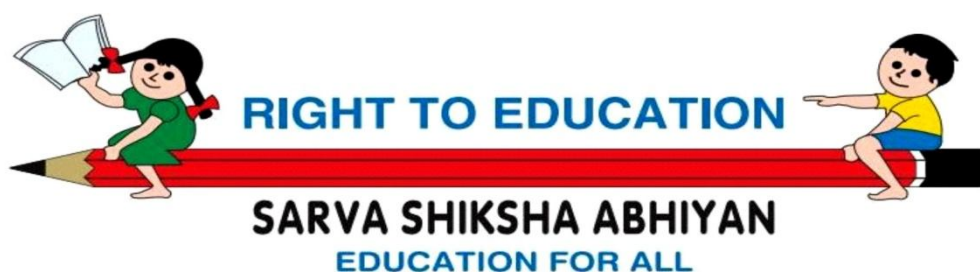


# QUALITY MONITORING TOOLS

QUALITY MANAGEMENT IN ELEMENTARY  
EDUCATION UNDER SSA



STATE MONITORING FORMAT (STMF)

To be filled by : State Project Director

## Guidelines for implementation of Quality Monitoring Tools

**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

### ***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 2<sup>nd</sup> and the 4<sup>th</sup> quarters. Likewise at the State level, STMF will be completed two times in a year – in the 2<sup>nd</sup> and the 4<sup>th</sup> 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 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.

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

Quarter under Report 

<u>2</u>			
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Year 

<b>2</b>	<b>0</b>	<b>1</b>	<b>4</b>
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<b>1</b>	<b>5</b>
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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. (a) CRC 125 , BRC 46, District 11 ,State NAGALAND

2. (a) Number of schools in the cluster

<b>I - V</b>	<b>1823</b>	<b>VI - VIII</b>	<b>891</b>	<b>I - VIII</b>	<b>2750</b>	Any other	Nil	Nil	<b>Total</b>	<b>2750</b>
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(b) Number of schools which filled up SMFs

<b>I - V</b>	<b>1823</b>	<b>VI - VIII</b>	<b>891</b>	<b>I - VIII</b>	<b>275</b>	Any other			<b>Total</b>	<b>2750</b>
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3. Number of Teachers:

In Position

Required Posts  
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

<b>11680</b>
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(ii) Contractual

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(b) Upper Primary Teachers

(i) Regular

<b>4795</b>
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(ii) Contractual

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## Section B: Attendance Information

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

Month: ...July to September 2014

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	4788	3676	3248	5139	3288	3375	9927	6964	6592
II	4843	3418	3100	4871	3763	2646	9714	7181	5746
III	4360	3630	2745	4661	3611	2567	9021	7247	5312
IV	4097	2662	2760	4593	3121	2096	8690	5783	4856
V	3934	2776	2530	4096	2996	2370	8075	5772	4900
VI	2944	2012	1447	3114	2199	1256	6073	4213	2703
VII	2909	1921	1288	3151	1958	1240	6044	3879	2528
VIII	2370	1546	1093	2569	1757	1190	4939	3303	2283
<b>Total</b>	30245	21641	18211	32194	22703	16740	62483	44342	34920

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

**10002**

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

- **Providing Mid-Day Meal**
- **Providing Uniforms, textbooks etc**
- **Counseling in the Morning Assembly.**
- **Highest attendance is awarded.**
- **Home visiting and parents are advised to send their children to school regularly.**
- **Conducting different activities.**

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

Boys:

**Nil**

Girls:

**Nil**

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

Own schools	Other centers (NGO)	Residential centers	Any Other .....
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>

### Section C: Curriculum Transaction

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

Nil

Within one week	Within one month	After one month
All schools		

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

- **The SPO as the funding authority releases the fund on time.**

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

Received %      Utilised %

Percentage of primary teachers

Nil	Nil
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Percentage of upper primary teachers

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

- **Using relevant TLM in classroom teaching.**
- **Play way method.**
- **Involvement/participation of students in the classroom activity.**
- **Outdoor learning through observations.**
- **Front seat allotted to CWSN.**

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

- **Resource Teachers/I.E Volunteers has been attached to school where CWSN children are studying after giving orientation training at state level.**
- **By making ramps and hand grills.**

### Section D: Continuous and Comprehensive Evaluation

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

- **Conducting meeting with teachers**
- **Classroom observation and assist the students in curricular and co-curricular activities.**
- **Slow learners are encouraged by the system of re-teach and re-test**

### Section E: Teacher Training

16. Ways in which training inputs were used by the teachers. Write five prominent examples.
- **Use of relevant TLM.**
  - **Activity and Competency Learning implementation**
  - **In making proper Lesson Plan**
  - **Create Joyful Learning Environment**
  - **Continuous evaluation of pupils' performance.**

17. Suggestions for upcoming training programmes provided at the District level.
- **More training needed in TLM.**
  - **New Pedagogy Training at BRC for newly appointed teacher once a year.**
  - **Topic specific training.**
  - **Training on RTE and its implications.**

**Section F: Functioning of SMC**

Number %

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

2750	100
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19. (a) Number of schools where School Development Plans have been prepared.

2750	100
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(b) Number of schools involving SMCs in preparation of this plan.

2750	100
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(c) Action taken on schools that did not involve SMCs.

- **It is mandatory to involve SMCs in preparation of School Development Plan, so grants were not allotted to those schools who fail to comply.**

Number %

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

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

- **Data's collected from the EBRCs to identified untrained SMCs members.**





			C <sub>1</sub>	2903	2903	2903	2903	2903	2903
			C <sub>2</sub>	2238	2238	2238	2238	2238	2238
			Total	<b>13695</b>	<b>13695</b>	<b>13695</b>	<b>13695</b>	<b>13695</b>	<b>13695</b>
4	Hindi	22279	A <sub>1</sub>	894	894	894	894	894	894
			A <sub>2</sub>	1480	1480	1480	1480	1480	1480
			B <sub>1</sub>	2169	2169	2169	2169	2169	2169
			B <sub>2</sub>	2427	2427	2427	2427	2427	2427
			C <sub>1</sub>	2408	2408	2408	2408	2408	2408
			C <sub>2</sub>	1711	1711	1711	1711	1711	1711
			Total	<b>11089</b>	<b>11089</b>	<b>11089</b>	<b>11089</b>	<b>11089</b>	<b>11089</b>

