

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

Quarter under Report

| | | | |
|---|----|-----|----|
| I | II | III | IV |
|---|----|-----|----|

Year

| | | | |
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Period of quarter:to.....

General Guidelines:

1. This format has four parts, I, II, III, IV and V. Part I, II, III & IV will be completed by consolidating information received from all DPOs through DMFs.
2. Part V will be completed by the SPD on the basis of his/her perceptions.
3. Information provided should belong to the quarter under report only.
4. Completed STMF should be submitted to NCERT.
5. Guidelines given in each part should be read carefully before answering the questionnaire.

Part-I

(To be consolidated by SPD using information from DMF (Part I) filled by DPOs of all districts)

Section A: School Information

1. CRC _____, BRC _____, District _____, State _____

2. (a) Number of schools in the cluster

| | | | | | | | | | | |
|-------|--|-----------|--|----------|--|-----------|--|--|--------------|--|
| I - V | | VI - VIII | | I - VIII | | Any other | | | Total | |
|-------|--|-----------|--|----------|--|-----------|--|--|--------------|--|

(b) Number of schools which filled up SMFs

| | | | | | | | | | | |
|-------|--|-----------|--|----------|--|-----------|--|--|--------------|--|
| I - V | | VI - VIII | | I - VIII | | Any other | | | Total | |
|-------|--|-----------|--|----------|--|-----------|--|--|--------------|--|

3. Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

| | | | | |
|----------------------------|------------------|---|--|---|
| (a) Primary Teachers | (i) Regular | <input style="width: 40px; height: 20px;" type="text"/> | | <input style="width: 40px; height: 20px;" type="text"/> |
| | (ii) Contractual | <input style="width: 40px; height: 20px;" type="text"/> | | |
| (b) Upper Primary Teachers | (i) Regular | <input style="width: 40px; height: 20px;" type="text"/> | | <input style="width: 40px; height: 20px;" type="text"/> |
| | (ii) Contractual | <input style="width: 40px; height: 20px;" type="text"/> | | |

Section B: Attendance Information

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

Month:

| Class | Number of schools with average daily attendance of : | | | | | | | | |
|--------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Boys | | | Girls | | | Total | | |
| | Above 80% | 60% - 79% | Below 60% | Above 80% | 60% - 79% | Below 60% | Above 80% | 60% - 79% | Below 60% |
| I | | | | | | | | | |
| II | | | | | | | | | |
| III | | | | | | | | | |
| IV | | | | | | | | | |
| V | | | | | | | | | |
| VI | | | | | | | | | |
| VII | | | | | | | | | |
| VIII | | | | | | | | | |
| Total | | | | | | | | | |

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

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

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

Boys:

Girls:

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

| Own schools | Other centers (NGO) | Residential centers | Any Other |
|-------------|---------------------|---------------------|--------------------|
| | | | |

Section C: Curriculum Transaction

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

| Within one week | Within one month | After one month |
|-----------------|------------------|-----------------|
| | | |

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

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

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

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

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

Section D: Continuous and Comprehensive Evaluation

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

Section E: Teacher Training

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

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

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

Section F: Functioning of SMC

Number %

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

| | |
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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.

Number %

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

| | |
|--|--|
| | |
|--|--|

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

Section G: Learners' Assessment

19. 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-V for last term/quarter/month.

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

| | |
|--|--|
| | |
|--|--|

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

| | |
|--|--|
| | |
|--|--|

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

| Class* | Subject* | No. of children assessed | Grade** | Boys | | Girls | | Total | | | |
|--------|-------------|--------------------------|---------|-------|----------------------|-------|---|-------|-----|-----|--|
| | | | | No. | % | No. | % | No. | % | | |
| I | Language | | A | | | | | | | | |
| | | | B | | | | | | | | |
| | | | C | | | | | | | | |
| | | | Total | | | | | | 100 | | |
| | Mathematics | | | A | <i>SAMPLE</i> | | | | | | |
| | | | | B | | | | | | | |
| | | | | C | | | | | | | |
| | | | | Total | | | | | | | |
| | EVS | | | A | | | | | | | |
| | | | | B | | | | | | | |
| | | | | C | | | | | | | |
| | | | | Total | | | | | | 100 | |
| II | | | | | | | | | | | |
| III | | | | | | | | | | | |
| IV | | | | | | | | | | | |
| V | | | | | | | | | | | |

