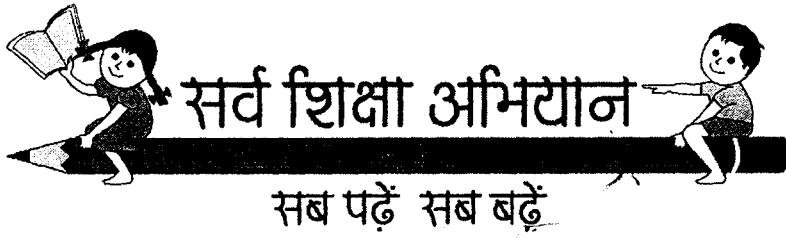# Findings from NCERT's Quality Monitoring Tools (December 2008 to January 2010)

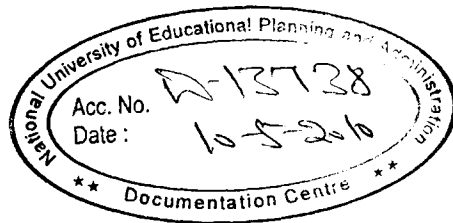(for 11th Joint Review Mission of SSA)

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

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Implementation of Quality Monitoring Tools in the States/UTs and Analysis of Monitoring Data (Analysis of Data: Status as on 05.01.2010)

Implementation of Quality Monitoring Tools in the States/UTs and Analysis of Monitoring Data

(Analysis of Data: Status as on 05.01.2010)

Sarva Shiksha Abhiyan (SSA) is a flagship programme of MHRD to provide useful and relevant elementary education for all children in the age group of 6-14 years. The programme is being implemented in all the 35 States/UTs of the country. It is an effort to universalize elementary education by community-ownership of the school system. **While quality assumes top priority in the implementation of SSA, monitoring of quality helps in achieving it.**

Several quality dimensions have been identified in the area of elementary education like basic infrastructure and other facilities, school management and community support, school and classroom environment, curriculum and teaching learning materials, teacher and teacher preparation, teaching learning time, classroom practices and processes, learners' assessment, monitoring and supervision, etc.

For monitoring these quality dimensions under the programme of SSA, Quality Monitoring Formats developed by NCERT have been rolled out by the MHRD and are in the process of operationalization in the whole country. **With continued efforts and academic support provided by NCERT, the QMTs are now being implemented in all the 35 States/ UTs of the country.**

Continuous, adequate and inclusive monitoring is must for successful implementation of Sarva Shiksha Abhiyan. All the monitoring formats are formative in nature and quality-oriented. These help the functionaries at various levels to realize **'Where do we stand?'** These are quite useful for self-monitoring and self-introspection for assessing one's own strengths and bottlenecks experienced during the implementation of Quality Monitoring Tools. The feedback obtained at various levels need to be utilized effectively to further improve the situation and enhance quality in various aspects.

The learners' achievement and progress in in-service trainings are monitored quarterly (three times in each year). Besides, all the States are expected to monitor annually on various quality dimensions related to curriculum revision, syllabus, textbook development, TLMs, academic structures, community participation, in-service trainings, SRG, etc.

In monitoring, the focus has always remained on **'processes'** rather than on **'physical targets'**. The emphasis is made on regular monitoring, sharing of feedback at all levels and taking timely corrective measures for enhancing quality. **Data compilation is not merely the purpose of monitoring rather than utilizing the data for strengthening good practices, taking corrective measures timely and improving the situation at all levels of implementation is the main objective.**

The status of Quality Monitoring Data received from various States/UTs is as follows:

Frequency of Reports on Quality Monitoring Formats
Submitted by States/ UTs
(Status as on 05-01-2009)

Sl.	States/ UTs	STLF I (a)	STLF I (b)	STLF II
1	Andhra Pradesh	6	6	6
2	A & N Islands	1	1	1
3	Arunachal Pradesh	1	1	1
4	Assam	3	2	2
5	Bihar	1	1	1
6	Chandigarh	5	8	8
7	Chhattisgarh	2	2	2
8	Dadra & Nagar Haveli	3	3	3
9	Daman & Diu	3	3	2
10	Delhi	4	4	4
11	Goa	0	0	2
12	Gujarat	3	6	6
13	Haryana	1	4	4
14	Himachal Pradesh	4	3	5
15	Jammu & Kashmir	1	2	2
16	Jharkhand	1	2	3
17	Karnataka	3	4	3
18	Kerala	3	3	1
19	Lakshadweep	3	5	3
20	Madhya Pradesh	4	5	5
21	Maharashtra	1	1	1
22	Manipur	1	1	3
23	Meghalaya	1	1	1
24	Mizoram	4	5	5
25	Nagaland	2	2	1
26	Orissa	3	3	4
27	Puducherry	4	7	3
28	Punjab	3	3	4
29	Rajasthan	3	5	5
30	Sikkim	1	1	0
31	Tamilnadu	5	6	6
32	Tripura	2	2	2
33	Uttar Pradesh	3	6	6
34	Uttarakhand	3	4	4
35	West Bengal	1	1	1

STLF I (a) : Annual Monitoring Report on various Quality Dimensions
STLF I (b) : Quarterly Monitoring Report on progress in In-service Trainings
STLF II   : Quarterly Monitoring Report on Learners' Achievement

The **analysis** of the Quality Monitoring Data is summarized below:

A. Curriculum Revision

Sl.	Curriculum revised after 2005	Sl.	Curriculum revised during 1998-2005
1	Andhra Pradesh (2006)	1	Chhattisgarh (2003)
2	Assam (2007-08)	2	Delhi (2003-04)
3	Bihar (2007)	3	Haryana (2005)
4	Chandigarh (2005-08)	4	Himachal Pradesh (2000)
5	Gujarat (2005-06)	5	Madhya Pradesh (2004-05)
6	Karnataka (2006-07)	6	Maharashtra (2004)
7	Meghalaya (2006)	7	Manipur (2003)
8	Mizoram (2006)	8	Puducherry (2005)
9	Nagaland (2007)	9	West Bengal (Primary 2003, Upper Primary 2005)
10	Orissa (2006)	10	Uttar Pradesh (1998-99)
11	Rajasthan (2008-09)		
12	Sikkim (2006)		
13	Tamilnadu (2007-08)		
14	Tripura (2006)		
15	Uttarakhand (2006)		

- In **Jammu & Kashmir** the curriculum revision is in progress.

