

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

Quarter under Report 

			<b>IV</b>
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Year 

<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>
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<b>1</b>	<b>4</b>
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Period of quarter: **March 2014 to May 2014**

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

2. (a) Number of schools in the cluster

<b>I - IV</b>	<b>979</b>	<b>V - VIII</b>	<b>258</b>	<b>I - VIII</b>	<b>119</b>	Any other	33		<b>Total</b>	<b>1399</b>
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(b) Number of schools which filled up SMFs

<b>I - IV</b>	<b>979</b>	<b>V - VIII</b>	<b>258</b>	<b>I - VIII</b>	<b>119</b>	Any other	33		<b>Total</b>	<b>1399</b>
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3. Number of Teachers:

In Position

Required Posts  
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

<b>2878</b>
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(ii) Contractual

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(b) Upper Primary Teachers

(i) Regular

<b>4027</b>
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(ii) Contractual

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### Section B: Attendance Information

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

Month: **March**

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	830	139	66	829	130	60	1659	269	126
II	818	146	57	830	134	59	1648	280	116
III	835	116	59	837	121	52	1672	237	111
IV	856	125	49	862	115	29	1718	240	78
V	396	79	17	399	48	24	795	127	41
VI	394	91	20	383	58	24	777	149	44
VII	393	79	23	381	63	28	774	142	51
VIII	380	75	21	314	59	22	694	134	43
<b>Total</b>	4902	850	313	4835	728	298	9737	1578	611

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

<b>352</b>
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6. Steps taken by the schools to improve students' attendance:

- **Mostly there is 100% attendance in the Government and Govt.Aided Schools, only few cases of absentees are noted among migrant students which are being resolved by the teachers by visiting their houses / dwellings to improve their attendance.**
- **In case of long absentees the teachers during their visits convince them of attending schools as a result free and healthy child friendly environment is created in schools.**
- **A Student having 100% attendance and also students having outstanding academics and social nature are rewarded with prizes to enable the other students to be motivated and boosted.**

- The supporting SMC's and PTA's is taken for discussion with the parents to improve the attendance of these children.
- Child center activities.
- Modification in curriculum is needed which is being worked out.
- Apart from providing previous facilities SMC Training Programme for members was conducted.
- The Head of the schools are constantly in touch with the parents through SMC's.
- The teachers are creating child friendly atmosphere in their classrooms.
- More attention towards Weak students.
- Home Visits by CRP.
- Transport facilities are provided, SMC members were mobilized ,Good Midday Meals scheme enhanced the attendance, Free Books, Project Books Uniforms were provided.
- Extra-Curricular activities.
- Most of the students are regular to the classes.
- Whenever the students are absent parents of the students are motivated by meeting them to send their wards regularly.
- Some time there is a problem of migratory students who goes to their natives along with their parents for the purpose of crop seasons and returns to the school after a gap of many days.
- Organized SMC meetings to improve attendance of students.
- Use of appropriate teaching, learning methods.
- Visit to the homes of children.
- Parent's teacher's interaction regarding the student's attendance.
- Necessary steps are taken by SMC members after conducting survey.
- During P.T.A meetings Parental Awareness is created among the parents.

- During V.E.C. & S.M.C. members are requested to keep a watch on the attendance to control drop – outs.
- Meeting held with parents and door to door visits.
- Regular contacts with Balwadis.
- Remedial classes and counseling of students
- Importance of schooling is made aware.
- Giving more attention on irregular students.
- Awarding students having highest attendance
- Teachers collect the students by visiting nearby pre-primary schools.
- SMC Meetings approaching the local bodies
- Survey
- Giving talk on education.

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

Boys: 

220
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                      Girls: 

198
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(b) Number of centers where these children are undergoing special training.

Own schools	Other centers (NGO)	Residential centers	Any Other .....
24	17	1	-

### 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
294	266	484

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

- **SCERT is looking after the textbooks distribution.**
- **Text books (Kannada/ Hindi/Urdu) were supplied very late.**
- **Shortage of Quota of books to be supplied.**

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

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

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

- **Play way method.**
- **Activity Based Teaching and Learning.**
- **Effective implementation of CCE.**
- **Group Activities.**
- **Use of TLM for motivation and explanation stage of lesson.**
- **Innovative and need based approach, field trips.**
- **Project work, visit to veterans, Simplifying syllabus.**
- **Activities relevant to the subject matter.**
- **Teachers prepared their lesson on concept based learning and considering competencies to be improved.**
- **The teachers effectively using the existing TLM.**
- **The involvement of students in the T-L process is encouraged by the teachers in the most of the schools.**
- **Real life example.**

