शिक्षा का अधिकार
सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

IMPLEMENTATION OF QUALITY MONITORING TOOLS
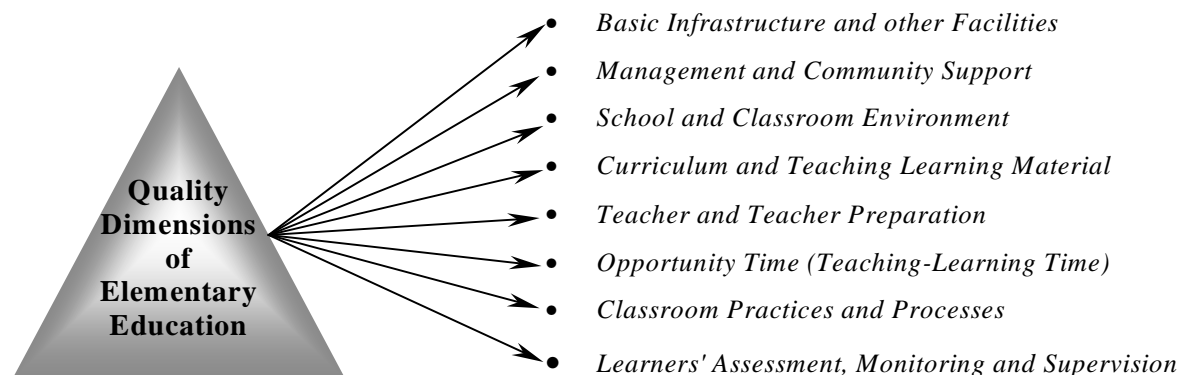
QUALITY MANAGEMENT IN ELEMENTARY EDUCATION UNDER SSA

विद्यया ऽ मृतमश्नुते
NCERT

CONTENTS

Introduction

Sarva Shiksha Abhiyan (SSA) is the flagship programme of Government of India which aims at providing quality elementary education to all children in the age group of 6 to 14 years. The National Curriculum Framework, 2005 also emphasises the need for improvement in the quality of education. In the context of elementary education following quality dimensions have been identified.

Quality Dimensions of Elementary Education

- *Basic Infrastructure and other Facilities*
- *Management and Community Support*
- *School and Classroom Environment*
- *Curriculum and Teaching Learning Material*
- *Teacher and Teacher Preparation*
- *Opportunity Time (Teaching-Learning Time)*
- *Classroom Practices and Processes*
- *Learners' Assessment, Monitoring and Supervision*

With a view to managing the quality of elementary education under SSA, the MHRD through NCERT put in place a massive programme of monitoring quality dimensions of elementary education throughout the country during 2005-06. The Department of Elementary Education, NCERT in consultation with States/ UTs, NUEPA, TSG and MHRD, Government of India developed a set of Quality Monitoring Tools (QMTs) which consisted of 14 formats and 3 analytical sheets. Different aspects of quality dimensions covered in these formats were:

1. Children's attendance;
2. Community Support and Participation;
3. Teacher and Teacher Preparation;
4. Curriculum and Teaching Learning Material;
5. Classroom Process; and
6. Learners' Assessment, Monitoring and Supervision.

These formats known as QMTs were rolled out in all the States and UTs. Key Resource Persons from all States/ UTs were oriented to take up the task in their States/ UTs. The system of monitoring under SSA envisaged a multi-tiered approach at different levels viz. school, cluster,

block, district and state. The monitoring process involved assessing of progress, diagnosing strengths and weaknesses and taking remedial measures according to needs of teachers, schools and related educational functionaries. The objective was to help States/ UTs to institutionalize quality monitoring system with self sustained feedback mechanism.

After introduction, the States and UTs gradually built their capacity in the use of QMTs. The educational functionaries at different levels started using feedback to improve the quality of educational processes and outcomes.

Objectives

The objectives of implementation of Quality Monitoring Tools are:

1. To institutionalize quality monitoring system of elementary education in the States/ UTs.
2. To promote understanding of various dimensions of quality of elementary education among state, district, sub-district and school functionaries.
3. To ascertain the participation of community in functioning and monitoring of elementary education system.
4. To monitor the progress of and provide feedback on various dimensions of quality education at elementary level within and outside the classroom, and finally
5. To improve the quality of elementary education as envisaged in RTE Act 2009.

Revision of QMTs

With the implementation of Right of Children to Free and Compulsory Education (RTE) Act 2009 in the entire country since April 01, 2010, a need was felt to revise the Monitoring Formats and make them more meaningful and relevant. The Department of Elementary Education, NCERT revisited the QMTs with reference to the NCF-2005, RTE Act 2009, SSA Framework 2011, Model Rules for implementation of RTE Act and the experience gained in the implementation of QMTs (2005) in the States/ UTs. Efforts were made to simplify the formats and incorporate significant features of the RTE Act. The various aspects of quality covered in the revised Quality Monitoring Tools are as follows.

- ❖ Admission of all children
- ❖ Attendance of children
- ❖ Availability of textbooks and teaching learning material (TLM)
- ❖ Utilization of TLM grant
- ❖ Involvement of SMCs
- ❖ School development plan
- ❖ Age appropriate admission of out-of-school children
- ❖ Special training to children for age appropriate admission
- ❖ Efforts for children with special needs
- ❖ Gender Sensitive Environment
- ❖ Child friendly classroom organisation
- ❖ Gender Positive Environment
- ❖ Provision of free expression by all children
- ❖ Participation of children in activities
- ❖ Prohibition of physical punishment or mental harassment
- ❖ Conduct and completion of curriculum
- ❖ Assessment of learning and learners' achievement
- ❖ Teachers' position
- ❖ Teacher development system
- ❖ Provision of need-based teacher training
- ❖ System of on-site support
- ❖ Role of CRC, BRC, DIET and SCERT
- ❖ Continuous and Comprehensive Evaluation

The revision of QMTs consisting of 14 formats and 3 analytical sheets resulted in to seven simplified formats, to be used at different levels – school, cluster, block, district and state. The draft formats were shared in a workshop with the representative of the States/ UTs (West Bengal, Punjab, Andhra Pradesh, Uttar Pradesh, Bihar and Delhi).