- **Arunachal Pradesh, Goa, Jharkhand** and **A & N Islands** follow NCERT Curriculum.

- The UT of **Lakshadweep** follows NCERT/ Kerala State Curriculum for English and Malayalam medium classes.

- The UTs of **Dadra & Nagar Haveli** and **Daman & Diu** are following curriculum of Gujarat State.

- Information was not made available by **Kerala** and **Punjab**.

B. Textbooks Distribution

(i) Commencement of Academic Session

- In **A & N Islands, Andhra Pradesh, Arunachal Pradesh, Bihar, Chandigarh, Chhattisgarh, Daman & Diu, Delhi, Gujarat, Haryana, Jharkhand, Karnataka, Kerala, Maharashtra, Orissa, Puducherry, Punjab, Rajasthan, Tamilnadu, Uttarakhand** and **West Bengal,** the academic session begins between April and June every year.

- In **Assam, Mizoram** and **Tripura** the academic session starts from January.

- In **Uttar Pradesh** and **Madhya Pradesh** academic session starts from 1st July.

- In **Meghalaya** and **Sikkim** the academic session starts from 15th February and **Himachal Pradesh** and **Nagaland** academic session in winter closing schools starts on 16th February, while in summer closing schools, the session starts on 1st April.

- In **Jammu & Kashmir,** academic session for Kashmir Division starts in October-November and for Jammu Division in March-April.

- Information was not made available by **Dadra & Nagar Haveli, Goa, Lakshadweep** and **Manipur.**

(ii) Distribution Time

- In the States of **Andhra Pradesh, Bihar, Chandigarh, Daman & Diu, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Nagaland, Puducherry, Punjab, Tamilnadu, Tripura, Uttarakhand** and **West Bengal,** the textbooks were distributed before the start of the academic session or latest within one month of the start of session.

- In **Arunachal Pradesh** 90%, **Assam** 85%, **Delhi** 95%, **Mizoram** 80%, **Orissa** 70%, **Sikkim** 50% and **Uttar Pradesh** 60% of the schools received textbooks within 15 days of beginning of academic year.

- In **Haryana,** April & July were the months for distribution of textbooks. 1294491 children received textbooks in time. It is not clear, what percentage of students did not receive textbooks in time.

- In **Chhattisgarh,** the distribution of textbooks continued till September while the session started on 16th June. Also, in **Rajasthan,** the distribution of textbooks continued till July, while the session commenced in April.

- The UT of **Lakshadweep** was unable to distribute textbooks on time due to lack of transportation facilities.

- In the UT of **A & N Islands,** the process of distribution of textbooks started from 1st July, while the session started on 16th April.

- Information was not provided by States/ UTs of **Dadra & Nagar Haveli, Goa, Gujarat, Manipur** and **Meghalaya.**

C. [TLM Grant]

TLM Grant Distribution

(i) Primary Level

- In **Andhra Pradesh, Arunachal Pradesh, Assam, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Goa, Gujarat, Jammu & Kashmir, Kerala, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Punjab, Rajasthan, Tamilnadu, Tripura, Uttarakhand** and **Uttar Pradesh,** the TLM Grant was distributed to 100% of the teachers.

- The distribution rate was: **A & N Islands** (92%), **Chandigarh** (94%), **Haryana** (82%), **Jharkhand** (95%), **Karnataka** (94%), **Lakshadweep** (99%), **Madhya Pradesh** (89%), **Orissa** (91%) and **West Bengal** (54%).

- From the States/ UTs of **Bihar, Himachal Pradesh, Maharashtra** and **Sikkim** the data was not available.

(ii) Upper Primary Level

- In the States of **Andhra Pradesh, Arunachal Pradesh, Assam, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Goa, Gujarat, Jammu & Kashmir, Kerala, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Punjab, Rajasthan, Tamilnadu, Tripura, Uttarakhand** and **Uttar Pradesh,** the TLM Grant was distributed to 100% of the teachers.

- In the other States/ UTs, the distribution rate was: **A & N Islands** (85%), **Chandigarh** (94%), **Haryana** (89%), **Jharkhand** (95%), **Karnataka** (94%), **Madhya Pradesh** (69%), **Orissa** (91%), and **West Bengal** (54%).

- From **Bihar, Himachal Pradesh, Lakshadweep, Maharashtra** and **Sikkim,** the data was not available.

TLM Grant Utilization

(i) Primary Level

- In the States of **Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Goa, Gujarat, Jammu & Kashmir, Kerala, Meghalaya, Puducherry, Punjab,** and **Tamilnadu** 100% of the teachers utilized the TLM Grant.

- In the other States, the utilization of TLM Grant was: **A & N Islands** (92%), **Assam** (95%), **Haryana** (82%), **Jharkhand** (95%), **Lakshadweep** (99%), **Manipur** (50%), **Mizoram** (60%), **Orissa** (81%), **Rajasthan** (90%), **Tripura** (85%), **Uttarakhand** (95%) and **West Bengal** (54%).

- From **Bihar, Chandigarh, Himachal Pradesh, Karnataka, Madhya Pradesh, Maharashtra, Nagaland, Sikkim** and **Uttar Pradesh,** the data was not available.

