

# GOA SARVA SHIKSHA ABHIYAN

ALTO PORVORIM BARDEZ GOA



## QUALITY MONITORING TOOLS

2014-15

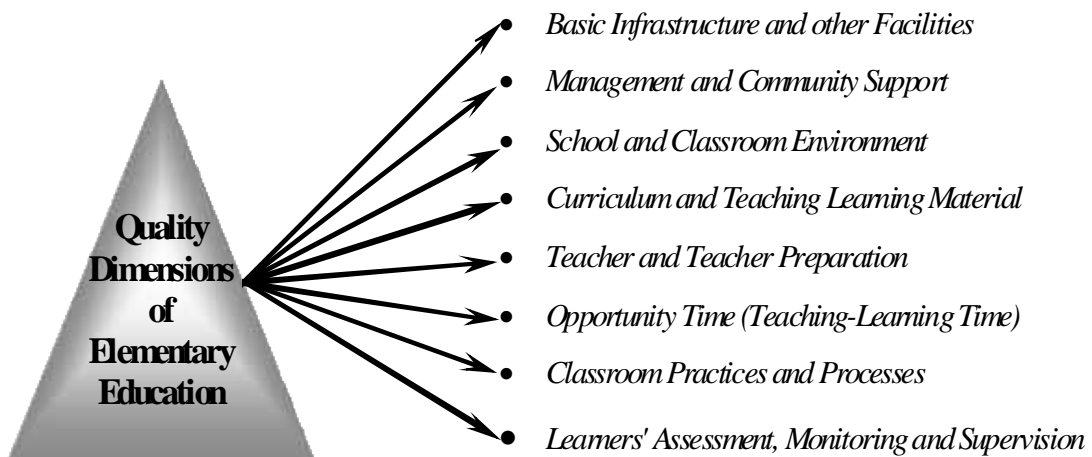
QUALITY MANAGEMENT IN ELEMENTARY EDUCATION UNDER  
SSA

QMT FORMATS DEvised BY  
Department of Elementary Education  
National Council of Educational Research and Training  
New Delhi

&

Modified as per Goa RTE Rules and Goa SCERT prescriptions by  
GOA SARVA SHIKSHA ABHIYAN

# QUALITY DIMENSIONS OF ELEMENTARY EDUCATION



## INDEX

<b>Sr. No.</b>	<b>Contents</b>	<b>Page</b>
1	Introduction	5
2	Quality Dimensions of Elementary Education	6
3	Objectives of implementation of Quality Monitoring Tools	7
4	Revision of Quality Monitoring Tools (QMT)	7
5	Quality Monitoring Tools (QMT's) to be used at different levels	9
6	The Process of Monitoring Quality in Schools	10
7	Two-way Flow of Information	11
8	Guidelines for implementation of Quality Monitoring Tools - Periodicity	12
9	Implementation of Quality Monitoring Tools (QMT) - Consolidation and Feedback Mechanism	13
10	Role of DIET and SCERT	15
11	A note by Goa Sarva Shiksha Abhiyan	17
12	Four Quarters of Monitoring - Goa Specific Modified Table	17
13	Marks-to-Grades Correspondence - Goa Specific	18

	Modified Table	
14	School Monitoring Format (SMF)	21
15	School Management Committee Format (SMCF)	36
16	Cluster Monitoring Format (CMF)	38
17	Classroom Observation Schedule (COS) - English	52
18	Classroom Observation Schedule (COS) - Marathi	54
19	Block Monitoring Format (BMF)	56
20	District Monitoring Format (DMF)	71
21	State Monitoring Format (STMF)	87
22	PROVISIONS IN RTE ACT 2009  Norms and Standards for a School Curriculum and completion of Elementary Education	
	ANNEXURE -1.  Norms and Standards for a School RTE Act 2009 - THE SCHEDULE (Section 19 and 25)	106
	ANNEXURE -2.  Curriculum and completion of Elementary Education (Section 26 of RTE Act 2009)	108
23	EXEMPLARS FOR SSA FUNCTIONARIES  (Software Provided for Automated Calculations)	

	<p>ANNEXURE - 3</p> <p>Learners' Assessment for Primary Classes – Automated Calculation of Grade wise Percentages</p>	109
	<p>ANNEXURE – 4</p> <p>Learners' Assessment for Upper Primary Primary Classes – Automated Calculation of Grade wise Percentages.</p>	113
	<p>ANNEXURE – 5</p> <p>Enrolment and Attendance For Each Quarter – Automated Calculation of Gender wise Class wise Percentages.</p>	119
	<p>ANNEXURE – 6 (A), (B), (C), (D).</p> <p>Average Daily Attendance for the Previous Month – Automated Calculation of Percentages for Clusters.</p>	120

## **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 emphasizes the need for improvement in the Quality of Education.

In the context of elementary education following quality dimensions have been identified.

1. Basic Infrastructure and other Facilities
2. Management and Community Support
3. School and Classroom Environment
4. Curriculum and Teaching Learning Material
5. Teacher and Teacher Preparation
6. Opportunity time ((Teaching-Learning Time)
7. Classroom Practices and Processes
8. 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 Materials;
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
- ❖ Completion of syllabus
- ❖ Involvement of SMCs
- ❖ School development plan
- ❖ Age appropriate admission of out-of-school children
- ❖ Special training to children for age appropriate admissions
- ❖ 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**

SI 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.

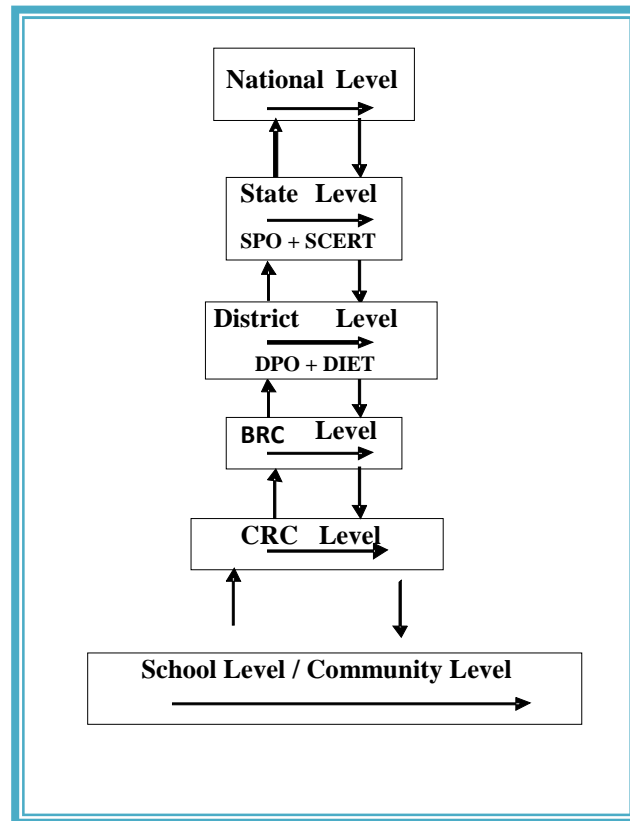
**DMF:** Part I, II and III of DMF respectively consolidate the information about schools in the district, perceptions of CRCCs and perceptions of the BRCCs on various quality indicators in the district. Part IV provides the perceptions of the DPO about quality aspects in the district.

**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 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 analyze the Quality Monitoring Data.**

**The DIETs need to analyze 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 SMCs 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.

## NOTE BY GOA SARVA SHIKSHA ABHIYAN

To monitor effectiveness of quality parameters, the new Quality Monitoring Tools for the year 2014-15 have been revised to align them with Goa RTE Rules. As per this revision, the various QMTs in this booklet are to be used during the year 2014-15.

### Following changes have been made in the Quality Monitoring Tool formats:

1. As the periods of quarters given in the original NCERT document are not matching with the Academic calendar in Goa, the duration of four quarters has been modified as per Goa State's own context. Accordingly table No: 2 given in the NCERT document has been modified as under:

**Modified Table 2:  
The Four Quarters of Monitoring  
(Goa Specific)**

Quarter	Periods covered as per original NCERT Document	Period covered as per revision (Goa Specific)	Submission of tool/format to next higher level (Goa Specific)	Format to be completed/ consolidated	
I	April to June	June to August	September	SMF, CMF, COS, BMF, DMF,	—
II	July to September	September to November	December	SMF, CMF, COS, BMF,	SMCF, STMF

				DMF,	
III	October to December	<b>December to February</b>	<b>March</b>	SMF, CMF, COS, BMF, DMF,	—
IV	January to March	<b>March to May</b>	<b>June</b>	SMF, CMF, COS, BMF, DMF,	SMCF, STMF

## 2. Marks-to-Grades correspondence: (Goa Specific)

Marks-to-Grades correspondence is revised/modified as under in light of the Goa SCERT document 'Handbooks of Continuous & Comprehensive Evaluation':

### For all classes of Upper Primary Stage (Std: V to VIII)

<b>GRADES</b>	<b>Range of marks (as per original NCERT document)</b>	<b>Range of marks (as per Goa SCERT prescription)</b>
A	80% and above	<b>84% and above</b>
B	65%-79%	<b>67% - 83%</b>
C	50% -64%	<b>50% - 66%</b>
D	35%-49%	<b>33% - 49%</b>
E	below 35%	<b>32% and below</b>

**For all classes of Primary Stage (Std: I to IV)**

<b>GRADES</b>	<b>Range of marks (as per NCERT document)</b>	<b>Range of marks (as per Goa SCERT prescription)</b>
A	70% and above	<b>84% and above</b>
B	30% - 69%	<b>67% - 83%</b>
C	below 30%	<b>50% - 66%</b>
D		<b>33% - 49%</b>
E		<b>32% and below</b>

3. Accordingly, the Learner Assessment Formats at all levels given as ‘Samples’ in the original NCERT document have been modified as per Goa State prescription/rules/CCE.
  
