

GOA SARVA SHIKSHA ABHIYAN PORVORIM GOA

STMF

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

Quarter under Report

	II		
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Year

2	0	1	5
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1	6
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Period of quarter: **SEPTEMBER TO NOVEMBER**

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 110, BRC 12, District 2, State **GOA**

2. (a) Number of schools in the cluster

I - IV	1112	V - VIII	378	I - VIII	0	Any other	0	Total	1490
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(b) Number of schools which filled up SMFs

I - IV	967	V - VIII	378	I - VIII	0	Any other	0	Total	1345
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3. Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

3203

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(ii) Contractual

(b) Upper Primary Teachers

(i) Regular

2550

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(ii) Contractual

Section B: Attendance Information

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

Month: **November 2015**

Class	Number of schools with average daily attendance of : 1303								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	891	136	37	887	123	89	1156	193	117
II	887	127	41	883	118	87	1204	189	120
III	897	131	39	891	119	79	1214	181	110
IV	923	113	33	898	109	67	1222	173	100
V	635	47	16	593	51	35	1007	74	48
VI	655	46	23	605	44	45	1032	70	59
VII	630	38	19	603	34	45	1001	59	56
VIII	580	33	15	536	29	39	910	52	46
Total	6098	671	223	5896	627	486	8746	991	656

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

580

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

- Providing free textbooks, uniforms
- Regular interaction with parents
- Community mobilization meetings (awareness about RTE)
- Providing MDM
- Punishment is strictly banned.
- Conducting Activity based learning (ABL)
- Attract students with scholarships / incentives for attendance.
- Conduct extra classes for weaker students.
- Providing sports facilities.
- Motivating parents and convincing students to attend school
- Provide bus service
- Undertaking survey with the help of panch's and other SMC Members.
- Motivating the parents regarding the increase of enrollment and bringing their child to School
- SMC involvement and parent's teachers' interaction regarding the student's attendance.
- Involving parents and SMC members to create awareness about the school enrollment.
- House visits undertaken by teachers to encourage parents to enroll their children in their schools.
- By providing various Govt. facilities to students.
- Keep good relations with sarpanch and other local bodies.

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

Boys:

205

Girls:

205

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

Own schools	Other centers (NGO)	Residential centers	Any Other
ACDIL High school Porvorim, GPS Alto Betim Porvorim, Vidhya Prabodhni Primary School Porvorim, Pragathi High school Verem, Satvikvidhalya Calangute, Don Bosco High School Calangute, Anjuman HIGH school Panaji	AshaKiran St. Vincent Paul ASRO Thivem Lions Club Moving School Little Acrone	Nil	Nil
GPS DeulwadaHarmal	Moving School, Arambol		
		Madarasa, Ponda - Goa	
	El. Shadai Asha Deep Corlim		
GPMS AMBAJI GPS AQUER BAIXO GHANTAMOROD GPS AQUER ALTO BINDOLEM GPS Gauthan			

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
290	803	55

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

- Entire Block level and cluster level persons are engaged in distributing textbooks.
- ADEIs and BRCCs Co-ordinate the work of Textbook distribution.

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

NOT SANCTIONED

	Received %	Utilised %
Percentage of primary teachers	Nil	Nil
Percentage of upper primary teachers	Nil	Nil

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

- Group discussion / activities being implemented.
- Self learning by students using worksheets
- Teaching with the help of LCD Projection in High School
- Using Computers in explaining concept.
- Activities based teaching and Learning.
- Challenging alternative worksheets, Science, Maths, EVS, English, Early Literacy & Maths.
- Teaching through dramatization.
- Play way methods being used while teaching
- Outdoor activities, remedial teaching and extra classes.
- Use of audio visual aids, use of phonic books for std I & II.
- Child centered learning.
- By conducting outdoor activities like picnic, excursion.
- Use of Puppetry, dramatization, use of flash cards, through worksheets etc.
- A teacher takes remedial classes after school.

