REGIONAL WORKSHOP
ON
IMPLEMENTATION OF
QUALITY MONITORING TOOLS
FOR NORTHERN AND WESTERN
REGIONS

A Report

Department of Elementary Education
National Council of Educational Research and Training
New Delhi – 110 016

September - 2013

CONTENTS

Organising Team

- Dr. Yogesh Kumar, Professor and Coordinator, SSA Cell

- Dr. Krishan Murari Gupta, Senior Consultant

- Dr. Pooja Singh, Consultant

- Dr. B. Komow, Sr. Research Associate

- Mr. Ravi Kumar, Sr. Research Associate

Day I: Inaugural Session

A two days regional workshop on 'Implementation of Quality Monitoring Tools for Northern and Western Regions' was organised by the Department of Elementary Education, NCERT. The Regional Workshop was planned to provide a platform for sharing and discussing different monitoring practices and experiences adopted by various States and UTs for the enhancement of Quality in Elementary Education. The prime objectives of two days Regional Workshop were to **discuss the major components of Quality as envisaged in the QMTs, analyse the concerns expressed by the stakeholders and to evolve the strategy of Implementation of QMTs in the respective states.**

Prof. Manju Jain, Head, DEE welcomed Director, NCERT and all the participants in the workshop. She informed the group that the Department has consciously planned the workshop and not merely a meeting so that issues could be discussed in a participatory manner. She further explained that in SSA there has been a division of role between NCERT and NUEPA regarding monitoring. The quality aspects are looked after by NCERT while other parameters are the responsibility of NUEPA. Giving the background of Quality Monitoring Tools, Prof. Jain explained that the MHRD has put into place a massive programme of monitoring of quality of elementary education in all the States and UTs. Earlier the Quality Monitoring Formats developed by the NCERT were rolled out throughout the country in the year 2005-06 for enhancement of quality in the SSA programmes and activities. These formats were provided for an effective monitoring system in Elementary Education at different levels – School, Cluster, Block, District and State. Information is collected pertaining to quality dimensions like curriculum revision, development and distribution of textbooks, effective use of TLMs, community participation, in-service trainings, learners' achievement and analysed to provide feedback etc. The State level formats are sent to the DEE. In turn, DEE analysed the data and provided the feedback to the States with relevant suggestions for enhancement of quality. With the RTE-Act, 2009 coming into force from April 01, 2010, the need was felt to review the Quality Monitoring Tools (QMTs) in the context of its effective implementation. In view of the RTE-Act, a few aspects like data on age-appropriate admissions, special training packages, implementation of continuous and comprehensive evaluation, etc. were needed to be collected and analysed at cluster and block levels. At this point,

Director, NCERT suggested to change the title of QMT as the purpose of QMT is more than monitoring and main mandate is to reflect on what is needed at each level to ensure the quality. So monitoring may not be a good term. This idea was also supported by various participants.

After the welcome address, Prof. Yogesh Kumar apprised the house about the working of the two day - regional workshop. He gave the broad overview of QMTs. Prof. Yogesh pointed out that QMTs have not been properly owned by the states. It should be taken-up as an exercise of self-reflection. QMTs should be an organised concerted effort for maintaining quality. There could be an ideal situation in future when there is no need of formal formats for monitoring. He also said that state pedagogy coordinators have to act as nodal officer for implementation of QMTs. At this remark, Prof. Parvin Sinclair, Director NCERT added that RIE Nodal Officers of SSA has to work with SSA pedagogy coordinator in cooperation and not that DEE alone takes up this task of monitoring.

In her inaugural address, Prof. Parvin Sinclair, Director NCERT highlighted that this activity of filling QMTs should not become a mechanical and routine work. Implementation issue is the real problem. She reiterated that the word monitoring suggests that it is a one sided activity. She requested the participants to suggest a more meaningful term for this. The main focus should be on sharing towards quality enhancement. She also suggested that the three streams namely SSA, SCERT and Directorate of Education should work in tandem for smooth and effective functioning. Mr. Manoj Sharma from SCERT, Haryana supplemented her view and shared his opinion that SCERT Director should be informed about every decision which is sent to SPD and SSA office.