4. After bringing about the above modifications in the formats; the SMF, SMCF, CMF, COS, BMF, DMF and STMF have been printed in sufficient quantities to be supplied to all Primary and Upper Primary Schools in the state of Goa as well as to the CRPs, BRPs, DPOs, the DIET and the SCERT for information and for further needful in the matter.

It is hoped that the above modifications will systematize and ease the work of capturing information on, in-school items relevant to quality of schools.

Goa Sarva Shiksha Abhiyan is grateful to Secretary Education, Shri D. P. Dwivedi, IAS, for his invaluable support and encouragement for the endeavours by GSSA.

We are thankful to the Director of Education Shri Gajanan Bhat and the Director of SCERT Shri Nagraj Honnekeri for their valuable guidance in implementing Quality Monitoring Tools in the schools at Elementary Stage in the State.

**Place:** Porvorim Goa

(Minanath T. Upadhye)  
State Project Director  
Goa Sarva Shiksha Abhiyan.

# GOA SARVA SHIKSHA ABHIYAN PORVORIM GOA

<b>SMF</b>
------------

## 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 was 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 GOA  
 (b) Name of school with address \_\_\_\_\_

2. School type  
 (Mark ✓ on any one)
 

I - IV		V - VIII		I - VIII			
--------	--	----------	--	----------	--	--	--

 Any other 

--	--

3. No. of Teachers:

	<u>In Position</u>	<u>Required Posts</u> (AS per RTE Norms)							
(a) Primary Teachers	(i) Regular	<table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>							
(ii) Contractual	<table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>								
(b) Upper Primary Teachers	(i) Regular	<table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="padding: 0 10px;">Subjects.....</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td colspan="2">.....</td> </tr> <tr> <td colspan="2">.....</td> </tr> </table>		Subjects.....		.....		.....	
		Subjects.....							
	.....								
	.....								
(ii) Contractual	<table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="padding: 0 10px;">Subjects.....</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td colspan="2">.....</td> </tr> <tr> <td colspan="2">.....</td> </tr> </table>		Subjects.....		.....		.....		
	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									

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

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

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:       Total:

(b) Where are these children undergoing special training (please mark  $\checkmark$ )

(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 (Mention) .....

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

1) \_\_\_\_\_

2) \_\_\_\_\_

**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.						
6.						
7.						
8.						

9.						
10.						

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

(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.

1) \_\_\_\_\_

2) \_\_\_\_\_

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 (Mention) .....

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).

1) \_\_\_\_\_

2) \_\_\_\_\_

**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.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**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 in the format used in your school and enclose the same (CCE format).

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

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language I .....		A						
			B						
			C						
			D						
			E						

			Total						100
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						
	EVS		A						
			B						
			C						
			D						
			E						
			Total						
II	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						
	EVS		A						
			B						

			C						
			D						
			E						
			Total						100
III	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
EVS		A							
		B							
		C							
		D							
		E							
		Total						100	
IV	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						

	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
	EVS		A						
			B						
			C						
			D						
			E						
			Total						100

\*Add all classes and all subjects

\*\* Primary: Grades; \*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%,  
C = 50%-66%, D=33%-49%, E= 32% & below

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

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

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II Hindi		A						
			B						
			C						
			D						
E									



			Total						100
	Language III .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
	Science / EVS		A						
			B						
			C						
			D						
			E						
			Total						100
VI	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II Hindi		A						
			B						
			C						
			D						
			E						
			Total						100
	Language III .....		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 I (History)		A						
			B						
			C						
			D						
			E						
			Total						
	Social Science II (Geography)		A						
			B						
			C						
			D						
			E						
			Total						
VII	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II Hindi		A						
			B						
			C						
			D						
			E						
			Total						100
	Language III .....		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 I		A							
		B							

	(History)		C							
			D							
			E							
			Total						100	
	Social Science II (Geography)			A						
				B						
				C						
				D						
				E						
				Total						100
	VIII	Language I .....			A					
					B					
					C					
					D					
E										
Total										100
Language II Hindi					A					
					B					
					C					
					D					
					E					
					Total					
Language III .....					A					
					B					
					C					
					D					
					E					
					Total					
Mathematics					A					
					B					
					C					
					D					
					E					
					Total					
Science					A					
					B					
					C					
					D					
	E									
	Total									100
Social Science I (History)				A						
				B						
				C						
				D						
				E						
				Total						100
Social				A						

	Science II (Geography)		B						
			C						
			D						
			E						
			Total						100

\*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%, C= 50%-66%, D=33%-49%, E= 32% & below

**Date.....**

**Name and Signature  
of Head Teacher /Head of the School**

**GOA SARVA SHIKSHA ABHIYAN  
PORVORIM GOA**

**SMCF**

**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 GOA
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

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

(vi) \_\_\_\_\_

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

# GOA SARVA SHIKSHA ABHIYAN PORVORIM GOA

<b>CMF</b>
------------

## 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.
5. 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. (a) CRC \_\_\_\_\_ , BRC \_\_\_\_\_ , District \_\_\_\_\_ , State GOA

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

I - IV		V - VIII		I - VIII		Any other			<b>Total</b>	
--------	--	----------	--	----------	--	-----------	--	--	--------------	--

(b) Number of schools which filled up SMFs

I - IV		V - VIII		I - VIII		Any other			<b>Total</b>	
--------	--	----------	--	----------	--	-----------	--	--	--------------	--

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									
<b>Total</b>									

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 :  
1) \_\_\_\_\_  
2) \_\_\_\_\_



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

Boys  Girls  Total

(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 .....
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

(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

Within one week	Within one month	After one month
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

\_\_\_\_\_

\_\_\_\_\_

	Primary	Upper Primary
10. (i) No. of teachers who received Teacher (TLM) Grant	<input type="text"/>	<input type="text"/>
(ii) No. of teachers who utilized Teacher (TLM) Grant	<input type="text"/>	<input type="text"/>

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

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

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

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**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.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

16. Suggestions of teachers for upcoming training programmes.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

**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 in the format used in schools and enclose the same (CCE format).

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

Number of schools of the cluster which provided this information:

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
EVS		A							
		B							

			C						
			D						
			E						
			Total						100
II	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
	EVS		A						
			B						
			C						
			D						
			E						
			Total						100
III	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						100

	Mathematics		A								
			B								
			C								
			D								
			E								
			Total						100		
	EVS			A							
				B							
				C							
				D							
				E							
				Total						100	
IV	Language I .....			A							
				B							
				C							
				D							
				E							
				Total						100	
	Language II English				A						
					B						
					C						
					D						
					E						
					Total						
	Mathematics				A						
					B						
					C						
					D						
					E						
					Total						100
EVS				A							
				B							
				C							
				D							
				E							
				Total						100	

\*Add all classes and all subjects

\*\* Primary: Grades; \*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%,  
C = 50%-66%, D=33%-49%, E= 32% & below

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

Number of schools which provided this information:

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total		
				No.	%	No.	%	No.	%	
V	Language I .....		A							
			B							
			C							
			D							
			E							
			Total						100	
	Language II Hindi			A						
				B						
				C						
				D						
				E						
				Total						100
	Language III .....			A						
				B						
				C						
				D						
				E						
				Total						100
	Mathematics			A						
				B						
C										
D										
E										
Total									100	
Science / EVS			A							
			B							
			C							
			D							
			E							
			Total						100	
VI	Language I .....		A							
			B							
			C							
			D							
			E							

			Total						100
	Language II Hindi		A						
			B						
			C						
			D						
			E						
			Total						100
	Language III .....		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 I (History)		A						
			B						
			C						
			D						
			E						
			Total						100
	Social Science II (Geography)		A						
			B						
			C						
			D						
			E						
			Total						100
VII	Language I .....		A						
			B						
			C						
			D						
			E						
			Total					100	
	Language II Hindi		A						
			B						
			C						

			D							
			E							
			Total						100	
	Language III .....		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 I (History)		A							
			B							
			C							
			D							
			E							
			Total							100
	Social Science II (Geography)		A							
			B							
			C							
			D							
			E							
			Total							100
VIII	Language I .....		A							
			B							
			C							
			D							
			E							
			Total						100	
	Language II Hindi		A							
			B							
			C							
			D							
E										
Total						100				
Language III			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 I (History)	A							
		B							
		C							
D									
E									
Total								100	
Social Science II (Geography)	A								
	B								
	C								
	D								
	E								
	Total							100	

\*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%, C= 50%-66%, D=33%-49%, E= 32% & Below

## 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

(a) 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?

