

## **QMT VALIDATION STUDY, 2014-15**

### ***Terms of Reference***

In Karnataka state the quality of the school is monitored through different functionaries – DDPI Office, DIET, BEO Office, BRC, CRC and SDMC. The field functionaries visit schools and collect the data. These officials monitor both administrative and academic aspects in the school.

The CRCs are the bottom level officials who monitor the school level activities and support the teachers towards improvement in quality of teaching. The BRC's and Educational Coordinators and BEO's also visit schools regularly and monitor the progress of children learning levels as well as the teaching process.

The state has developed different sets of standardized Quality Monitoring Tools/Formats at different levels. Each of the formats has specified objectives of monitoring at that particular level. At the school level formats such as SMF-I, SMF-II are used to monitor the implementation of school level activities, while monitoring the progress at cluster level CMF-I, COS-II formats are used. The cluster level formats gives consolidated picture of the position of all schools coming under the cluster. At the block level BMF formats are used to monitor the block level activities which gives the consolidated picture of activities of all the clusters coming under the block. The district level formats DMF provide a holistic picture of the activities carried out in the district. The district level reports are consolidated into a state report. During the process of collection and consolidation of the data in different formats by different persons at different levels, errors in the data are bound to occur at every stage leading to losing of important information. In this regard, SSA Karnataka mission envisaged to validate the data collected through this process so as to understand the level at which the desired objectives of the QMT have been achieved and to what extent.

1. The study should be carried out as per objectives set out in the approved Technical Proposal (Enclosed).
2. The agency has to draw a sample in at least four districts for random checking of data. Within each sample district 6 percent schools from each block required to be selected.
3. Before starting the field survey agency should give to SSA office the list of sample schools selected for the study. The agency should stick to this sample for field study. In case, any change in choice of school is necessitated, the agency should inform SSA in advance.
4. The districts selected for the sample study are, Bidar (Gulbarga Division), Chamrajnagara (Mysore Division), Dharwad (Belgaum Division) and Davangere (Bangalore Division). These districts are selected on the criteria for representation of the entire population i.e., the State, Special focus districts, all 4 divisions, bifurcated districts etc.
5. Actual sample of schools will be drawn by the agency to which the task of data checking is entrusted. While drawing school sample, it should be ensured that schools located both in rural and urban areas are selected as well as the sample drawn should also include all types of schools across Government school managements. Due consideration should also be given to schools predominantly located in SC, ST and minority areas. (Only Govt. Schools)
6. Due representation needs to be given to LPS, 1 to 7/8 HPS, High Schools and composite Schools.

7. The agency to take-up a systematic pilot study of 5 schools to get a feel of the data given by the SSA State office.
8. The filled-in school formats of QMT survey will be provided to the agency only after completion of fieldwork.
9. At the time of survey include Programmer & DEOs in study tools, as they enter the manual data in the system and generate the report. Prepare the questionnaire for them relating to their job chart.
10. The agency that is entrusted the task of sample checking of data would be required to submit detailed report, which should be discussed with the State Project Office. They should also give the rationale on the coverage of schools in the district.
11. Agency needs to share the
  - a. Structure and content of tools.
  - b. Plan of analysis and
  - c. Draft report with the SSA officers before finalizing the report.
12. The agency that is entrusted with the task of sample checking of data is also required to summarize their field observations regarding training of Head Masters / CRCs / BRCs / DIET nodal officers in filling- up of QMT formats, infrastructure in the district MIS unit, feedback to schools in terms of School Report Cards, display of key information on the school display board, availability of QMT data at all levels, dissemination and awareness about QMT data, use of QMT data in planning, evidence of sharing workshops at all levels, data feeding arrangements at the district level, availability of Hardware and Software and computer professionals for the MIS unit, etc. They may also provide their suggestions for improving the quality of QMT data.
13. The prescribed Data Capture Formats shall be used in collecting the required data.
14. Analysis should be made sub variables wise. For every item side by side data must be given ie. SSA's data set V/s agency's data set. Data should be given sub variables-wise by percentages and variables/consolidated variables etc. Deviations if any, should be calculated accordingly.
15. The agency shall submit the report in both hard and soft versions within the time fixed for the study.
16. Agency needs to share the findings at a high-level meeting of SSA officers before finalizing the validation report.
17. SSA will keep the copyright on the collected data. Agency needs to obtain permission from SPD, SSA for publication of the report.
18. Agency agreed to start the field survey after school resumes, before that all other preparatory work would be finalized.
19. The appointed field staff must have their photo identity.
20. SSA office will inform the concerned districts to co-operate for the study.
21. The agency shall check on the veracity of data by examining records in schools and observations.
22. SSA will provide QMT formats. QMT formats have been revised for 2014-15