- Group learning, group discussion.
- Teaching with the help of smart board.
- Teaching through PPT.
- Projects / assignments.
  - With the help of innovative TLM prepared by teachers from their own source.
  - With the help of mobile phones for audio aid and laptop for visual aids.
  - In some schools with the help of Television (sponsored by PTA.)
  - With the help of Dramatization, Puppetry, 3-D Models and Creative paper cuttings.
- Praise award system was implemented.
- Outdoor learning was practiced.
- By laying more emphasis on child participation in classroom activities.
- By taking help from the other school teachers as per requirement.
- Students are made to sit in a circle & reading activities are conducted.
- Individual guidance is given, field trips are conducted.
- Teaching learning is made enjoyable by recitation of poems.
- Use of flash cards and other TLM's while teaching concepts of the lesson.
- Activity based teaching & playway methods are used by using TLM's.
- Use of audio-visual aids, role play and activity sheets.
- Remedial teaching for the weak students after school hours.
- New teaching aids prepared to make teaching effective
- Importance of daily attendance explained to the students
- Learning through playing games.
- Using live examples while teaching e.g. field trips, and activities
- Making use of equipments like Tv, CD's etc.
- Making use of training provided while teaching
- Motivating students by reinforcement
- GPS Goval Sheldem –Mrs. Suchana Prabhudessai stones

- GPS Bondai Ramdas Zatekar Craft
- GPS Pirla – Pushpa Faldessai – leaves of the plants
- GPS Mangal Kishor Naik- role Play.

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

- Where there are CWSN students ,teachers make the Inclusive sitting arrangement.
- Modification in Curriculum may be worked out.
- Group Activities.
- Proper Lighting in the Classroom.
- Only 1 primary school has CWSN , The teacher is given special training.
- Awareness during training programme.
- CWSN children were given equal importance.
- Specific attention was given.
- Students were asked to help the CWSN children in sports & game in day today learning Students from all sections of society were treated as homogeneous group for all activities in the School.
- The Curriculum activity is made relevant to the day to day life activities.
- The heads of the schools are taking initiatives.
- To make the awareness among community towards Inclusive Education in the classrooms.
- Slow learners were given personal attention.
- Play way method of teaching.
- Child friendly ramps.
- Providing assistive aids such as spectacles and hearing aids.
- Classmates assisting them in their difficult situation.
- Separate question papers, special guidance, and personal attention.
- Providing equal opportunities.
- By introducing the ‘Buddy system’ in the classroom.

- Common group activities were held.
- Participation with regular children in co-curriculum activities.
- Making classroom environment friendly.
- No discrimination is made & special attention is given towards CWSN students.
- Making use of Audio Visual aids in the classroom.
- Prevision of special Q. Papers for the visually impaired students.
- Resource rooms at St. Juds Betalbatim and St. Xavier's Velim
- Necessary teaching aids and resource teacher is provided
- Every child is given equal opportunity to explore and learn.
- Duties given to good children to help special children.
- Activity based learning, Buddy system.
- More involvement of child in co-curricular activity e.g. sports, singing
- Changing patterns of curriculum as and when required.
- Paying more attention on a special child
- Involving all the children along with normal children
- Appreciating the child.

#### Section D: Continuous and Comprehensive Evaluation

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

- Innovative activity sheets.
- Conducted Competitions.
- Conducting Educational Games.
- Spelling Bee.
- Conducting Elocution and Debating Sessions.
- Demonstrations of Lessons .
- Through discussion with teachers.
- Random Checking of the records.



- Conducting subject base activities.
- Providing supplementary material for reading/ writing.
- The Teachers give attention to remedial teaching with the help of CRP's for effective academic efforts to improve.
- During the school visits questions are asked.
- Finding sufficient feedback from teacher.
- Through school visits.
- Class observation.
- Short tests.
- Quiz.
- Group activities.
- Memory games.
- Inspecting the grade sheet maintained by the teachers for FA and SA
- Testing the student's level of learning by taking oral and written test.
- During the visits they observe the learners level of achievement and according discuss the matter with the teachers.
- Check the report cards of the pupils and accordingly suggest the remedies to the concerned teachers to make the improvement..
- Check the activities carried out by the school related to scholastic & co-scholastic areas.
- Solving maths sums, reading, giving dictation, checking the notebooks, surprise tests, word building.
- Asking questions based on previous knowledge and experience.
- By pupil's progress report card.
- By questioning and making them write on the board activity based questioning, plotting on the map.
- By checking reports cards on CCE.
- By asking questions to teachers.

