

# State :- Chhattisgarh

STMF

## STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	<b>II</b>	III	IV
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Year

2	0	1	4	-	1	5
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Period of July 2014 to September 2014 (2<sup>nd</sup> QTR)

### 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. State ...**CHHATTISGARH**
2. Number of CRCs in the state...**2703**      Number of CRCCs submitted MFs...**2703**.....  
Number of BRCs /URCCsin the state (146+4)=**150**...Number of BRCCs submitted BMFs **150**  
Number of Districts in the state **27**.....Number of Districts submitted MFs...**27**.....

#### 2. (a) Number of schools in the State

I - V	33253	VI - VIII	13778	I - VIII	47031	Any other	----	----	Total	----
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#### (b) Number of schools which filled up SMFs

I - V	33253	VI - VIII	13778	I - VIII	47031	Any other	-----	-----	Total	-----
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#### 3. (i) Number of Teachers: (as per RTE Norms)

In Position

Required Posts

(a) Primary Teachers

(i) Regular

109993

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(ii) Contractual

0

(b) Upper Primary Teachers

(i) Regular

76417

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(ii) Contractual

0

(ii)

(a) How many government schools in the state have a pupil teacher ratio above 1:30 in primary school and above 1:35 in upper primary school?

6983

2480

(b) How many teachers in the state have failed to join place of posting in last quarter?

0

(c) How many teachers are attached elsewhere than place of posting?

0

## **Section B: Attendance Information**

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

Month: July to September 2014...(End of 2 Quarter).....

Class	Number of schools with average daily attendance of =47031								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	67305	39684	77271	102413	57770	24495	205228	114886	48824
II	74696	43822	82685	107248	56342	23053	221030	118203	48613
III	89916	47285	82608	128411	68460	25215	256476	134178	51240
IV	94890	55749	81671	125303	74271	33691	257111	149243	59222
V	94311	51467	77054	130952	64457	30608	261160	133354	54336
VI	94341	39159	71881	131717	49924	26185	261641	101198	50367
VII	74593	43645	89331	125577	61382	26404	237690	123848	59394
VIII	74777	42694	96821	134463	61307	28459	249355	123955	65209
<b>Total</b>	<b>664829</b>	<b>363505</b>	<b>659322</b>	<b>986084</b>	<b>493913</b>	<b>218110</b>	<b>1949691</b>	<b>998865</b>	<b>437205</b>

5. Number of Children with Special Needs (CWSN) in government schools in the State **86037**

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

- As door to door approach has been made through Teacher's and member of SMC's at village level of the concerned school in order to improve the attendance of the 6 to 14 age group normal children as well as CWSN children.
- An enrollment function ( ShalaPraveshUtsav) was organized at village, Cluster, Block and District Level in which various kinds of activities including Bal Film Show, Cultural Activities etc.
- Making educational activities interesting.
- Making improvement in quality of Mid Day Meal.
- Providing interesting books of Barakha series to School Libraries established in all Primary and Upper Primary Schools.
- Introducing 25% of Text Book material in regional languages of six tribal areas in the Text Book of class 1 to 5.
- Making School/Class room environment child friendly and free from fear.

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

Boys: 5501                      Girls: 3160

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

Own schools	Other centers (NGO)	Residential centers	Any Other .....
<b>792</b>	<b>01</b>	<b>254</b>	<b>72</b>

(c) Number of children dropped out of special training programmes up to last quarter

**Section C: Curriculum Transaction**

8. **Number of schools distributing textbooks at different times after beginning of se** 2014-15

<i>Within one week</i>	<i>Within one month</i>	<i>After one month</i>
47031	---	-----

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

➤ The text books were distributed to the students before school session started. The text books were distributed by TBC directly Block Level/Cluster Level in March-April and they distributed it to the Schools before first week of June. Monitoring of providing Free Text Books was performed by the State level as well as the District Level to ensure the complete distribution of free text book.

➤ This year, during the monitoring, it was found that there are stocks of books available in some centres. An assessment of available books is done and districts are asked to deduct the number of books required as per current stock of books which are not revised to reduce the print cost.