1) \_\_\_\_\_

2) \_\_\_\_\_

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

Yes	No
-----	----

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

Number %

--	--

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

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

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

1) \_\_\_\_\_

2) \_\_\_\_\_

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.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

4) \_\_\_\_\_

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

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

**Date:**

**Name and Signature of CRC Coordinator**

**GOA SARVA SHIKSHA ABHIYAN**  
**PORVORIM GOA**

**COS**

**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.

<b>Sl. No.</b>	<b>Aspects</b>	<b>To a Great Extent</b>	<b>To Some Extent</b>	<b>Not at All</b>
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**

## गोवा सर्वाशिक्षा अभियान, पवरो-गोवा

### वग निरीक्षण : वग-प्रक्रियेचा अभिलेख (रेकॉर्ड)

(सूचना: प्रत्येक बाबीसमोर रकान्यात योग्य ठिकाणी ( ) अशी खुण करा)

क्र.	बाबी	होय	नाह	मुळीच नाह
१.	शिक्षक/शिक्षिका विद्यार्थ्यांना प्रश्न विचारण्यासाठी प्रोत्साहित करतो/करते			
२.	शिक्षक/शिक्षिका आनंदाने विद्यार्थ्यांच्या प्रश्नांना/विचारणांना उत्तरे देतो/देते व शंकांचे निरसन करतो/करते.			
३.	शिक्षक/शिक्षिका विद्यार्थ्यांच्या अनुभवांची देवाण-घेवाण करून पाठ पुढे नेतो/नेते व पाठ विकसित करतो/करते.			
४.	शिक्षकाकडून खडू-फळ्याचा / काळाफळ्याचा योग्य वापर केला जातो.			
५.	संबंधित शैक्षणिक साहित्याचा (TLM) अध्यापन प्रक्रिये दरम्यान तदनुषंगिक, प्रसंगोचित, समपक व योग्य वापर केला जातो.			
६.	सर्व विद्यार्थ्यांना अध्ययन प्रक्रियेत सहभागी/सहयोगी करून घेण्याच्या उद्देशाने शिक्षकाकडून विविध प्रकारचे व विविधतापूर्ण प्रश्न विचारले जातात.			
७.	अध्यापन प्रक्रियेमध्ये शिक्षक/शिक्षिका लिंग-संवेदनशीलता व लिंग सकारात्मक आचरणाची खात्री करतो/करते.			
८.	शिक्षक अध्यापन प्रक्रियेत तदनुषंगिक,			

	प्रसंगोचित व समपक क्रिया-काम करतो			
९.	वगाचे एकूण वातावरण/परिवेश शिकण्यासाठी/ज्ञान मिळावण्यासाठी वहनात्मक आहे.			
१०.	मुले आपल्या भावना व समस्या निभयपणे व्यक्त करू शकतात.			
११.	शिक्षक/शिक्षिका शिकवणीच्या दरम्यान विद्यार्थ्यांच्या आकलनाचे मूल्यमापन करतो/करते; व विद्यार्थ्यांचे आकलन निश्चित झाल्यावरच पुढे जातो/जाते.			
१२.	शिक्षक/शिक्षिका वगातील विविधतेची बुज राखतो/राखते. (समावेशकता)			
१३.	इतर शेरा.			

दिनांक: .....

(.....)

सी.आर.सी. कॉर्डिनेटरचे नाव व सहा



# GOA SARVA SHIKSHA ABHIYAN PORVORIM GOA

<b>BMF</b>
------------

## BLOCK MONITORING FORMAT

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

Quarter under Report	I	II	III	IV	Year	2	0				
----------------------	---	----	-----	----	------	---	---	--	--	--	--

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.
  
5. 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. (a) CRC \_\_\_\_\_ , BRC \_\_\_\_\_ , District \_\_\_\_\_ , State GOA
  
2. (a) Number of schools in the block

I - IV		V - VIII		I - VIII		Any other			<b>Total</b>	
--------	--	----------	--	----------	--	-----------	--	--	--------------	--

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

I- IV		V - VIII		I - VIII		Any other			Total	
-------	--	----------	--	----------	--	-----------	--	--	-------	--

3. <u>No. of Teachers:</u>	<u>In Position</u>	<u>Required Posts</u> (as per RTE Norms)
(a) Primary Teachers	(i) Regular <input type="text"/>	<input type="text"/>
	(ii) Contractual <input type="text"/>	
(b) Upper Primary Teachers	(i) Regular <input type="text"/>	<input type="text"/>
	(ii) Contractual <input type="text"/>	

**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									
<b>Total</b>									

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 centers where these children are undergoing special training:

In schools where enrolled	Other non-residential centers by NGOs	Residential centres	Any Other .....
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

(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
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

---



---

	Primary	Upper Primary
10. (i) No. of teachers who received Teacher / (TLM) Grant	<input type="text"/>	<input type="text"/>
(ii) No. of teachers who utilized Teacher/ (TLM) Grant	<input type="text"/>	<input type="text"/>

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

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

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

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

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

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

**Section D: Continuous and Comprehensive Evaluation (CCE)**

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

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

**Section E: Teacher Training**

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

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

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

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

### 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 in the format used in schools and enclose the same (CCE format).**
- (a) **Details of Learners' Achievement, class-wise and subject-wise for Classes I- IV 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.

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						
			D						

			E							
			Total						100	
	EVS		A							
			B							
			C							
			D							
			E							
			Total							100
II	Language I .....		A							
			B							
			C							
			D							
			E							
			Total						100	
	Language II English		A							
			B							
			C							
			D							
			E							
			Total						100	
	Mathematics		A							
			B							
			C							
			D							
			E							
			Total						100	
EVS		A								
		B								
		C								
		D								
		E								
		Total						100		
III	Language I .....		A							
			B							
			C							
			D							
			E							
			Total						100	
	Language II English		A							
			B							

			C							
			D							
			E							
			Total						100	
	Mathematics		A							
			B							
			C							
			D							
			E							
			Total							100
	EVS		A							
			B							
			C							
			D							
			E							
			Total							100
IV	Language I .....		A							
			B							
			C							
			D							
			E							
			Total							100
	Language II English		A							
			B							
			C							
			D							
			E							
			Total							
	Mathematics		A							
			B							
			C							
			D							
			E							
			Total							
	EVS		A							
			B							
			C							
			D							
			E							
			Total							

\*Add all classes and all subjects

\*\* Primary: Grades; \*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%,  
C = 50%-66%, D=33%-49%, E= 32% & below

(a) **Details of Learners' Achievements, class-wise and subject-wise for Classes V-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

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



			Total						100
VI	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II Hindi		A						
			B						
			C						
			D						
			E						
			Total						100
	Language III .....		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 I (History)		A							
		B							
		C							
		D							
		E							
		Total						100	
Social Science II (Geography)		A							
		B							
		C							
		D							
		E							
		Total						100	
VII			A						
			B						

	Language I .....	C							
		D							
		E							
		Total							100
	Language II Hindi	A							
		B							
		C							
		D							
		E							
		Total							100
	Language III .....	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 I (History)	A								
	B								
	C								
	D								
	E								
	Total							100	
Social Science II (Geography)	A								
	B								
	C								
	D								
	E								
	Total							100	
VIII	Language I .....	A							
		B							
		C							
		D							
		E							
		Total							100
	Language II	A							

	Hindi		B						
			C						
			D						
			E						
			Total						100
	Language III .....		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 I (History)		A						
			B						
C									
D									
E									
Total								100	
Social Science II (Geography)		A							
		B							
		C							
		D							
		E							
		Total						100	

\*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%, C= 50%-66%, D=33%-49%, E= 32% & below

## 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 (a) 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.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

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

Number & %

<input type="text"/>	<input type="text"/>
----------------------	----------------------

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

Number & %

<input type="text"/>	<input type="text"/>
----------------------	----------------------

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

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

### 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 CRCs?

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 ōlmark)

(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? %

(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

Number

(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**

# GOA SARVA SHIKSHA ABHIYAN PORVORIM GOA

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

<b>DMF</b>
------------

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. (a) CRC \_\_\_\_\_, BRC \_\_\_\_\_, District \_\_\_\_\_, State GOA

2. (a) Number of schools in the district

I - IV		V - VIII		I - VIII		Any other			<b>Total</b>	
--------	--	----------	--	----------	--	-----------	--	--	--------------	--

(b) Number of schools which filled up SMFs

I - IV		V - VIII		I - VIII		Any other			<b>Total</b>	
--------	--	----------	--	----------	--	-----------	--	--	--------------	--

3. Number of Teachers:

(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?