Technical Session One: Salient Features of Quality Monitoring Tools

Prof. Yogesh Kumar started the session by the Power Point Presentation on the basic salient features of Quality Monitoring Tools. He stressed that monitoring is useful for Quality improvement. He emphasized that the States/UTs and we all have to own QMT for its successful implementation. He described the objective of Quality Monitoring Tools as given below:

- ❖ Institutionalize monitoring system of quality Elementary Education in States/ UTs
- ❖ Promote understanding of dimensions of quality of EE among State, District, Sub-District and School functionaries.
- ❖ Ascertain participation of community in functioning and monitoring of EE system
- ❖ Monitor progress of and provide feedback on various dimensions of quality education within and outside classroom
- ❖ Improve quality of EE

Mr. Syed Fayaz, Research Officer, SIE, Kashmir (J& K) said that as QMT is a National level document, it needs to include terminology used in different States/UTs like Zonal Officer term being used in J & K. This idea was supplemented by Dr. Tilak Raj Bharadwaj, Nodal Officer, SCERT, Solan.

Mr. Madan Mohan Joshi, Lecturer, SCERT, Dehradun, Utttarakhand informed that they have already circulated the QMTs in the State. Hence repeated modifications may create problem.

Technical Session Two: Discussion on Quality Monitoring Tools - School Level

Prof. Santosh Sharma started the session by putting forth certain questions to be understood before the Format was discussed in detail such as:

1. How this format will be analysed and interpreted?
2. The problem, if any, in understanding the format/tool by teacher and others who have to fill up the questionnaire?
3. If it cannot be analysed and interpreted, how to make it meaningful?

Question wise suggestions made by the Participants are as follow

Question No.	Suggestions
1	a. Full name of the school with address and U - DISE Code. b. Cluster, Block, District, State
2	No Suggestion
3	• Number of Upper Primary Teachers be mentioned 'Subject wise'. • Question on the requirement of 'subject teacher' may be added.
4	• For filling up the enrollment of the student, reference date may be given. • Add one question as 4 (b). Number of students boys and girls whose attendance is less than 50 % in the quarter
5	Mention the numbers of boys and girls in the category of CWSN instead of just total number.
6	To term NGO needs to be clarified.

7	The question be kept open ended or close-ended question. In closed ended form, the options may be
	   a) PTA/Home visit
	   b) Incentives
	   c) Healthy school environment
	   d) Teacher's regularity
	   e) Any other

8	The question can be simplified as follows

	a. Number of chapters in a book
	b. Is progress as per scheduled plan?
	c. If content coverage is not according to plan, give reasons
9	No Suggestion
10	No Suggestion
11 & 12	To be deleted as the teacher grant was discontinued so irrelevant
13	Mention two major initiatives adopted by the teachers for improving teaching and learning processes.
14 to 17	There can be one question as How do you ensure a. Participation of girls, SC/ST and CWSN children in learning activities b. Non discriminatory environment c. Positive action for sensitizing children
18	The same information is required in Question No. 24, thus Question 18 is not required.
19	No suggestion
20	What are the training needs of teachers for upcoming training programmes
21	No suggestion
22	No suggestion
23	No suggestion
24	As the required information is not for making comparison between the states, the grades can be provided as per the system of grading followed by each State.

Technical Session Three: Discussion on Quality Monitoring Tools - Cluster and Block Level

Dr. V P Singh began the session by highlighting the role and responsibilities of CRC Coordinators on CMF which had two Part. The Part II was to be filled by the coordinator on the basis of his/her perception. Further, he explained the need to fill up all questions as those unanswered or blank were taken as the activity not carried out or the information nil.

The CRC Coordinator will observe the class teaching in school and also consolidate COS and SMCF. The CRC Coordinator will take all possible steps for improvement of education system in the schools.

When the format was put forward for discussion, the various issues were raised such as:

1. Whether private schools should be considered or only Government Schools?
2. What will be the status of the primary teacher who also teaches in a upper primary stages?

On Question 5, suggested to be more specific on the special need of the children on types of Physically Challenged and suggested to delete Question 5-ii.

On Question 7 (d) it was found that the words 'Last Quarter' was confusion thus, to be more specific the word 'Reporting' was suggested in place of 'last'.

Question 10 and 11 to be deleted as the teachers grant was discontinued.

