

# STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	II	III	IV
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Year

2016

Period of Quarter IIIrd Quarter (Oct. To Dec. 2015)

**General Guidelines**

1. This format has four parts, I, II, III and IV. Part I, II & III 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 the information from DMF Part I filled by DPOs of all districts)

**Section A: School Information**1. CRC 4389 /4806, BRC 316/316 , District 30 , State Odisha

2. (a) Number of schools in the Cluster

<b>I - V</b>	36550	<b>VI - VIII</b>	4027	<b>I - VIII</b>	18470	Any other		<b>Total</b>	59047
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(b) Number of schools which filled up SMFs

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

In Position

Required Posts  
( as per RTE Norms)(a) Primary Teachers  
& UP Teachers

(i) Regular

122214

145681

(ii) Contractual

(b) Upper Primary Teachers

(i) Regular

(ii) Contractual

77066

## Section B: Attendance Information

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

Month: \_\_\_\_November, 2015\_\_\_\_

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	65	25	10	66	24	10	131	49	20
II	63	27	10	54	34	12	117	61	22
III	66	26	08	69	22	09	135	48	17
IV	64	27	09	65	25	10	129	52	19
V	65	27	08	68	25	07	133	52	15
VI	66	28	06	67	23	10	133	51	16
VII	70	25	25	66	26	08	136	51	33
VIII	53	37	10	56	27	17	109	428	169
<b>Total</b>	<b>512</b>	<b>222</b>	<b>86</b>	<b>511</b>	<b>206</b>	<b>83</b>	<b>1023</b>	<b>428</b>	<b>169</b>

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

102485

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

- Parents counselling
- Personal visit of teachers to the home of the child
- Members of the school cabinet, meena manch / meena cabinet encourages / motivates their absentee friends to come to the school regularly
- Learners friendly environment is created inside the school

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

Boys 2110

Girls 2028

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

Own Schools	Other centers(NGO)	Residential centers Seasonal hostel by Govt	Any Other .....
RST :-47 centre & 1690 children.  NRST :- 489 centre & 2448 children.		Seasonal Hostel Centre :-240 Children :- 8934	

## Section C: Curriculum Transaction

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

2015-16

Within one week	Within one month	After one month
60 % Distribution	<b>76 % Distribution</b>	Balance book Distributed

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

- Continuous monitoring by State level Officers / District level Officers / District level Officers, Block level Officers & Cluster level Officers
- Timely release of transportation cost of N.T Books to all BEOs

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

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

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

- Dedicated teachers have been identified for Early Grade
- Reinforcement Programme called “ SAHAJA ” has been implemented
- CCE, Academic Calendar has been implemented
- Training has been imparted to teachers of Early Grade, Primary Grade & UP Grade
- Activity bank & questions bank prepared & used by the teachers in the Classroom transaction.

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

- Ramp & rails are connected to each class
- Training of teachers on inclusive education is given to make classroom inclusive
- Participation of different categories of students in teaching learning process in ensured through group work, collective work & team work etc. as reported by Kendrapara District

## Section D: Continuous and Comprehensive Evaluation

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

- Regular monitoring of Schools
- Verification of CCE registers
- Observing the classroom situations
- Taking demonstration class as & when required

## Section E: Teacher Training

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

- Understanding of students
- Dedicated teachers for early grade have been identified & trained for imparting training to Class I & II students only
- Teachers are preparing different tools of CCE to record the student progress .
- Preparing questions for evaluation based on different skills.

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

- It should be need based
- Block level monitoring team should be formed by taking good DRG & BRG members
- Training on attitudinal changes of teachers should be ensured
- Training through slides, projects, audio visual equipments should be ensured

## Section F: Functioning of SMCs

61619 / 63074

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

17. (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

In progress

Number % -

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

(b) Action taken for coverage of SMCs not trained – Review at district level meeting  
& plan to cover all SMC in training