*Add all classes and all subjects

** Primary: Grades A= 70%and above, B= 30%-69%, C= below 30%

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

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

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

(a) Science

(b) Mathematics

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

| Class* | Subject* | No. of children assessed | Grade** | Boys | | Girls | | Total | | |
|--------|----------------|--------------------------|---------|-------|----------------------|-------|---|-------|-----|-----|
| | | | | No. | % | No. | % | No. | % | |
| VI | Language | | A | | | | | | | |
| | | | B | | | | | | | |
| | | | C | | | | | | | |
| | | | D | | | | | | | |
| | | | E | | | | | | | |
| | | | Total | | | | | | 100 | |
| | Mathematics | | | A | <i>SAMPLE</i> | | | | | |
| | | | | B | | | | | | |
| | | | | C | | | | | | |
| | | | | D | | | | | | |
| | | | | E | | | | | | |
| | | | | Total | | | | | | |
| | Science | | | A | | | | | | |
| | | | | B | | | | | | |
| | | | | C | | | | | | |
| | | | | D | | | | | | |
| | | | | E | | | | | | |
| | | | | Total | | | | | | 100 |
| | Social Science | | | A | | | | | | |
| | | | | B | | | | | | |
| | | | | C | | | | | | |
| | | | | D | | | | | | |
| | | | | E | | | | | | |
| | | | | Total | | | | | | 100 |
| | | | A | | | | | | | |
| | | | B | | | | | | | |
| | | | C | | | | | | | |
| | | | D | | | | | | | |
| | | | E | | | | | | | |
| | | | Total | | | | | | 100 | |
| VII | | | | | | | | | | |
| VIII | | | | | | | | | | |

*Add all classes and all subjects

** Upper Pry:Grades A= 80%and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

Part-II

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

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

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

(ii) Once in two months

(iii) Once in three months

(iv) Once in four to six months

3. Suggestions provided by the CRCCs to improve classroom teaching.

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

| Number | % |
|--------|---|
| | |

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

| | |
|--|--|
| | |
|--|--|

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

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

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

Part-III

(To be consolidated by SPD using information from DMF Part III filled up by all DPOs)

1. Five important specific functions that BRCs performed in the district.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

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

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

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

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

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

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

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

(c) List major issues emerging from the programmes.

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

(ii) Science

(iii) Social Science

(iv) Language

(v) Arts Education

(vi) Health and Physical Education

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

%

(c) List major issues emerging from the programmes.

Part-IV

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

1. Number of districts having 'quality monitoring' mechanism.
- (a) The institutions involved _____
- (b) Members of 'quality' monitoring _____
- (c) Role of BRC/CRC in quality monitoring _____
- (d) Role of DPO in 'quality' monitoring _____
2. What kind of 'quality interventions' were provided at district level in the last quarter? Number of districts providing interventions
- (a) Training of resource persons on RTE Act 2009
- (b) Training of Resource Persons on Pedagogy and Assessment
- (c) Training of SMC members on 'School Development Plan'
- (d) Training of 'Educators' for special training of children admitted to age-appropriate classes
3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district. Number of districts organizing meetings
- (a) Once in a month
- (b) Once in two months
- (c) Once in three months
- (d) Once in four-six months
4. Field visits (schools) by DPOs during last quarter:
- (a) Number of schools visited by DPOs on an average
- (b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.
-
-
-
-
-

5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselves for SSA activities (Please \surd mark)

| Number of districts coordinating: | | |
|-----------------------------------|-----------|-------|
| Mostly | Sometimes | Never |
| | | |

(b) If there are problems, give details

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

Part-V

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

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

- (a) State Government ○
- (b) NCERT ○
- (c) Private publishers ○
- (d) Any other..... ○

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

| | Initiated | Completed |
|------------------------|-----------|-----------|
| Primary: Syllabi | _____ | _____ |
| Textbooks | _____ | _____ |
| Upper Primary: Syllabi | _____ | _____ |
| Textbooks | _____ | _____ |

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

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

4. Status of CRCs/BRCs in the State:

| | <i>Sanctioned Posts</i> | <i>In Position</i> |
|------|-------------------------|--------------------|
| CRCs | _____ | _____ |
| BRCs | _____ | _____ |

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

- (a) DIETs: Involvement _____
- _____
- _____

Problems _____

(b) SCERT: Involvement _____

Problems _____

6. To what extent following structures met State's expectations in providing desired support for quality improvement of educational processes (Please rate on 5 point scale).

| | <i>Least</i> | 1 | 2 | 3 | 4 | 5 | <i>Greatest</i> |
|-------|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| CRCs | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| BRCs | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| DIETs | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| DPO | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| SCERT | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

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

| | |
|-----|----|
| Yes | No |
|-----|----|

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

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

(b) Progress of these programmes during the quarter

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

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

Date:

Name & Signature