**Sample:** 04 Districts / 04 Divisions  
8 Blocks / 16 clusters / 250 Schools.

# **QMT VALIDATION STUDY IN KARNATAKA**

In Karnataka state the quality of the school is monitored through different functionaries – DDPI Office, DIET, BEO Office, BRC, CRC and SDMC. The field functionaries visit schools and collect the data. These officials monitor both administrative and academic aspects in the school.

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The state has developed different sets of standardized Quality Monitoring Tools / Formats at different levels. Each of the formats has specified objectives of monitoring at that particular level. At the school level formats such as SMF-I, SMCF-II are used to monitor the implementation of school level activities, while monitoring the progress at cluster level CMF, COS formats are used. The cluster level formats gives consolidated picture of the position of all schools coming under the cluster. At the block level BMF formats are used to monitor the block level activities which gives the consolidated picture of activities of all the clusters coming under the block. The district level formats DMF-1, 2,3 provide a holistic picture of the activities carried out in the district. The district level reports are consolidated into a state report. During the process of collection and consolidation of the data in different formats by different persons at different levels, errors in the data are bound to occur at every stage leading to losing of important information. In this regard, SSA Karnataka mission envisaged to validate the data collected through this process so as to understand the level at which the desired objectives of the QMT have been achieved and to what extent.

## **Objectives of the study and Research Framework**

### **Objectives of the study:**

The broad objectives of the study as specified in the TOR are:

- a. To check on the validity of SMF – I, SMCF formats data from records
  - Enrolment and Attendance
  - No of teachers working and vacant post details
  - Details of CWSN students
  - Standard wise, sex/social group and OOSC children.
- b. To check A, B, C, D, E, F, G sections of SMF-I from the filled in formats.
  - Check only on the VERACITY of DATA
- c. To check A, B, C, D, E,F, G sections of CMF from the filled in formats.
  - Check only on the VERACITY of DATA

- d. To check A, B, C, D, E, F, G sections of BMF-I, II, III from the filled in formats.
  - Check only on the VERACITY of DATA
- e. To check A, B, C, D, E, F, G sections of DMF –I, II, III from the filled in formats.
  - Check only on the VERACITY of DATA
- f. To examine field level problems in collection and porting of Data.

To achieve the above objectives and the outputs required for the study as described in the TOR, the following research framework has been followed:

### **Principles followed:**

As per the activities specified in the TOR, the following principles need to be observed during developing & designing and execution of the study:

*Qualitative and Quantitative Data* required for the validation of the information collected in different QMT formats and factors responsible for the improved functioning of the system has been qualitatively understood through interactions with the different officials at the field level. Analyses of the extent of enrolment, retention and progress is done using quantitative data by using suitable statistical techniques to analyses and validate the data collected in different QMT formats. For every item side by side data is provided ie. SSA's data and data collected by the agency. Descriptive statistics and cross tabulation of relevant factors and graphical representations are generated in the study.

*Participative process to be* adopted during the conduct of the entire study. Key DoE and SSA staff need to be consulted and informed throughout the study and especially at critical stages of the project.

### **Methods and Tools:**

The methodology adopted for validating the QMT formats is through school visits to all the schools in the sample clusters and interaction with HM/ teachers, C R C, B R C, BEO, DDPI and State level officials. The summary of the assessment is to be given at the end.

### **Data Variables and Analyses:**

Data collected at each level are to be analyzed using descriptive statistics, percentiles and graphical representation. Also data collected from the survey and the data provided by SSA are to be analyzed to assess the deviations and the significance of the differences between the two data sets. Means and SDs need to be used.