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

- Creating awareness among students about inclusive education.
- Special attention given to CWSN children
- Involving CWSN group activities, games, co-curricular activities
- Use of appropriate TLM based on child interest
- Teachers are given special training in inclusive education in subject
- By personal attention.
- By mixing the students of CWSN with Normal students.
- Classroom Management, Buddy system.
- Resource rooms teachers sensitizes and inclusive classroom
- Students with low vision are made to sit in front in the classroom.
- Conducting various activities and motivating them
- Normal children as well as special children are made at par with each other.
- Counseling is done to keep away discrimination.
- Ramps are constructed to access classroom.
- Use of audio visual aids to make learning easy for CWSN.
- Making classroom setting creative where child can see pictures of different things and learn

Section D: Continuous and Comprehensive Evaluation

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

- During school visits CRCs check students' progress card

- Collecting data of the tests conducted by schools and comparing the same with the tests conducted by CRCs
- Random Checking of the records
- Demonstration of Lessons, innovative activity sheets.
- By regular Visit to the Schools in the Cluster.
- Monitoring students learning level by giving surprise test.
- By inquiring with the children regarding CCE.
- During the visits they observe the learners level of achievement and according discuss the matter with the teachers.
- By checking the filled formats of marks (grades) of formative tests of the students maintained in the school.
- A check maintained on the achievement of students, in Basic skills like listening, speaking, reading writing during their visits to schools.

Section E: Teacher Training

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

- Teachers used challenging and innovating worksheets in the classroom.
- Group activities, Teachers also use puzzles and play way method in the classroom.
- Worksheets prepared by the teachers are used to make students understand the concept easily.
- New teaching strategies have been devised according to the levels of the children.
- Making teaching learning more interactive and innovative by worksheets.
- Teaching material prepared by the teacher with the help of students.

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

- Training should be in Konkani and Marathi for primary teachers
- Training should not disturb school hours.
- Trainings should be conducted in the beginning of the academic year
- Need to provide material on the training conducted.
- Teachers need more training on English and Maths Subject.
- Training programmes must be held without hampering School functioning.
- Teaching aid preparation training must be conducted.
- Urdu teachers training should be conducted
- Training on how to handle CWSN
- Training required in value education
- Workshop on co scholastic topics should be organized.
- Workshop should be for all teachers and planned early during school hours and activity based.
- Training should be given on craft and Art.
- Training should be made compulsory for all the teachers.
- It should be based on child centered education.

Section F: Functioning of SMC

Number %

18. Number of schools having School Management Committees (SMCs) in the State.
(To be renewed in June 2016)

1510	100%
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19. (a) Number of schools where School Development Plans have been prepared.
(New SDP's will be prepared by new SMCs)

1322	88%
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(b) Number of schools involving SMCs in preparation of this plan.

45	4%
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(c) Action taken on schools that did not involve SMCs.

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Number %

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

1510	100%
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(b) Action taken for coverage of SMCs not trained.

BRP's and CRPs were asked to Train them; but most of SMC's are 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.

Number %

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

967	87%
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(ii) Number of schools in State with low pupil achievement level

184	19%
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Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language I	17257	A	3674	21	4082	24	7756	45
			B	2610	15	2410	14	5020	29
			C	1628	9	1363	8	2991	17
			D	873	5	552	3	1425	8
			E	29	0	36	0	65	0
			Total	8814	51	8443	49	17257	100
	Language II English	17253	A	3409	20	3630	21	7039	41
			B	2565	15	2414	14	4979	29
			C	1863	11	1513	9	3376	20