Table 1: QMTs to be used at different levels

Sl No	Quality Monitoring Tools	Key Persons	Levels
1	School Monitoring Format (SMF)	Head Teacher	School
2	School Management Committee Format (SMCF)	School Management Committee (SMC)	
3	Cluster Monitoring Format (CMF)	Cluster Resource Centre Coordinator (CRCC)	Cluster
4	Classroom Observation Schedule (COS)		
5	Block Monitoring Format (BMF)	Block Resource Centre Coordinator (BRCC)	Block
6	District Monitoring Format (DMF)	District Project Officer (DPO)	District
7	State Monitoring Format (STMF)	State Project Director (SPD)	State

SMF: SMF reflects upon the status of various indicators influencing the quality of school education.

SMCF: The SMCF provides information on perception of SMC members about the functioning of school.

COS: COS records information about various aspects of classroom processes in progress.

CMF: Part I of CMF provides consolidated information of all schools in the cluster collected through SMFs. Part II deals with the perception of CRCC about functioning of schools in the cluster.

BMF: Part I of BMF provides consolidated information of all schools in the block collected through SMFs. Part II provides consolidated information on perceptions of CRCCs. Part III deals with the perception of BRCC on various quality indicators in the block.

DMF: Part I, II and III of DMF respectively consolidate the information about schools in the district, perceptions of CRCCs and perceptions of the BRCCs on various quality indicators in the district. Part IV provides the perceptions of the DPO about quality aspects in the district.

STMF: Part I,II,III and IV and V of STMF respectively provide consolidated information about schools in the district, perceptions of CRCCs, perceptions of the BRCCs and perceptions of DPOs on various quality indicators in the district. Part V deals with the perceptions of the SPO about quality aspects in the state

The Process of Monitoring

The process of flow of information and provision of feedback in the implementation of QMTs is represented in figure 1.

Figure 1:Two-way Flow of Information
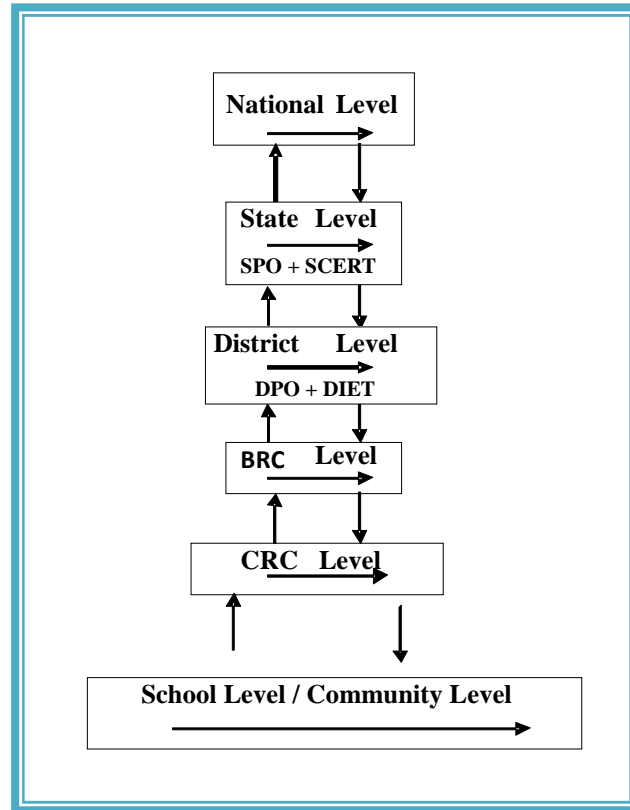
The information collected at the lower level (for example, at school) flows to the next higher level (cluster) where it is consolidated and analysed to provide necessary feedback and take measures for improvement at the lower level (school).This is a process based monitoring in which purpose is not to document or pile up the data but to use it for improving the educational processes.

Guidelines for implementation of Quality Monitoring Tools

Periodicity:

Under the revised scheme there will be four quarters of monitoring in a year, that is, the QMTs at different levels will be completed four times in a year - once in each quarter. The four quarters have been shown in Table 2.

Table 2: The Four Quarters of Monitoring

Quarter	Period covered	Submission of tool/format to next higher level	Format to be completed/ consolidated	
I	April to June	July	SMF, CMF, COS, BMF, DMF,	—
II	July to September	October	SMF, CMF, COS, BMF, DMF,	SMCF, STMF
III	October to December	January	SMF, CMF, COS, BMF, DMF,	—
IV	January to March	April	SMF, CMF, COS, BMF, DMF,	SMCF, STMF

The School Monitoring Format (SMF), Cluster Monitoring Format (CMF), Classroom Observation Schedule (COS), Block Monitoring Format (BMF) and District Monitoring Format (DMF) are to be completed quarterly. The School Management Committee Format (SMCF) to be filled up by SMCs and consolidated by CRCCs at the cluster level will be filled up only half yearly, i.e. in the 2nd and the 4th quarters. Likewise at the State level, STMF will be completed two times in a year – in the 2nd and the 4th quarters. A copy of the STMF will also be forwarded to the NCERT for analysis and feedback.

Flow of information from school level through State /UT level will preferably be initiated in the last month of each quarter and completed in the next month. However feedback action will continue throughout the four quarters. The duration of the four quarters may finally be decided by the States/ UTs in their own context.

*Implementation of QMTs***: Consolidation and Feedback Mechanism**
The following procedure will be adopted for implementation of the QMTs at different levels:

School: The Head Teacher will complete the School Monitoring Format (SMF) and submit a copy of it to CRC.

SMC: SMC (chairperson/member) will complete the School Management Committee Format (SMCF). One copy of SMCF will be retained in the school and the other sent to CRC.