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

	Received %	Utilised %
Percentage of primary teachers	---0--	--0--
Percentage of upper primaryteachers	---0--	--0----

*State didn't get these grants last year. But these grants are required to run the school activities.*

*This year, state will propose these grants with proper planning.*

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

- The textbooks give ample opportunities to do the peer and group learning activities.
- Scope for locally relevant activities and learning opportunities

- Training on CCE and Activity-Based learning helps teachers to understand these basic concepts to improve students' learning
- Focus of training on Early Grade Literacy and Math related activities
- Local support teachers are provided in Porta Cabins to get children enrolled from interior LWE areas and support teaching through mother-tongue
- TV sets are also provided and used to ensure smooth transition from mother-tongue to School language
- Peer and group learning was made during the teaching-learning processes
- Remedial teaching to the weaker students ensured
- Selected tribal areas given work books to enable students to do writing practice with external support
- Bachpan and Balmitra magazines for children to do reading practice
- Specific efforts made for making classrooms inclusive (CWSN).

As Chhattisgarh state recruited number of resource teachers for children with special needs and as per their duties defined in their order visiting each and every schools where CWSN children are enrolled and conducting the training of those teachers where CWSN are enrolled at cluster level and according to the roaster prepared for these resource teachers visiting the schools and made possible for teachers to make possible inclusive classroom set up

*\*If Applicable*

## **Section D: Continuous and Comprehensive Evaluation**

### **12. How are CRCs monitoring the progress of pupils' learning?**

- An exhausting guideline prepared by SCERT about CCE was provided to all CRCs by the help of this CRCs monitored the progress of pupils learning.
- During monitoring CRCs approach to the classes and ask questions to the students of their class level.
- They also observe their homework and assignment copies.
- On the basis of the observations of student's profile, Report Cards, Port Folio, Evaluation Register and Teachers Diary.
- Follow up regarding CCE is done at school level only with individual students.

## **Section E: Teacher Training**

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

This year the focus of the training was Early Grade Reading. Teachers were asked to do the following confession after getting training. The same was written in the training module and teachers were asked to sign the following oath:

*1. I will ensure the availability of reading corner in school*

*2. I will put the labels for different items in school to provide print-rich environment*

3. I will make proper use of school library

4. Use of local language to facilitate students' learning

5. Seek Community support

**15. Key suggestions for upcoming training programmes provided at the District level.**

- Training should provide with Expert M.Ts through SCERT.
- Training program should be organized in vacation so that the teaching in the school should not be affected .
- Training should be need based .
- Teachers should decide that in which subject he/she is interested and need knowledge.

**Section F: Functioning of SMC**

	Number	%
16. Number of schools having School Management Committees (SMCs) in the	46091	98%
17. (a) Number of schools where School Development Plans have been prepared.	46091	98%
(b) Number of schools involving SMCs in preparation of this plan.	46091	98%
(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.	0	0
(b) Action taken for coverage of SMCs not trained.		

Training modules for SMC training developed with UNICEF support and training of all the districts and block level Resource Persons organized. Training of SMCs planned in different rounds.

**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.

	Number	%
(i) Number of schools of the State which provided this information:	33253	100
(ii) Number of schools in State with low pupil achievement level	2993	9

**EXAMPLE: (Please do not use this format as it is. Provide information in the format used in your school)**

Class	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language		A	53435	29	53557	29	106992	29
			B	73704	40	73871	40	147575	40
			C	57120	31	57250	31	114370	31
			<b>Total</b>	<b>184259</b>	<b>100</b>	<b>184678</b>	<b>100</b>	<b>368937</b>	<b>100</b>