			D	941	5	835	5	1776	10
			E	38	0	45	0	83	0
			Total	8816	51	8437	49	17253	100
	Mathematics	17247	A	3968	23	4312	25	8280	48
			B	2515	15	2184	13	4699	27
			C	1569	9	1241	7	2810	16
			D	718	4	613	4	1331	8
			E	79	0	48	0	127	1
			Total	8849	51	8398	49	17247	100
	EVS	17181	A	3565	21	3891	23	7456	43
			B	2685	16	2422	14	5107	30
			C	1773	10	1461	9	3234	19
			D	734	4	595	3	1329	8
			E	21	0	34	0	55	0
			Total	8778	51	8403	49	17181	100
II	Language I	16888	A	2988	18	3550	21	6538	39
			B	2561	15	2350	14	4911	29
			C	1838	11	1566	9	3404	20
			D	1096	6	837	5	1933	11
			E	50	0	52	0	102	1
			Total	8533	51	8355	49	16888	100
	Language II English	16822	A	2883	17	3257	19	6140	36
			B	2495	15	2464	15	4959	29
			C	1983	12	1640	10	3623	22
			D	1135	7	884	5	2019	12
			E	53	0	28	0	81	0
			Total	8549	51	8273	49	16822	100
	Mathematics	16928	A	3477	21	3806	22	7283	43
			B	2555	15	2470	15	5025	30
			C	1604	9	1419	8	3023	18
			D	874	5	662	4	1536	9
			E	38	0	23	0	61	0
			Total	8548	50	8380	50	16928	100
	EVS	16938	A	3314	20	3786	22	7100	42
			B	2548	15	2418	14	4966	29
			C	1681	10	1476	9	3157	19
			D	945	6	692	4	1637	10
			E	59	0	19	0	78	0
			Total	8547	50	8391	50	16938	100

III	Language I	16845	A	2458	15	3014	18	5472	32
			B	2458	15	2318	14	4776	28
			C	1934	11	1689	10	3623	22
			D	1537	9	1221	7	2758	16
			E	122	1	94	1	216	1
			Total	8509	51	8336	49	16845	100
	Language II English	16905	A	2383	14	2821	17	5204	31
			B	2409	14	2396	14	4805	28
			C	2013	12	1855	11	3868	23
			D	1627	10	1190	7	2817	17
			E	127	1	84	0	211	1
			Total	8559	51	8346	49	16905	100
	Mathematics	16913	A	2729	16	2984	18	5713	34
			B	2556	15	2551	15	5107	30
			C	2039	12	1802	11	3841	23
			D	1155	7	907	5	2062	12
			E	100	1	90	1	190	1
			Total	8579	51	8334	49	16913	100
	EVS	16818	A	2994	18	3363	20	6357	38
			B	2436	14	2254	13	4690	28
			C	1840	11	1601	10	3441	20
			D	1190	7	962	6	2152	13
			E	107	1	71	0	178	1
			Total	8567	51	8251	49	16818	100
IV	Language I	17210	A	2476	14	3155	18	5631	33
			B	2522	15	2500	15	5022	29
			C	2078	12	1572	9	3650	21
			D	1599	9	1066	6	2665	15
			E	148	1	94	1	242	1
			Total	8823	51	8387	49	17210	100
	Language II English	17229	A	2315	13	3058	18	5373	31
			B	2516	15	2388	14	4904	28
			C	2133	12	1733	10	3866	22
			D	1664	10	1102	6	2766	16
			E	201	1	119	1	320	2
			Total	8829	51	8400	49	17229	100
	Mathematics	17212	A	2549	15	2821	16	5370	31
			B	2543	15	2493	14	5036	29
			C	2188	13	1826	11	4014	23

			D	1458	8	1152	7	2610	15
			E	87	1	95	1	182	1
			Total	8825	51	8387	49	17212	100
	EVS	17231	A	2941	17	3465	20	6406	37
			B	2534	15	2406	14	4940	29
			C	1915	11	1514	9	3429	20
			D	1355	8	911	5	2266	13
			E	103	1	87	1	190	1
			Total	8848	51	8383	49	17231	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:

378

(ii) Number of upper primary schools reporting low pupil achievement levels in

(a) Science

153

(b) Mathematics

117

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	Language I	20966	A	2122	10	2694	13	4816	23
			B	2678	13	2760	13	5438	26
			C	2498	12	2115	10	4613	22
			D	2760	13	1951	9	4711	22
			E	843	4	545	3	1388	7
			Total	10901	52	10065	48	20966	100
	Language II Hindi	21061	A	2506	12	3138	15	5644	27
			B	3062	15	3097	15	6159	29
			C	2417	11	1947	9	4364	21
			D	2258	11	1457	7	3715	18
			E	736	3	443	2	1179	6
			Total	10979	52	10082	48	21061	100
	Language III	21054	A	2032	10	2735	13	4767	23
			B	2763	13	2784	13	5547	26
			C	2555	12	2114	10	4669	22
			D	2697	13	1871	9	4568	22
			E	933	4	570	3	1503	7
			Total	10980	52	10074	48	21054	100