**Section G: Learners' Assessment (Elementary Level)**

**Reporting Proforma to NCERT (Quarterly)**

Quarter under report

2

Year

2014-15

Number

%

984

No. of schools of the State which provided this information

64

No. of schools in State with low pupil achievement level

**Class: II**

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
1	English/Grammer	25769	A <sub>1</sub>	1042	7.989	1093	8.589	2135	8.285
			A <sub>2</sub>	1648	12.64	1685	13.24	3333	12.93
			B <sub>1</sub>	2638	20.23	2574	20.23	5212	20.23
			B <sub>2</sub>	2906	22.28	2925	22.98	5831	22.63
			C <sub>1</sub>	2862	21.94	2580	20.27	5442	21.12
			C <sub>2</sub>	1947	14.93	1869	14.69	3816	14.81

			<b>Total</b>	<b>13043</b>	<b>100</b>	<b>12726</b>	<b>100</b>	<b>25769</b>	<b>100</b>
2	EVS/SS	25718	A1	1075	8.259	1134	8.928	2209	8.589
			A2	1609	12.36	1763	13.88	3372	13.11
			B1	2595	19.94	2571	20.24	5166	20.09
			B2	2997	23.03	2928	23.05	5925	23.04
			C1	2834	21.77	2547	20.05	5381	20.92
			C2	1906	14.64	1759	13.85	3665	14.25
			<b>Total</b>	<b>13016</b>	<b>100</b>	<b>12702</b>	<b>100</b>	<b>25718</b>	<b>100</b>
3	Maths	25680	A1	1050	8.08	1088	8.577	2138	8.326
			A2	1683	12.95	1639	12.92	3322	12.94
			B1	2710	20.85	2467	19.45	5177	20.16
			B2	2919	22.46	2881	22.71	5800	22.59
			C1	2793	21.49	2605	20.54	5398	21.02
			C2	1840	14.16	2005	15.81	3845	14.97
			<b>Total</b>	<b>12995</b>	<b>100</b>	<b>12685</b>	<b>100</b>	<b>25680</b>	<b>100</b>
4	Hindi	24943	A1	1076	8.415	1095	9.007	2171	8.704
			A2	1517	11.86	1603	13.19	3120	12.51
			B1	2298	17.97	2431	20	4729	18.96
			B2	2658	20.79	2767	22.76	5425	21.75
			C1	2666	20.85	2500	20.56	5166	20.71
			C2	2571	20.11	1761	14.49	4332	17.37
			<b>Total</b>	<b>12786</b>	<b>100</b>	<b>12157</b>	<b>100</b>	<b>24943</b>	<b>100</b>
5	Alt.Eng/MIL	0	A1	0	#####	0	#### #	0	#### #
			A2	0	#####	0	#### #	0	#### #

			<b>B1</b>	0	#####	0	#### #	0	#### #
			<b>B2</b>	0	#####	0	#### #	0	#### #
			<b>C1</b>	0	#####	0	#### #	0	#### #
			<b>C2</b>	0	#####	0	#### #	0	#### #
			<b>Total</b>	0	#####	0	#### #	0	#### #
<b>6</b>	<b>Science</b>	<b>0</b>	<b>A1</b>	0	#####	0	#### #	0	#### #
			<b>A2</b>	0	#####	0	#### #	0	#### #
			<b>B1</b>	0	#####	0	#### #	0	#### #
			<b>B2</b>	0	#####	0	#### #	0	#### #
			<b>C1</b>	0	#####	0	#### #	0	#### #
			<b>C2</b>	0	#####	0	#### #	0	#### #
			<b>Total</b>	0	#####	0	#### #	0	#### #
<b>7</b>	<b>Life Skill</b>	<b>0</b>	<b>A1</b>	0	#####	0	#### #	0	#### #
			<b>A2</b>	0	#####	0	#### #	0	#### #
			<b>B1</b>	0	#####	0	#### #	0	#### #
			<b>B2</b>	0	#####	0	#### #	0	#### #

						#		#	
			<b>C1</b>	0	#####	0	#### #	0	#### #
			<b>C2</b>	0	#####	0	#### #	0	#### #
			<b>Total</b>	0	#####	0	#### #	0	#### #
<b>8</b>	<b>GK</b>	<b>25316</b>	<b>A1</b>	1625	12.7	1558	12.45	3183	12.57
			<b>A2</b>	1740	13.6	1696	13.55	3436	13.57
			<b>B1</b>	2830	22.11	2856	22.82	5686	22.46
			<b>B2</b>	2580	20.16	2580	20.61	5160	20.38
			<b>C1</b>	2867	22.4	2641	21.1	5508	21.76
			<b>C2</b>	1156	9.033	1187	9.482	2343	9.255
			<b>Total</b>	12798	100	12518	100	25316	100

*N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%*

*Fill up as per the subject taught in the class*

**Section G: Learners' Assessment (Elementary Level)**

**Reporting Proforma to NCERT (Quarterly)**

Quarter under report

2

Year

2014-15

Number %

No. of schools of the State which provided this information

980	
64	

No. of schools in State with low pupil achievement level

Class: III

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
1	English/Grammer	24313	A <sub>1</sub>	1035	8.67342 7	1262	10.2768 7	2297	9.48664
			A <sub>2</sub>	1567	13.1316 5	1788	14.5602 6	3355	13.8562
			B <sub>1</sub>	2605	21.8302 2	2431	19.7964 2	5036	20.7987
			B <sub>2</sub>	2861	23.9755 3	2520	20.5211 7	5381	22.2236
			C <sub>1</sub>	2137	17.9083 2	2366	19.2671 4	4503	18.5974
			C <sub>2</sub>	1728	14.4808 5	1913	15.5781 8	3641	15.0374
			Total	1193 3	100	12280	100	24213	100
2	EVS/SS	24200	A <sub>1</sub>	1015	8.44496 2	1234	10.1305 3	2249	9.29339
			A <sub>2</sub>	1586	13.1957 7	1690	13.8740 7	3276	13.5372
			B <sub>1</sub>	2647	22.0234 6	2399	19.6946 1	5046	20.8512
			B <sub>2</sub>	2624	21.8321 6	2436	19.9983 6	5060	20.9091
			C <sub>1</sub>	2266	18.8534 8	2493	20.4663 8	4759	19.6653
			C <sub>2</sub>	1881	15.6502 2	1929	15.8361 4	3810	15.7438