Cluster: CRCC will complete the Cluster Monitoring Format (CMF) according to the guidelines provided in it. The CRCC will observe class teaching in schools of his/her cluster throughout the session and record observations in Classroom Observation Schedule (COS).On the basis of the classroom observations, he/ she will provide onsite guidance to the teachers for improvement of teaching and learning processes leading to improvement in learning outcomes of children. He/she will consolidate class room observation record of COSs of all classes/schools in the cluster in a COS format on quarterly basis. The CRCCs will also consolidate SMCF information received from all SMCs in a SMC format quarterly. The consolidated information in CMF, COS and SMCF will be analysed by the CRCC to provide feedback to the schools and teachers. He /she will take all possible steps for improvement of educational processes in the schools and at the cluster level. All CRCCs in the block will send copies of these formats to the BRCC.

Block: BRCC will complete the Block Monitoring Format (BMF) according to the guidelines given in it. BRCC will also consolidate other formats (COS, SMCF) received from the CRCCs. On the basis of analysis of information of all these formats, BRCC will provide feedback to CRCCs and take necessary action for improvement of quality dimensions in the Block. BRCC will forward copies of all completed formats to DPO and DIET.

District: DPO will complete District Monitoring Format (DMF) and consolidate the formats (COS, SMCF) received from BRCCs. He/she will provide feedback to BRCCs and take necessary action for improvement of educational processes in the district. The DMF will be forwarded to SPD and SCERT. Consolidated COS and SMCF will be retained at the district level. These may be provided to the DIET, SCERT, SPO or NCERT for analysis if needed.

State: SPD/ concerned State Coordinator, SSA will complete/ consolidate the State Monitoring Format (STMF) received from DPOs. The information will be analysed and appropriate necessary action taken for improvement of educational processes in the State/UT. Copies of consolidated formats will be forwarded to the Department of Elementary Education, NCERT, New Delhi and the concerned Regional Institute of Education.

NCERT: At NCERT level, the Department of Elementary Education and RIEs will analyse the information received and provide feedback to the State/UT for improvement.

Role of DIET and SCERT: DIETs and SCERT/SIE have to play an important role in the implementation of QMTs in the State/UT. The QMT formats seek to rejuvenate the academic resource support structures at the cluster, block and district levels for bringing improvement in classroom processes and students' performance. The DIETs and SCERT/SIE in the State/UT would analyse the Quality Monitoring Data. The DIETs need to analyse the Quality Monitoring Data at the cluster, block and district levels and provide area/context specific feedback for corrective measures.

At the State Level the SCERT/SIE needs to collect and analyse Quality Monitoring Data emerged from STMF and district level consolidated COSs and SMCFs and evolve a mechanism to improve teaching and learning processes as per provisions given in section 29 of the RTE Act. DIETs and SCERT/SIE need to build up strong linkages with educational functionaries and structures at different levels in the State/UT.

SCHOOL MONITORING FORMAT

(To be completed by Head of School and to be sent to CRCC for each quarter)

Quarter under Report | I | II | III | IV | Year   [ ][ ][ ][ ] - [ ][ ]

Period of quarter … ………….. to………………

General Guidelines

1. Please answer all questions.

2. Unanswered questions/blank spaces left will mean that the activity did not held/ information is nil.

3. Information provided should belong to the current quarter under report only.

4. Completed SMF should be submitted to the CRC. One copy should be retained by the school.

Section A: School Information

1. (a) CRC _____, BRC _____ , District _____, State _____

   (b) Name of school with address _____

2. School type
   (Mark √ on any one)   I - V [ ]   VI - VIII [ ]   I - VIII [ ]   Any other [ ]

3. No. of Teachers: In Position   Required Posts
   (As per RTE Norms)

    (a) Primary Teachers   (i) Regular [ ]   [ ]

                      (ii) Contractual [ ]

    (b) Upper Primary Teachers   (i) Regular [ ]   Subjects………..
                                     ……………………   [ ]

                      (ii) Contractual [ ]   Subjects………..
                                       ……………………

Section B: Enrolment and Attendance

4. Please provide information about enrolment and attendance of students.

Class	Enrolment			Average daily attendance in last month (Month………………)			Percentage of average daily attendance for last month (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I									
II									
III									
IV									
V									
VI									
VII									
VIII									
Total									

$$Average\ attendance\ of\ the\ month = \frac{Sum\ of\ students\ present\ in\ the\ month}{Number\ of\ working\ days}$$

$$Percentage\ of\ average\ attendance = \frac{Average\ attendance\ of\ month \times 100}{Enrolment\ of\ students}$$

5. What is the number of Children with Special Needs (CWSN) in your school? ☐

6. (a) Write the number of out-of-school children admitted to age appropriate classes under RTE.

   Boys: ☐   Girls: ☐

   (b) Where are these children undergoing special training (please mark √)

   (i) In your school ☐

   (ii) In non-residential centre run by NGOs or government   NGO ☐   Govt. ☐

   (iii) In a residential centre run by NGO or govt.   NGO ☐   Govt. ☐

   (iv) Any other…………….. ☐

7. Steps taken by the school to improve students' attendance.

_____

_____

Section C: Curriculum Transaction

8. Please complete the table for all teachers working in the school stating:

   (a) What chapter of the textbook is being taught by each teacher (for each subject)?

   (b) Whether the coverage of curriculum/ textbooks so far, is adequate to complete the class curriculum within the academic year for each teacher and subject he/she teaches?

   (If need be, additional column/ row/ sheet may be added.)

S. No.	Name of teacher	Class	Subjects / textbooks	Chapter number and name	Coverage	
					Adequate	Inadequate
1.						
2.						
3.						
4.						
5.						

9. When were textbooks distributed to students after beginning of the session? (Mark √)

   (a) Within one week ☐   (b) Within one month ☐   (c) After one month ☐

10. Mention the reasons for late distribution of textbooks (if any).

   _____

   _____

11. (a) Number of teachers who received teacher grant of Rs. 500/- for the year?   ☐

   (b) Number of teachers who are developing TLM and using them in classroom

   teaching?   ☐

12. Utilization of teacher (TLM) grant by the teachers:

   (a) Name the items purchased for TLM _____

   _____

   (b) Name TLM items developed by teachers themselves _____

   _____

13. Mention at least two initiatives adopted by teachers for improving teaching and learning processes.

   _____

   _____

14. How do you ensure gender sensitive and gender positive environment in school? (Give details)

   (a) Participation in learning through activities, discovery and exploration

   ……………………………………………………………………………………………………

   (b) Participation in games and sports

   ……………………………………………………………………………………………………

   (c) Availability of gender sensitive library and supplementary reading material

   …………………………………………………………………………………………

   (d) Any other ………………………………………………………………………

15. How do you ensure participation of SC children in school? (Give details)

   (a) Participation in learning through activities, discovery and exploration

      . ………………………………………………………………………………

   (b) Participation in games and sports

      …………………………………………………………………………..