## Section E: Teacher Training

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

- Use in their regular Teaching Learning Process where ever possible.
- Motivate and refresh the Teachers knowledge to update the latest changes in educational field.
- Teachers training programmes are essential to prepare activities for pupils.
- Teacher try to understand the level and need of child to be taught.
- Use innovative and child centered method by involving all pupils at different academic level.
- Prepare & use TLM.
- Use the strategies, Methodology in classroom.
- Marking the classroom interaction.
- Involving the local talent for betterment of student.
- Innovative methods are used in day to day teaching.
- Prepared & use of TLM according to need.
- Prayers & Patriotic songs are taught to the students.
- P/Edu. Games & rules of the games being implemented.
- Karadipath system of learning is introduced.
- The teachers are practicing activity based T-L process.
- The teachers are framing questions which can achieve instructional objective set in the plan.
- The items in the question papers are graded as per the difficulty level of the students.
- Yoga has been practiced.
- Signing of Badbadgeet.
- Improving of writing skill.

- Stress is given on reading on lesson.
- For improving classroom teaching.
- Puppetry-Teachers prepared the paper puppets and used them in teaching process specially for language ( Dialogue).
- Dramatization – Teachers use this input of training for teaching lessons of history ,EVS.
- Pedagogy in Environmental Education- Teachers teaches the values of environment through all subjects linking the concept to environment.
- Teaching is made child centered.
- Making sessions more interactive and innovative with necessary teaching aids.
- Activity based learning is given priority.
- English poems with actions & tune.
- Activity based methods while teaching Maths.
- Use of different types of modules & TLMS.
- Use of craft material, new drawings & art skills etc.
- New teaching strategies have been devised according to the level of the child.
- Power point presentation, co-operative learning, group activities, play way methods, dramatization etc.
- Craft and wealth out of waste.
- Teaching of English for up primary teacher.
- Training on environmental studies for Science/Social studies
- Training on early literacy prog. And positive thinking for primary teachers.
- CCE- Activities in CCE by Suhas Borker in GPS Deulmol Shirvoi
- Yoga in schools by Umesh Faldessai in GPS Koop Adnem.

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

- Child centered innovative formative assessment activities.
- Trainings are based on subject wise Co-Scholastic areas.
- Paper setting for summative assessment is discussed.

- Art & Craft, Singing, Physical Education ,Drawing , Handwriting (English & Devnagiri) are encouraged.
- Training on Formative Assessment is needed in detail for teachers.
- To Teachers – Request them to attend
- Participate with 100% involvement
- Identify to take advantage of training programme
- Collect & identify the resources
- Experience resource person.
- Syllabus related & topics.
- Use of modern technology in training programme
- Venue to be centrally located.
- The resources persons are expected to be effective and well verse with needs of the teachers at school level.
- The appropriate and relevant handouts are supply.
- Subject wise training
- Arrangement of Training Programme so as not to hamper the school teaching hours.
- Resource person should be good
- Material should be given
- Training on TLM is needed specially in Mathematics.
- Training should be in the beginning of the academic year but not in the last phase of the year.
- Training on Skills in English.
- Training on use of computer, laptop & tablets which were already provided to the students.
- Training in Physical Education for Primary Teachers.
- Subject specific training programmes to be conducted based on CCE.
- Short quality based sessions to be held.

- Organize sessions with lot of new ideas and indepth knowledge should take over the sessions.
- Training schedule should be conducted in the beginning of the year.
- Training programmes should be subject specific.
- It should be organized after school hours.
- Training sessions should be interactive.
- Computer aided learning should be imparted to primary teachers.
- Training on phonetics, pronunciation and CCE
- Training ways to teach poems, composition
- Methods of teaching slow learners.
- Puppet making
- Training programme to be held in the beginning of academic year.
- Computer training
- English pronunciation
- CCE Activities
- Story telling

**Recitation of poems.**

**Section F: Functioning of SMC**

	Number	%
18. Number of schools having School Management Committees (SMCs) in the State.	1221	
19. (a) Number of schools where School Development Plans have been prepared.	227	
(b) Number of schools involving SMCs in preparation of this plan.	156	
(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.		

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

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### 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.