Question 12, the word 'major' was suggested to add instead of just 3 examples.

Section E Question 15 was mentioned to check and rephrase the language of the sentence as it is not clear.

Part II Question I a and b was suggested to be deleted as it was found to be unnecessary.

Part II Question 2, it was also pointed out that there was non uniformity of schools being visited by the coordinators. Further Option iv of the Question 2 (a) was suggested to be deleted as it was irrelevant. The participants opined that visit once in a quarter to school is enough.

It was also suggested to add more questions such as:

a) How many schools you have not visited at all?
b) Did you visited the school which you have not visited the previous quarter?

The Question 2 (b) of Part II was also recommended to rephrase/ check the word used and instead of 'good practices', 'child centered practices' was suggested.

Further Question 6 (a) on the words 'professional development' was highlighted to be confusing thus need to recheck and the word 'capacity development' was suggested for its replacement.

Question 7 of Part II needs to review. Further, to mention at least five observations instead of example.

Lastly, Question 8 of Part II instead of 'list to key items' it was suggested to mention 'list two major key items'.

Day II

Technical Session Four: Discussion on Quality Monitoring Tools - District and State Level

Prof. K. M. Gupta started his deliberation by greeting the participants on the second day of the 'Regional Workshop on Implementation of Quality Monitoring Tools for Northern and Western Regions'. He explained Part I of the District Monitoring Format (DME) with the help of Power-Point Presentation. The format is to be completed by District Project Officer and it is to be forwarded to State Project Director with a copy to the Academic Authority of the state. In most of the states, SCERT is the Academic Authority notified by the State according to the provision of the Section 29 of the Right to Children to Free and Compulsory Education Act, 2009 (RTE Act). General guidelines as mentioned in the District Monitoring Format (DMF) were explained. Section B - Attendance Information was based on Section 8 (a) (ii) and 9(e) of RTE Act. Accordingly, it is the responsibility of the State to monitor Admission, Attendance and Completion of Elementary Education. Section C – Curriculum Transaction dealt with the coverage of the curriculum by the teacher. This part is based on Section 8(h) and 9(i) of RTE Act related to timely prescribing of curriculum and courses of the study for Elementary Education. Under Section 24(b), it is the duty of the teacher to complete the curriculum as per the direction of Academic Authority.

During discussion, it was revealed that in the state of Jammu & Kashmir the textbooks had been divided into phases and these phases were converted into unit of time for completion. Teachers are expected to complete the topic of the book as per the prescribed schedule of time.

Section D – Continuous and Comprehensive Evaluation (CCE) and Section G of Learners' Assessment of DMF are based on the Section 29 of RTE Act. Learners' Assessment is to be compiled on the format being used in the State. During discussion, it was pointed out that the format given in the Quality Monitoring Tools at different levels is for example only. Each state should use its own format for completing the SMF, CMF, BMF, DMF and STMF.

Section E – Teacher Training issues have been drawn from Sections 8 (i) and 9 (j) of the RTE Act. Prof. Gupta explained that Section F is based on functioning of School Management Committee which is based on Section 21 of the RTE Act.

Part II of the District Monitoring Format is based on the format received from the blocks (BMF) of the district. Primarily, it is based on the school visits of Cluster Resources Centre Coordinator. Part III is based on the Block Monitoring Format (BMF), it is related with the functioning of Block Resources Centre Coordinator.

Part IV of DMF is based on the perception of the District Project Officer about school visits, quality monitoring, coordination with DIET and infrastructure arrangement.

Prof. Gupta also discussed the State Monitoring Format (STMF) to be completed by the office of the State Project Director which is to be sent to the NCERT in the 2nd and 4th quarters. In other two quarters 1st and 3rd, the feedback to the districts are directly provided by the State Project Director.

As usual like SMF, CMF, BMF and DMF, Part I of the STMF has parallel Sections from A to G. Dr. Gupta stated that these are based on various Sections of the RTE Act. In response to a question from one participant Dr. M. Ariz, Director, MHRD explained that the states are at liberty to add questions into the tools. He further explained that if states so desire this can add a questions about the number of teachers transferred during the last quarter. It was explained that at this point of time it is not advisable to change the spirit of the questions of QMT at different levels as observation and perceptions in the filled in QMTs at different levels are expected in October, 2013. The state of Uttarakhand informed that they have printed the QMTs. Therefore, no change is possible at this stage.