283889 / 317808

## Section G: Learners' Assessment

### Part 1. CURRICULAR AREAS:

Subject	Grades	CLASS-WISE GRADES SECURED BY CHILDREN IN %								
		GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI	GRADE VII	GRADE VIII	Total average
Language	A	26	28	27	24	23	24	25	26	
	B	30	31	30	28	29	31	32	31	
	C	25	24	25	26	27	28	25	24	
	D	10	10	09	11	10	09	10	11	
	E	09	07	09	11	11	08	08	08	
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	
Mathematics	A	27	26	25	25	28	27	26	27	
	B	30	29	30	28	26	28	25	26	
	C	24	25	24	25	25	23	24	23	
	D	09	10	10	09	10	12	13	15	
	E	10	10	11	13	11	10	12	09	
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	
Subject	Grades	CLASS-WISE GRADES SECURED BY CHILDREN IN %								
		GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI	GRADE VII	GRADE VIII	Total average
EVS / Social Study/History and civics	A	30	26	25	26	25	27	26	25	
	B	29	28	26	24	24	25	24	26	
	C	24	29	25	23	23	24	25	24	
	D	11	10	15	16	18	23	22	23	
	E	06	07	09	11	10	01	03	02	
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	
SCIENCE	A				24	25	26	25	24	
	B				28	26	23	24	26	
	C				26	24	22	22	23	
	D				20	22	15	15	20	
	E				02	03	14	14	07	
<b>Total</b>					<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	
GEOGRAPHY	A						25	32	26	
	B						24	25	24	

	C						21	22	23	
	D						15	16	18	
	E						15	05	09	
<b>Total</b>							<b>100</b>	<b>100</b>	<b>100</b>	
ENGLISH	A				20	22	25	24	23	
	B				24	27	26	25	24	
	C				28	25	24	27	26	
	D				19	21	19	20	19	
	E				09	05	06	04	08	
<b>Total</b>					<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	

**Part 2. ( A) OTHER CURRICULAR AREAS:**[illegible]

**(B) OTHER CURRICULAR AREAS (CURRICULAR ACTIVITIES):**

[illegible]

Part 3. SOCIO-PERSONAL QUALITIES:										
SOCIO- PERSONAL QUALITIES	A	22	28	27	26	30	29	32	29	
	B	55	59	55	57	56	58	56	55	
	C	23	13	18	17	14	13	12	16	
Total		100	100	100	100	100	100	100	100	

## **Part-II**

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

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

*Range : 25 to 30 ( 10 per Month)*

2. School visits by CRCCs:

*Number of times visits were made to each school*

*Number of CRCCs visiting*

(i) Once in a month

I-X

(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

- TLM Grant should be provided to the teachers
- Appointment of subject specific teachers in UP Schools
- The HM should supervise the other teachers classroom teachings & feedback to the provided

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

Number %

Nil

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

10%

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

Review meeting at CRCC Level

6. (i) Number of DPOs who are not providing QMT's regularly.

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

- Regular correspondence to districts through email/telephone



### 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.

- Regular monitoring & review of CRCCs in their blocks
- Verification of different records of schools
- Smooth conduct of MDM activities / distribution Textbooks
- Organization of teacher empowerment programme
- Onsite support to Teachers as and when required

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

All

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

Once in three month

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

- Support during constitution of SMC
- Support for smooth conduct of MDM activities by the school
- Pedagogical support to teachers
- Support to teachers in maintenance of records & preparation of lesson note
- Monitoring of SAHAJA programme by BRCC

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

- Monitoring & supervision of proper implementation of 'SAHAJA' programme
- By verifying the pupil progress registers
- Interaction with the students and teachers
- Interaction with BRG members
- Review of CRCCs

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

During 2015-16, 59706 no. of teachers have received in service training at block level (data received up to 31st Jan 2016). Near about 1,08,000 Primary teachers have received training at cluster level. Along with contents in Language & Mathematics of Class-III, IV, V, motivational training was also imported to the primary grade teachers.

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

88.88%(up to 31st Jan 2016)

(c) List major issues emerging from the programmes.

- (i) English & more motivational training should be provided to primary grade teachers
- (ii) More monitoring by OICs, DIETs, DPO & BEOs staff
- (iii) Due to lack of Resource Person in Science monitoring of the teacher training programme became a problem

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 Training	<input type="text" value="√"/>
(ii) Science Training	<input type="text" value="√"/>
(iii) Social Science	<input type="text"/>
(iv) Language	<input type="text"/>
(v) Arts Education	<input type="text"/>
(vi) Health and Physical Education	<input type="text"/>

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

61.56%	UP	Grade
Teachers up to 31st Jan 2016		

(c) List major issues emerging from the programmes.