			<b>Total</b>	1201 9	100	12181	100	24200	100
3	Maths	24243	A <sub>1</sub>	923	7.67823	1060	8.67288 5	1983	8.17968
			A <sub>2</sub>	1413	11.7544 3	1536	12.5675	2949	12.1643
			B <sub>1</sub>	2660	22.1279 4	2339	19.1376 2	4999	20.6204
			B <sub>2</sub>	2776	23.0929 2	2557	20.9212 9	5333	21.9981
			C <sub>1</sub>	2279	18.9584 9	2504	20.4876 5	4783	19.7294
			C <sub>2</sub>	1970	16.3879 9	2226	18.2130 6	4196	17.3081
			<b>Total</b>	1202 1	100	12222	100	24243	100
4	Hindi	22939	A <sub>1</sub>	821	7.31403 1	1004	8.57094 1	1825	7.95588
			A <sub>2</sub>	1344	11.9732 7	1767	15.0845 1	3111	13.5621
			B <sub>1</sub>	2446	21.7906 5	2165	18.4821 6	4611	20.1011
			B <sub>2</sub>	2446	21.7906 5	2353	20.0870 8	4799	20.9207
			C <sub>1</sub>	2219	19.7683 7	2505	21.3846 7	4724	20.5937
			C <sub>2</sub>	1949	17.3630 3	1920	16.3906 4	3869	16.8665
			<b>Total</b>	1122 5	100	11714	100	22939	100
5	Alt.Eng/MIL	0	A <sub>1</sub>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			A <sub>2</sub>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			B <sub>1</sub>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

			<b>B<sub>2</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>C<sub>1</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>C<sub>2</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>Total</b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>l</b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
<b>6</b>	<b>Science</b>	<b>0</b>	<b>A<sub>1</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>A<sub>2</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>B<sub>1</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>B<sub>2</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>C<sub>1</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>C<sub>2</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>Total</b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>l</b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
<b>7</b>	<b>Life Skill</b>	<b>0</b>	<b>A<sub>1</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>A<sub>2</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>B<sub>1</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>B<sub>2</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>C<sub>1</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>C<sub>2</sub></b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>Total</b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
			<b>l</b>	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
<b>8</b>	<b>GK</b>	<b>23889</b>	<b>A<sub>1</sub></b>	1534	12.9813	1536	12.7236 6	3070	12.8511
			<b>A<sub>2</sub></b>	1515	12.8205 1	1829	15.1507 6	3344	13.9981
			<b>B<sub>1</sub></b>	2816	23.8300 8	2666	22.0841 6	5482	22.9478
			<b>B<sub>2</sub></b>	2280	19.2942 4	2104	17.4287 6	4384	18.3515
			<b>C<sub>1</sub></b>	2379	20.1320 1	2544	21.0735 6	4923	20.6078



					10.9418				
			C <sub>2</sub>	1293	6	1393	11.5391	2686	11.2437
			Total	1181	7	12072	100	23889	100

*N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%*

*Fill up as per the subject taught in the class*

**Section G: Learners' Assessment (Elementary Level)  
Reporting Proforma to NCERT (Quarterly)**

Quarter under report	2	Year	2014-15
No. of schools of the State which provided this information	Number		%
	975		
	64		

No. of schools in State with low pupil achievement level

Class: IV

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
1	English/Grammer	21765	A <sub>1</sub>	1042	9.823	1189	10.66	2231	10.25
			A <sub>2</sub>	1470	13.86	1691	15.16	3161	14.52
			B <sub>1</sub>	1942	18.31	2288	20.51	4230	19.43
			B <sub>2</sub>	2465	23.24	2305	20.66	4770	21.92
			C <sub>1</sub>	2154	20.31	2062	18.48	4216	19.37
			C <sub>2</sub>	1535	14.47	1622	14.54	3157	14.5
			Total	10608	100	11157	100	21765	100
2	EVS/SS	21786	A <sub>1</sub>	1001	9.486	1134	10.09	2135	9.8
			A <sub>2</sub>	1487	14.09	1648	14.67	3135	14.39
			B <sub>1</sub>	1988	18.84	2290	20.38	4278	19.64
			B <sub>2</sub>	2562	24.28	2339	20.82	4901	22.5
			C <sub>1</sub>	2076	19.67	2226	19.81	4302	19.75

			C <sub>2</sub>	1438	13.63	1597	14.22	3035	13.93
			Total	<b>10552</b>	<b>100</b>	<b>11234</b>	<b>100</b>	<b>21786</b>	<b>100</b>
3	Maths	<b>21865</b>	A <sub>1</sub>	923	8.697	953	8.47	1876	8.58
			A <sub>2</sub>	1455	13.71	1502	13.35	2957	13.52
			B <sub>1</sub>	1837	17.31	2188	19.45	4025	18.41
			B <sub>2</sub>	2638	24.86	2454	21.81	5092	23.29
			C <sub>1</sub>	2237	21.08	2304	20.48	4541	20.77
			C <sub>2</sub>	1523	14.35	1851	16.45	3374	15.43
			Total	<b>10613</b>	<b>100</b>	<b>11252</b>	<b>100</b>	<b>21865</b>	<b>100</b>
4	Hindi	<b>17472</b>	A <sub>1</sub>	686	8.136	727	8.042	1413	8.087
			A <sub>2</sub>	1063	12.61	1177	13.02	2240	12.82
			B <sub>1</sub>	1594	18.9	1689	18.68	3283	18.79
			B <sub>2</sub>	1975	23.42	1909	21.12	3884	22.23
			C <sub>1</sub>	1758	20.85	1950	21.57	3708	21.22
			C <sub>2</sub>	1356	16.08	1588	17.57	2944	16.85
			Total	<b>8432</b>	<b>100</b>	<b>9040</b>	<b>100</b>	<b>17472</b>	<b>100</b>
5	Alt.Eng/MIL	<b>0</b>	A <sub>1</sub>	0	#####	0	#### #	0	#####
			A <sub>2</sub>	0	#####	0	#### #	0	#####
			B <sub>1</sub>	0	#####	0	#### #	0	#####
			B <sub>2</sub>	0	#####	0	#### #	0	#####
			C <sub>1</sub>	0	#####	0	#### #	0	#####
			C <sub>2</sub>	0	#####	0	####	0	#####