			A	51593	28	49863	27	101456	27
			B	75546	41	79412	43	154958	42
			C	57120	31	55403	30	112523	31
	Mathematics		<b>Total</b>	<b>184259</b>	<b>100</b>	<b>184678</b>	<b>100</b>	<b>368937</b>	<b>100</b>
			A	55278	30	57250	31	112528	31
			B	75546	41	79412	43	154958	42
			C	53435	29	48016	26	101451	27
	EVS		<b>Total</b>	<b>184259</b>	<b>100</b>	<b>184678</b>	<b>100</b>	<b>368937</b>	<b>100</b>
II	Language		A	58349	29	54126	29	112475	29
			B	86517	43	78390	42	164907	42
			C	56337	28	54126	29	110463	29
			<b>Total</b>	<b>201203</b>	<b>100</b>	<b>186642</b>	<b>100</b>	<b>387845</b>	<b>100</b>
	Mathematics		A	56337	28	54126	29	110463	29
			B	84505	42	74657	39	159162	40
			C	60361	30	57859	31	118220	31
			<b>Total</b>	<b>201203</b>	<b>100</b>	<b>186642</b>	<b>99</b>	<b>387845</b>	<b>100</b>
	EVS		A	62373	31	57858	31	120231	31
			B	86517	43	78390	42	164907	43
			C	52313	26	50394	27	102707	26
			<b>Total</b>	<b>201203</b>	<b>100</b>	<b>186642</b>	<b>100</b>	<b>387845</b>	<b>100</b>
III	Language		A	68140	31	68847	31	136987	31
			B	90121	41	93276	42	183397	42
			C	61546	28	59963	27	121509	27
			<b>Total</b>	<b>219807</b>	<b>100</b>	<b>222086</b>	<b>100</b>	<b>441893</b>	<b>100</b>
	Mathematics		A	65942	30	62184	28	128126	29
			B	83527	38	91055	41	174582	39
			C	70339	32	68846	31	139185	32
			<b>Total</b>	<b>219808</b>	<b>100</b>	<b>222085</b>	<b>100</b>	<b>441893</b>	<b>100</b>
	EVS		A	70339	32	73288	33	143627	32
			B	87923	40	88834	40	176757	40
			C	61546	28	59963	27	121509	28
			<b>Total</b>	<b>219808</b>	<b>100</b>	<b>222085</b>	<b>100</b>	<b>441893</b>	<b>100</b>
IV	Language		A	74339	32	72312	31	146651	31
			B	97570	42	97971	42	195541	42
			C	60401	26	62982	27	123383	27
			<b>Total</b>	<b>232310</b>	<b>100</b>	<b>233265</b>	<b>100</b>	<b>465575</b>	<b>100</b>
	Mathematics		A	72016	31	69980	30	141996	31
			B	95247	41	97971	42	193218	41
			C	65047	28	65314	28	130361	28
			<b>Total</b>	<b>232310</b>	<b>100</b>	<b>233265</b>	<b>100</b>	<b>465575</b>	<b>100</b>
	EVS		A	74339	32	75676	32	150015	32
			B	92924	40	94011	40	186935	40
			C	65047	28	63578	27	128625	28
			<b>Total</b>	<b>232310</b>	<b>100</b>	<b>233265</b>	<b>99</b>	<b>465575</b>	<b>100</b>
V	Language		A	71307	32	72325	32	143632	32
			B	93590	42	94927	42	188517	42
			C	57937	26	58764	26	116701	26
			<b>Total</b>	<b>222834</b>	<b>100</b>	<b>226016</b>	<b>100</b>	<b>448850</b>	<b>100</b>
	Mathematics		A	66850	30	65545	29	132395	29

		B	89133	40	94927	42	184060	41
		C	66850	30	65545	29	132395	30
		Total	<b>222833</b>	<b>100</b>	<b>226017</b>	<b>100</b>	<b>448850</b>	<b>100</b>
	EVS	A	77992	35	79106	35	157098	35
		B	89133	40	90407	40	179540	40
		C	55708	25	56504	25	112212	25
		Total	<b>222833</b>	<b>100</b>	<b>226017</b>	<b>100</b>	<b>448850</b>	<b>100</b>

(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 schools in the State which have not provided this information.