	Mathematics	21106	A	2103	10	2275	11	4378	21
			B	2739	13	2619	12	5358	25
			C	2637	12	2542	12	5179	25
			D	2776	13	2183	10	4959	23
			E	741	4	491	2	1232	6
			Total	10996	52	10110	48	21106	100
	Science / EVS	21045	A	2609	12	2813	13	5422	26
			B	2440	12	2533	12	4973	24
			C	2315	11	2111	10	4426	21
			D	2664	13	2079	10	4743	23
			E	926	4	555	3	1481	7
			Total	10954	52	10091	48	21045	100
VI	Language I	21373	A	1624	8	2111	10	3735	17
			B	2575	12	2788	13	5363	25
			C	2796	13	2490	12	5286	25
			D	3120	15	2311	11	5431	25
			E	999	5	559	3	1558	7
			Total	11114	52	10259	48	21373	100
	Language II Hindi	21354	A	1885	9	2654	12	4539	21
			B	2880	13	3101	15	5981	28
			C	2832	13	2350	11	5182	24
			D	2684	13	1761	8	4445	21
			E	810	4	397	2	1207	6
			Total	11091	52	10263	48	21354	100
	Language III	21377	A	1772	8	2205	10	3977	19
			B	2565	12	2766	13	5331	25
			C	2481	12	2430	11	4911	23
			D	3125	15	2212	10	5337	25
			E	1161	5	660	3	1821	9
			Total	11104	52	10273	48	21377	100
	Mathematics	21527	A	1669	8	1766	8	3435	16
			B	2320	11	2429	11	4749	22
			C	2632	12	2632	12	5264	24
			D	3406	16	2862	13	6268	29
			E	1061	5	750	3	1811	8
			Total	11088	52	10439	48	21527	100
	Science	21575	A	1845	9	2209	10	4054	19
			B	2271	11	2407	11	4678	22
			C	2507	12	2413	11	4920	23
			D	3371	16	2751	13	6122	28

			E	1154	5	647	3	1801	8
			Total	11148	52	10427	48	21575	100
	Social Science I (History)	21459	A	1935	9	2398	11	4333	20
			B	2296	11	2313	11	4609	21
			C	2619	12	2382	11	5001	23
			D	2937	14	2492	12	5429	25
			E	1260	6	827	4	2087	10
			Total	11047	51	10412	49	21459	100
	Social Science II (Geography)	20143	A	1943	10	2174	11	4117	20
			B	2254	11	2235	11	4489	22
			C	2370	12	2310	11	4680	23
			D	2817	14	2349	12	5166	26
			E	1008	5	683	3	1691	8
			Total	10392	52	9751	48	20143	100
VII	Language I	21107	A	1454	7	2108	10	3562	17
			B	2498	12	2918	14	5416	26
			C	2833	13	2416	11	5249	25
			D	3252	15	2213	10	5465	26
			E	911	4	504	2	1415	7
			Total	10948	52	10159	48	21107	100
	Language II Hindi	21065	A	1552	7	2337	11	3889	18
			B	2591	12	2917	14	5508	26
			C	2751	13	2386	11	5137	24
			D	3029	14	2018	10	5047	24
			E	1008	5	476	2	1484	7
			Total	10931	52	10134	48	21065	100
	Language III	21000	A	1611	8	2442	12	4053	19
			B	2640	13	3095	15	5735	27
			C	2804	13	2334	11	5138	24
			D	2920	14	1845	9	4765	23
			E	895	4	414	2	1309	6
			Total	10870	52	10130	48	21000	100
	Mathematics	21077	A	1588	8	1729	8	3317	16
			B	1991	9	2182	10	4173	20
			C	2629	12	2492	12	5121	24
			D	3571	17	2957	14	6528	31
			E	1161	6	777	4	1938	9
			Total	10940	52	10137	48	21077	100
		21084	A	1784	8	2246	11	4030	19
			B	2148	10	2339	11	4487	21