	Primary	Upper Primary
--	---------	---------------

--	--	--



(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**

5. 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									
<b>Total</b>									

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

(ii) Number of schools with no CWSN enrolled.

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

---

---

---

---

8. (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**

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

Within one week	Within one month	After one month

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

---



---

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

	Received %	Utilized %
Percentage of primary teachers	<input type="text"/>	<input type="text"/>
Percentage of upper primary teachers	<input type="text"/>	<input type="text"/>

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

**Section D: Continuous and Comprehensive Evaluation**

How are CRCCs monitoring the progress of pupils' learning?

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

**Section E: Teacher Training**

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

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section F: Functioning of SMCs**

- 15. Number of schools having School Management Committees (SMCs) in the district.
- 16. (a) Number of schools where School Development Plans have not been prepared.   
(b) Number of schools not involving SMCs in preparation of this plan.
- 17. Number of SMCs which have not been given training about their roles and functions

### Section G: Learners' Assessment

18. Please aggregate pupil assessment data of schools in the format used in schools and enclose the same (CCE format). Following format is given as an example only

(a) **Details of Learners' Achievement, class-wise and subject-wise for Classes I-IV 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.

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
	EVS		A						
			B						
			C						
			D						
			E						
			Total						100

II	Language I .....	A							
		B							
		C							
		D							
		E							
		Total							100
	Language II English	A							
		B							
		C							
		D							
		E							
		Total							100
	Mathematics	A							
		B							
		C							
		D							
		E							
		Total							100
	EVS	A							
B									
C									
D									
E									
Total								100	
III	Language I .....	A							
		B							
		C							
		D							
		E							
		Total							100
	Language II English	A							
		B							
		C							
		D							
		E							
		Total							100
	Mathematics	A							
B									
C									
D									

			E							
			Total						100	
	EVS		A							
			B							
			C							
			D							
			E							
			Total							100
IV	Language I .....		A							
			B							
			C							
			D							
			E							
			Total						100	
	Language II English		A							
			B							
			C							
			D							
			E							
			Total							
	Mathematics		A							
			B							
			C							
			D							
			E							
			Total						100	
EVS		A								
		B								
		C								
		D								
		E								
		Total						100		

\*Add all classes and all subjects

\*\* Primary: Grades; \*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%,  
C = 50%-66%, D=33%-49%, E= 32% & below

(b) (b) **Details of Learners' Achievements, class-wise and subject-wise for Classes V-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

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II Hindi		A						
			B						
			C						
			D						
			E						
			Total						100
	Language III .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
C									
D									
E									
Total								100	
Science / EVS		A							
		B							
		C							
		D							
		E							
		Total						100	
VI	Language I .....		A						
			B						
			C						
			D						
			E						
	Total						100		
	Language II Hindi		A						
			B						
			C						

			D							
			E							
			Total						100	
	Language III .....		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 I (History)		A							
			B							
			C							
			D							
			E							
			Total							100
	Social Science II (Geography)		A							
			B							
			C							
			D							
			E							
			Total							100
VII	Language I .....		A							
			B							
			C							
			D							
			E							
			Total							100
	Language II  Hindi		A							
			B							
			C							
			D							
			E							
			Total							



	Language III .....	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 I (History)	A							
		B							
		C							
D									
E									
Total								100	
Social Science II (Geography)	A								
	B								
	C								
	D								
	E								
	Total							100	
VIII	Language I .....	A							
		B							
		C							
		D							
		E							
		Total							100
	Language II Hindi	A							
		B							
		C							
		D							
		E							
		Total							100
	Language III .....	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 I (History)		A							
			B							
			C							
			D							
			E							
			Total							100
	Social Science II (Geography)		A							
			B							
			C							
			D							
			E							
			Total							100

\*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%, C= 50%-66%, D=33%-49%, E= 32% & below

## Part-II

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

1. (a) Number of classrooms (teaching) observed by the 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

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

---

---

---

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

--	--

4. (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?

---

---

5. (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.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

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.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

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?

- (a) Mathematics
- (b) Science
- (c) Social Science
- (d) Language
- (e) Arts Education
- (f) 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:

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

CRCC    BRCC

--	--

(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  $\surd$  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 of DPO/DPC**

# GOA SARVA SHIKSHA ABHIYAN PORVORIM GOA

## STATE MONITORING FORMAT

<b>STMF</b>
-------------

(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. (a) CRC \_\_\_\_\_, BRC \_\_\_\_\_, District \_\_\_\_\_, State GOA

2. (a) Number of schools in the cluster

I - IV		V - VIII		I - VIII		Any other			<b>Total</b>	
--------	--	----------	--	----------	--	-----------	--	--	--------------	--

(b) Number of schools which filled up SMFs

I - IV		V - VIII		I - VIII		Any other			<b>Total</b>	
--------	--	----------	--	----------	--	-----------	--	--	--------------	--

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									
<b>Total</b>									

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

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

Within one week	Within one month	After one month

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

---

---

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

	Received %	Utilised %
Percentage of primary teachers	<input type="text"/>	<input type="text"/>
Percentage of upper primary teachers	<input type="text"/>	<input type="text"/>

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

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

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

---

---

### Section D: Continuous and Comprehensive Evaluation

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

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**Section E: Teacher Training**

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

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section F: Functioning of SMC**

Number %

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

--	--

19. (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 %

20. (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

21. Please aggregate pupil assessment data of schools in the format used in schools and enclose the same (CCE format). Following format is given as an example only

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

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

--	--

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

--	--

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total		
				No.	%	No.	%	No.	%	
I	Language I .....		A							
			B							
			C							
			D							
			E							
			Total						100	
	Language II English			A						
				B						
				C						
				D						
				E						
				Total						100
	Mathematics			A						
				B						
				C						
				D						
				E						
				Total						100
	EVS			A						
				B						
				C						
				D						
				E						
				Total						100
II	Language I		A							
			B							

	.....		C							
			D							
			E							
			Total						100	
	Language II English			A						
				B						
				C						
				D						
				E						
				Total						100
	Mathematics			A						
				B						
				C						
				D						
				E						
				Total						100
	EVS			A						
				B						
				C						
D										
E										
Total									100	
III	Language I .....			A						
				B						
				C						
				D						
				E						
				Total						100
	Language II English			A						
				B						
				C						
				D						
				E						
				Total						100
	Mathematics			A						
				B						
				C						
				D						
				E						
				Total						100

			A						
			B						
			C						
			D						
			E						
			Total						100
IV	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II English		A						
			B						
			C						
			D						
			E						
			Total						
	Mathematics		A						
			B						
			C						
			D						
			E						
			Total						100
	EVS		A						
			B						
			C						
			D						
			E						
			Total						100

\*Add all classes and all subjects

\*\* Primary: Grades; \*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%,  
C = 50%-66%, D=33%-49%, E= 32% & below

(b). Details of Learners' Achievements, class-wise and subject-wise for Classes V-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

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total		
				No.	%	No.	%	No.	%	
V	Language I .....		A							
			B							
			C							
			D							
			E							
			Total						100	
	Language II Hindi			A						
				B						
				C						
				D						
				E						
				Total						100
	Language III .....			A						
				B						
				C						
				D						
				E						
				Total						100
	Mathematics			A						
				B						
				C						
D										
E										
Total									100	
Science / EVS			A							
			B							
			C							
			D							
			E							
			Total						100	
VI	Language I .....		A							
			B							
			C							
			D							
			E							
			Total						100	
	Language II Hindi			A						
				B						
				C						
				D						
				E						
				Total						100
Language III			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 I (History)		A						
			B						
			C						
			D						
			E						
			Total						100
	Social Science II (Geography)		A						
			B						
			C						
			D						
			E						
			Total						100
VII	Language I		A						
			B						
			C						
			D						
	.....		E						
			Total						100
	Language II		A						
			B						
			C						
			D						
	Hindi		E						
			Total						100
	Language III		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 I (History)		A						
			B						
			C						
			D						
			E						
			Total						100
	Social Science II (Geography)		A						
			B						
			C						
			D						
			E						
			Total						100
VIII	Language I .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Language II Hindi		A						
			B						
			C						
			D						
			E						
			Total						100
	Language III .....		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A						
			B						
			C						

			D						
			E						
			Total						100
	Science		A						
			B						
			C						
			D						
			E						
			Total						
	Social Science I (History)		A						
			B						
			C						
			D						
			E						
			Total						
	Social Science II (Geography)		A						
			B						
			C						
			D						
			E						
			Total						

\*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%, C= 50%-66%, D=33%-49%, E= 32% & below

## 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.....to.....

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.