							#	
			Total	0	#####	0	#### #	0 #####
6	Science	21500	A <sub>1</sub>	985	9.441	1118	10.1	2103 9.781
			A <sub>2</sub>	1444	13.84	1594	14.4	3038 14.13
			B <sub>1</sub>	1847	17.7	2231	20.16	4078 18.97
			B <sub>2</sub>	2512	24.08	2301	20.79	4813 22.39
			C <sub>1</sub>	2163	20.73	2123	19.18	4286 19.93
			C <sub>2</sub>	1482	14.2	1700	15.36	3182 14.8
			Total	10433	100	11067	100	21500 100
7	Life Skill	0	A <sub>1</sub>	0	#####	0	#### #	0 #####
			A <sub>2</sub>	0	#####	0	#### #	0 #####
			B <sub>1</sub>	0	#####	0	#### #	0 #####
			B <sub>2</sub>	0	#####	0	#### #	0 #####
			C <sub>1</sub>	0	#####	0	#### #	0 #####
			C <sub>2</sub>	0	#####	0	#### #	0 #####
			Total	0	#####	0	#### #	0 #####
8	GK	21431	A <sub>1</sub>	1470	14.1	1510	13.72	2980 13.91
			A <sub>2</sub>	1347	12.92	1574	14.31	2921 13.63
			B <sub>1</sub>	2572	24.66	2565	23.31	5137 23.97
			B <sub>2</sub>	1885	18.08	1981	18	3866 18.04

			C <sub>1</sub>	2088	20.02	2280	20.72	4368	20.38
			C <sub>2</sub>	1066	10.22	1093	9.934	2159	10.07
			Total	<b>10428</b>	<b>100</b>	<b>11003</b>	<b>100</b>	<b>21431</b>	<b>100</b>

*N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%*

*Fill up as per the subject taught in the class*

### Section G: Learners' Assessment (Elementary Level)

#### Reporting Proforma to NCERT (Quarterly)

Quarter under report

2

Year

2014-15

Number %

960

No. of schools of the State which provided this information

64

No. of schools in State with low pupil achievement level

Class: V

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
1	English/Grammer	20705	A <sub>1</sub>	882	8.783111	963	9.031229	1845	8.91089
			A <sub>2</sub>	1419	14.13065	1447	13.57029	2866	13.8421
			B <sub>1</sub>	1829	18.2135	1936	18.15624	3765	18.184
			B <sub>2</sub>	2261	22.51544	2327	21.82313	4588	22.1589
			C <sub>1</sub>	2244	22.34615	2412	22.62028	4656	22.4873
			C <sub>2</sub>	1407	14.01115	1578	14.79884	2985	14.4168
			Total	<b>10042</b>	<b>100</b>	<b>10663</b>	<b>100</b>	<b>20705</b>	<b>100</b>
2	EVS/SS	20607	A <sub>1</sub>	868	8.694781	1067	10.04519	1935	9.39092
			A <sub>2</sub>	1373	13.75338	1562	14.70533	2935	14.2441
			B <sub>1</sub>	1883	18.86207	1888	17.77443	3771	18.3014
			B <sub>2</sub>	2363	23.67024	2234	21.03182	4597	22.3101
			C <sub>1</sub>	2198	22.01743	2290	21.55903	4488	21.7811

			C <sub>2</sub>	1298	13.0021	1581	14.8842	2879	13.9723
			Total	<b>9983</b>	<b>100</b>	<b>10622</b>	<b>100</b>	<b>20605</b>	<b>100</b>
3	Maths	#REF!	A <sub>1</sub>	763	7.640697	878	8.271314	1641	7.96563
			A <sub>2</sub>	1129	11.30583	1362	12.8309	2491	12.0916
			B <sub>1</sub>	1894	18.96655	1924	18.12529	3818	18.5331
			B <sub>2</sub>	2352	23.55297	2317	21.8276	4669	22.6639
			C <sub>1</sub>	2356	23.59303	2465	23.22186	4821	23.4018
			C <sub>2</sub>	1492	14.94092	1669	15.72303	3161	15.3439
			Total	<b>9986</b>	<b>100</b>	<b>10615</b>	<b>100</b>	<b>20601</b>	<b>100</b>
4	Hindi	17371	A <sub>1</sub>	644	7.704271	716	7.944962	1360	7.82914
			A <sub>2</sub>	949	11.35303	1107	12.28362	2056	11.8358
			B <sub>1</sub>	1504	17.99258	1662	18.44208	3166	18.2258
			B <sub>2</sub>	2013	24.08183	2018	22.39237	4031	23.2053
			C <sub>1</sub>	1769	21.16282	1928	21.3937	3697	21.2826
			C <sub>2</sub>	1480	17.70547	1581	17.54328	3061	17.6213
			Total	<b>8359</b>	<b>100</b>	<b>9012</b>	<b>100</b>	<b>17371</b>	<b>100</b>
5	Alt.Eng/MIL	16414	A <sub>1</sub>	752	9.529844	800	9.386366	1552	9.45534
			A <sub>2</sub>	935	11.84894	1108	13.00012	2043	12.4467
			B <sub>1</sub>	1597	20.23825	1623	19.04259	3220	19.6174
			B <sub>2</sub>	1751	22.18984	1854	21.7529	3605	21.963
			C <sub>1</sub>	1512	19.16107	1670	19.59404	3182	19.3859
			C <sub>2</sub>	1344	17.03206	1468	17.22398	2812	17.1317
			Total	<b>7891</b>	<b>100</b>	<b>8523</b>	<b>100</b>	<b>16414</b>	<b>100</b>
6	Science	20452	A <sub>1</sub>	804	8.136005	873	8.259224	1677	8.19969