   (c) Any other …………………………………………………………………..

16. How do you ensure participation of ST children in school? (Give details)

   (d) Participation in learning through activities, discovery and exploration

      ………………………………………………………………………….

   (e) Participation in games and sports

      …………………………………………………………………………..

   (d) Any other …………………………………………………………………..

17. Mention specific efforts (at least two) for making classroom inclusive (CWSN).

   _____

   _____

Section D: Continuous and Comprehensive Evaluation (CCE)

18. (a) Has the school been given formats by State/UT government for CCE progress report cards?

Yes	No

   (b) Are pupil wise progress report cards being maintained by school?

Yes	No

   (c) What is the periodicity of updating these report cards?

   _____

   (d) When were students' report cards shared last with pupils' parents?

   _____

   _____

Section E: Teacher Training

19. (a) Are teachers using the training inputs in classrooms / school? | Yes | No |

   (b) If yes, in what way? _____

   _____

   _____

   (b) If no, why? _____

   _____

20. Give suggestions for upcoming training programmes.

   _____

   _____

   _____

Section F: Functioning of SMC

21. Has SMC been constituted for your school? | Yes | No |

22. Whether members of SMC were given training about their roles and functions? | Yes | No |

23. (a) Whether School Development Plan has been prepared? | Yes | No |

   (b) If yes, whether members of the School Management Committee were involved in preparation of this plan? | Yes | No |

Section G: Learners' Assessment

24. **Please provide the pupil assessment data <u>in the format used in your school</u> 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.

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language		A						
			B						
			C						
			Total						100
	Mathematics		A			*SAMPLE*			
			B						
			C						
			Total						100
	EVS		A						
			B						
			C						
			Total						100
II									
III									
IV									
V									

 *Add all classes and all subjects

** Primary: Grades; A= 70% and above, B= 30%-69%, C= below 30%

$$Percentage\ of\ boys\ in\ grade\ A = \frac{Number\ of\ boys\ obtaining\ grade\ A \times 100}{Number\ of\ children\ assessed}$$

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

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Language		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
	Science		A						
			B						
			C						
			D						
			E						
			Total						100
	Social Science		A						
			B						
			C						
			D						
			E						
			Total						100
			A						
			B						
			C						
			D						
			E						
			Total						100
VII									
VIII									

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

Date………….   **Name and Signature of Head Teacher**

SCHOOL MANAGEMENT COMMITTEE FORMAT

(To be completed by School Management Committee for quarters II and IV only and to be sent to the CRCC)

Quarter under Report | II | IV | Year [ ][ ][ ][ ]-[ ][ ]

Period of quarter……….to…………

General Guidelines:

Please answer all questions. Unanswered question or blank space left will mean that the activity is not held or the information is nil. Information provided will be used for research purpose only.

General Information;

1. Name of school with location _____

2. Name of CRC _____ BRC _____ District _____ State _____

3. Number of Members in SMC:

   (a) Total _____   (b) Women _____   (c) Parents of children in school _____

      (d) SC _____(e) ST_____(f) Minority _____(g) Others _____

---

1. (a) How many meetings of the SMC were organized during last six months? [ ]
    (0, 1, 2, 3, 4….)

    (b) Write dates _____

2. (a) Have SMC members been provided training? | Yes | No |

    If yes,

    (b) When was the training programme organized?   [ ]

    (c) Themes of training provided

    _____

    _____

    _____

3. (a) Whether 'School Development Plan' has been prepared? | Yes | No |

    (b) If yes, whether SMC members were actively involved in preparation of School Development Plan? | Yes | No |

4. What improvements are needed in the school functioning (List between 1 and 4 in order of priority)?

(i) _____

(ii) _____

(iii)_____

(iv)_____

5. List major initiatives of SMC for improving functioning of school.

(i) _____

(ii) _____

(iii)_____

(iv)_____

Date _____   **Name and Signature of Chairperson**

CLUSTER MONITORING FORMAT

(To be completed by CRCC and to be sent to BRCC for each quarter)

Quarter under Report | I | II | III | IV | Year ☐☐☐☐ - ☐☐

Period of Quarter…………to…………

General Guidelines

1. This format has two parts, I and II. Part I will be completed by the CRC Coordinator by consolidating the information received in SMFs from all schools.
2. Part II will be completed by the CRC Coordinator on the basis of his/her perceptions.
3. Please answer all questions. Unanswered questions or blank spaces left will mean that the activity was not carried out or the information is nil.
4. Information provided should belong to the current quarter only.
6. Completed CMF should be submitted to the BRC.

Part-I

(To be consolidated by CRC Coordinator using the information of all schools from SMFs)

Section A: School Information

1. CRC _____ , BRC_____ ,District _____ ,State _____

2. (a) Total number of schools in the cluster

    I - V ☐ **VI - VIII** ☐ **I - VIII** ☐ Any other ☐ **Total** ☐

    (b) Number of schools which filled up SMFs

    I- V ☐ **VI - VIII** ☐ **I - VIII** ☐ Any other ☐ **Total** ☐

3. No. of Teachers: *In Position*   *Required Posts*
                                                        (As per RTE Norms)

(a) Primary Teachers   (i) Regular   ☐   ☐
                             (ii) Contractual ☐

(b) Upper Primary Teachers (i) Regular   ☐ Subjects………..   ☐
                                              …………………

                             (ii) Contractual ☐ Subjects………..
                                              …………………

Section B: Attendance Information

4. Please provide information about attendance of students during last month in the cluster:

Month:…………………..

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I									
II									
III									
IV									
V									
VI									
VII									
VIII									
Total									

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

(ii) Number of schools with no CWSN enrolled in the cluster

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

_____

_____

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

Boys [   ]   Girls [   ]

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

In schools where enrolled	Other non-residential centers by NGOs	Residential centers	Any Other ....