	Science		C	2525	12	2310	11	4835	23
			D	3357	16	2571	12	5928	28
			E	1130	5	674	3	1804	9
			Total	10944	52	10140	48	21084	100
	Social Science I (History)	20927	A	1807	9	2373	11	4180	20
			B	2188	10	2354	11	4542	22
			C	2450	12	2310	11	4760	23
			D	3213	15	2280	11	5493	26
			E	1204	6	748	4	1952	9
			Total	10862	52	10065	48	20927	100
	Social Science II (Geography)	19635	A	1821	9	2322	12	4143	21
			B	2237	11	2233	11	4470	23
			C	2373	12	2205	11	4578	23
			D	2857	15	2128	11	4985	25
			E	933	5	526	3	1459	7
			Total	10221	52	9414	48	19635	100
VIII	Language I	21510	A	1292	6	1606	7	2898	13
			B	2203	10	2609	12	4812	22
			C	2772	13	2669	12	5441	25
			D	3766	18	2714	13	6480	30
			E	1112	5	767	4	1879	9
			Total	11145	52	10365	48	21510	100
	Language II Hindi	21591	A	1713	8	2191	10	3904	18
			B	2309	11	2989	14	5298	25
			C	2786	13	2639	12	5425	25
			D	3357	16	2081	10	5438	25
			E	1052	5	474	2	1526	7
			Total	11217	52	10374	48	21591	100
	Language III	21552	A	1573	7	2240	10	3813	18
			B	2517	12	3038	14	5555	26
			C	2776	13	2564	12	5340	25
			D	3296	15	2019	9	5315	25
			E	1046	5	483	2	1529	7
			Total	11208	52	10344	48	21552	100
	Mathematics	21592	A	1462	7	1803	8	3265	15
			B	2038	9	2255	10	4293	20
			C	2553	12	2410	11	4963	23
			D	3790	18	2937	14	6727	31
			E	1354	6	990	5	2344	11
			Total	11197	52	10395	48	21592	100

	Science	21497	A	1798	8	2143	10	3941	18
			B	2180	10	2415	11	4595	21
			C	2487	12	2396	11	4883	23
			D	3400	16	2484	12	5884	27
			E	1278	6	916	4	2194	10
			Total	11143	52	10354	48	21497	100
	Social Science I (History)	21466	A	1800	8	2373	11	4173	19
			B	2272	11	2359	11	4631	22
			C	2687	13	2419	11	5106	24
			D	3259	15	2436	11	5695	27
			E	1100	5	761	4	1861	9
			Total	11118	52	10348	48	21466	100
	Social Science II (Geography)	19759	A	1782	9	2360	12	4142	21
			B	2215	11	2198	11	4413	22
			C	2381	12	2063	10	4444	22
			D	2883	15	2172	11	5055	26
			E	1013	5	692	4	1705	9
			Total	10274	52	9485	48	19759	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 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 **2** to **3** ...

2 (a) School visits by CRCCs:

Number of times visits were made to each school: -

Number of CRCCs visiting

(i) Once in a month

105

(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.

- Use TLM whenever it is essential to make the concept clear.
- Activity based learning should be there in classroom.
- Use effective worksheets and activities for thinking skills.
- To make learning fun with the use of worksheets.
- Use relevant TLM
- Follow different technique to improve listening speaking reading and writing

- Organizing competitions
- Involve children in project
- Conduct Remedial classes for weak students
- Upper Primary Teachers should use power point presentation if possible.
- Individual and group activities to be conducted by teachers.
- Encourage students to ask more questions
- Use Play way methods
- Organize debates

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

Number	%
NIL	0

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

NIL	0
-----	---

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

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

0

(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.

- Conducting SMC meetings and PTA meetings to make awareness of RTE, CCE, Monitoring Tools, NEP, and Social Audit.
- Handled the book distribution effectively without any complaints from the schools.
- SMC training Block Level NEP & Cluster level NEP, conducted Social Audit training Programme, U-DISE Training, Block Level Training in ELP, Math's, and Upper Primary Math's.
- Visiting schools/NRSTC to conduct survey and attending to routine activities, civil work and taking keen interest in seeing that training target met in spite of lack of staff.
- Training, attending meetings, visiting school for various purposes like civil work meeting etc.