			A <sub>2</sub>	1190	12.0421	1299	12.2895	2489	12.17
			B <sub>1</sub>	1945	19.68225	1896	17.93756	3841	18.7806
			B <sub>2</sub>	2179	22.05019	2315	21.90161	4494	21.9734
			C <sub>1</sub>	2220	22.46509	2464	23.31126	4684	22.9024
			C <sub>2</sub>	1544	15.62437	1723	16.30085	3267	15.974
			Total	<b>9882</b>	<b>100</b>	<b>10570</b>	<b>100</b>	<b>20452</b>	<b>100</b>
			A <sub>1</sub>	831	12.73173	960	14.27509	1791	13.5149
			A <sub>2</sub>	832	12.74705	885	13.15985	1717	12.9565
			B <sub>1</sub>	1512	23.16531	1549	23.03346	3061	23.0984
			B <sub>2</sub>	1243	19.04397	1195	17.76952	2438	18.3972
			C <sub>1</sub>	1390	21.29615	1391	20.68401	2781	20.9855
			C <sub>2</sub>	719	11.01578	745	11.07807	1464	11.0474
7	Life Skill	<b>13252</b>	Total	<b>6527</b>	<b>100</b>	<b>6725</b>	<b>100</b>	<b>13252</b>	<b>100</b>
			A <sub>1</sub>	1157	11.66213	1475	13.94667	2632	12.8409
			A <sub>2</sub>	1366	13.76877	1411	13.34153	2777	13.5483
			B <sub>1</sub>	2087	21.03619	2212	20.91528	4299	20.9738
			B <sub>2</sub>	1923	19.38313	1988	18.79728	3911	19.0808
			C <sub>1</sub>	2304	23.22347	2385	22.55106	4689	22.8765
			C <sub>2</sub>	1084	10.92632	1105	10.44818	2189	10.6796
8	GK	<b>20497</b>	Total	<b>9921</b>	<b>100</b>	<b>10576</b>	<b>100</b>	<b>20497</b>	<b>100</b>

*N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%*

*Fill up as per the subject taught in the class*

**Section G: Learners' Assessment (Elementary Level)**  
**Reporting Proforma to NCERT (Quarterly)**

Quarter under report

2

Year

2014 15

No. of schools of the block which provided this information

No. of schools of the block which have low pupil achievement levels

(a) Mathematics

(b) Science

Class: VI

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
1	English/Grammer	15938	A1	568	7.41224 1	678	8.19335 3	1246	7.8177 9
			A2	1119	14.6026 4	113 0	13.6555 9	2249	14.110 9
			B1	1352	17.6432 2	149 2	18.0302 1	2844	17.844 1
			B2	1632	21.2971 4	178 6	21.5830 8	3418	21.445 6
			C1	1715	22.3802 7	178 9	21.6193 4	3504	21.985 2
			C2	1277	16.6644 9	140 0	16.9184 3	2677	16.796 3
			Total	7663	100	827 5	100	1593 8	100
2	EVS/SS	15802	A1	581	7.62367 1	724	8.84977 4	1305	8.2584 5
			A2	1007	13.2134 9	114 1	13.9469 5	2148	13.593 2
			B1	1344	17.6354 8	149 4	18.2618 3	2838	17.959 8
			B2	1716	22.5167 3	176 5	21.5743 8	3481	22.028 9
			C1	1671	21.9262 6	172 3	21.0609 9	3394	21.478 3
			C2	1302	17.0843 7	133 4	16.3060 8	2636	16.681 4

			Total	7621	100	818 1	100	1580 2	100
3	Maths	15922	A <sub>1</sub>	509	6.66056	632	7.63285	1141	7.1661 9
			A <sub>2</sub>	860	11.2536	103 4	12.4879 2	1894	11.895 5
			B <sub>1</sub>	1454	19.0264 3	147 7	17.8381 6	2931	18.408 5
			B <sub>2</sub>	1710	22.3763 4	180 6	21.8115 9	3516	22.082 7
			C <sub>1</sub>	1634	21.3818 4	182 9	22.0893 7	3463	21.749 8
			C <sub>2</sub>	1475	19.3012 3	150 2	18.1401	2977	18.697 4
			Total	7642	100	828 0	100	1592 2	100
4	Hindi	15723	A <sub>1</sub>	564	7.46031 7	640	7.84025 5	1204	7.6575 7
			A <sub>2</sub>	984	13.0158 7	101 8	12.4709 1	2002	12.732 9
			B <sub>1</sub>	1368	18.0952 4	156 9	19.2208 7	2937	18.679 6
			B <sub>2</sub>	1739	23.0026 5	168 4	20.6296 7	3423	21.770 7
			C <sub>1</sub>	1653	21.8650 8	174 4	21.3646 9	3397	21.605 3
			C <sub>2</sub>	1252	16.5608 5	150 8	18.4736	2760	17.553 9
			Total	7560	100	816 3	100	1572 3	100
5	Alt.Eng/MIL	14458	A <sub>1</sub>	633	9.09221 5	687	9.16488 8	1320	9.1298 9
			A <sub>2</sub>	892	12.8124	980	13.0736	1872	12.947



				1		4		8	
			B <sub>1</sub>	1274	18.2993 4	140 7	18.7700 1	2681	18.543 4
			B <sub>2</sub>	1548	22.2349 9	166 0	22.1451 4	3208	22.188 4
			C <sub>1</sub>	1547	22.2206 3	160 1	21.3580 6	3148	21.773 4
			C <sub>2</sub>	1068	15.3404 2	116 1	15.4882 6	2229	15.417 1
			Total	<b>6962</b>	<b>100</b>	<b>749 6</b>	<b>100</b>	<b>1445 8</b>	<b>100</b>
			A <sub>1</sub>	624	8.17610 1	641	7.78479 5	1265	7.9730 2
			A <sub>2</sub>	972	12.7358 5	111 4	13.5292 7	2086	13.147 6
			B <sub>1</sub>	1338	17.5314 5	149 0	18.0957	2828	17.824 3
			B <sub>2</sub>	1599	20.9512 6	170 2	20.6703 9	3301	20.805 5
			C <sub>1</sub>	1779	23.3097 5	180 5	21.9213	3584	22.589 2
			C <sub>2</sub>	1320	17.2956	148 2	17.9985 4	2802	17.660 4
			Total	<b>7632</b>	<b>100</b>	<b>823 4</b>	<b>100</b>	<b>1586 6</b>	<b>100</b>
6	Science	<b>15866</b>							
			A <sub>1</sub>	806	12.7895 9	841	12.9245 4	1647	12.858 1
			A <sub>2</sub>	843	13.3767 1	906	13.9234 7	1749	13.654 5
			B <sub>1</sub>	1585	25.1507 5	156 8	24.0971 3	3153	24.615 5
			B <sub>2</sub>	1156	18.3433 8	117 8	18.1035 8	2334	18.221 6
7	Life Skill	<b>12809</b>							