(c) How many centers were visited by CRCC in the quarter?

(d) Number of children dropped out of special training programmes [ ] last quarter [ ]

Section C: Curriculum Transaction

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

Within one week	Within one month	After one month

9. Reasons for late distribution of text books in the cluster

_____

_____

	Primary	Upper Primary

10. (i) No. of teachers who received Teacher (TLM) Grant [ ] [ ]

(ii) No. of teachers who utilized Teacher (TLM) Grant [ ] [ ]

11. Write the manner in which teachers utilized teachers grant (TLM)

_____

_____

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

Write at least 3 examples with names of teachers and schools.

(i) _____

_____

(ii) _____

_____

(iii)_____

_____

13. Specific efforts made for making classrooms inclusive (CWSN).Write three examples with names

of schools

_____

_____

_____

_____

Section D: Continuous and Comprehensive Evaluation

14. (a) Number of schools in the cluster which have received Formats given by the State/UT Government ☐

    (b) Number of schools maintaining pupil wise progress report cards in the cluster ☐

    (c) Number of schools sharing students' report cards with parents in the clusters ☐

Section E: Teacher Training

15. Ways in which training inputs are being used by teachers. Write at least 3 examples with name of teachers and schools.

_____

_____

_____

16. Suggestions of teachers for upcoming training programmes.

_____

_____

_____

_____

Section F: Functioning of SMC

17. Number of schools having School Management Committee (SMCs). ☐

18. Number of SMCs which have received training about their roles and functions. ☐

19. (a) Number of schools where School Development Plan has been prepared. ☐

    (b) Number of schools where SMCs were involved in preparation of this plan. ☐

Section G: Learners' Assessment

20. **Please aggregate pupil assessment data of schools <u>in the format used in schools</u> 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.

Number of schools of the cluster which provided this information:

EXAMPLE: (Do not use this format. Provide information in the format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language		A						
			B						
			C						
			Total						100
	Mathematics		A	*SAMPLE*					
			B						
			C						
			Total						100
	EVS		A						
			B						
			C						
			Total						100
II									
III									
IV									
V									

*Add all classes and all subjects

** Primary: Grades A= 70% and above, B= 30%-69%, C= below 30%

15

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

Number of schools which provided this information: ☐

EXAMPLE: (Do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Language		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
	Science		A						
			B						
			C						
			D						
			E						
			Total						100
	Social Science		A						
			B						
			C						
			D						
			E						
			Total						100
			A						
			B						
			C						
			D						
			E						
			Total						100
VII									
VIII									

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

Part-II

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

1. Has state authority (SCERT/SSA) provided any guidelines for supervision of schools / classroom processes? If yes, provide information on the following:

Yes	No

  (a) Minimum number of schools to be supervised in a quarter

  (b) Minimum number of classes (teaching learning processes) to be observed in a quarter

  (c) How many schools/classrooms did you observe during last quarter?
       Schools [ ]   classrooms [ ]

2. (a) How many times each school was visited by you during the quarter? (Please

     √ mark)

     (i) Once in a month

     (ii) Once in two months

     (iii) Once in three months

     (iv) Once in four to six months

   (b) Mention two good practices you observed teachers use.

     (i)_____

     (ii)_____

   (c) What suggestions did you provide to teachers to improve teaching?

     _____

     _____

3. (a) Are the teachers maintaining records of pupils' progress in learning?

Yes	No

   Number   %

   (b) Number of schools not maintaining records of pupils' progress in the schools

4. Write five examples of onsite support provided to teachers by you along with name of teachers and schools.

(a)_____

_____

(b)_____

_____

(c)_____

_____

(d)_____

_____

(e)_____

_____

5. (a) Mention the number of teachers in your cluster who have covered syllabus as per expectations by this time of the academic year.

Covered as expected	Covered between 80% to 60%	Covered by less than 60%

(b) List schools where there is less than 60% coverage of syllabus

_____

_____

_____

_____

(c)What have you done to address this issue?

_____

_____

6. (a) Do you organize in-service professional development programmes for teachers at CRC?

   (b) If yes, the number of programmes organized in last quarter.

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

   (i)_____

   (ii)_____

   (iii)_____

   (iv)_____

   (v)_____

7. Do you monitor students' learning levels during school visits? Write at least one example for each school visited in last quarter.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

8. What support do you need from BRCC? List two key items.

   _____

   _____

   _____

   _____

Date: **Name and Signature of CRC Coordinator**

CLASSROOM OBSERVATION SCHEDULE

(To be completed by CRC Coordinator and sent to BRC Coordinator after consolidating all COSs)

General Guidelines

- Please observe the classroom processes in normal settings. Teacher should not make special preparation for classroom observation.

- Teacher should be informed that the purpose of classroom observation is to help her/him in improving teaching and learning processes.

- The observer will record his / her observations in this format at the same time or as early as possible after classroom observation.

- If any item is left blank, it will mean that the activity was not held in the class.

- CRC should consolidate COSs in respect of all classes observed in a single COS format and send to the BRCC.

- The observer should provide suggestions to the teacher for improvement after classroom observation.

General Information

1. Name and address of school visited_____

2. CRC _____ BRC _____ District _____ State _____

3. Class observed _____Subject/s _____ Topic _____

4. Name of the Teacher _____

Classroom Observation: Record of classroom processes:

Please mark (√) in the relevant column for each item.

Sl. No.	Aspects	To a Great Extent	To Some Extent	Not at All
1.	Teacher encourages children to ask questions.			
2.	Teacher gives answers to students questions/ queries gladly			
3.	Teacher is sharing students' experiences and developing lesson on the basis of their experience.			
4.	Blackboard is used properly by the teacher.			
5.	Relevant TLMs are used properly during teaching.			
6.	Teacher is asking variety of questions to encourage participation of all children.			
7.	Teacher ensures gender sensitive and gender positive behaviour during teaching			
8.	The teacher is conducting relevant activities during teaching.			
9.	Overall classroom environment is conducive for learning.			
10.	Children feel free to express their feelings and problems.			
11.	Teacher is assessing students' learning along with teaching, and moving ahead after ensuring that students have learnt.			
12.	Teacher addresses the diversity in classroom (inclusiveness)			
	Other remarks			

Date: **Name and Signature of CRC Coordinator**

BLOCK MONITORING FORMAT

(To be completed by BRCC and to be sent to DPO and DIET)

Quarter under Report | I | II | III | IV | Year | | | | | - | | |

Period of quarter ……… to……….