- (i) Motivational Training to UP Grade Teachers.
- (ii) More training in English, Geography, & Mathematics required.
- (iii) Monitoring by state & district monitoring team.



## Part-IV

(To be completed by SPD using information from DMF Part IV filled up by all DPOs)

1. Number of districts having 'quality monitoring' mechanism

30

(a) The institutions involved

(b) Members of 'quality monitoring' Teacher Educators, DRG, BRCCs & CRCCS, Members of Pedagogy Cell, Pedagogy Co-ordinators of the districts.

(c) Role of BRC/CRC in quality monitoring :- Collection of data as per QMT format compilation of the same, analysis of the data by BRCCs & CRCCs

(d) Role of DPO in quality monitoring : Compilation of Block level data by DPO staff & chalk out plan for implementation of different intervention of SSA

2. What kind of 'quality interventions' was provided at district level in the last quarter?

Number of districts providing interventions

(a) Training of Primary Grade Teachers & Upper Primary Grade Teachers.

✓

(b) Training of SMC members as per module developed at SPO

✓

(c) Workshop on U-DISE & collection & compilation of data as per DISE format,.

✓

(d) Dissemination of data on National Achievement Survey for Class-III & V among all schools of elementary level

3. Number of districts organizing meetings of BRCCs, CRCCs and Head Teachers to understand the problems of your district?

Number of districts organizing meetings 30

(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:

5

 **Number of schools visited by DPOs on an average**

- Steps to be taken for building of learning environment for the children
- More focus on content areas i.e. Language, Math, English
- Teacher should be acquainted with the strategy of multi grade students
- Implementation of CCE & recording of the assessment results of the students.

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

- Providing opportunities to develop reading, writing & numeracy skills of the children
- Monitoring of CCE & School wise analysis
- Implementation of re-inforcement programme (Sahaja) in weekly allotted days.
- Focus on Early Grade children

5. 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
Once in every month		

If there are problems, give details. No

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

- Implementation of SLAS in district level
- Compilation of QMT & SAMIKHYA .
- Proper monitoring of SHAJA: Re-inforcement programme in the district

## 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	<u>2011</u>	<u>2012</u>
Textbooks	_____	_____
Upper Primary: Syllabi	<u>2011</u>	<u>2012</u>
Textbooks	_____	_____

3. Please furnish details of common training modules in use, if any, in training of different functionaries at Primary and upper primary levels in the State

Modules	Pry/Upper Pry	Year of development	
Leadership developed by NUEPA	_____	_____	_____
_____	Early Grade	2014	2015
_____	Pry. Grade	2014	2015
_____	Upper Pry. Grade	2014	2015

4. Status of CRCs/BRCs in the State :

	Sanctioned Posts	In Position
CRCs	4,806	_____
BRCs	316	_____

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

- a. Involvement of DIET & SCERT in development of training module on Early Grade ,Primary Grade, UP Grade
- b. Tool development of SLAS & implementation of SLAS at district level

Problems:-

- c. DIETs: Involvement Shortage of manpower at DIET level. Lack of supervision of training programme by DIET faculties due to shortage of manpower

Problems more administrative engagement at DPO level

Lack of convergence with DIET & Experts

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).

	Least	1	2	3	4	5	Greatest
CRCs				√			
BRCs				√			
DIETs			√				
DPO					√		
SCERT				√			

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

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

Aug. , 2015 on SLAS

Recommendations-

- Timely development of tools for SLAS
- Chalk out timeline for different activities of SLAS 2015-16

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

- Implementation of SLAS 2015-16
- Roll out of SAHAJ Programme throughout the state

(b) Progress of these programmes during the quarter:-

- Tools of SLAS will be administered at sample schools during the month of Feb.
- Results of Summative-II & Formative –I has been shared

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

- Less involvement of SMC members on Quality aspects at Elementary level
- More support needed from DIET for providing onsite support to teachers
- Unified Academic Calendar under SSA & RMSA

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

**Date: 16.02.16**

Sri S.N. Mishra  
Deputy Director(Ped&TT)  
**Name & Signature**