(ii) Upper Primary Level

- In the State of **Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Goa, Gujarat, Jammu & Kashmir, Kerala, Meghalaya, Puducherry, Punjab,** and **Tamilnadu** <u>100% of the teachers utilized</u> the TLM Grant.

- The utilization of TLM Grant in other States was: **A & N Islands** (85%), **Assam** (93 %), **Haryana** (89%), **Jharkhand** (95%), **Manipur** (50%), **Mizoram** (50%), **Orissa** (81%), **Rajasthan** (90%), **Tripura** (85%), **Uttarakhand** (95%), and **West Bengal** (54%).

- From **Bihar, Chandigarh, Himachal Pradesh, Karnataka, Lakshadweep, Madhya Pradesh, Maharashtra, Nagaland, Sikkim** and **Uttar Pradesh** the data was not available.

D. Sub-district Structures (BRCs/ CRCs)

- The States/UTs of **Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Orissa, Punjab, Puducherry, Rajasthan, Tamilnadu,** and **Tripura** were able to identify best BRCCs.

- The States/UTs of **Andhra Pradesh, Arunachal Pradesh, Assam, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Orissa, Punjab, Puducherry, Rajasthan, Tamilnadu,** and **Tripura** were able to identify best CRCCs.

- In **Karnataka,** evaluation of the performance of BRCCs and CRCCs is yet to be conducted.

- In the UT of **Andaman & Nicobar Islands,** the process of identification of best BRCCs and CRCCs is under process.

The **parameters** taken for identification of best BRCCs & CRCCs were:

Sl.	States/ UTs	Parameters for best BRCCs/ CRCCs
1.	Andhra Pradesh	• Identifying the gaps at school level and addressing the gap at school complex meetings (learners' achievement) • Monitor regular attendance of teachers and pupils • Regular academic monitoring of schools and effective use of data • Conduct regular meetings at CRC and BRC levels
2.	Arunachal Pradesh	• Regular visits to schools and on-site support to teachers • Monitor regular attendance of teachers and pupils • Regular academic monitoring of schools • Monitor learners' performance
3.	Assam	• Proper monitoring and support and timely reporting • Preparation of need-based modules • Effective organization of SMC trainings • Proper material distribution
4.	Chandigarh	• Regular academic monitoring of schools • Regular academic support to teachers
5.	Chhattisgarh	• Regular feedback to districts in time • Well conversant with 'Read Chhattisgarh' Programme and implementing the same • Conduct regular monthly meetings • Resourceful, cooperative, motivate teachers
6.	Daman and Diu	• Regular academic monitoring of schools • Conduct regular monthly meetings • Academic support in TLM preparation • Attend VEC meetings regularly
7.	Himachal Pradesh	• Discharging duties efficiently • Contributing towards successful implementation of SSA • Overall management and academic support
8.	Kerala	• Academic support in TLM preparation • Active role in teacher training and action research • Work for community empowerment • Provide guidelines to CRCCs • Timely reporting • Regular meetings and guiding teachers
9.	Madhya Pradesh	• Overall management and academic support
10.	Maharashtra	• Timely reporting and regular feedback • Provide guidelines to CRCCs and teachers
11.	Meghalaya	• Cooperative • Discharging duties efficiently
12.	Nagaland	• Active participation in monthly BRCC meetings
13.	Orissa	• Competent & Innovative in implementing different porgrammes • Community mobilization
14.	Tamilnadu	• Conduct Monthly Meetings • Overall management and academic support • Frequent visits to schools for academic support • Proper documentation • Good rapport with teachers and VEC members • Received financial supports from external agencies

The **status of BRCs and CRCs,** as reported by the States/ UTs in the monitoring data, is stated below:

Sl.	States/ UTs	Status of BRCs and CRCs
1.	A & N Islands	Structures in place
2.	Andhra Pradesh	Structures in place
3.	Arunachal Pradesh	5% posts of CRCCs vacant
4.	Assam	Out of 2473 CRCCs, only 1337 are in position
5.	Bihar	Structures in place
6.	Chandigarh	11 out of 20 CRCs have full time Coordinators
7.	Chhattisgarh	Structures in place
8.	Dadra & Nagar Haveli	Structures in place
9.	Daman & Diu	BRC Structures in place, two posts of CRCCs are lying vacant
10.	Delhi	24 CRCs do not have full tine CRCCs
11.	Goa	BRC structures are in place. Only 90 CRCs are functional out of 180 sanctioned CRCs.
12.	Gujarat	Structures in place
13.	Haryana	Structures in place
14.	Himachal Pradesh	CRCCs in place, some posts of BRCCs are lying vacant
15.	Jammu & Kashmir	No information supplied
16.	Jharkhand	Structures in place
17.	Karnataka	Selection for the vacant posts is under process
18.	Kerala	Structures in place
19.	Lakshadweep	No information supplied
20.	Madhya Pradesh	Structures in place
21.	Maharashtra	297 posts of CRCCs vacant
22.	Manipur	No information supplied
23.	Meghalaya	Structures in place
24.	Mizoram	Structures in place
25	Nagaland	Structures in place
26.	Orissa	CRC Structures in place, 30 posts of BRCCs are lying vacant
27.	Puducherry	For 25 CRCs, only 15 Coordinators are working
28.	Punjab	CRCCs in place
29.	Rajasthan	32 posts of BRCFs and 229 posts of CRCFs vacant
30.	Sikkim	Structures in place
31.	Tamilnadu	Structures in place
32.	Tripura	Structures in place
33.	Uttarakhand	Structures in place
34.	Uttar Pradesh	CRCCs in place
35.	West Bengal	2227 posts of CRCCs vacant

E. Research and Innovations

List of **major researches/ action researches**, conducted by the primary teachers, BRCCs, CRCCs and DIET faculty in various States/ UTs, is given below:

Sl.	States/ UTs	Important researches/ action researches conducted
1.	Andhra Pradesh	• Teachers' Absenteeism • Qualitative accomplishment of SSA Interventions • Impact study of Infrastructural Facilities • Impact of SSA in AP
2.	Arunachal Pradesh	• Value creation inside urban slums, issues and concerns of UEE of urban slums • Monitoring and supervision of SSA education programmes • Quality improvement at elementary school
3.	Assam	• Bidyajyoti approach in attaining quality education • Need assessment study on Social Science • Comprehension skills in English of Class VII students • Effectiveness of Karjapatra (activity book) in ABL & MGL
4	Chandigarh	• Teachers' and Students' absenteeism and achievement • Impact of remedial teaching • Impact of CAL
5.	Chhattisgarh	• Action research projects for social groups – girls, SC & ST • Research projects for various academic problems • Learning without textbooks
6.	Daman and Diu	• Planning to conduct research with the help of RIE, Bhopal
7.	Delhi	• Completed three action researches only • Remedial teaching organized in 545 schools
8.	Gujarat	• Mid Day Meal Scheme • Reading writing and numeral skills enhancing campaign (evaluation study) • Gujarat Achievement Profile (GAP) for achievement level of primary school children
9.	Haryana	• Research study on enrolment drive and impact of NPEGEL programme
10.	Himachal Pradesh	• Action researches undertaken
11.	Jharkhand	• Evaluation of teacher training programmes • A study on utilization of TLM Grant • An impact study of radio programme
12.	Karnataka	• Teachers' absenteeism • Sample study of EMIS activity • Impact of SSA initiative on UEE in Karnataka • Multi-centric study on double enrollment in Govt. Schools • Multi-centric study on remedial education programme in elementary Schools • Validation study on children's census data 2008
13.	Kerala	• Research studies on the performance of learners(quality tracking) jointly by SCERT, DIET and SSA office • Learners' Achievement and Continuous Assessment
14.	Madhya Pradesh	• Effect of Child labour • Effect of training conducted at Jan Shiksha Kendra • Role of KGBV in developing personality of girls

15.	Mizoram	• Cohort group study to analyze promotion rate, drop-out rate and repetition rate • Study on Teacher Absenteeism
16.	Nagaland	• Quality achievement of elementary education • Teachers' Absenteeism
17.	Orissa	• Mid-term assessment • Cohort study for each district • Effectiveness of in-service training
18.	Puducherry	• Reading ability of primary children
19.	Punjab	• Survey for assessment for OOSC • Baseline social assessment study for elementary education
20.	Rajasthan	• Many researches conducted at various levels (2345 studies conducted)
21.	Sikkim	• Assessment study on School performance • Case study "Reasons of failures and repetition at Primary Level in Government School" • Action researches under process is absenteeism among teachers and its effect on pupil attendance
22.	Tamilnadu	• Action researches for day to day problems
23.	Tripura	• Cohort analysis • Teachers' Absenteeism • Student's Attendance • Impact of CAL
24.	Uttarakhand	• 13 research studies by State Project Office
25.	Uttar Pradesh	• Cohort study of SSA districts • Pre & Post evaluation of remedial teaching in primary schools • Effectiveness of ELT at primary level
26.	West Bengal	• Cohort study at primary and upper-primary level • An assessment of in-service teacher training

- The UT of **A & N Islands** has just initiated the Action Research.

- No research and action researches were conducted by the UT of **Lakshadweep** and **Dadra & Nagar Haveli** due to lack of expertise available.

- The States/ UTs of **Bihar, Goa, Jammu & Kashmir, Maharashtra, Manipur** and **Meghalaya** have provided no information.

F. Community Participation

The following States/ UTs were able to identify some districts, where community participation was **good, moderate or indifferent.**

Sl.	States/ UTs	Community Participation		
		Good	Moderate	Indifferent
1.	Andhra Pradesh	Nellor, Mahabub Nagar, Waragal, Nalgonda, Adilabad	Vizianagaram, Krishna, Chittoor, Khammam, Kapada	Anantpur, Prakasham, Karjmñagar, Hyderabad, Vishakhapattanam,
2.	Arunachal Pradesh	Papumpare, Taurang, East Siang, Lower Dibang valley	Lower Subawin, Lohit, Upper Siang	Kurung Kumey, Dibang valley, Tirap
3.	Assam	Darrang, Jorhat, Goalpara, Morigaon, Sonitpur,	Kamrup, Lakhimpur, Nagaon, Dhubri, Nalbari	NC Hills, Karbi-Auglong, Karimganj, Hailakadi, Kakrajhar
4.	Chandigarh	Uni-district UT. PTA and School Management Committees are active		
5.	Chhattisgarh	Dhamtari, Raigarh, Durg, Mahasamund	Rajnandgon, Kabirdham, Janjgir-Champa, Bastar, Korba, Raipur, Bilaspur	Surguja, Koriya, Jashpur, Dantewada, Kanker
6.	Daman and Diu	All VECs in Daman and Diu have active participation		
7.	Delhi	West, South West	North West, North, South	New Delhi, Central, North - East, East
8.	Gujarat	Mehsana, Patàn, Gandhinagar	-	Mehsana, Patan, Gandhinagar
9.	Jharkhand	Dumka	Ghumla, Girdih, Saraikela, East Singbhumi, West Singbhumi	Palaamu, Godha, Jhamtada
10.	Karnataka	Banglore Urban, Bagalkot, Belgaum, Bijapur, Mysore, Chitradurga, Dharmad, Gadag, Kodagu, Shimoga	Chikkamangalore, Devanagere, Haveri, Udupi	Remaining districts