(iii) 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	Hindi		A	53399	26	54035	26	107434	26
			B	71883	35	72739	35	148754	36
			C	59560	29	62348	30	119830	29
			D	14377	7	14548	7	28924	7
			E	6161	3	4157	2	8264	2
			<b>Total</b>	<b>205381</b>	<b>100</b>	<b>207825</b>	<b>100</b>	<b>413206</b>	<b>100</b>
	English		A	49291	24	51956	25	99169	24
			B	71883	35	70661	34	144622	35
			C	57507	28	60269	29	119830	29
			D	18484	9	18704	9	33056	8
			E	8215	4	6235	3	16528	4
			<b>Total</b>	<b>205381</b>	<b>100</b>	<b>207825</b>	<b>100</b>	<b>413206</b>	<b>100</b>
	Sanskrit		A	47238	23	49878	24	95037	23
			B	69830	34	70661	34	140490	34
			C	63668	31	62348	30	123962	30
			D	16430	8	18704	9	37189	9
			E	8215	4	6235	3	16528	4
			<b>Total</b>	<b>205381</b>	<b>100</b>	<b>207825</b>	<b>100</b>	<b>413206</b>	<b>100</b>
	Mathematics		A	51345	25	51956	25	103302	25
			B	67776	33	70661	34	140490	34
C			61614	30	62348	30	123962	30	
D			18484	9	16626	8	33056	8	

		E	6161	3	6235	3	12396	3
		<b>Total</b>	<b>205381</b>	<b>100</b>	<b>207825</b>	<b>100</b>	<b>413206</b>	<b>100</b>
Science		A	51345	25	54035	26	103302	25
		B	71883	35	72739	35	144622	35
		C	61614	30	62348	30	123962	30
		D	14377	7	14548	7	28924	7
		E	6161	3	4157	2	12396	3
		<b>Total</b>	<b>205381</b>	<b>100</b>	<b>207825</b>	<b>100</b>	<b>413206</b>	<b>100</b>
Social Science		A	55453	27	58191	28	111566	27
		B	71883	35	72739	35	144622	35
		C	59561	29	58191	28	119830	29
		D	12323	6	12470	6	24792	6
		E	6161	3	6235	3	12396	3
		<b>Total</b>	<b>205381</b>	<b>100</b>	<b>207825</b>	<b>100</b>	<b>413206</b>	<b>100</b>

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VII	Language		A	56044	27	59742	28	113652	27
			B	66422	32	68276	32	134698	32
			C	64346	31	66143	31	130489	31
			D	14530	7	14935	7	29465	7
			E	6227	3	4267	2	12628	3
			<b>Total</b>	<b>207569</b>	<b>100</b>	<b>213363</b>	<b>100</b>	<b>420932</b>	<b>100</b>
	Mathematics		A	49817	24	53341	25	101024	24
			B	68498	33	72543	34	138908	33
			C	64346	31	66143	31	130489	31
			D	16606	8	14935	7	33675	8
			E	8303	4	6401	3	16837	4
			<b>Total</b>	<b>207569</b>	<b>100</b>	<b>213363</b>	<b>100</b>	<b>420932</b>	<b>100</b>
	Science		A	51892	25	55474	26	105233	25
			B	64346	31	70410	33	134698	32
			C	68498	33	70410	33	138908	33
			D	16606	8	12802	6	29465	7
			E	6227	3	4267	2	12628	3
			<b>Total</b>	<b>207569</b>	<b>100</b>	<b>213363</b>	<b>100</b>	<b>420932</b>	<b>100</b>
	Social Science		A	56044	27	57608	27	113652	27
			B	68498	33	72543	34	143117	34
			C	64346	31	64009	30	126280	30
			D	12454	6	14935	7	29465	7
			E	6227	3	4267	2	8419	2
			<b>Total</b>	<b>207569</b>	<b>100</b>	<b>213363</b>	<b>100</b>	<b>420932</b>	<b>100</b>
English		A	51892	25	53341	25	101024	24	
		B	64346	31	68276	32	134698	32	



			C	64346	31	66143	31	130489	31
			D	18681	9	17069	8	37884	9
			E	8303	4	8535	4	16837	4
			<b>Total</b>	<b>207569</b>	<b>100</b>	<b>213363</b>	<b>100</b>	<b>420932</b>	<b>100</b>