Part II of the STMF is based on information received from the districts. At this point of time a question was raised about putting the QMT data in public domain on the website of the state. It was pointed out that the observations and perceptions on QMTs be put on the website as if the States/UTs so desire. For putting the QMTs information on the state website, adequate preparations in terms of infrastructure from School/Cluster/Block/District levels to State Level and rigorous training of head teachers, field functionaries and district level officials are required.

Part III is based on the information provided by the District Project Officer and is related to functioning of Block Resource Centre Coordinator. Part IV is related to functioning of the District Project Office. In Part V State Project Director is expected to record his/her perception about functioning of different organizations working in the state. The expectation of the State from the National level organizations are to be reported in this part.

Group Work

Two groups were formed for discussion. In Group - A there were 16 participants whereas in Group-B there were 14 participants.

Group A: Discussed on Identifying strategies for effective implementation of Quality Monitoring Tools

Group B: Discussed on the Role of CRCs, BRCs, BRCs, DIETs and SCERT in implementation of Quality Monitoring Tools

Action Points Suggested by the Groups

Group A: Identifying strategies for effective implementation of Quality Monitoring Tools

Group-A worked on Identifying strategies for effective implementation of QMTs. Ms. Komal Sharma, Pedagogy Coordinator from SPD office Chandigarh presented the ideas of Group-I. The group suggested the following strategies for effective implementation of QMTs.

- Orientation/Meeting of all stakeholders at all the levels
- Availability of budgetary provisions
- Team of two-three officials at all levels to complete QMTs
- Mechanism of printing and distribution & collection of formats
- Computerization of QMTs
- Proper Analysis, Reporting and dissemination
- Action taken for further improvement in a time bound manner
- Comparison of information of all the quarters
- Sharing Meetings for best practices and incentives of the concerned functioneries

Group B: Role of CRCs, BRCs, DIETs and SCERT in implementation of Quality Monitoring Tools

Dr. Kalimoddin Shaikh, Principal, DIET, Ambajogai, Maharashtra presented the report of Group-B. He pointed out the Roles of CRCs, BRCs, DIETs and SCERT in Implementation of QMTs.

Role of CRS, BRCs, DIETs and SCERT in Implementation of QMTs.

Phase I (Downward)   I

1. Role of SCERT
   a) Review/Revision and translation of QMTs in state language
   b) Orientation of DIET faculty/DPOs in use of QMT. (once in year or as needed)
   c) Co-ordination with NCERT/SPO and State government authorities
   d) Development of data entry software, if possible.
   e) Updating of school directory.

2. Role of DIET and DPOs/Dy. Director.
   a) Orientation of BEOs/BRCC/CRCCs on QMT
   b) Distribution of formats to sub-district level
   c) Random monitoring and regular support at sub-district/school level.
   d) Identification of training needs.

3. Role of BRCCs.
   a) Distribution of formats to cluster level
   b) Orientation of CRCs as per need
   c) Random monitoring and support

4. Role of CRCC's
   a) Distribution of formats to schools
   b) Orientation of Head-Teacher/Sr. Teacher
   c) Onsite support

1. Role of CRCCs.
    a) Collect filled-in formats (SMF/SMCF) from all the schools for respective quarters
    b) Complete COS and CMF
    c) Consolidate SMF/SMCF formats
    d) Analyse above formats and prepare action plan and provide onsite support
    e) Send consolidated formats to BRC
    f) Sharing of information with Teachers/SMC

2. Role of BRCCs
    a) As above and share with DIETs/DPOs
    b) Establish between DIET and CRCCs

3. Role of DIETs/DPOs

As above and
    a) Prepare quality plan (AWP&B)
    b) Design Teachers' Training
    c) Monitoring and onsite support

4. Role of SCERT

As above and
    a) Prepare quality plan (AWP& B)
    b) Share information with State Govt./SPDs/NCERT/Director of P.E./others
    c) Review tool

During discussion on group report Shri. Shekhar Sarathe, Programmer – cum - Training Officer, Rajya Shiksha Kendra, Bhopal was of the opinion that a software may be developed for QMTs. This suggestion was supported by Ms. Shubhra Banerjee, State R&E(Coordinator), SPO, Shimla and Ms. Manjula Sharma, Pedagogy & Women Development In-charge from SPO, Himachal Pradesh.