11	Lakshadweep	Uni-district UT: Active Participation of Community		
12.	Madhya Pradesh	Khandwa, Betul, Dhar, Chhindawada Hoshangabad	Neemuch, Seoni, Panna, Ratlam, Khargaon	Chhatarpur, Harda, Rewa, Satra, Raisen
13.	Maharashtra	Akola, Aurangabad, Latur, Pun, Solapur, Hingoli	Beed, Dhule, Ratnagin,	Kolhapur, Jalgaon, Bhandara
14.	Manipur	Tamenglong, Churachandpur, Senapati, Bishupur	Imphal, Ukhrul, Imphal East	Tuoubal, Chandel
15.	Meghalaya	Ri-Bhoi, Jaintia Hills, West Garo Hills	East Khasi Hills, West Khasi Hills, East Garo Hills and South Garo Hills	-
16.	Mizoram	Aizwal	Kolasib	Saiha, Lawngtlai
17.	Nagaland	Kohima, Phek, Mokokehung, Peren	Dimapur,Kipher, Longleng, Mon, Tueusang	-
18.	Puducherry	Puducherry, Yanam	Karaikal, Mahe,	Karaikal
19.	Punjab	Kapurthala, Tarantaran, Nawanshaher, Moga, Amritsar	-	Ludhiana, Hoshiarpur, Gurdaspur, Faridkot, Ferozepur
20.	Rajasthan	Baran, Churu, Chittorgarh, Dausa, Hanumangarh	Bharatpur, Jhunjhunu, Jodhpur, Sirohi, Udaipur	Tonk, Sawai, Madhopur, Jalore, Karauli, Dungarpur
21.	Sikkim	South	East, West, North	-
22.	Tamilnadu	Thoothukudi, Coimbatóre, Kancheepuram, Salem, Thanjavur	Kanyakumari, Erodel, Ramnad, Theni, Thiruvallur	Namakkal, The Nilgiris, Perambalur, Karur, Krishnagiri
23.	Tripura	West Tripura,	North & South Dhalai	—

- From the States of **A & N Islands, Bihar, Dadra & Nagar Haveli, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Kerala, Orissa, Uttar Pradesh Uttarakhand, and West Bengal** the data was not made available

All the above States/ UTs had some **plan for enhancing community participation** like:

Sl.	States/ UTs	Plan for enhancing community participation
1.	Andhra Pradesh	• Formation of *Academic Monitoring Committees* (AMC) by Parents • Planning for AMCs • Orientation to AMC members
2.	Arunachal Pradesh	• Community mobilization campaigns • Training to community leaders and PRI members • Working with NGOs like Pratham, MVF, Naandi etc.
3.	Assam	• Community mobilization campaigns • Regular sharing and support to SMCs, Mother Groups and Community members Implementation of community school development plan
4.	Chandigarh	• Regular meetings of PTAs, VECs and Ward level committees • Community mobilization campaigns • Tracking of child labour • Awareness campaign through mass media • SSA developed a booklet "Niyamawali" for Community leaders
5.	Chhattisgarh	• Social audit of schools with the help of community • Involving members of Jan Bhagidari Samiti in cultural & other programmes
6.	Daman and Diu	• Conduct monthly meeting of VECs/MTAs/ PTAs
7	Delhi	• Organizing meetings with VKS/PTA members • Working with NGOs
8.	Gujarat	• Mobilization and awareness campaigns of PTAs and VECs • Involved parents in the decision making process • Regular meetings with PTAs and VECs
9.	Haryana	• The State proposes to train 71065 VEC members. • Shiksha Adhikar Yatra has been planned for all the 20 districts for ensuring 100% enrolment.
10.	Himachal Pradesh	• Formation of Matri Shakti Samooh • Orientation of community leaders and PRI members
11.	Jharkhand	• Monthly meetings conducted • Training to community leaders • Ensure Children attendance • Ensure Teachers attendance
12.	Karnataka	• Community mobilization through various mass media • Awareness campaigns
13.	Kerala	• Orientation of parent-teachers associations and their regular meetings • Training to community leaders and PRI members • Monitoring of classroom activities by local self govt. with the help of BRCCs & DIET faculty
14.	Lakshadweep	• Monthly meetings conducted • Community mobilization campaigns
15.	Madhya Pradesh	• Orientation of parent-teachers associations and their regular meetings • Orientation of women groups • Regular meetings of local community
16.	Maharashtra	• Capacity building of community to manage schools

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17.	Manipur	• Training to community leaders and PRI members
18.	Meghalaya	• Involving Community in schools • Supervision of learning outcomes
19.	Mizoram	• Community mobilization campaign
20.	Nagaland	• Community mobilization campaigns in every village • Sensitization programme by SSA and Education Officers
21.	Puducherry	• Conducting VEC and PTA meetings • Awareness camps • Vocational skill development and assessment camps for CWSNs etc.
22.	Punjab	• Community mobilization campaigns in collaboration with NGOs
23.	Rajasthan	• Co-ordination among parents, teachers and community leaders • Training to community leaders
24.	Tamilnadu	• Regular VEC meetings • Introducing new VECs every year • Community mobilization campaigns for active participation of parents and VECs • Conducting VEC day in all schools
25.	Tripura	• Organized motivational programme • Development of modules • Community awareness campaigns

- From the States of **A & N Islands, Bihar, Dadra & Nagar Haveli, Goa, Jammu & Kashmir, Orissa, Sikkim, Uttarakhand, Uttar Pradesh** and **West Bengal,** the data was not made available.