---

---

---

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 to address this issue?

---

---

---

5. (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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

(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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
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).

	<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 type="radio"/>	
BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
DIETs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
DPO		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCERT		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

---

---

---

---

(b) Progress of these programmes during the quarter

---

---

---

---

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

---

---

---

---

---

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

---

---

---

---

**Date:**

**Name & Signature**

## THE SCHEDULE – RTE ACT 2009

(See Section 19 and 25)

### Norms and Standards for a School

Sr. No.	Item	Norms & Standards	
1.	Number of teachers:		
		Admitted children	Number of Teachers
(a)	For First class to Fourth Class	Up to 60	2
		61-90	3
		91-120	4
		121-200	5
		150 and above	5 + 1 Head-teacher
		Above 200	PTR shall not exceed 40 (excluding Head Teacher)
(b).	For Fifth to Eighth class	<p>1. At least one teacher per class so that there shall be at least one teacher each for:</p> <p style="margin-left: 40px;">(i) Science and Mathematics</p> <p style="margin-left: 40px;">(ii) Social Sciences</p> <p style="margin-left: 40px;">(iii) Language</p> <p>2. At least one teacher for every 35 children</p> <p>3. Where admission of children is above one hundred –</p> <p style="margin-left: 40px;">i. A full time Head Teacher</p> <p style="margin-left: 40px;">ii. Part time instructors for –</p> <p style="margin-left: 80px;">A. Art Education</p> <p style="margin-left: 80px;">B. Health &amp; Physical Education</p> <p style="margin-left: 80px;">C. Work Education</p>	
2.	Building	<p>i. At least one class-room for every teacher and one office-cum-store-cum-Head teacher's room.</p> <p>ii. Barrier-free access.</p> <p>iii. Separate toilets for boys and girls</p>	

		<ul style="list-style-type: none"> <li>iv. Safe and adequate drinking water facility to all children</li> <li>v. A kitchen where mid-day meal is cooked in the school</li> <li>vi. Playground</li> <li>vii. Arrangement for securing the school building by boundary wall or fencing.</li> </ul>
3.	Minimum number of working days/instructional hours in an academic year	<ul style="list-style-type: none"> <li>i. 200 working days for classes I to IV</li> <li>ii. 220 working days for classes V to VIII</li> <li>iii. Eight hundred instructional Hours per academic year for classes I to IV</li> <li>iv. 1000 instructional hours per academic year for classes V to VIII</li> </ul>
4	Minimum Number of working hours per week for the teacher	Forty-five teaching including preparation hours
5	Teaching Learning Equipment	Shall be provided to each class as required
6	Library	There shall be a library in each school providing newspaper, magazines and books on all subjects including story-books
7.	Play material, games and sport equipment	Shall be provided to each class as required

**Curriculum and completion of Elementary Education  
(Section 26 of RTE Act 2009)**

(1). The curriculum and the evaluation procedure for Elementary Education shall be laid down by the Academic Authority to be specified by the appropriate Government, by notification.

(2). The academic authority while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:-

(a). Conformity with the values in the Constitution;

(b). all round development of the child;

(c). building up child's knowledge, potentiality and talent;

(d). development of physical and mental abilities to the fullest extent;

(e). learning through activities, discovery and exploration in a child-friendly and child-centred manner;

(f). medium of instruction shall, as far as practicable be in child's mother tongue;

(g). making the child free of fear, trauma and anxiety and helping the child to express views freely;

(h). comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

## ANNEXURE - 3

**GOA SARVA SHIKSHA ABHIYAN**  
**QUALITY MONITORING TOOLS - 2014-15**

LEARNERS' ASSESSMENT FOR PRIMARY CLASSES FOR THE QUARTER : I / II / III / IV

<b>DISTRICT:</b>		.....	<b>BLOCK:</b>		.....				
<b>CLUSTER:</b>		.....							
<b>SCHOOL NAME:</b>									
CLASS	SUBJECT	No. of children assessed	GRADES	BOYS		GIRLS		TOTAL	
			Grade	No.	%	No.	%	No.	%
I	Language I - .....	37	A	2	5	5	14	7	19
			B	5	14	3	8	8	22
			C	3	8	2	5	5	14
			D	6	16	6	16	12	32
			E	2	5	3	8	5	14
			<b>Total</b>	<b>18</b>	<b>49</b>	<b>19</b>	<b>51</b>	<b>37</b>	<b>100</b>
	Language II - English	36	A	2	6	5	14	7	19
			B	5	14	3	8	8	22
			C	3	8	2	6	5	14
			D	6	17	5	14	11	31
			E	2	6	3	8	5	14
			<b>Total</b>	<b>18</b>	<b>50</b>	<b>18</b>	<b>50</b>	<b>36</b>	<b>100</b>
	Mathematics	40	A	5	13	5	13	10	25
			B	5	13	3	8	8	20
			C	3	8	2	5	5	13
			D	6	15	6	15	12	30
			E	2	5	3	8	5	13
			<b>Total</b>	<b>21</b>	<b>53</b>	<b>19</b>	<b>48</b>	<b>40</b>	<b>100</b>
	EVS	39	A	2	5	4	10	6	15
			B	5	13	3	8	8	21
			C	3	8	2	5	5	13

			D	6	15	6	15	12	31
			E	5	13	3	8	8	21
			<b>Total</b>	<b>21</b>	<b>54</b>	<b>18</b>	<b>46</b>	<b>39</b>	<b>100</b>
<b>II</b>	Language I - .....	<b>34</b>	A	3	9	2	6	5	15
			B	3	9	3	9	6	18
			C	3	9	3	9	6	18
			D	4	12	2	6	6	18
			E	5	15	6	18	11	32
			<b>Total</b>	<b>18</b>	<b>53</b>	<b>16</b>	<b>47</b>	<b>34</b>	<b>100</b>
	Language II - English	<b>34</b>	A	3	9	2	6	5	15
			B	3	9	3	9	6	18
			C	3	9	3	9	6	18
			D	4	12	2	6	6	18
			E	5	15	6	18	11	32
			<b>Total</b>	<b>18</b>	<b>53</b>	<b>16</b>	<b>47</b>	<b>34</b>	<b>100</b>
	Mathematics	<b>35</b>	A	3	9	2	6	5	14
			B	3	9	3	9	6	17
			C	3	9	3	9	6	17
			D	4	11	2	6	6	17
			E	5	14	7	20	12	34
			<b>Total</b>	<b>18</b>	<b>51</b>	<b>17</b>	<b>49</b>	<b>35</b>	<b>100</b>
EVS	<b>34</b>	A	3	9	2	6	5	15	
		B	3	9	3	9	6	18	
		C	3	9	3	9	6	18	
		D	4	12	2	6	6	18	
		E	5	15	6	18	11	32	
		<b>Total</b>	<b>18</b>	<b>53</b>	<b>16</b>	<b>47</b>	<b>34</b>	<b>100</b>	
<b>III</b>	Language I - .....	<b>37</b>	A	5	14	2	5	7	19
			B	8	22	3	8	11	30
			C	3	8	3	8	6	16
			D	4	11	4	11	8	22

			E	2	5	3	8	5	14	
			<b>Total</b>	<b>22</b>	<b>59</b>	<b>15</b>	<b>41</b>	<b>37</b>	<b>100</b>	
	Language II - English	<b>37</b>		A	5	14	5	14	10	27
				B	8	22	5	14	13	35
				C	3	8	2	5	5	14
				D	4	11	3	8	7	19
				E	2	5	0	0	2	5
				<b>Total</b>	<b>22</b>	<b>59</b>	<b>15</b>	<b>41</b>	<b>37</b>	<b>100</b>
				Mathematics	<b>37</b>		A	1	3	1
	B	8	22				7	19	15	41
	C	3	8				3	8	6	16
	D	6	16				1	3	7	19
	E	4	11				3	8	7	19
	<b>Total</b>	<b>22</b>	<b>59</b>				<b>15</b>	<b>41</b>	<b>37</b>	<b>100</b>
	EVS	<b>37</b>					A	3	8	5
				B	8	22	0	0	8	22
				C	3	8	3	8	6	16
				D	6	16	4	11	10	27
				E	2	5	3	8	5	14
				<b>Total</b>	<b>22</b>	<b>59</b>	<b>15</b>	<b>41</b>	<b>37</b>	<b>100</b>
IV				Language I - .....	<b>42</b>		A	5	12	2
	B	2	5				2	5	4	10
	C	3	7				4	10	7	17
	D	5	12				8	19	13	31
	E	2	5				9	21	11	26
	<b>Total</b>	<b>17</b>	<b>40</b>				<b>25</b>	<b>60</b>	<b>42</b>	<b>100</b>
	Language II - English	<b>39</b>					A	5	13	5
				B	1	3	3	8	4	10
				C	3	8	3	8	6	15
				D	5	13	6	15	11	28
				E	2	5	6	15	8	21
				<b>Total</b>	<b>17</b>	<b>40</b>	<b>25</b>	<b>60</b>	<b>42</b>	<b>100</b>