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

Number	%
1059	

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

27	
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Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language I .....		A	3353	21	4032	25	7385	45
			B	2469	15	2280	14	4749	29
			C	1482	9	1255	8	2737	17
			D	818	5	569	3	1387	8
			E	48	0	20	0	68	0
			Total	<b>8170</b>	<b>50</b>	<b>8156</b>	<b>50</b>	<b>16326</b>	<b>100</b>
	Language II English		A	3143	19	3664	23	6807	42
			B	2562	16	2217	14	4779	29
			C	1594	10	1495	9	3089	19
			D	853	5	668	4	1521	9
			E	34	0	31	0	65	0

			Total	<b>8186</b>	<b>50</b>	<b>8075</b>	<b>50</b>	<b>16261</b>	<b>100</b>
	Mathematics		A	3767	23	4143	25	7910	48
		B	2382	15	2269	14	4651	28	
		C	1393	9	1187	7	2580	16	
		D	582	4	530	3	1112	7	
		E	60	0	45	0	105	1	
		Total	<b>8184</b>	<b>50</b>	<b>8174</b>	<b>50</b>	<b>16358</b>	<b>100</b>	
	EVS		A	3369	21	3872	24	7241	45
		B	2594	16	2329	14	4923	30	
		C	1534	9	1356	8	2890	18	
		D	582	4	512	3	1094	7	
		E	39	0	35	0	74	0	
		Total	<b>8118</b>	<b>50</b>	<b>8104</b>	<b>50</b>	<b>16222</b>	<b>100</b>	
II	Language I .....		A	3088	19	3696	22	6784	41
		B	2713	16	2448	15	5161	31	
		C	1741	10	1368	8	3109	19	
		D	869	5	615	4	1484	9	
		E	35	0	62	0	97	1	
		Total	<b>8446</b>	<b>51</b>	<b>8189</b>	<b>49</b>	<b>16635</b>	<b>100</b>	
	Language II English		A	2822	17	3447	21	6269	38
		B	2572	15	2362	14	4934	30	
		C	1885	11	1568	9	3453	21	

			D	1116	7	740	4	1856	11
			E	57	0	72	0	129	1
			Total	<b>8452</b>	<b>51</b>	<b>8189</b>	<b>49</b>	<b>16641</b>	<b>100</b>
	Mathematics		A	3434	21	3975	24	7409	44
			B	2643	16	2370	14	5013	30
			C	1670	10	1306	8	2976	18
			D	659	4	507	3	1166	7
			E	51	0	35	0	86	1
			Total	<b>8457</b>	<b>51</b>	<b>8193</b>	<b>49</b>	<b>16650</b>	<b>100</b>
	EVS		A	3344	20	3775	23	7119	43
			B	2699	16	2424	15	5123	31
			C	1622	10	1379	8	3001	18
			D	645	4	518	3	1163	7
			E	93	1	37	0	130	1
			Total	<b>8403</b>	<b>51</b>	<b>8133</b>	<b>49</b>	<b>16536</b>	<b>100</b>
III	Language I .....		A	2533	15	3309	20	5842	35
			B	2480	15	2423	14	4903	29
			C	2018	12	1639	10	3657	22
			D	1203	7	900	5	2103	13
			E	129	1	100	1	229	1
			Total	<b>8363</b>	<b>50</b>	<b>8371</b>	<b>50</b>	<b>16734</b>	<b>100</b>
	Language II English		A	2247	13	3022	18	5269	32



			B	2375	14	2584	16	4959	30
			C	2231	13	1609	10	3840	23
			D	1394	8	933	6	2327	14
			E	152	1	120	1	272	2
			Total	<b>8399</b>	<b>50</b>	<b>8268</b>	<b>50</b>	<b>16667</b>	<b>100</b>
	Mathematics		A	2459	15	3051	18	5510	33
			B	2615	16	2565	15	5180	31
			C	2008	12	1775	11	3783	23
			D	1147	7	810	5	1957	12
			E	156	1	161	1	317	2
			Total	<b>8385</b>	<b>50</b>	<b>8362</b>	<b>50</b>	<b>16747</b>	<b>100</b>
	EVS		A	2799	17	3451	21	6250	37
			B	2522	15	2468	15	4990	30
			C	1938	12	1584	9	3522	21
			D	972	6	730	4	1702	10
			E	131	1	85	1	216	1
			Total	<b>8362</b>	<b>50</b>	<b>8318</b>	<b>50</b>	<b>16680</b>	<b>100</b>
IV	Language I .....		A	2441	14	3413	20	5854	34
			B	2643	15	2629	15	5272	31
			C	2052	12	1682	10	3734	22
			D	1190	7	734	4	1924	11
			E	197	1	71	0	268	2