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VIII	Language		A	57859	27	60541	27	118400	27
			B	75002	35	78480	35	153482	35
			C	60001	28	62784	28	122785	28
			D	15000	7	15696	7	30696	7
			E	6429	3	6727	3	13156	3
			<b>Total</b>	<b>214291</b>	<b>100</b>	<b>224228</b>	<b>100</b>	<b>438519</b>	<b>100</b>
	Mathematics		A	53573	25	53815	24	105245	24
			B	72859	34	78480	35	149096	34
			C	64287	30	67268	30	131556	30
			D	15000	7	17938	8	35082	8
			E	8572	4	6727	3	17541	4
			<b>Total</b>	<b>214291</b>	<b>100</b>	<b>224228</b>	<b>100</b>	<b>438519</b>	<b>100</b>
	Science		A	55716	26	58299	26	114015	26
			B	75002	35	78480	35	153482	35
			C	62144	29	65026	29	127171	29
			D	15000	7	15696	7	30696	7
			E	6429	3	6727	3	13156	3
			<b>Total</b>	<b>214291</b>	<b>100</b>	<b>224228</b>	<b>100</b>	<b>438519</b>	<b>100</b>
	Social Science		A	60001	28	62784	28	122785	28
			B	72859	34	76238	34	149096	34
			C	62144	29	65026	29	127171	29
			D	15000	7	15696	7	30696	7
			E	4286	2	4485	2	8770	2
			<b>Total</b>	<b>214291</b>	<b>100</b>	<b>224228</b>	<b>100</b>	<b>438519</b>	<b>100</b>
English		A	55716	26	60542	27	118400	27	
		B	66430	31	69511	31	135941	31	
		C	64287	30	67268	30	131556	30	
		D	19286	9	20181	9	39467	9	
		E	8572	4	6727	3	13156	3	
		<b>Total</b>	<b>214291</b>	<b>100</b>	<b>224228</b>	<b>100</b>	<b>438519</b>	<b>100</b>	

\*Add subjects for all classes \*\* Upper Primary: 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. (a) Number of classrooms (teaching) observed by the CRCCs in the last quarter:  
Range (Minimum) 15.....to (Maximum) 25.....
- (b) Number of special training centres for out of school children visited and observed by the CRCCs  
Range (Minimum) 7.....to (Maximum) 8.....

### 2. School visits by CRCCs:

*Number of times visits were made to each school*

*Number of CRCCs visiting*

(i) *Once in a month*

2703

(ii) *Once in two months*

00

(iii) *Once in three months*

00

(iv) *Each school could not be visited*

00

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

1. Teaching through TLM
2. Engage each students of the class.
3. Regular homework and assignment work
4. Writing by hearing
5. Using active methodology & group work in teaching and learning . Number %

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

0	0
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5. (a) How many schools are having less than 60% coverage of the syllabus 

32922	69
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(b) *What has been done to address this issue?*

NA

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

5
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(b) What has been done to address this issue?
  1. Reminder letter has been written to concerning \_DPOs.

### 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) BRCs worked for the improvement of student's attendance and participation in school activities of the rural students.
  - (ii) Tried for the SMC Members participation in school improvement.
  - (iii) Specific focus on CWSN as per RTE
  - (iv) Monthly meeting of CACs for regular monitoring.
  - (v) Monitoring of Schools by BRCCs
2. Number of BRCs/URCCs who prepared a schedule for visit of schools. 

150=146+4
-----------
3. Number of times each school was visited by BRCs on an average. 

1
---
4. Write five examples of professional support provided by the BRC to teachers during the last quarter.
  - (i) Timely disbursement of salary through bank with the help of Block Education Officers in order to stop any kind of complaints
  - (ii) Conducting regular academic meetings at Cluster level for review and progress of schools.
  - (iv) Conducted 5 days in service teachers training to make teachers proficient in their teaching process effective.
  - (v) Regular monitoring of school by BRCs in order to check the attendance of the teachers and school timings.
  - (vi) BRCs have developed the system of collection of required information from the schools through CRCs only in order to stop the teachers moving from schools for the information purpose
5. How are BRCs monitoring the records of pupil progress in learning?
  1. As per CCE manuals and records available in the schools BRCs not only observe the said record but also ensure to put his signature on the record.
- 6 (a) Mention the number of in-service teacher training programmes for primary teachers organized in last quarter. 

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

60%
-----
- (c) List major issues emerging from the programmes.