General Guidelines

1. This format has three parts, I, II and III. Part I&II will be completed by the BRC coordinator by consolidating the information received through CMFs from all CRCCs.

2. Part III will be completed by the BRC Coordinator on the basis of his/her perceptions.

3. Please answer all questions. Unanswered questions or blank spaces left will mean that the activity was not carried out or the information is nil.

4. Information provided should belong to the current quarter.

6. Completed BMF should be submitted to the DPO and DIET.

Part-I

(To be consolidated by BRC Coordinator using information from CMF Part I filled up by CRCs of all clusters)

Section A: School Information

1. CRC _____ , BRC_____ ,District _____ ,State _____

2. (a) Number of schools in the block

    I - V [ ]   **VI - VIII** [ ]   **I - VIII** [ ] Any other [ ] **Total** [ ]

    (b) Number of schools which filled up SMFs in the block

    I- V [ ]   **VI - VIII** [ ]   **I - VIII** [ ] Any other [ ] **Total** [ ]

3. No. of Teachers: *In Position*   *Required Posts*
                                                                   (as per RTE Norms)

    (a) Primary Teachers   (i) Regular   [ ]   [ ]
                                 (ii) Contractual [ ]

    (b) Upper Primary   (i) Regular   [ ]   [ ]
        Teachers
                                 (ii) Contractual [ ]

Section B: Attendance Information

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

Month: ……………..

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I									
II									
III									
IV									
V									
VI									
VII									
VIII									
Total									

5. (i)Number of Children with Special Needs CWSN in govt. schools in the block. ☐

(ii) Number of schools with no CWSN enrolled. ☐

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

_____

_____

_____

_____

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

Boys ☐   Girls ☐

(b) Number of centres where these children are undergoing special training:

In schools where enrolled	Other non-residential centers by NGOs	Residential centres	Any Other ....

(c) How many centers were visited by CRCC in the quarter? [ ]

(d) Number of children dropped out of special training programmes up to last quarter. [ ]

Section C: Curriculum Transaction

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

Within one week	Within one month	After one month

9. Reasons for late distribution of text books in block.

_____

_____

	Primary	Upper Primary

10. (i) No. of teachers who received Teacher /(TLM) Grant [ ] [ ]

    (ii) No. of teachers who utilized Teacher/ (TLM) Grant [ ] [ ]

11. Write the manner in which teachers utilized teachers' grant (TLM).

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

Section D: Continuous and Comprehensive Evaluation (CCE)

14. How are CRCs monitoring the progress of pupils' learning?

_____

_____

_____

_____

Section E: Teacher Training

15. Ways in which training inputs are used by the teachers. Write five prominent examples.

    ☐

_____

_____

_____

_____

16. Five key suggestions provided by the CRCCs for upcoming teacher training programmes.

_____

_____

_____

_____

_____

Section F: Functioning of SMC

17. Number of schools having School Management Committees (SMCs) in the block. ☐

18. (a) Number of schools where School Development Plans have not been prepared. ☐

    (b) Number of schools not involving SMCs in preparation of this plan. ☐

19. Number of SMCs which have not received training about their roles and functions in the block. ☐

Section G: Learners' Assessment

20. **Please aggregate pupil assessment data of schools <u>in the format used in schools</u> and enclose the same (CCE format). Following format is given as an example only**

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

      (i)   Number of schools of the block which provided this information: ☐

      (ii)   Number of schools of the block which have low pupil achievement levels. ☐

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language		A						
			B						
			C						
			Total						100
	Mathematics		A						
			B	*SAMPLE*					
			C						
			Total						100
	EVS		A						
			B						
			C						
			Total						100
II									
III									
IV									
V									

    *Add all classes and all subjects
    ** Primary: Grades A= 70% and above, B= 30%-69%, C= below 30%

(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 block which provided this information   ☐

   (ii)   Number of schools in the block which have shown low pupil achievement in

         (a) Mathematics ☐   (b) Science ☐

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Language		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B	*SAMPLE*					
			C						
			D						
			E						
			Total						100
	Science		A						
			B						
			C						
			D						
			E						
			Total						100
	Social Science		A						
			B						
			C						
			D						
			E						
			Total						100
			A						
			B						
			C						
			D						
			E						
			Total						100
VII									
VIII									

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

Part-II

(To be consolidated by BRC coordinator using the information from CMF Part II filled up by CRC Coordinators. Please fill up blank spaces by consolidating the information of all clusters)

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

2 (a) School visits by CRCCs:

Number of times visits were made to each school   *Number of CRCCs visited*

   (i) Once in a month

   (ii) Once in two months

   (iii) Once in three months

   (iv) Once in four to six months

  (b) Mention five good practices reported by the CRCCs.

    (i)_____

    (ii)_____

    (iii)_____

    (iv)_____

    (v)_____

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

_____

_____

_____

Number   %

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

Number   %

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

  (b) What has been done by CRCs and BRCC to improve the position of poor coverage of syllabus in   such schools?

_____

_____

_____

_____

Part-III

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

1. Write three important specific functions that you performed as BRC Coordinator.

    (a)_____

    (b)_____

    (c)_____

2. Have you prepared a calendar / schedule for visit of schools?

Yes	No

    If yes,

    (a) Did you consult CRCCs?

Yes	No

    (b) Did you consult Head Teachers/ School?

Yes	No

3. How many times each school in your block was visited by BRCC during the quarter? [ ]

    (Please √ mark)

    (a) Once in a month   [ ]

    (b) Once in two months   [ ]

    (c) Once in three months   [ ]

    (d) Once in four to six months   [ ]

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

    (a)_____

    (b)_____

    (c)_____

    (d)_____

    (e)_____

5. How are you monitoring that the record of pupil progress in learning is being acted upon by the teachers? Write at least 3 examples.