			C <sub>1</sub>	1312	20.8187 9	142 1	21.8380 2	2733	21.336 6
			C <sub>2</sub>	600	9.52078 7	593	9.11326 3	1193	9.3137 6
			Total	<b>6302</b>	<b>100</b>	<b>650 7</b>	<b>100</b>	<b>1280 9</b>	<b>100</b>
8	GK	15902	A <sub>1</sub>	869	11.3669 1	989	11.9777 2	1858	11.684 1
			A <sub>2</sub>	1024	13.3943 8	107 3	12.9950 3	2097	13.187
			B <sub>1</sub>	1684	22.0274 7	179 5	21.7391 3	3479	21.877 8
			B <sub>2</sub>	1546	20.2223 7	177 4	21.4848	3320	20.877 9
			C <sub>1</sub>	1745	22.8253 8	162 8	19.7166	3373	21.211 2
			C <sub>2</sub>	777	10.1635 1	998	12.0867 1	1775	11.162 1
			Total	<b>7645</b>	<b>100</b>	<b>825 7</b>	<b>100</b>	<b>1590 2</b>	<b>100</b>

*N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%*

*Fill up as per the subject taught in the class*

**Section G: Learners' Assessment (Elementary Level)**  
**Reporting Proforma to NCERT (Quarterly)**

Quarter under report

2	
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Year

201	
4	15

No. of schools of the block which provided this information

No. of schools of the block which have low pupil achievement levels

(a) Mathematics

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(b) Science

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Class: VII

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
1	English/Grammer	15359	A <sub>1</sub>	565	7.67663	762	9.526191	1327	8.63989
			A <sub>2</sub>	879	11.94293	1141	14.26428	2020	13.1519
			B <sub>1</sub>	1421	19.30707	1480	18.50231	2901	18.8879
			B <sub>2</sub>	1534	20.84239	1685	21.06513	3219	20.9584
			C <sub>1</sub>	1683	22.86685	1671	20.89011	3354	21.8374
			C <sub>2</sub>	1278	17.36413	1260	15.75197	2538	16.5245
			Total	7360	100	7999	100	15359	100
2	EVS/SS	15110	A <sub>1</sub>	657	9.067071	738	9.384537	1395	9.2323
			A <sub>2</sub>	1036	14.29754	1129	14.35656	2165	14.3283
			B <sub>1</sub>	1354	18.68617	1507	19.16328	2861	18.9345
			B <sub>2</sub>	1591	21.95694	1647	20.94354	3238	21.4295
			C <sub>1</sub>	1503	20.74248	1672	21.26144	3175	21.0126
			C <sub>2</sub>	1105	15.24979	1171	14.89064	2276	15.0629

			Total	7246	100	7864	100	15110	100
3	Maths	15234	A <sub>1</sub>	522	7.20496 9	624	7.81074	1146	7.5226 5
			A <sub>2</sub>	723	9.97929 6	983	12.30442	1706	11.198 6
			B <sub>1</sub>	1420	19.5997 2	1459	18.26261	2879	18.898 5
			B <sub>2</sub>	1700	23.4644 6	1650	20.6534	3350	21.990 3
			C <sub>1</sub>	1522	21.0075 9	1744	21.83002	3266	21.438 9
			C <sub>2</sub>	1358	18.7439 6	1529	19.13882	2887	18.951
			Total	7245	100	7989	100	15234	100
4	Hindi	14984	A <sub>1</sub>	603	8.38198 5	668	8.575096	1271	8.4823 8
			A <sub>2</sub>	987	13.7197 7	1066	13.68421	2053	13.701 3
			B <sub>1</sub>	1322	18.3764 2	1503	19.29397	2825	18.853 4
			B <sub>2</sub>	1578	21.9349 5	1622	20.82157	3200	21.356 1
			C <sub>1</sub>	1555	21.6152 3	1587	20.37227	3142	20.969
			C <sub>2</sub>	1149	15.9716 4	1344	17.25289	2493	16.637 7
			Total	7194	100	7790	100	14984	100
5	Alt.Eng/MIL	13526	A <sub>1</sub>	527	8.17942	657	9.275731	1184	8.7535 1
			A <sub>2</sub>	797	12.3700 1	845	11.92997	1642	12.139 6
			B <sub>1</sub>	1231	19.1060 1	1295	18.28321	2526	18.675 1

			B <sub>2</sub>	1516	23.5294 1	1477	20.85275	2993	22.127 8
			C <sub>1</sub>	1310	20.3321 4	1531	21.61513	2841	21.004
			C <sub>2</sub>	1062	16.483	1278	18.0432	2340	17.3
			Total	<b>6443</b>	<b>100</b>	<b>7083</b>	<b>100</b>	<b>13526</b>	<b>100</b>
6	Science	15143	A <sub>1</sub>	538	7.44018 8	628	7.93731	1166	7.6999 3
			A <sub>2</sub>	766	10.5932 8	1029	13.00556	1795	11.853 7
			B <sub>1</sub>	1451	20.0663 8	1451	18.33923	2902	19.164
			B <sub>2</sub>	1570	21.7120 7	1638	20.70273	3208	21.184 7
			C <sub>1</sub>	1710	23.6481 8	1623	20.51314	3333	22.010 2
			C <sub>2</sub>	1196	16.5399	1543	19.50202	2739	18.087 6
			Total	<b>7231</b>	<b>100</b>	<b>7912</b>	<b>100</b>	<b>15143</b>	<b>100</b>
7	Life Skill	12514	A <sub>1</sub>	742	12.2908 7	936	14.45113	1678	13.409
			A <sub>2</sub>	650	10.7669 4	853	13.16968	1503	12.010 5
			B <sub>1</sub>	1474	24.4161	1662	25.66003	3136	25.059 9
			B <sub>2</sub>	1205	19.9602 5	1073	16.56631	2278	18.203 6
			C <sub>1</sub>	1391	23.0412 5	1349	20.82754	2740	21.895 5
			C <sub>2</sub>	575	9.52459 8	604	9.325305	1179	9.4214 5
			Total	<b>6037</b>	<b>100</b>	<b>6477</b>	<b>100</b>	<b>12514</b>	<b>100</b>

8	GK	15214	A <sub>1</sub>	987	13.5632 8	1023	12.889	2010	13.211 5
			A <sub>2</sub>	905	12.4364 4	776	9.776994	1681	11.049
			B <sub>1</sub>	1630	22.3993 4	1809	22.79199	3439	22.604 2
			B <sub>2</sub>	1486	20.4205	1424	17.94129	2910	19.127 1
			C <sub>1</sub>	1489	20.4617 3	1991	25.08504	3480	22.873 7
			C <sub>2</sub>	780	10.7187	914	11.51569	1694	11.134 5
			Total	<b>7277</b>	<b>100</b>	<b>7937</b>	<b>100</b>	<b>15214</b>	<b>100</b>