			<b>Total</b>	<b>16</b>	<b>41</b>	<b>23</b>	<b>59</b>	<b>39</b>	<b>100</b>
	Mathematics	<b>40</b>	A	0	0	5	13	5	13
			B	6	15	5	13	11	28
			C	3	8	3	8	6	15
			D	6	15	7	18	13	33
			E	2	5	3	8	5	13
				<b>Total</b>	<b>17</b>	<b>43</b>	<b>23</b>	<b>58</b>	<b>40</b>
	EVS	<b>42</b>	A	5	12	5	12	10	24
			B	3	7	6	14	9	21
			C	3	7	3	7	6	14
			D	4	10	8	19	12	29
			E	2	5	3	7	5	12
				<b>Total</b>	<b>17</b>	<b>40</b>	<b>25</b>	<b>60</b>	<b>42</b>

**GOA SARVA SHIKSHA ABHIYAN**  
**QUALITY MONITORING TOOLS - 2014-15**

LEARNERS' ASSESSMENT FOR UPPER PRIMARY CLASSES FOR THE QUARTER : I / II / III / IV

<b>DISTRICT:</b>		.....				<b>BLOCK:</b>		.....	
<b>CLUSTER:</b>		.....							
<b>SCHOOL NAME:</b>		.....							
CLASS	SUBJECT	No. of children assessed	GRADES	BOYS		GIRLS		TOTAL	
			Grade	No.	%	No.	%	No.	%
V	Language I	44	A	3	7	1	2	4	9
			B	8	18	7	16	15	34
			C	3	7	3	7	6	14
			D	6	14	8	18	14	32
			E	2	5	3	7	5	11
			<b>Total</b>	<b>22</b>	<b>50</b>	<b>22</b>	<b>50</b>	<b>44</b>	<b>100</b>
	Language II - Hindi	40	A	4	10	4	10	8	20
			B	4	10	4	10	8	20
			C	4	10	4	10	8	20
			D	4	10	4	10	8	20
			E	4	10	4	10	8	20
			<b>Total</b>	<b>20</b>	<b>50</b>	<b>20</b>	<b>50</b>	<b>40</b>	<b>100</b>
	Language III .....	43	A	4	9	4	9	8	19
			B	4	9	4	9	8	19
			C	5	12	5	12	10	23
			D	5	12	4	9	9	21
			E	4	9	4	9	8	19
			<b>Total</b>	<b>22</b>	<b>51</b>	<b>21</b>	<b>49</b>	<b>43</b>	<b>100</b>
	Mathematics	42	A	5	12	3	7	8	19
			B	4	10	5	12	9	21

			C	3	7	4	10	7	17
			D	5	12	4	10	9	21
			E	5	12	4	10	9	21
			<b>Total</b>	<b>22</b>	<b>52</b>	<b>20</b>	<b>48</b>	<b>42</b>	<b>100</b>
	Science / EVS	<b>44</b>	A	5	11	5	11	10	23
			B	5	11	4	9	9	20
			C	3	7	3	7	6	14
			D	6	14	7	16	13	30
			E	3	7	3	7	6	14
			<b>Total</b>	<b>22</b>	<b>50</b>	<b>22</b>	<b>50</b>	<b>44</b>	<b>100</b>
VI	Language I	<b>40</b>	A	5	13	5	13	10	25
			B	4	10	5	13	9	23
			C	3	8	3	8	6	15
			D	5	13	4	10	9	23
			E	2	5	4	10	6	15
			<b>Total</b>	<b>19</b>	<b>48</b>	<b>21</b>	<b>53</b>	<b>40</b>	<b>100</b>
	Language II - Hindi	<b>37</b>	A	5	14	4	11	9	24
			B	4	11	5	14	9	24
			C	3	8	3	8	6	16
			D	3	8	4	11	7	19
			E	2	5	4	11	6	16
			<b>Total</b>	<b>17</b>	<b>46</b>	<b>20</b>	<b>54</b>	<b>37</b>	<b>100</b>
	Language III .....	<b>40</b>	A	5	13	4	10	9	23
			B	4	10	5	13	9	23
			C	3	8	3	8	6	15
			D	4	10	5	13	9	23
			E	3	8	4	10	7	18
			<b>Total</b>	<b>19</b>	<b>48</b>	<b>21</b>	<b>53</b>	<b>40</b>	<b>100</b>
	Mathematics	<b>38</b>	A	5	13	4	11	9	24
			B	5	13	5	13	10	26
			C	3	8	3	8	6	16

			D	3	8	5	13	8	21	
			E	2	5	3	8	5	13	
			<b>Total</b>	<b>18</b>	<b>47</b>	<b>20</b>	<b>53</b>	<b>38</b>	<b>100</b>	
	Science	<b>36</b>		A	5	14	3	8	8	22
				B	4	11	4	11	8	22
				C	3	8	3	8	6	17
				D	5	14	4	11	9	25
				E	2	6	3	8	5	14
				<b>Total</b>	<b>19</b>	<b>53</b>	<b>17</b>	<b>47</b>	<b>36</b>	<b>100</b>
	Social Science I - History	<b>35</b>		A	5	14	4	11	9	26
				B	5	14	3	9	8	23
				C	3	9	3	9	6	17
				D	3	9	4	11	7	20
				E	2	6	3	9	5	14
				<b>Total</b>	<b>18</b>	<b>51</b>	<b>17</b>	<b>49</b>	<b>35</b>	<b>100</b>
	Social Science II - Geography	<b>34</b>		A	4	12	4	12	8	24
				B	3	9	3	9	6	18
				C	3	9	3	9	6	18
				D	5	15	4	12	9	26
				E	2	6	3	9	5	15
				<b>Total</b>	<b>17</b>	<b>50</b>	<b>17</b>	<b>50</b>	<b>34</b>	<b>100</b>
VII	Language I	<b>30</b>		A	2	7	5	17	7	23
				B	2	7	5	17	7	23
				C	2	7	4	13	6	20
				D	2	7	3	10	5	17
				E	2	7	3	10	5	17
				<b>Total</b>	<b>10</b>	<b>33</b>	<b>20</b>	<b>67</b>	<b>30</b>	<b>100</b>
	Language II - Hindi	<b>39</b>		A	4	10	5	13	9	23
				B	4	10	6	15	10	26
				C	3	8	3	8	6	15
				D	4	10	5	13	9	23

		<b>E</b>	2	5	3	8	5	13
		<b>Total</b>	<b>17</b>	<b>44</b>	<b>22</b>	<b>56</b>	<b>39</b>	<b>100</b>
Language III	<b>37</b>	<b>A</b>	4	11	4	11	8	22
.....		<b>B</b>	4	11	4	11	8	22
		<b>C</b>	3	8	3	8	6	16
		<b>D</b>	5	14	4	11	9	24
		<b>E</b>	3	8	3	8	6	16
		<b>Total</b>	<b>19</b>	<b>51</b>	<b>18</b>	<b>49</b>	<b>37</b>	<b>100</b>
Mathematics	<b>38</b>	<b>A</b>	5	13	4	11	9	24
		<b>B</b>	4	11	5	13	9	24
		<b>C</b>	3	8	3	8	6	16
		<b>D</b>	5	13	4	11	9	24
		<b>E</b>	2	5	3	8	5	13
		<b>Total</b>	<b>19</b>	<b>50</b>	<b>19</b>	<b>50</b>	<b>38</b>	<b>100</b>
Science	<b>36</b>	<b>A</b>	4	11	5	14	9	25
		<b>B</b>	4	11	5	14	9	25
		<b>C</b>	3	8	3	8	6	17
		<b>D</b>	4	11	3	8	7	19
		<b>E</b>	2	6	3	8	5	14
		<b>Total</b>	<b>17</b>	<b>47</b>	<b>19</b>	<b>53</b>	<b>36</b>	<b>100</b>
Social Science I - History	<b>35</b>	<b>A</b>	3	9	4	11	7	20
		<b>B</b>	4	11	2	6	6	17
		<b>C</b>	4	11	2	6	6	17
		<b>D</b>	3	9	4	11	7	20
		<b>E</b>	4	11	5	14	9	26
		<b>Total</b>	<b>18</b>	<b>51</b>	<b>17</b>	<b>49</b>	<b>35</b>	<b>100</b>
Social Science II - Geography	<b>33</b>	<b>A</b>	3	9	5	15	8	24
		<b>B</b>	4	12	3	9	7	21
		<b>C</b>	3	9	3	9	6	18
		<b>D</b>	4	12	3	9	7	21
		<b>E</b>	3	9	2	6	5	15