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

12

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

3

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

- Addressed significant and common issues in day to day classroom teaching
- Guiding teachers on innovative and effective strategies to assist the holistic development of learners.
- Guiding teachers on RTE making teachers aware about corporal punishment and no detention policy
- Monitoring the records of students as per CCE norms
- Use of learning indicators in construction of worksheets

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

- Regular reports from CRPs and BRPs on Friday meeting weekly
- Visit to schools
- Meeting with teachers and heads of the institution
- During the visit the teachers are asked about their difficulties in filling the record is solved
- They are asked to keep the record of pupil in the Register.
- Progress cards are checked.
- Use of TLM is checked.
- Advised the teachers and heads of the school to maintain proper records of progress of the students.

- Surprise visit to school as and when required, check civil work, punctuality to be maintained by teachers and try to understand and solve teachers problems by interacting with them.
- By checking CCE report cards
- By checking the record sheet of grades of FA1 maintained in the school office.
- By interacting with Parents of students and asking their opinion regarding pupils progress.
- Through QMT.
- Through various test SLAS & NAS.

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

7

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

40%

(c) List major issues emerging from the programmes.

- Use of computer Technology
- English Pronunciation
- Training should be for all the subjects.
- Learning should be actively based.
- Training programme should be at the beginning of the academic year.
- Training should be for one or two days.

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

3

(ii) Science

2

(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?

40

%

(c) List major issues emerging from the programmes.

- Teachers need training programme at the beginning of academic year.
- There should be senior resource person.

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.

2

(a) The institutions involved _____

(b) Members of 'quality' monitoring _____

(c) Role of BRC/CRC in quality monitoring **Visit to schools, lesson observations, academic Support to teachers.**

(d) Role of DPO in 'quality' monitoring: **NIL**

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

Yes

(b) Training of Resource Persons on Pedagogy and Assessment

Yes

(c) Training of SMC members on 'School Development Plan'

Yes

(d) Training of 'Educators' for special training of children admitted to age-appropriate classes

Yes

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

0

(b) Once in two months

2

(c) Once in three months

0

(d) Once in four-six months

0

4. Field visits (schools) by DPOs during last quarter:

(a) Number of schools visited by DPOs on an average

3

(b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

- **Technique of paper settings and preparation of blue prints.**
- **Preparation on adequate lessons planning.**
- **Content and Methodology.**

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.

- **Classroom for training programmes**

Part-V

(To be completed by SPD on the basis of his/ her perceptions)

1. The textbooks used in the State at primary and upper primary stage are developed by (Mark ✓)

- | | |
|-------------------------|----------------------------------|
| (a). State Government | <input type="radio"/> |
| (b). NCERT | <input checked="" type="radio"/> |
| (c). Private publishers | <input type="radio"/> |
| (d). Any other..... | <input type="radio"/> |

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

	Initiated	Completed
Primary: Syllabi	_____	_____
Textbooks	<u>2005</u>	<u>2005</u>
Upper Primary: Syllabi	_____	_____
Textbooks	<u>2005</u>	<u>2005</u>

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>
Handbook in CCE	_____	_____
Learning Indicators in EVS III – V	_____	_____
Learning Indicators in Science VI – VIII	_____	_____
Learning Indicators in Maths VI – VIII	_____	_____
_____	_____	_____
_____	_____	_____

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	<u>105</u>	<u>105</u>
BRCs	<u>12</u>	<u>12</u>

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

a. DIETs: Involvement : **YES**

Problems : **NO**

b. SCERT: Involvement : **SCERT**

Problems : **NO**

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

1. Worksheet

2. Development of Early Reading Material

3. Training in Early Literacy and Early Numeracy for class I & II

4. Training in EVS, English and Maths for class III, IV & V

5. Training in Science and Maths for classes VI, VII & VIII

- (b) Progress of these programmes during the quarter

Teachers prepared worksheets on the basis of learning indicators and were used in classroom teaching which helped improving the quality.

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