Prof. V.P. Singh from RIE, Ajmer talked about different levels of authorities existent in different States/UTs. He gave the example of Delhi and informed that there are six Directors in Delhi. He suggested that the different authorities should facilitate the funding of SSA so that while visiting schools CRCCs get full cooperation of the Teachers and Principals.

Mr. Mehendra Kumar Dwivedi, Consultant, Quality Cell, SPO from U.P. desired to know if there is any sample copy of consolidated format. The same idea was also expressed by Mr. Sarathe as well as and Mr. Tomar from Bhopal.

At the end of the session, all the participants were asked to give details about the following question as per their State/UTs.

Q. 1 If the States/UTs have revised their curriculum as per NCF- 2005 and if so in which year?

- Primary Level
- Upper Primary Level
- Secondary Level

Q. 2 If the States/UTs adopt/adapt NCERT textbooks?

- Primary Level
- Upper Primary Level
- Secondary Level

Q. 3 If the States/UTs have created own textbooks?

- Primary Level
- Upper Primary Level
- Secondary Level

The session ended with over all sharing of ideas by the participants Prof. Yogesh Kumar noted the suggestions of the group and also clarified various issues.

Valedictory Session

At the outset Prof. Yogesh Kumar, Coordinator SSA Cell welcomed Prof. B.K. Tripathi, Joint Director, NCERT in the valedictory session. He explained the purpose of the workshop. He mentioned that active deliberations had taken place in the workshop sessions. He informed that a total of 33 participants from different States/UTs of Northern and Western Regions attended the workshop who shared their views and their experiences in implementation of QMTs w.e.f. 2006 to 2011. Prof. Kumar stated that the States are free to make changes in the QMTs according to the context and needs of the States. He emphasised that the states should develop a planned strategy to implement the QMTs in the States. He requested to the members to get involved sincerely in implementation of Quality Monitoring Tools. After his remarks, participants shared their views about the discussion that had taken place in the workshop. They expressed that the workshop was very useful for them and now they are in a better position to implement the QMTs in their respective states.

Prof. B.K. Tripathi, Joint Director, NCERT made concluding remarks. He expressed hope that the members of the group would take the responsibility by using QMTs and continue deliberating on quality issues in future for realising the aims of SSA. He expressed that all the educational agencies in the states namely Directorate of Education, SSA and SCERT should work in close coordination to achieve the goal of improving quality of elementary education in the State. Prof. Tripathi suggested that the States may seek support from the respective RIEs as and when required. Dr. Pooja Singh proposed vote of thanks to Director, Joint Director, participants, resource persons, faculty members and staff of SSA Cell for their cooperation in making the event a success.

Background Note

Quality Monitoring Tools (QMTs)-2013 of NCERT are being implemented throughout the country. 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 relook the Monitoring Tools and make them more meaningful for States and UTs. NCERT initiated the process of revision of QMTs in the context of SSA-RTE as an in-house activity. Efforts were made to simplify the Formats, minimizing unnecessary compilation of data, and incorporating the significant features of RTE Act 2009. The Department revisited the Quality Monitoring Tools with reference to NCF- 2005, RTE Act 2009, SSA Framework 2011, and Model Rules for Implementation of RTE and the experience gained in the implementation of QMTs-2005 in the States and UTs. During 2005-06, the NCERT in collaboration with the MHRD and States and UTs launched QMTs covering 14 Formats and 3 Analytical Sheets for all levels of operation (School, Cluster, Block, District and State).

In the revised QMTs -2013, there are only 5 Formats one at each level i.e. School, Cluster, Block, District and State. In addition there are two more formats namely: School Management Committee Format (SMCF) and Classroom Observation Schedule (COS). While, SMCF is expected to reflect on '*Community Perceptions on School Functioning*', the COS is used by the cluster level functionaries during their regular visits to the concerned schools. The DIET faculty and the BRC coordinators may find these sheets useful during their random visits to schools. These would be helpful for identifying teachers' needs and providing necessary academic support to the teachers in order to make classroom processes effective resulting in enhanced achievement levels of students.