			<b>Total</b>	<b>17</b>	<b>52</b>	<b>16</b>	<b>48</b>	<b>33</b>	<b>100</b>
VIII	Language I	<b>36</b>	A	5	14	5	14	10	28
			B	4	11	4	11	8	22
			C	3	8	3	8	6	17
			D	3	8	3	8	6	17
			E	3	8	3	8	6	17
			<b>Total</b>	<b>18</b>	<b>50</b>	<b>18</b>	<b>50</b>	<b>36</b>	<b>100</b>
	Language II - Hindi	<b>34</b>	A	4	12	3	9	7	21
			B	4	12	3	9	7	21
			C	3	9	4	12	7	21
			D	4	12	4	12	8	24
			E	2	6	3	9	5	15
			<b>Total</b>	<b>17</b>	<b>50</b>	<b>17</b>	<b>50</b>	<b>34</b>	<b>100</b>
	Language III - .....	<b>35</b>	A	5	14	4	11	9	26
			B	4	11	4	11	8	23
			C	3	9	3	9	6	17
			D	4	11	3	9	7	20
			E	2	6	3	9	5	14
			<b>Total</b>	<b>18</b>	<b>51</b>	<b>17</b>	<b>49</b>	<b>35</b>	<b>100</b>
	Mathematics	<b>34</b>	A	5	15	4	12	9	26
			B	4	12	3	9	7	21
			C	3	9	3	9	6	18
		D	3	9	4	12	7	21	
		E	2	6	3	9	5	15	
		<b>Total</b>	<b>17</b>	<b>50</b>	<b>17</b>	<b>50</b>	<b>34</b>	<b>100</b>	
Science	<b>37</b>	A	5	14	5	14	10	27	
		B	4	11	4	11	8	22	
		C	3	8	3	8	6	16	
		D	4	11	3	8	7	19	
		E	3	8	3	8	6	16	
		<b>Total</b>	<b>19</b>	<b>51</b>	<b>18</b>	<b>49</b>	<b>37</b>	<b>100</b>	

	Social Science I - History	<b>35</b>	A	4	11	3	9	7	20
			B	4	11	3	9	7	20
			C	3	9	5	14	8	23
			D	3	9	3	9	6	17
			E	4	11	3	9	7	20
			<b>Total</b>	<b>18</b>	<b>51</b>	<b>17</b>	<b>49</b>	<b>35</b>	<b>100</b>
	Social Science II - Geography	<b>36</b>	A	3	8	3	8	6	17
			B	4	11	3	8	7	19
			C	5	14	3	8	8	22
			D	3	8	3	8	6	17
			E	3	8	6	17	9	25
			<b>Total</b>	<b>18</b>	<b>50</b>	<b>18</b>	<b>50</b>	<b>36</b>	<b>100</b>

**GOA SARVA SHIKSHA ABHIYAN  
QUALITY MONITORING TOOLS - 2014-15**

**ENROLMENT AND ATTENDANCE FOR THE QUARTER : I / II / III / IV**

<b>DISTRICT:</b>							<b>BLOCK:</b>			
<b>CLUSTER:</b>										
<b>SCHOOL NAME:</b>										
<b>CLASS</b>	<b>ENROLMENT</b>			<b>Average daily attendance in last month (Say : September 2014)</b>			<b>Percentage of average daily attendance for last month (%)</b>			
	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>	
<b>I</b>	<b>21</b>	<b>19</b>	<b>40</b>	<b>18</b>	<b>19</b>	<b>37</b>	<b>86</b>	<b>100</b>	<b>93</b>	
<b>II</b>	<b>18</b>	<b>17</b>	<b>35</b>	<b>18</b>	<b>16</b>	<b>34</b>	<b>100</b>	<b>94</b>	<b>97</b>	
<b>III</b>	<b>22</b>	<b>15</b>	<b>37</b>	<b>22</b>	<b>15</b>	<b>37</b>	<b>100</b>	<b>100</b>	<b>100</b>	
<b>IV</b>	<b>17</b>	<b>25</b>	<b>42</b>	<b>14</b>	<b>24</b>	<b>38</b>	<b>82</b>	<b>96</b>	<b>90</b>	
<b>V</b>	<b>22</b>	<b>22</b>	<b>44</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>91</b>	<b>91</b>	<b>91</b>	
<b>VI</b>	<b>19</b>	<b>21</b>	<b>40</b>	<b>17</b>	<b>20</b>	<b>37</b>	<b>89</b>	<b>95</b>	<b>93</b>	
<b>VII</b>	<b>17</b>	<b>22</b>	<b>39</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>59</b>	<b>91</b>	<b>77</b>	
<b>VIII</b>	<b>19</b>	<b>18</b>	<b>37</b>	<b>17</b>	<b>17</b>	<b>34</b>	<b>89</b>	<b>94</b>	<b>92</b>	
<b>Total</b>	<b>155</b>	<b>159</b>	<b>314</b>	<b>136</b>	<b>151</b>	<b>287</b>	<b>88</b>	<b>95</b>	<b>91</b>	



**ANNEXURE – 6 (A)**

**GOA SARVA SHIKSHA ABHIYAN**

**AVERAGE DAILY ATTENDANCE FOR THE LAST MONTH (e.g. SEPTEMBER 2014)**

**BOYS**

DISTRICT :																									
CLUSTER :																									
CRP'S NAME :																		QUARTER →		I	II	III	IV		
Names of Schools in the Cluster →		Names of Schools in the Cluster & their Class-wise percentage of attendance																		Attendance %age					
																				80% & above	60% to 79%	59% & below	Total Classes		
CLASSES ↓		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. Of Classes under each category			Total Classes
I		0	0	0	0	0	56	57	55	62	62	88	0	75	0	81	0	0	0	0	0	2	3	3	
II		0	0	0	0	0	58	60	57	64	59	67	0	78	0	84	0	0	0	0	0	1	4	3	8
III		0	0	0	0	0	60	63	59	66	56	64	0	81	0	87	0	0	0	0	0	2	4	2	8
IV		0	0	0	0	0	62	66	61	100	80	61	0	84	0	79	0	0	0	0	0	3	5	0	8
V		54	74	82	87	89	0	0	0	0	0	58	58	87	80	93	0	0	0	0	0	6	1	3	10
VI		99	100	79	72	66	0	0	0	0	0	55	56	60	82	96	0	0	0	0	0	4	4	2	10
VII		58	68	99	60	86	0	0	0	0	0	52	54	93	84	99	0	0	0	0	0	5	2	3	10
VIII		60	65	73	100	72	0	0	0	0	0	75	100	79	81	83	0	0	0	0	0	4	6	0	10
		Total Classes:→																		27	29	16	72		
		%age of classes:→																		38	40	22	100		

**Notes for CRPs:**

1. In the above cluster, there are 15 schools, out of which 5 schools are Primary Schools; 7 schools are Middle schools, and 3 schools are Upper Primary Schools with attached Primary classes.

2. These 15 schools have 72 classes in all. (N.B.: Divisions can be more than 72 depending upon the number of students in each class).

3. Out of these 72 classes, 27 classes (38 %) recorded attendance more than 80%; 29 classes (40 %) recorded attendance between 60-79 % and 16 classes (22 %) recorded attendance less than 59 %).

## ANNEXURE – 6 (B)

### GOA SARVA SHIKSHA ABHIYAN

#### AVERAGE DAILY ATTENDANCE FOR THE LAST MONTH (e.g. SEPTEMBER 2014)

#### GIRLS

DISTRICT :																									
CLUSTER :																									
CRP'S NAME :																		QUARTER →		I	II	III	IV		
		Names of Schools in the Cluster & their Class-wise percentage of attendance																		Attendance %age					
Names of Schools in the Cluster →																				80% & above	60% to 79%	59% & below	Total Classes		
CLASSES ↓		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18					19	20
I		0	0	0	0	0	92	57	55	62	62	88	0	75	0	60	0	0	0	0	0	2	4	2	8
II		0	0	0	0	0	58	60	57	64	59	67	0	78	0	84	0	0	0	0	0	1	3	3	7
III		0	0	0	0	0	60	63	59	66	56	64	0	81	0	87	0	0	0	0	0	2	5	2	9
IV		0	0	0	0	0	62	66	61	100	80	61	0	84	0	79	0	0	0	0	0	3	5	0	8
V		54	74	82	87	89	0	0	0	0	0	85	86	87	80	93	0	0	0	0	0	8	1	1	10
VI		99	100	79	85	66	0	0	0	0	0	55	56	60	82	96	0	0	0	0	0	5	3	2	10
VII		58	68	99	60	86	0	0	0	0	0	52	54	93	84	99	0	0	0	0	0	5	2	3	10
VIII		60	65	73	100	72	0	0	0	0	0	75	100	79	81	83	0	0	0	0	0	4	6	0	10

Total Classes:→	30	29	13	72
%age of classes:→	42	40	18	100

**Notes for CRPs:**

1. In the above cluster, there are 15 schools, out of which 5 schools are Primary Schools; 7 schools are Middle schools, and 3 schools are Upper Primary Schools with attached Primary classes.
2. These 15 schools have 72 classes in all. (N.B.: Divisions can be more than 72 depending upon the number of students in each class).
3. Out of these 72 classes, 30 classes (42 %) recorded attendance more than 80%; 29 classes (40 %) recorded attendance between 60-79 % and 13 classes (18 %) recorded attendance less than 59 %).