Students' Attendance Rate

s per Monitoring Data received from States/ UTs, the Students' Attendance Rate was:

Sl.	States/ UTs	Attendance Rate
1.	A & N Islands	89%
2.	Andhra Pradesh	93%
3.	Arunachal Pradesh	88%
4.	Assam	65%
5.	Chandigarh	94%
6.	Chhattisgarh	85%
7.	Dadra & Nagar Haveli	89%
8.	Daman & Diu	91%
9.	Delhi	91%
10.	Gujarat	93%
11.	Haryana	89%
12.	Himachal Pradesh	100%
13.	Kerala	96%
14.	Madhya Pradesh	77%
15.	Mizoram	95%
16.	Nagaland	91%
17	Orissa	89%
18.	Puducherry	98%
19.	Punjab	83%
20	Rajasthan	79%
21.	Tamilnadu	99 %
22.	Tripura	83%
23.	Uttar Pradesh	88 %
24.	Uttarakhand	92 %

- Data was not available from the States of **Bihar, Goa, Jammu & Kashmir, Jharkhand, Karnataka, Lakshadweep, Maharashtra, Manipur, Meghalaya, Sikkim and West Bengal.**

H. Significant Achievements

Significant achievements made by some of the States/ UTs in the implementation of SSA are stated below:

Sl.	State	Achievements
1.	A & N Islands	• About 300 teachers were trained on CAL
2.	Andhra Pradesh	• Improvement in Achievement Levels • Quality Issue/ Children's performance is agenda of PTA meetings • Utilization of children literature and strengthening of classroom libraries. • Development of Self- learning materials for Classes I and II
3.	Arunachal Pradesh	• Overall enrolment has increased including enrolment of Girls & STs • Percentage of students getting A Grade has been increased.
4.	Assam	• Improved Teachers' attendance • More numbers of students got A Grade • More participation of learners in curricular and co-curricular activities • Remedial Teaching
5.	Chandigarh	• Reading Comprehension Programme for students • Implementation of Source Books for teachers • Started Classroom Libraries in primary classes • Monthly academic meeting to address the hard spots
6.	Chhattisgarh	• Introduced 'Read Chhattisgarh' Programme • Computer education and interactive radio instruction Programmes • Exposure visits for teachers to learn best practices • Innovative methodology for schools in tribal areas
7.	Daman and Diu	• Introduction of ADEPTS • Free textbooks for all students • Keeping Profile of achievement level of Students of Classes II, III, IV
8.	Delhi	• Reduced gender gap in enrolment • YUVA Life Skills training • Introduction of BaLA • CAL and Multimedia • Improvement in Achievement Levels
9.	Gujarat	• Organized Sports Meet and Mathematics and Science Exhibitions • Functional Eco-club in every school • State level research GAP (Gujarat Achievement Profile) for giving inputs in teachers' training
10.	Haryana	• Involvement of parents after each evaluation • Follow-up of the teacher trainings • Remedial coaching for Girls/ SC children studying in classes II and V
11.	Himachal Pradesh	• New curriculum for classes I to V has been developed. • Action research to overcome the learning gaps in teaching learning • Comprehensive and continuous evaluation
12.	Karnataka	• Kalika Yatna • District Quality Education Programme • Language Development Programme
13.	Kerala	• Monitoring teams at different levels • Learning Enhancement Programme (LEP) • Remediation on the basis of quality tracking • Subject-wise modules, community empowerment modules

14.	Lakshadweep	99 per cent enrolment and retention - Exposure trips
15.	Madhya Pradesh	- Timely distribution of TLM Grants and Textbooks - Opening schools through focused monitoring
16.	Maharashtra	- Remedial teaching to students with low achievement - Visit to schools by VECs
17.	Manipur	Capacity building of BRC and CRC resource persons
18.	Meghalaya	- Establishment and operationalization of CRCs - Providing TLM to Elementary schools - Organizing short-term and long-term training courses for teacher
19.	Mizoram	- Collaboration with NGOs to work towards quality education. - Graduates from AIE/ EGS centres are considered to be at par with formal schools. - Untrained teachers are sent for CPE training under IGNOU - Cambridge University is providing ELT to teachers
20.	Nagaland	- Introduction of activity based learning - State specific textbooks
21.	Orissa	- Reading improvement programme - Content enrichment programme - Identification of learning gaps - Teleconferencing for BRCCs and CRCCs
22.	Puducherry	- Ranked 1st in National Level Education Development Index Survey 100 per cent GER - Implementing ABL and ALM - Hard spots identified for teacher training - Special efforts for CWSNs in collaboration with NGOs - CAL and Multimedia
23.	Punjab	- Introduction of 20 days TTP - Launching of EDUSAT - Introduction of BALA scheme
24.	Rajasthan	- Learning Guarantee Programme - Implementation of CLAP - Development of Reading Cell
25.	Sikkim	- Three days training for RPs - Orientation of Assistant Directors of Block Administrative Centers
26.	Tamilnadu	- Implementation of Activity Based-Learning in entire state - Introduced Active Learning Methodology at Upper primary level - Reading Development Cell is created - Mobile vans for promoting Science education
27.	Tripura	- Enhanced motivation level of teachers - Increased students' and teachers' attendance rate - Augmented learners' achievement level
28.	Uttar Pradesh	- Three unit tests introduced in each class (September, November and February) for developing School Improvement Plans - Work Books in Hindi and Mathematics have been developed and distributed to all children of classes I & II. - With the help of UNICEF, 10 Divisional Quality Coordinators are placed at divisions in the office of Asst. Directors, Basic Education.
	West Bengal	ILIP programme extended to all primary and upper primary schools.