The Quality Monitoring Tools at each level cover the aspects like – School Information, Enrolment and Attendance Information, Curriculum Transaction, CCE, Teacher Training, Functioning of SMC and Learners' Assessment.

It has been visualized that these Monitoring Tools will empower the functionaries at different levels, particularly at the grass-roots level. If a CRC coordinator collects information and analyzes it, then he/she automatically gets prompted to appreciate the reality and take decision whether it needs to be promoted as a good practice or as one that needs further inputs or

corrective measures. The States/ UTs have been empowered from time to time in use of the Quality Monitoring Tools (QMTs) by the NCERT through sharing meets, need-based support and feedback provided to them on their Quality Monitoring Data.

Significant features of Quality Monitoring Tools-2013

- Multi-tiered approach: One Format has been developed for each level (School, Cluster, Block, District and State)
- Bottom up approach (school level to higher level): The observation on formats are completed at school level and flow onward.
- Quarterly monitoring: The observation on the formats is completed quarterly.
- Two way flow of information: The information from school reaches to higher level and at the same time feedback from higher level comes to lower level.
- Continuous assessment of progress: The progress on various parameters is assessed continuously and concrete measures initiated.
- Diagnosis of weaknesses and provision of corrective measures.
- Principle of subsidiarity: All that can be done optimally at the lowest level should be done at that level.

Objectives

The prime objectives of two day Regional Workshop are to –
- Discuss the major components of Quality as envisaged in the QMTs
- Analyse the concerns expressed by the stakeholders
- Evolve strategy of implementation of QMTs

Methodology of the Workshop

The Regional Workshop will provide a platform for sharing and discussing different monitoring practices and experiences adopted by various States and UTs for the enhancement of Quality in Elementary Education. The following Group Work has been planned in Parallel Sessions:

- Identifying strategies for effective implementation of QMTs
- Role of CRCs, BRCs, DIETs and SCERTs in Implementation of QMTs

The SSA functionaries and faculty from SCERTs/ SIEs   need to be actively involved in the analysis of monitoring observations and providing suggestions to the concerned districts for quality enhancement in elementary education. Therefore, all have to work in tandem to achieve the objectives of SSA-RTE.

Participants

Officials from SPD Offices and SCERTs/SIEs of Northern and Western Regions i.e. Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, Chhattisgarh, Dadar and Nagar Haveli, Daman and Diu, Goa, Gujarat, Madhya Pradesh and Maharashtra attended the workshop.

Annexure - II

Programme Schedule

11th September, 2013	
10:00 a.m. – 10:15 a.m.	Registration
10:15 a.m. – 11:15 a.m.	• Welcome – Prof. Manju Jain, Head DEE • About the Programme – Prof. Yogesh Kumar • Inaugural Address – Prof. Parvin Sinclair, Director *Rapporteur: Dr. Pooja Singh*
11:15 a.m. – 11:30 a.m.	**TEA**
11:30 a.m. – 01:00 p.m.	• Salient Features of QMTs-2013 – Prof. Yogesh Kumar *Rapporteur: Mr. Ravi Kumar*
01:00 p.m. – 02:00 p.m.	**LUNCH**
02:00 p.m. – 03:30 p.m.	• Presentation & Discussion on Quality Monitoring Tools (School Level) • Feedback from participants on the implementation of QMTs (QMT-2013) *Prof. Santosh Sharma* *Rapporteur: Dr. B. Komow*
03:30 p.m. – 3:45 p.m.	**TEA**
03:45 p.m. – 05:30 p.m.	• Presentation on Quality Monitoring Tools (Cluster & Block Level) • Feedback and Discussion *Dr. V.P. Singh* *Rapporteur: Dr. B. Komow*

