.19	174353	24.27	54186	7.54
Total	1405998	1395700	908964	65.13	356478	25.5	130258	9.33	927897	66.48	352476	25.25	115327	8.26

Gender	Enrolled	Assessed	Attitude & values						Health & yoga					
			A	%	B	%	C	%	A	%	B	%	C	%
Boys	683710	677324	449707	66.39	169226	25	58391	8.62	452546	66.81	165896	24.49	58391	8.62
Girls	722288	718376	504248	70.19	164160	22.9	49968	6.96	498315	69.37	165467	23.03	49968	6.96
Total	1405998	1395700	953955	68.35	333386	23.9	108359	7.76	950861	68.13	331363	23.74	108359	7.76

Gender	Enrolled	Assessed	Co-Curricular					
			A	%	B	%	C	%
Boys	683710	677324	437901	64.65	172400	25.5	67023	9.9
Girls	722288	718376	487805	67.9	170009	23.7	60562	8.43
Total	1405998	1395700	925706	66.33	342409	24.5	127585	9.14

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	24966
(ii).Once in two months	18875
(iii).Once in three months	1741
(iv).Once in four to six months	254

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.

(No. of %)

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

0	
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5. (a). How many schools are having less than 60% Coverage of the syllabus ?

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

Nil

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 in a month.

2

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 individually
- ❖ 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?

30%

(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.
- CRC during examination time causes problem.
- Electric power shut down
- Increase of interval time due to the lack of facilities
- Late arrival of modules
- Repeated topics create lack of interest among teachers.

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?

Mathematics	1
Science	1
Social Science	1
Language	1
Arts Education	1
Health and Physical Education	1

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

30%

(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.

- SMC members need money instead of providing food in the training.
- One day training for each term can be provided instead of providing consecutively in a particular month
- Duration of training can be reduced to half a day as the members are mostly daily wage employees.
- Topics of the training, can be changed to capture the attention of the member.
- 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.
- When lower classes handled by PG Teachers they do not attend the training programme.

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.
- ❖ Provision of quality monitoring school visits and supporting the DPO activities.
- ❖ Regular Monitory, Conductivity Test
- ❖ Every Month Coordination meeting is held in every BRC. AEEOs and all BRTE/CRTes explain in detail of the observation of school visit made during the fourth night. AEEOs also will follow this during their visit. Through this a good relation among Officers and ensured.

(e) Role of DPO in quality monitoring

Random visit of schools and Blocks and finding out the improvement of SSA Activities. Frequent visit to low performing Schools, special class in poor performing Schools. gives guidelines and monitoring. Testing, 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
- (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 Little effort could be given to improve Mathematic skills
- ❖ CWSN children could be given more beneficiaries.
- ❖ Results on State Level Achievement survey conducted in 320 schools imply Class 3, 5 & 8 attaining average achievement. High Level Achievement is ensured in Class 3 (81-100)
- ❖ Educationally backward blocks are to be given special attentionSLAS could be conducted twice a year focusing Primary and Upper primary levels in random base.
- ❖ CRC Training on Quality intervention.

- ❖ Discussion on Quality improvement.
- ❖ Everything is based on personal interest of the teachers
- ❖ Whatever the inputs given to teachers through training programme and other ways, only 60 – 70% might reflect from the children. To achieve the remaining percentage everyone must do hard work.
- ❖ Still we need to create awareness among the parents for quality education.
- ❖ The government should be taken steps to enroll 100% preprimary children in ECCE centre for every habitation .
- ❖ Special teachers are to be appointed in schools for CWSNs if it is required.
- ❖ The complete profile of an individual child must be moved from one school to another during his / her transfer. For that a separate register must be maintained in each school.

(c) Number of CRCCs whose performance was poor

(d) What action has been taken on that?

NIL. There were no such CRCs whose performance was poor.

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 our District

- Training could be given through DIET incorporating the new text book, trimester pattern and the existing new curriculum into its constituents.
- Skill based training in language, CAL and CCE training could be given to Upper Primary Level.
- Training of teachers
- Training
- CCE method

- 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

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
SABL guide to teachers.	Primary	2012
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	402	402

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.

ii). Problems :

- Insufficiency of teachers 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					✓	

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 is under process

8. (a) Major programmes / activities of SSA for quality enhancement during the current year.....
- ❖ Emphasizes the SABL process in all schools with full spirit.
 - ❖ Implementing the activities recorded in AWP&B 2013-14.
 - ❖ Implementing CCE with full spirit in all class rooms.
 - ❖ Taking utmost care to implement QMT in all Schools/Cluster/Block/District/State
 - ❖ Initiating activities to assess all students' achievement once in a quarter by BRTE/CRTE
 - ❖ Initiating early literacy programme.
 - ❖ Implementing access programme.
- (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.
 - ❖ Through these assessment teachers are made aware of the status of achievement level of children in all schools. In October 2013, the same assessment was done in the remaining 50% of schools.
10. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).
- ❖ 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:

Name & Signature