(a)_____

(b)_____

(c)_____

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

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

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

(i)_____

(ii)_____

(iii)_____

(iv)_____

(v)_____

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?

Number

(i) Mathematics [   ]

(ii) Science [   ]

(iii) Social Science [   ]

(iv) Languages [   ]

(v) Arts Education [   ]

(vi) Health and Physical Education [   ]

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

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

(i)_____

(ii)_____

(iii)_____

(iv)_____

(v)_____

Date: **Name and Signature of BRC Coordinator**

DISTRICT MONITORING FORMAT
(To be completed by DPO and be sent to SPD and SCERT)

Quarter under Report | I | II | III | IV | Year | | | | | - | |

Period of Quarter……… to………

General Guidelines

1. This format has four parts, I, II, III and IV. Part I, II & III will be completed by consolidating information received in BMFs from all BRCs in the district.

2. Part IV will be completed by the DPO on the basis of his/her perceptions.

3. Information provided should belong to the quarter under report only.

4. Completed DMF should be submitted to the SPD and SCERT.

Part-I
(To be consolidated by DPO using the information from BMF Part I filled up by BRCCs of all blocks)

Section A: School Information

1. CRC _____ , BRC_____ ,District _____ ,State _____

2. (a) Number of schools in the district

| I - V | | VI - VIII | | I - VIII | | Any other | | | Total | |

 (b) Number of schools which filled up SMFs

| I- V | | VI - VIII | | I - VIII | | Any other | | | Total | |

3. Number of Teachers: Primary   Upper Primary

 (a) How many government schools in the district have a pupil teacher ratio above 1:30 in primary school and 1:35 in upper primary school?

 (b) How many teachers in the district have failed to join place of posting in last quarter?

 (c) How many teachers are attached elsewhere than place of posting?

Section B: Attendance Information

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

   Month: ………………..

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I									
II									
III									
IV									
V									
VI									
VII									
VIII									
Total									

5. (i) Number of Children with Special Needs (CWSN) in government schools in the district. ☐

   (ii) Number of schools with no CWSN enrolled. ☐

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

   _____

   _____

   _____

   _____

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

   Boys ☐   Girls ☐

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

In schools where enrolled	Other non-residential centers by NGOs	Residential centers	Any Other ....

(c) Number of children dropped out of special training programmes up to last quarter [ ]

Section C: Curriculum Transaction

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

Within one week	Within one month	After one month

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

_____

_____

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

                                              Received %   Utilised %

Percentage of primary teachers   [|]

Percentage of upper primary teachers   [|]

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

_____

_____

_____

_____

_____

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

_____

_____

_____

Section D: Continuous and Comprehensive Evaluation

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

_____

_____

_____

Section E: Teacher Training

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

(a)_____

(b)_____

(c)_____

(d)_____

(e)_____

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

_____

_____

_____

_____

Section F: Functioning of SMCs

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

17. (a) Number of schools where School Development Plans have not been prepared. ☐

(b) Number of schools not involving SMCs in preparation of this plan. ☐

18. Number of SMCs which have not been given training about their roles and functions. ☐

Section G: Learners' Assessment

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

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

     (i)   Number of schools of the district which provided this information: ☐

     (ii)   Number of schools in district with low pupil achievement levels. ☐

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language		A						
			B						
			C						
			Total						100
	Mathematics		A						
			B						
			C						
			Total						100
	EVS		A						
			B						
			C						
			Total						100
II									
III									
IV									
V									

*Add all classes and all subjects
** Primary: Grades A= 70% and above, B= 30%-69%, C= below 30%

(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 district which provided this information: ☐

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

(a) Science ☐ (b) Mathematics ☐

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Language		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A	*SAMPLE*					
			B						
			C						
			D						
			E						
			Total						100
	Science		A						
			B						
			C						
			D						
			E						
			Total						100
	Social Science		A						
			B						
			C						
			D						
			E						
			Total						100
			A						
			B						
			C						
			D						
			E						
			Total						100
VII									
VIII									

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

Part-II

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

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

2. School visits by CRCCs:

   Number of times visits were made to each school   *Number of CRCCs visited*

     (i) Once in a month

     (ii) Once in two months

     (iii) Once in three months

     (iv) Once in four to six months

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

   _____

   _____

   _____

                                                    Number   %

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

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

   (b) What have BRCs/CRCs done to address this issue? Have they done enough? If not, what are you going to do?

   _____

   _____

6. (i) Number of BRCC's who undertook expected number CRC's and schools visits?

   (ii) Number of BRCC's who are not providing quarterly QMT's regularly.

   (iii) BRCC's who have not taken action in their blocks on schools/teachers lagging behind in annual syllabus/textbook coverage?

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.

   _____

   _____

   _____

   _____

2. Number of BRCCs who prepared a schedule for visit of schools. ☐

3. Number of times each school was visited by BRCC on an average? ☐

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

   _____

   _____

   _____

   _____

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

   _____

   _____

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

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

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

   (i)_____

   (ii)_____

   (iii)_____

   (iv)_____

   (v)_____

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 ☐

(ii) Science ☐

(iii) Social Science ☐

(iv) Language ☐

(v) Arts Education

(vi) Health and Physical Education ☐

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

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

(i)_____

(ii)_____

(iii)_____

(iv)_____

(v)_____

Part-IV

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

1. Has the State authority (SCERT/SSA) provided any guidelines to CRCs & BRCs for supervision of schools' classroom processes in your district?

Yes	No

   If yes, provide information on the following:

	CRCC	BRCC
(a) Minimum number of schools to be supervised in a quarter		
(b) Minimum number of classes (teaching learning processes) observed in a quarter		

2. Do you have a 'quality monitoring' mechanism at the district level?

   If yes,

   (a) The institutions involved _____

   (b) Members of 'quality monitoring' _____

   (c) Role of BRC/CRC in quality monitoring _____

   (d) Role of DPO in quality monitoring _____

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

   (a) Training of resource persons on RTE Act 2009 — Yes | No

   (b) Training of Resource Persons on Pedagogy and Assessment — Yes | No

   (c) Training of SMC members on 'School Development Plan' — Yes | No

   (d) Training of 'Educators' for special training of children admitted to age-appropriate classes — Yes | No

4. Do you organize meetings of BRCCs, CRCCs and Head Teachers to understand the problems of your district? — Yes | No

   If yes, in what way:

   (a) Once in a month — Yes | No

   (b) Once in two months — Yes | No

   (c) Once in three months — Yes | No

   (d) Once in four-six months — Yes | No

5. Field visits (schools) by DPO during last quarter:

   (a) Number of schools visited

(b) Feedback from field on 'quality: State three priority areas, where intervention in next quarter is required.