- No data was made available by the States/ UTs of **Bihar, Dadra & Nagar Haveli, Goa, Jammu & Kashmir, Jharkhand,** and **Uttarakhand.**

I. Key Problems faced by States/ UTs

Some of the **major problems** faced by some of the States/ UTs are given below:

Sl.	State	Key Problems
1.	A & N Islands	• Communication gaps among SSA functionaries • Inactiveness of State Pedagogy Coordinators and DIET
2.	Andhra Pradesh	• Teacher preparation and attitude • Mechanical teaching-learning process • Problems in time on task and full time children engagement in learning • Difficulty to prepare test items based on competences
3.	Arunachal Pradesh	• Absenteeism of SSA teachers due to feeling of job security • In monitoring quality dimensions by the BRC & CRC Coordinators
4.	Assam	• Lack of motivation among teachers • Accountability of teachers • Rationalization of teachers • Single-teacher schools • Shortage of support staff
5.	Chandigarh	• High PTR in some schools • Unpreparedness of teachers to deal with diverse learning needs of children • Highly crowed classrooms in labour colonies
6.	Chhattisgarh	• Insufficient number of teachers • Teachers and students absenteeism • Lack of proper monitoring and feedback mechanisms
7.	Daman & Diu	• Less motivation level of teachers
8.	Delhi	• High PTR in some schools • Non-operationalization of some CRCs • Need for remedial teaching for weak students
9.	Gujarat	• Better co-ordination with DIETs • Capacity building for BRCCs and CRCCs • Lowering PTR (Pupil Teacher Ratio)
10.	Haryana	• Difficulty in changing the mindset of parents of out-of-school children • Weak mechanism of data capturing and dissemination for planning
11.	Himachal Pradesh	• ECCE centres need to be opened
12.	Jharkhand	• Non functional SCERT/ DIETs • Low attendance rate of teachers and students
13.	Kerala	• Targeted teachers' trainings could not be achieved
14.	Lakshadweep	• Timely implementation of programmes due to lack of transportation facilities • Non functional SCERT/ DIETs
15.	Madhya Pradesh	• Unavailability of subject specific teachers • Professionally untrained teachers • Teachers' involvement in non-academic activities
16.	Maharashtra	• No proper planning for remedial teaching by the districts • Teachers are not competent for activity based learning
17.	Manipur	• Shortage of teachers, Teachers' lack of interest in training • General strikes
18.	Meghalaya	• Large number of untrained teachers • Low achievement levels of students

19.	Mizoram	• Teachers' Rationalization (Heavy concentration of teachers in urban areas) • 70% and 45% under qualified teachers in primary and upper primary schools respectively
20.	Nagaland	• Communication problems during distribution of textbooks • Lack of mechanism for child tracking
21	Orissa	• Training inputs not reaching classrooms • Language problem in tribal areas
22	Puducherry	• Need for strengthening BRCs and CRCs • Weak Monitoring
23.	Punjab	• Shortage of teachers • High drop out rate • Declining quality
24.	Rajasthan	• Enrollment and retention of girls • Monitoring and supervision of activities • Teachers' training programmes • Conducting bridge course
25.	Sikkim	• Capacity building of BRC and CRC coordinators
26.	Tamilnadu	• Low achievement in Maths and English • Difficulties encountered in fluent reading
27.	Tripura	• Low achievement levels of students • Untrained teachers • Poor utilization of TLMs in the classrooms • Poor adaptation of teachers' trainings in actual classrooms
28.	Uttar Pradesh	• Difficulty is being experienced at school, cluster and district levels in compilation and analysis of data. • Compilation of data with class-wise/ subject-wise break up is time consuming.
29.	West Bengal	• CRCs and DIETs are not fully functional • Non-rationalization of teachers • Analysis of diagnostic tests not done in time.

• No data was made available by the States/UTs of **Bihar, Dadra & Nagar Haveli, Goa, Jammu & Kashmir, Karnataka** and **Uttarakhand.**

J. In-Service Training

The **basis of organization of in-service trainings** in various States/ UTs, as per monitoring data received, is given below:

Sl.	States/ UTs	Basis of organization of in-service trainings
1.	A & N Islands	• Content enrichment
2.	Andhra Pradesh	• Content enrichment • Communication Skills
3.	Arunachal Pradesh	• Content enrichment
4.	Assam	• Need-based trainings
5.	Bihar	• Content enrichment
6.	Chandigarh	• Discussion on hard spots • Remedial measures • Subject-based and pedagogic needs of teachers
7.	Chhattisgarh	• Content enrichment • Development of skills
8.	Daman and Diu	• New teaching methods, Activity-based & joyful learning • Effective use of TLMs • CAL at upper primary level
9.	Dadra & Nagar Haveli	• Induction to teachers
10.	Delhi	• YUVA school life-skill programme
11.	Haryana	• Content enrichment, • Pedagogy improvement
12.	Himachal Pradesh	• Need-based trainings
13.	Jammu & Kashmir	• Identified hard spots
14.	Jharkhand	• Pedagogy improvement • Identified hard spots • Bring about attitudinal change • Techniques of teaching and evaluation
15.	Karnataka	• Identifying training needs of teachers
16.	Kerala	• Pedagogy improvement
17.	Madhya Pradesh	• Feedback on Last Training • Competency-based on hard spots of Students
18.	Maharashtra	• Need-based trainings
19.	Mizoram	• Identified hard spots
20.	Nagaland	• Pedagogy improvement • Evaluation
21.	Orissa	• Constructivism and MGML approach • Continuous and comprehensive evaluation
22.	Punjab	• Content enrichment
23.	Puducherry	• Update teachers' knowledge in content, pedagogy, etc. • Bring about attitudinal change
24.	Rajasthan	• Development of TLMs • Skill development for public relations • Diagnostic tests and remedial teaching
25.	Tamilnadu	• Capacity building for ABL and ALM
26.	Tripura	• Attitudinal change for Quality enhancement
27.	Uttar Pradesh	• Induction Training for Para Teachers • Subject-based and pedagogic needs of teachers
28.	West Bengal	• Content enrichment and pedagogy

- Information was not made available by **Goa, Gujarat, Lakshadweep, Manipur, Meghalaya, Sikkim,** and **Uttarakhand.**

As a **follow-up of trainings,** the following activities were conducted:

Sl.	States/ UTs	Follow-up activities after in-service trainings
1.	Andhra Pradesh	• Constitution of Monitoring teams for follow-up programmes
2.	Arunachal Pradesh	• Pre-test and post-test during training programme • Learners' assessment before and after training programme • Classroom observation
3.	Assam	• School-visits by DACG and BACG
4.	Bihar	• Monitoring by Block Resource Persons and CRCCs
5.	Chandigarh	• Follow-up by concerned CRGs and CRCs
6.	Chhattisgarh	• Monitoring of training programmes and schools by SCERT, DIET staff, BRCs and CACs
7.	Delhi	• Feedback proformas for teachers • Classroom observation • Discussion with teachers
8.	Haryana	• Observation by CRCCs, BRCCs, DRGs and SRGs
9.	Himachal Pradesh	• Observation by CRCCs, BRCCs, DRGs and SRGs
10.	Jammu & Kashmir	• Four tier monitoring system
11.	Jharkhand	• Regular monitoring by BRCCs, BPOs and CRCCs
12.	Karnataka	• Experience sharing workshop at cluster level • Schools visits
13.	Kerala	• On-site support by BRC trainers • Evaluation on the last day of the training
14.	Madhya Pradesh	• Academic monitoring by monitoring teams working at various levels • On-site support to teachers
15.	Maharashtra	• Visit to schools by resource persons with feedback format
16.	Mizoram	• School visits • Evaluation and feedback formats
17.	Nagaland	• Academic monitoring by resource persons • On-site support
18.	Orissa	• Teleconference programmes • Classroom observation by DRG/BRG members
19.	Punjab	• Surprise visit by higher officials
20.	Puducherry	• Academic Monitoring and Evaluation • Feedback Questionnaire
21.	Tamilnadu	• Classroom observation by various SSA officials • On-site support to teachers
22.	Tripura	• Academic monitoring by monitoring teams working at various levels
23.	Uttarakhand	• Observation by DIET and State level experts
24.	Uttar Pradesh	• Academic monitoring by SRGs, SPO, DIETs, NPRCCs, BRCCs, DRGs and
25.	West Bengal	• Through monitoring and evaluation

Major **academic problems faced by the States/ UTs**, in the organization of in-service training programmes were:

Sl.	States/ UTs	Academic problems during in-service trainings
1.	Andhra Pradesh	• Organization of trainings during working days • Financial problems
2.	Arunachal Pradesh	• Lack of facilities • Lack of awareness among parents
3.	Chandigarh	• Absence of academic support system (SCERT, DIET) • Inadequate Educational Bureaucracy
4.	Chhattisgarh	• Trainers at block level are not able to transfer the learning to teachers
5.	Dadra & Nagar Haveli	• Lack of expertise due to non-existence of DIET
6.	Daman and Diu	• No specific problems
7.	Delhi	• Coordination problems between various departments
8.	Haryana	• Lack of focus on pedagogy and school improvement
9.	Himachal Pradesh	• Observation of schools by CRCCs, BRCCs, DRGs and SRGs
10.	Jammu & Kashmir	• Replacement of resource persons • Unfavorable climate • Lack of administrator control
11.	Jharkhand	• Lack of expertise among trainers due to non-existence/ non- functional of DIETs/SCERT • Teaching of Mathematics
12.	Karnataka	• Reluctance of teachers to attend trainings during holidays • Non-availability of competent KRPs/ RPs • Training for ELT
13.	Kerala	• Reluctance of teachers to attend trainings during holidays
14.	Madhya Pradesh	• Training for multigrade teaching techniques • Training for development of TLMs
15.	Maharashtra	• Timely publication of training materials in languages other than Marathi • Development of audio/ video materials in stipulated time
16.	Mizoram	• Shortage of experts
17.	Nagaland	• Shortage of teachers • Transportation problems
18.	Orissa	• Training not translated into the classroom performance • Language problems in tribal areas
19.	Punjab	• Lack of infrastructure • Organization of trainings during working days
20.	Puducherry	• Non availability of Resource Persons • No SRG • Only one DIET is Functional
21.	Rajasthan	• Evaluation of impact of training inputs • Non-availability of competent KRPs/ RPs
22.	Uttarakhand	• Financial problems
23.	Uttar Pradesh	• Identification of training needs of teachers
24.	West Bengal	• DIETs are not fully functioning

• Information was not made available by **Assam, A & N Islands, Bihar, Goa, Gujarat, Lakshadweep, Manipur, Meghalaya, Sikkim, Tamilnadu, and Tripura.**

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K. State Resource Group (SRGs)

- The State Resource Groups have been formed by some of the States/ UTs. The State-wise strength of SRG members was: **A & N Islands (7 SARG), Andhra Pradesh (60), Chandigarh (8), Goa (13), Gujarat (350), Haryana (16), Himachal Pradesh (55), Jammu & Kashmir (18), Jharkhand (25), Karnataka (15), Kerala (50), Madhya Pradesh (15), Maharashtra (19), Nagaland (100), Orissa (40), Rajasthan (27), Tamilnadu (6), Tripura (9), Uttarakhand (30-35), Uttar Pradesh (10),** and **West Bengal (35)**

- Some of the States have formed more than one SRG.

  - **Assam** formed subject-wise SRGs.

  - **Arunachal Pradesh** constituted 8 SRGs (one each for interventions in EGS/ AIE, ECCE, Community Mobilization, SIEMAT, Pedagogy/ Training, DEP-SSA, IED and Girls' Education)

  - **Chhattisgarh** formed 4 SRGs for different interventions.

  - **Delhi** constituted various Resource Groups for different interventions such as CAL, IEDC, ECCE, teachers training etc.

- In **Meghalaya** SRG is under process of constitution.

- In **Mizoram**, SRG has been constituted, but is not functional. In **Bihar**, last meeting of SRG was organized in 2006. In the UTs of **Daman & Diu** and **Puducherry** and States of **Punjab** and **Sikkim**, SRGs have not constituted.

- Information was not provided by **Dadra & Nagar Haveli, Lakshadweep,** and **Manipur.**

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