*N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%*

*Fill up as per the subject taught in the class*

**Section G: Learners' Assessment (Elementary Level)**  
**Reporting Proforma to NCERT (Quarterly)**

Quarter under report

2

Year

2014

15

No. of schools of the block which provided this information

No. of schools of the block which have low pupil achievement levels

(a) Mathematics

□

(b) Science

□

Class: VIII

Sl. No	Subject	No. of Children Assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
1	English/Grammer	12942	A <sub>1</sub>	526	8.76374 5	538	7.75216 1	1064	8.2213
			A <sub>2</sub>	679	11.3129	790	11.3832 9	1469	11.3506
			B <sub>1</sub>	1065	17.7440 9	1334	19.2219	2399	18.5365
			B <sub>2</sub>	1286	21.4261 9	1545	22.2622 5	2831	21.8745
			C <sub>1</sub>	1419	23.6421 2	1639	23.6167 1	3058	23.6285
			C <sub>2</sub>	1027	17.1109 6	1094	15.7636 9	2121	16.3885
			Total	6002	100	6940	100	12942	100
2	EVS/SS	12797	A <sub>1</sub>	537	9.00251 5	522	7.64051 5	1059	8.27538
			A <sub>2</sub>	720	12.0704 1	786	11.5046 8	1506	11.7684
			B <sub>1</sub>	1122	18.8097 2	1270	18.5889 9	2392	18.6919
			B <sub>2</sub>	1247	20.9052 8	1592	23.3021 1	2839	22.1849
			C <sub>1</sub>	1389	23.2858 3	1497	21.9115 9	2886	22.5522
			C <sub>2</sub>	950	15.9262 4	1165	17.0521 1	2115	16.5273

			Total	5965	100	6832	100	12797	100
3	Maths	12868	A <sub>1</sub>	415	6.93863 9	427	6.20008 7	842	6.54336
			A <sub>2</sub>	614	10.2658 4	692	10.0479 2	1306	10.1492
			B <sub>1</sub>	1155	19.3111 5	1211	17.5838 5	2366	18.3867
			B <sub>2</sub>	1346	22.5046	1647	23.9146 2	2993	23.2592
			C <sub>1</sub>	1348	22.5380 4	1530	22.2157 7	2878	22.3656
			C <sub>2</sub>	1103	18.4417 3	1380	20.0377 5	2483	19.2959
			Total	5981	100	6887	100	12868	100
4	Hindi	12756	A <sub>1</sub>	473	7.98312 2	499	7.30493 3	972	7.61994
			A <sub>2</sub>	653	11.0211	774	11.3307	1427	11.1869
			B <sub>1</sub>	1067	18.0084 4	1241	18.1671 8	2308	18.0934
			B <sub>2</sub>	1340	22.6160 3	1460	21.3731 5	2800	21.9505
			C <sub>1</sub>	1423	24.0168 8	1523	22.2954 2	2946	23.095
			C <sub>2</sub>	969	16.3544 3	1334	19.5286 2	2303	18.0542
			Total	5925	100	6831	100	12756	100
5	Alt.Eng/MIL	12856	A <sub>1</sub>	562	9.40428 4	638	9.27325 6	1200	9.33416
			A <sub>2</sub>	732	12.249	864	12.5581 4	1596	12.4144
			B <sub>1</sub>	1073	17.9551 5	1325	19.2587 2	2398	18.6528



			B <sub>2</sub>	1286	21.5194 1	1458	21.1918 6	2744	21.3441
			C <sub>1</sub>	1418	23.7282 5	1493	21.7005 8	2911	22.6431
			C <sub>2</sub>	905	15.1439 1	1102	16.0174 4	2007	15.6114
			<b>Total</b>	<b>5976</b>	<b>100</b>	<b>6880</b>	<b>100</b>	<b>12856</b>	<b>100</b>
6	Science	<b>12907</b>	A <sub>1</sub>	512	8.53191 1	545	7.89168 8	1057	8.18935
			A <sub>2</sub>	583	9.71504 7	792	11.4682 9	1375	10.6531
			B <sub>1</sub>	1038	17.2971 2	1428	20.6776 7	2466	19.1059
			B <sub>2</sub>	1268	21.1298 1	1488	21.5464 8	2756	21.3528
			C <sub>1</sub>	1465	24.4126	1488	21.5464 8	2953	22.8791
			C <sub>2</sub>	1135	18.9135 1	1165	16.8693 9	2300	17.8198
			<b>Total</b>	<b>6001</b>	<b>100</b>	<b>6906</b>	<b>100</b>	<b>12907</b>	<b>100</b>
7	Life Skill	<b>10647</b>	A <sub>1</sub>	717	14.2233 7	754	13.4498 8	1471	13.8161
			A <sub>2</sub>	602	11.9420 7	606	10.8098 5	1208	11.3459
			B <sub>1</sub>	1166	23.1303 3	1451	25.8829 8	2617	24.5797
			B <sub>2</sub>	826	16.3856 4	990	17.6596 5	1816	17.0564
			C <sub>1</sub>	1223	24.2610 6	1330	23.7245 8	2553	23.9786
			C <sub>2</sub>	507	10.0575 3	475	8.47306 5	982	9.22326
			<b>Total</b>	<b>5041</b>	<b>100</b>	<b>5606</b>	<b>100</b>	<b>10647</b>	<b>100</b>

8	GK	12877	A <sub>1</sub>	840	14.0140 1	938	13.6277 8	1778	13.8076
			A <sub>2</sub>	621	10.3603 6	748	10.8673 5	1369	10.6314
			B <sub>1</sub>	1359	22.6726 7	1577	22.9115 2	2936	22.8003
			B <sub>2</sub>	1221	20.3703 7	1489	21.6330 1	2710	21.0453
			C <sub>1</sub>	1298	21.6549 9	1478	21.4731 9	2776	21.5578
			C <sub>2</sub>	655	10.9275 9	653	9.48714 2	1308	10.1576
			Total	5994	100	6883	100	12877	100

*N.B: Grades; A1=90-100%, A2=80-89%, B1=70-79%, B2=60-69%, C1=50-59%, C2=40-49%*

*Fill up as per the subject taught in the class*

## Part-II

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

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

Range **50** to **60**

2 (a) 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.