1. Teachers training was helpful in improving in basic language skills.
  2. Teaching method developed with students
  3. Inter personal relation developed between teachers and SMC
  4. Leadership management developed in teachers
7. (a) How many in-service teacher training programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

(i) Mathematics	<input type="text" value="1"/>
(ii) Science	<input type="text" value="1"/>
(iii) <i>Social Science</i>	<input type="text" value="0"/>
(iv) Language	<input type="text" value="0"/>
(v) Arts Education	<input type="text" value="0"/>
(vi) Health and Physical Education	<input type="text" value="2"/>

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

(c) List major issues emerging from the programme

1. Improving students' active participation in classrooms
2. Teachers to understand innovative ways to engage students in meaningful ways
3. Maintenance of school records on the basis of CCE and implementation of CCE
4. Sports activities in schools
5. Regular operational of NRSTC and RSTC

## Part-IV

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

- |  |   |   |    |    |    |     |
|--|---|---|----|----|----|-----|
| <p>1. Number of districts having 'quality monitoring' mechanism.</p> <p>(a) The institutions involved _____ 47031 _____</p> <p>(b) Members of 'quality' monitoring _____ 324 _____</p> <p>(c) Role of BRC/CRC in quality monitoring 3281 _____ Member _____</p> <p>(d) Role of DPO in 'quality' monitoring _____ Secretary _____</p>   | <table border="1" style="margin: auto;"> <tr><td style="text-align: center;">27</td></tr> </table>  | 27  |    |    |    |     |
| 27   |   |   |    |    |    |     |
| <p>2. What kind of 'quality interventions' were provided at district level in the last quarter?</p> <p>(a) Training of resource persons on RTE Act 2009</p> <p>(b) Training of Resource Persons on Pedagogy and Assessment</p> <p>(c) Training of SMC members on 'School Development Plan'</p> <p>(d) Training of 'Educators' for special training of children admitted to age-appropriate classes</p> | <table border="1" style="margin: auto;"> <tr><td style="text-align: center;">Number of districts providing interventions</td></tr> <tr><td style="text-align: center;">27</td></tr> <tr><td style="text-align: center;">54</td></tr> <tr><td style="text-align: center;">0</td></tr> <tr><td style="text-align: center;">150</td></tr> </table> | Number of districts providing interventions | 27 | 54 | 0  | 150 |
| Number of districts providing interventions  |   |   |    |    |    |     |
| 27   |   |   |    |    |    |     |
| 54   |   |   |    |    |    |     |
| 0  |   |   |    |    |    |     |
| 150  |   |   |    |    |    |     |
| <p>3. Number of districts organizing meetings of BRC, CRC and Head Teachers to understand the problems of district.</p> <p>(a) Once in a month</p> <p>(b) Once in two months</p> <p>(c) Once in three months</p> <p>(d) Once in four-six months</p>  | <table border="1" style="margin: auto;"> <tr><td style="text-align: center;">27</td></tr> <tr><td style="text-align: center;">27</td></tr> <tr><td style="text-align: center;">00</td></tr> <tr><td style="text-align: center;">00</td></tr> <tr><td style="text-align: center;">00</td></tr> </table>  | 27  | 27 | 00 | 00 | 00  |
| 27   |   |   |    |    |    |     |
| 27   |   |   |    |    |    |     |
| 00   |   |   |    |    |    |     |
| 00   |   |   |    |    |    |     |
| 00   |   |   |    |    |    |     |
| <p>4. Field visits (schools) by DPOs during last quarter:</p> <p>(a) Number of schools visited by DPOs on an average</p> <p>(b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.</p>   | <table border="1" style="margin: auto;"> <tr><td style="text-align: center;">24</td></tr> </table>  | 24  |    |    |    |     |
| 24   |   |   |    |    |    |     |
1. Dense Monitoring by the Elected Members , Administrative Officers, D.Ed.O, A.C.Tribal, APC Finance, DRGs, APCs, Lecturers of DIET
2. Elected Members, Administrative Officers BRG , BRP, BRCs, B.Ed.O. C.O. Tribal , A.BEdOps
3. Monitoring by Elected Members, Principal of Secondary and Higher secondary Schools CRG, CACs, CRCs, MTs
5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselves for SSA activities (Please ✓ mark)
4. Monitoring by SMC members and Gram Sabha Members
- (b) If there are problems, give details
- \_\_\_\_\_ Nil-----
6. List the areas for quality intervention where district needs support from the DIET in the next quarter.
- Academic support and monitoring