(i)_____

(ii)_____

(iii)_____

(c) Number of CRCCs whose performance was poor [   ]

(d) What action has been taken on that?

_____

_____

_____

_____

6. How often do DPO and DIET hold coordination meetings or coordinate between themselves for SSA activities (Please √ mark)

Mostly	Sometimes	Never

If there are problems, give details

_____

_____

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

_____

_____

_____

_____

8. Do school buildings have minimum required infrastructure arrangement?

Yes	No

(a) Number of schools without safe drinking water facilities [   ]

(b) Number of schools without separate toilets for boys/ girls [   ]

(c) Schools without barrier free access [   ]

(d) Schools without boundary wall [   ]

Date: **Name & Signature**

STATE MONITORING FORMAT
(To be completed by SPD and sent to NCERT)

Quarter under Report | I | II | III | IV | Year   ☐☐☐☐ - ☐☐

Period of quarter: ………to……

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 _____, BRC_____, District _____, State _____

2. (a) Number of schools in the cluster

   I - V ☐   VI - VIII ☐   I - VIII ☐   Any other ☐   **Total** ☐

   (b) Number of schools which filled up SMFs

   I- V ☐   VI - VIII ☐   I - VIII ☐   Any other ☐   **Total** ☐

3. Number of Teachers: In Position   Required Posts (as per RTE Norms)

   (a)   Primary Teachers   (i) Regular ☐   ☐

                (ii) Contractual ☐

   (b) Upper Primary Teachers   (i) Regular ☐   ☐

                (ii) Contractual ☐

Section B: Attendance Information

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

Month: ………………

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I									
II									
III									
IV									
V									
VI									
VII									
VIII									
Total									

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

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

_____

_____

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

Boys: Girls:

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

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

Section C: Curriculum Transaction

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

Within one week	Within one month	After one month

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

_____

_____

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

                                                        Received %   Utilised %

Percentage of primary teachers   [|]

Percentage of upper primary teachers   [|]

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

_____

_____

_____

_____

_____

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

_____

_____

Section D: Continuous and Comprehensive Evaluation

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

_____

_____

Section E: Teacher Training

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

   (i)_____

   (ii)_____

   (iii)_____

   (iv)_____

   (v)_____

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

   _____

   _____

   _____

Section F: Functioning of SMC   Number   %

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

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

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

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

   _____

   _____

                                                           Number   %

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

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

   _____

   _____

Section G: Learners' Assessment

19. **Please aggregate pupil assessment data of schools <u>in the format used in schools</u> 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.   Number %

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

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

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language		A						
			B						
			C						
			Total						100
	Mathematics		A						
			B	*SAMPLE*					
			C						
			Total						100
	EVS		A						
			B						
			C						
			Total						100
II									
III									
IV									
V									

  *Add all classes and all subjects

  ** Primary: Grades A= 70%and above, B= 30%-69%, C= below 30%

(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

(a) Science   (b) Mathematics

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Language		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
	Science		A						
			B						
			C						
			D						
			E						
			Total						100
	Social Science		A						
			B						
			C						
			D						
			E						
			Total						100
			A						
			B						
			C						
			D						
			E						
			Total						100
VII									
VIII									

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

Part-II

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

2. School visits by CRCCs:

    Number of times visits were made to each school   *Number of CRCCs visiting*

    (i) Once in a month

    (ii) Once in two months

    (iii) Once in three months

    (iv) Once in four to six months

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

    _____

    _____

    _____

    Number   %

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

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

    (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?

    _____

    _____

    _____

Part-III

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

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

    (i)_____

    (ii)_____

    (iii)_____

    (iv)_____

    (v)_____

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

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

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

    (i)_____

    (ii)_____

    (iii)_____

    (iv)_____

    (v)_____

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

    _____

    _____

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

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

  (c) List major issues emerging from the programmes.

    _____

    _____

    _____

    _____

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 ☐

(ii) Science ☐

(iii) Social Science ☐

(iv) Language ☐

(v) Arts Education ☐

(vi) Health and Physical Education

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

(c) List major issues emerging from the programmes.

_____

_____

_____

_____

Part-IV

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

1. Number of districts having 'quality monitoring' mechanism. ☐

    (a) The institutions involved _____

    (b) Members of 'quality' monitoring _____

    (c) Role of BRC/CRC in quality monitoring _____

    (d) Role of DPO in 'quality' monitoring _____

2. What kind of 'quality interventions' were provided at district level in the last quarter? **Number of districts providing interventions** ☐

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

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

    (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) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

_____

_____

_____

_____

_____

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

Number of districts coordinating:		
Mostly	Sometimes	Never

(b) If there are problems, give details

_____

_____

_____

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

_____

_____

_____

_____

Part-V

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

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

   (a) State Government

   (b) NCERT

   (c) Private publishers

   (d) Any other………………………..

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

	Initiated	Completed
Primary: Syllabi	_____	_____
Textbooks	_____	_____
Upper Primary: Syllabi	_____	_____
Textbooks	_____	_____

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*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	*In Position*
CRCs	_____	_____
BRCs	_____	_____

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

   (a) DIETs: Involvement _____

   _____

   _____

Problems_____

_____

_____

(b) SCERT: Involvement_____

_____

_____

_____

Problems_____

_____

_____

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

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

7. (a) Does the State have State Resource Group to advice on Quality? | Yes | No |

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

copies   of minutes and action taken)

_____

_____

_____

_____

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

_____

_____

_____

_____

(b) Progress of these programmes during the quarter

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

Date: **Name & Signature**