- **Responsible teacher be made the head of the school.**
- **Conducting Quiz**
- **Feedbacks on the spot. Advised to use different techniques for improvement of classroom teachings.**
- **Short term or refreshers course to all teachers.**

Number %

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

Nil	Nil
Nil	Nil

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

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

➤ **Timely monitoring and ensure that lessons are covered as per academic plan.**

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

➤ **Nil**

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

➤ **Does not arise**

### 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.

- **Conduct review meeting with Resource Persons**
- **Monitoring and collection of data's and their submission**
- **To help teachers in teaching learning process.**
- **Conduct meetings with SMCs and school teachers.**
- **Identification of new teachers and conduct pedagogy training separately**

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

6

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

5

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

- **How to make a proper lesson plan.**
- **More emphasis in the use of English medium during class transaction.**
- **Proper implementation of CCE.**
- **Effective Classroom management.**
- **TLM development and its effective use.**

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

➤ **By visiting schools and checking the progress report of each and every child and giving necessary feedbacks**

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

Nil

Nil

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

(c) List major issues emerging from the programmes.

6. (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

Nil

(ii) Science

Nil

(iii) Social Science

Nil

(iv) Language

Nil

(v) Arts Education

Nil

(vi) Health and Physical Education

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

Nil

%

(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: **Nagaland University, Monitoring Institute of SSA.**
- (b) Members of 'quality' monitoring: **SMA, DPOs, DEOs, SDEOs and SMCs**
- (c) Role of BRC/CRC in quality monitoring: **Conduct teachers training, observation of students, teacher's performance and classroom practices and U-DISE collection.**
- (d) Role of DPO in 'quality' monitoring: **Frequent school visit, check student performances, teacher's attendance and infrastructure development.**
2. What kind of 'quality interventions' were provided at district level in the last quarter?
- (a) Training of resource persons on RTE Act 2009
- (b) Training of Resource Persons on Pedagogy and Assessment
- (c) Training of SMC members on 'School Development Plan'
- (d) Training of 'Educators' for special training of children admitted to age-appropriate classes
3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district.
- (a) Once in a month
- (b) Once in two months
- (c) Once in three months
- (d) Once in four-six months
4. Field visits (schools) by DPOs during last quarter:
- (a) Number of schools visited by DPOs on an average
- (b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.
- **More Resource Persons training is required to equipped them with new methods of teaching.**
  - **Constant monitoring of CCE implementation.**
  - **Timely release of fund.**

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

➤ Nil

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

➤ **Subject specific training for Resource Persons needed.**

➤ **More training on CCE.**

## 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        | <input type="radio"/>            |  |
| (b). NCERT                   | <input type="radio"/>            |  |
| (c). Private publishers      | <input type="radio"/>            |  |
| (d). Any other: <b>SCERT</b> | <input checked="" type="radio"/> |  |

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

	Initiated	Completed
Primary: Syllabi	<u><b>2007</b></u>	<u><b>2010, revised again in 2012</b></u>
Textbooks		
Upper Primary: Syllabi	<u><b>2007</b></u>	<u><b>2010, revised again in 2012</b></u>
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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
➤ <b>Certificate for Primary Teachers Education (SCERT)</b>		<b>2008</b>
➤ <b>Thirty Days Teachers Training Module for Newly recruited teachers (SCERT)</b>		<b>2008</b>
➤ <b>10 Days In-Service Teachers Training Module for both Pry/Upper Pry (SMA,SSA &amp; SCERT)</b>		<b>2012</b>

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	<b>134</b>	<b>125</b>
BRCs	<b>52</b>	<b>46</b>

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

a. DIETs: Involvement

- **Directorate of SCERT has been declared as Academic Authority and also designated to undertake teachers training.**
- **Newly Inducted Teachers, Untrained teachers and Block Resource Persons training will be undertaken at DIETs and SCERT.**

- **Development and reproduction of teaching learning materials and Leaflets/Booklets for teachers on RTE.**

Problems:

- **Less Coordination between DPOs and DIETs.**

b. SCERT: Involvement

- **Directorate of SCERT has been declared as Academic Authority and also designated to undertake the tasks of training of untrained teachers.**
- **The SCERT will also function as Nodal Agency for Teachers training. 30 days orientation training for new recruits and will be undertaken at DIETs. In-Service teachers training at Block and Cluster Levels will be undertaken by BRC/CRC Resource persons duly trained by SCERT.**
- **SCERT as the academic authority is taking charge in the implementation of Activity & Competency Learning (ACL). Several orientation programme of school teachers. Development and reproduction of teaching learning materials (charts & cards).**
- **Revise/update and improvement of Modules for In-service teachers training as per RTE, Modules for 30-days orientation training. Leaflets/booklets for teachers on RTE and Guidebooks for BRC/CRC Coordinators in convergence with SCERT & DIETs faculties in consonant with the new syllabus and curriculum and other issues.**
- **Training for BRC/CRC Resource Persons on the revised In-Service Teachers Training modules by SCERT**

Problems:

- **Does not arise**

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).

	<i>Least</i>	1	2	3	4	5	<i>Greatest</i>
CRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
DIETs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		<input type="radio"/>
DPO		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input checked="" type="radio"/>
SCERT		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	

Yes	
-----	--



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

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

➤ **Not available.**

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

- **The revised Quality Monitoring Tool developed by NCERT is fully implemented in the State.**
- **Activity & Competency Learning (ACL) training conducted for Resource Persons and teachers .**

(b) Progress of these programmes during the quarter

- **The revised Quality Monitoring Tool developed by NCERT is now utilized by the CRCs, BRCs, SMCs, DPOs and SPO for academic supervision and monitoring and support to schools and teachers.**
- **ACL training conducted for Resource Persons and EBRCs teachers.**

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

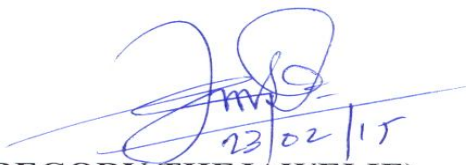
- **Timely adequate release of fund to the state by the Ministry so that all quality related interventions like training programmes etc may be conducted during the current academic period**

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

- **Orientation training for state, district and block level monitoring functionaries on the revised Quality Monitoring Tool needed from NCERT, New Delhi.**
- **Training on the teachers tracking performance using PINDICS from NCERT, New Delhi.**

Date: 23/02/15

Name & Signature

  
23/02/15  
**GREGORY THEJAWELIE)**