## 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  $\surd$ )

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

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

	Initiated	Completed
Primary: Syllabi	November 2013	January 2014
Textbooks	February 2014	March 2014
Upper Primary: Syllabi	November 2013	January 2014
Textbooks	February 2014	March 2014

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
In Service Teachers' Training	<i>Both Primary and Upper Pry</i>	2012-13
SMC Training	<i>Both Primary and Upper Pry</i>	2012-13
CWSN Training	<i>Both Primary and Upper Pry</i>	2013-14
KGBV and Girls Education	<i>Upper Pry</i>	2012-13

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	_____2703_____	_____2682_____
BRCs	_____146 ( 4 URC)_____	_____146 (4 URC)_____

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

(a) DIETs: Involvement

1. Training of MTs , Academic Support , Monitoring, Action Research,

### **Problems .**

1. Academic Support and Monitoring can not be performed properly by the DIETs due to the lack of staff members.

2. DIETs allot each of the staff members the responsibility of monitoring and academic support to one block but they cannot find proper time to do so.

*(b) SCERT: Involvement*

- (i) Fully Academic support to SSA in revising and developing the curriculum and text books at elementary level. at elementary level
- (iv) SRGs and DRGs and BRGs for All teachers training are prepared through SCERT
- (iii) Modules and Resource Persons for SMC training are prepared by the SCERT
- (v) Management training is provided to the officers working at District and Block level through SIMAT.
- (vi) State level research work is conducted by the SCERT research team.
- (vii) Other academic activities like CCE, MLE, EGR, ABL and ALM are supported by SCERT
- (viii) Students Learning Achievement Survey (SLAS) is performed through SCERT
- (ix) SCERT analyses the QMT format and makes Planning to achieve the quality education in the state.

**Problems**

1. Academic Support and Monitoring can not be performed properly by the SCERT due to the lack of staff members.
2. SCERT allot each of the staff members the responsibility of monitoring and academic support to one or two districts, but they cannot find proper time to do so.
3. *Follow up of SLAS and training need assessment*
4. *Support and monitoring of block and district level training programs*
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			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	yes
BRCs			<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Yes
DIETs			<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Yes
DPO			<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Yes
SCERT			<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Yes

7. (a) Does the State have State Resource Group to advice on Quality? Yes /No

-----Yes-----

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

Last meeting was held at SCERT in December 2013.

It was decided that the QMT format should be translated in to Hindi language and sent to the Districts in time so that they could provide it to Blocks, Clusters and Schools/Classrooms.

Districts would collect the filled QMT formats from the blocks and send it to the SPO. It is States responsibility to collect the QMT formats from the districts, compile them and to send the same to the NCERT within the time limit.

State is planning to form a Professional Learning Community to improve quality in different areas.

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

Major programmes / activities of SSA for quality enhancement during the current year were as following :

(a) Teachers Training, SMC Training,

(b) Training of teachers for the CWSN.

(c) Students Learning Achievement Survey performed by SCERT.

(b) Progress of these programmes during the quarter

(d) Teachers Training, SMC Training completed.

(e) Training of teachers for the CWSN completed.

(f) Under the Students Learning Achievement Survey, the data have been collected by the SCERT and the compilation and analysis of data is in progress.

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

At the ground level the filling up of QMT formats is found difficult. They could not fill the format properly. So the compilation of the format at the format was difficult at state level. We need 3-4 meetings in a session of the personnel related to this at state, district and block levels.

State is planning to develop online compilation of QMT

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



State would like to have suggestion on the filled formats sent to the NCERT by the state. So that state can make necessary amendment in filling the format. It would be more better if NCERT could provide the format in Hindi and English so that it will be understood and filled easily at the ground level. It would be helpful in getting correct information from the ground level.

**Date:**

**Name & Signature of SPD**