12th September, 2013	
09:30 a.m. – 11:15 a.m.	• Presentation on Quality Monitoring Tools (District and State Level) • Feedback and Discussion *Prof. K.M. Gupta* *Rapporteur: Dr. B. Komow*
11:15 a.m. – 11:30 a.m.	**TEA**
11:30 a.m. – 01:00 p.m.	• **Group Work** (Parallel Sessions) i. Identifying strategies for effective implementation of QMTs *Prof. Santosh Sharma* *Dr. Ramesh Kumar* *Mr. Ravi Kumar* ii. Role of CRCs, BRCs, DIETs and SCERT in Implementation of QMTs. *Prof. K.M. Gupta* *Dr. Kavita Sharma* *Dr. Pooja Singh*
01:00 p.m. – 02:00 p.m.	**LUNCH**
02:00 p.m. – 3:45 p.m.	• Sharing and discussion on Group Work • Action Points for strengthening monitoring mechanisms in the States/UTs *Prof. Santosh Sharma* *Dr. Kavita Sharma* *Rapporteurs: Dr. Pooja Singh & Mr. Ravi Kumar*
03:45 p.m. – 04:00 p.m.	**TEA**
04:00 p.m. – 05:00 p.m.	• Valedictory session : Sharing progress of the programme – *Prof. Yogesh Kumar* • Feedback from participants • Concluding remarks & the way forward – Prof. B.K. Tripathi, Joint Director • Vote of Thanks *Dr. Pooja Singh*

Annexure III

A. List of Participations
(From States/UTs – Western & Northern Regions)

S. No.	Name and Designation	Official Address	Residential Address	Mobile No. & E-Mail	Category
1.	Syed Fayaz Research Officer	SIE, Kashmir, J & K	Takiya Farooq Shah Teh. Khansahib budgam Kashmir (J&K)	syedfayaz70@gmail.com	General
2.	Shri Kaka Ji Pandit State Coordinator Pedagogy, SSA, J&K	Ujala Society SSA mission Paredsi House, Green Park Bemina Sri Nagar, Jammu & Kashmir, J & K	27/1 Basant Nagar Janipur Jammu, J & K - 180013	kakajipandita01@gmail.com 9419260864	General
3.	Dr. N.C. Ojha Asst. Professor	RIE, shyamla Hills, Bhopal-13	11/69, Sahayadari parishar, Bhopal	ncojhanerie@gmail.com 9826849297	General
4.	Dr. Susanta Kumar Pradhan Associate Professor	SCERT, Alto-Porvorim, Bardez, Goa-403521	B-105, Mathura Enclave, Alto-Savlem, Pilerne, Bardez, Goa-403114	pradhansk18@gmail.com 9890096532	General
5.	Ms. Shubhra Banerjee State R&E (c)	DPEP-Bhawna, SSA, SPO, shimla	A-20, Sec-2, Lane –I, New Shimla – 171009	shubhra1987banerjee@gmail.com 09418085455	General
6.	Ms. Manjula Sharma Pedagogy Incharge & woman Developme	SPO (SSA), DPEP, Bhawan, Glen Hogan lal pani, Shimla - 171001	D/o sh. S.D. Sharma Shiv dutt building Bharari, Shimla –	manjulsml@rediffmail.com 09418005706	General

		nt Incharge	Himachal Pradesh	171001 Himachal Pradesh		
7.	Shri. Ravindra Vavia State MIS coordinator	O/a SPO, SSA, District Panchayat, Daman, Daman & Diu (UT) - 396220	E-102, Radha Mathuv Res. Dunetha, Nani Daman Daman, Daman &Diu (UT)	adedp08@yahoo.in vaviaravi@gmail.com 09898091808	SC
8.	Shri Shekhar Sarathe Programmer -cum- Training Officer	Rajay Shiksha Kender Arera HILLS, Pustak Bhavan BHOPAL	LIG – 86 Harsh Wardhan Nagar, Bhopal – M.P.	Shekhar1410@gmail.com	General
9.	Shri. K.P.S. Tomar Assistant Director	Rajya Siksha Kendra Arera Hill & Pustak Bhawan, Bhopal	F-49/6 South T.T. Nagar Bhopal M.P.	kushal.1960@yahoo.co.in 09826562532	General
10.	Mr. Mahendra Kumar Dwivedi Consultant, Quality Cell, SPO SSA, U.P.	Vidya Bhawan, Nishat Ganj, SPO, SSA, Lucknow, U.P.	A-909/7, Indira Nagar Lucknow U.P.	mkdwivedi@gmail.com 08896959595	General
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