**ANNEXURE – 6 (C)**

**GOA SARVA SHIKSHA ABHIYAN**  
**AVERAGE DAILY ATTENDANCE FOR THE LAST MONTH (e.g. SEPTEMBER 2014)**  
**TOTAL**

DISTRICT :																									
CLUSTER :																									
CRP'S NAME :																		QUARTER →		I	II	III	IV		
		Names of Schools in the Cluster & their Class-wise percentage of attendance																		Attendance %age					
Names of Schools in the Cluster →																				80% & above	60% to 79%	59% & below	Total Classes		
CLASSES ↓		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18					19	20
I		0	0	0	0	0	56	57	55	62	62	88	0	75	0	81	0	0	0	0	0	2	3	3	8
II		0	0	0	0	0	58	60	57	64	59	67	0	78	0	84	0	0	0	0	0	1	4	3	8
III		0	0	0	0	0	60	63	59	66	56	83	0	81	0	87	0	0	0	0	0	3	3	2	8

IV	0	0	0	0	0	62	66	61	100	80	61	0	84	0	79	0	0	0	0	0	0	3	5	0	8
V	54	74	82	87	89	0	0	0	0	0	58	58	87	80	93	0	0	0	0	0	0	6	1	3	10
VI	99	100	79	72	66	0	0	0	0	0	55	56	60	82	96	0	0	0	0	0	0	4	4	2	10
VII	58	68	99	60	86	0	0	0	0	0	52	54	93	84	99	0	0	0	0	0	0	5	2	3	10
VIII	60	65	73	100	72	0	0	0	0	0	75	100	79	81	83	0	0	0	0	0	0	4	6	0	10
Total Classes:→																						28	28	16	72
%age of classes:→																						39	39	22	100

**Notes for CRPs:**

1. In the above cluster, there are 15 schools, out of which 5 schools are Primary Schools; 7 schools are Middle schools, and 3 schools are Upper Primary Schools with attached Primary classes.
2. These 15 schools have 72 classes in all. (N.B.: Divisions can be more than 72 depending upon the number of students in each class).
3. Out of these 72 classes, 28 classes (39 %) recorded attendance more than 80%; 28 classes (39 %) recorded attendance between 60-79 % and 16 classes (22 %) recorded attendance less than 59 %).

## ACKNOWLEDGEMENT

GSSA Quality Cell would like to extend gratitude towards the following Officers and Officials of Goa Sarva Shiksha Abhiyan for their valuable guidance and support in generating QMT reports during 2013-14:

Shri. Minanath T. Upadhye, State Project Director, Goa Sarva Shiksha Abhiyan  
Smt. Sylvia D'Souza, Asstt Director of Education, GSSA; and DPO (South Goa)  
Shri. Prabhakar Naik, DPO (North Goa)  
Shri. Suhas Thakur Desai, State Programme Co-ordinator, GSSA  
Shri. Prabhakar Panjekar, Asstt. Quality Co-ordinator, GSSA  
Shri. Joquim D'Costa, DPC, South Goa,  
Shri. Naresh Borkar, DPC, North Goa

Shri Srikrishna Tanksali (BRCC, Sattari Block), Shri Subhash Kangralkar (BRCC, Pernem Block), Shri Suresh Gauns, (BRCC Bicholim Block), Shri Ganesh Joshi (BRCC, Bardez Block), Shri Manohar Ankalji (BRCC, Tiswadi Block), Shri Madan Madkaikar (BRCC, Ponda Block), Smt Fatima Dias (BRCC, Salcete Block), Smt Prafullata Naik (BRCC, Mormugao Block), Smt Rupali Gaonkar (BRCC, Dharbandora Block), Smt Maria D'Mello (BRCC, Sanguem Block), Smt Seema Bhende (BRCC, Quepem Block), Shri Ramchandra Naik (BRCC, Canacona Block).

All CRPs for implementing QMT in Schools.

All Staff of SPO, DPOs and Blocks, particularly MIS Co-ordinators and DEOs, for compiling QMT details.

## SOFTWARE

Following software in Excel Format is produced by Goa Sarva Shiksha Abhiyan for automation.

Software at Sr. No. (1) and (2) below are supplied to all Schools in the State and all Computer teachers are trained to use them in their schools for automated generation of school results.

Software at Sr. No. (4) to (9) are supplied to all CRPs and BRPs to facilitate generation of QMT Reports.

- (1). Automated generation of Students' Performance in Grades as prescribed under CCE by SCERT in all Formative and Summative Tests /Examinations, Scholastic and Co-scholastic Achievement, subject wise and test wise, Permanent School Record of students' Performance etc. (For Upper Primary Classes) in English
- (2). Automated generation of Students' Performance in Grades as prescribed under CCE by SCERT in all Formative and Summative Tests /Examinations, Scholastic and Co-scholastic Achievement, subject wise and test wise, Permanent School Record of students' Performance etc. (For Primary Classes) in English.
- (3). Automated generation of Students' Performance in Grades as prescribed under CCE by SCERT in all Formative and Summative Tests /Examinations, Scholastic and Co-scholastic Achievement, subject wise and test wise, Permanent School Record of students' Performance etc. (For Primary Classes in Marathi).
- (4). Automated Generation of Learner's Assessment for Primary Classes for each quarter. (For Clusters, Blocks, Districts and State)
- (5). Automated Generation of Learner's Assessment for Upper Primary Classes for each quarter. (For Clusters, Blocks, Districts and State)
- (6). Automated Generation of Enrolment and Attendance for each Quarter. (For Clusters, Blocks, Districts and State)
- (7). Automated calculation of Average Daily Attendance for the last Month, for Clusters, Blocks, Districts and State (For Boys).
- (8). Automated calculation of Average Daily Attendance for the last Month, for Clusters, Blocks, Districts and State (For Girls).
- (9). Automated calculation of Average Daily Attendance for the last Month, for Clusters, Blocks, Districts and State (For all Student).

**Narendra J. Kamat**  
**State Quality Co-ordinator**  
**Goa Sarva Shiksha Abhiyan, Porvorim**

## CHILDREN'S BILL OF RIGHTS

*A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.*

- ❖ I have the Right to express my views freely which should be taken seriously, And everyone has the Responsibility to listen to others.
- ❖ I have the Right to good health care, And everyone has the Responsibility to help others get basic health care and clean water.
- ❖ I have the Right to a good education, And everyone has the Responsibility to encourage all children to go to school.
- ❖ I have the Right to be loved and protected from harm and abuse, And everyone has the Responsibility to love and care for others.
- ❖ I have the Right to be included whatever my abilities, And everyone has the Responsibility to respect others for their differences.
- ❖ I have the Right to be proud of my heritage and beliefs, And everyone has the Responsibility to respect the culture and belief of others.
- ❖ I have the Right to a safe and comfortable home, And everyone has the Responsibility to make sure all children have homes.
- ❖ I have the Right to make mistakes, And everyone has the Responsibility to accept we can learn from our mistakes.
- ❖ I have the Right to be well fed, And everyone has the Responsibility to prevent people from starving.
- ❖ I have the Right to a clean environment, And everyone has the Responsibility not to pollute it.
- ❖ I have the Right to live without violence (verbal, physical, emotional), And everyone has the Responsibility not to be violent to others.
- ❖ I have the Right to be protected from economic and sexual exploitation, And everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment.

*These rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children have all over the world. Government of India signed this document in 1992.*

## **Quality aspects covered under Quality Monitoring Tools (QMT)**

- ❖ Admission of all children
- ❖ Attendance of children
- ❖ Availability of textbooks and teaching learning material (TLM)
- ❖ Utilization of TLM grant
- ❖ Completion of syllabus
- ❖ Involvement of SMCs
- ❖ School development plan
- ❖ Age appropriate admission of out-of-school children
- ❖ Special training to children for age appropriate admissions
- ❖ 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

**GOA SARVA SHIKSHA ABHIYAN**