			Total	<b>8523</b>	<b>50</b>	<b>8529</b>	<b>50</b>	<b>17052</b>	<b>100</b>
	Language II English		A	2323	14	3076	18	5399	32
		B	2593	15	2614	15	5207	30	
		C	2080	12	1801	11	3881	23	
		D	1346	8	961	6	2307	14	
		E	182	1	107	1	289	2	
		Total	<b>8524</b>	<b>50</b>	<b>8559</b>	<b>50</b>	<b>17083</b>	<b>100</b>	
	Mathematics		A	2498	15	2961	17	5459	32
		B	2690	16	2731	16	5421	32	
		C	2077	12	1906	11	3983	23	
		D	1111	7	839	5	1950	11	
		E	145	1	62	0	207	1	
		Total	<b>8521</b>	<b>50</b>	<b>8499</b>	<b>50</b>	<b>17020</b>	<b>100</b>	
	EVS		A	2750	16	3479	21	6229	37
		B	2605	15	2543	15	5148	30	
		C	1930	11	1533	9	3463	20	
		D	1093	6	796	5	1889	11	
		E	120	1	75	0	195	1	
		Total	<b>8498</b>	<b>50</b>	<b>8426</b>	<b>50</b>	<b>16924</b>	<b>100</b>	

\*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:

400

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

(a) Science

95

(b) Mathematics

87

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	Language I .....		A	1975	9	2461	12	4436	21
			B	2683	13	2787	13	5470	26
			C	2665	13	2190	10	4855	23
			D	2661	13	1744	8	4405	21
			E	1206	6	760	4	1966	9
			Total	<b>11190</b>	<b>53</b>	<b>9942</b>	<b>47</b>	<b>21132</b>	<b>100</b>
	Language II Hindi		A	1907	9	2862	13	4769	22
			B	3097	14	3239	15	6336	29
			C	2798	13	2186	10	4984	23
			D	2431	11	1498	7	3929	18
			E	1011	5	482	2	1493	7
			Total	<b>11244</b>	<b>52</b>	<b>10267</b>	<b>48</b>	<b>21511</b>	<b>100</b>
	Language III .....		A	1640	8	2522	12	4162	19
			B	2798	13	2980	14	5778	27
			C	2806	13	2351	11	5157	24
			D	2725	13	1745	8	4470	21
			E	1255	6	640	3	1895	9
			Total	<b>11224</b>	<b>52</b>	<b>10238</b>	<b>48</b>	<b>21462</b>	<b>100</b>

	Mathematics	A	1652	8	2012	9	3664	17
		B	2689	13	2726	13	5415	25
		C	2938	14	2627	12	5565	26
		D	2863	13	2204	10	5067	24
		E	1114	5	685	3	1799	8
		Total	<b>11256</b>	<b>52</b>	<b>10254</b>	<b>48</b>	<b>21510</b>	<b>100</b>
	Science / EVS	A	2373	11	2819	13	5192	24
		B	2509	12	2421	11	4930	23
		C	2477	11	2188	10	4665	22
		D	2520	12	1962	9	4482	21
		E	1392	6	893	4	2285	11
		Total	<b>11271</b>	<b>52</b>	<b>10283</b>	<b>48</b>	<b>21554</b>	<b>100</b>
VI	Language I .....	A	1366	6	1994	9	3360	15
		B	2569	12	2881	13	5450	25
		C	2856	13	2587	12	5443	25
		D	3327	15	2214	10	5541	25
		E	1432	6	863	4	2295	10
		Total	<b>11550</b>	<b>52</b>	<b>10539</b>	<b>48</b>	<b>22089</b>	<b>100</b>
	Language II Hindi	A	1572	7	2479	11	4051	18
		B	3016	14	3354	15	6370	29
		C	2932	13	2479	11	5411	24
		D	2880	13	1701	8	4581	21

		E	1156	5	524	2	1680	8
		Total	<b>11556</b>	<b>52</b>	<b>10537</b>	<b>48</b>	<b>22093</b>	<b>100</b>
Language III .....		A	1397	6	2184	10	3581	16
		B	2562	12	3156	14	5718	26
		C	3022	14	2590	12	5612	25
		D	3168	14	1947	9	5115	23
		E	1378	6	656	3	2034	9
		Total	<b>11527</b>	<b>52</b>	<b>10533</b>	<b>48</b>	<b>22060</b>	<b>100</b>
Mathematics		A	1471	7	1804	8	3275	15
		B	2359	11	2608	12	4967	22
		C	2944	13	2743	12	5687	26
		D	3347	15	2513	11	5860	27
		E	1418	6	900	4	2318	10
		Total	<b>11539</b>	<b>52</b>	<b>10568</b>	<b>48</b>	<b>22107</b>	<b>100</b>
Science		A	2000	9	2320	10	4320	20
		B	2563	12	2624	12	5187	23
		C	2527	11	2403	11	4930	22
		D	2979	13	2227	10	5206	24
		E	1499	7	1001	5	2500	11
		Total	<b>11568</b>	<b>52</b>	<b>10575</b>	<b>48</b>	<b>22143</b>	<b>100</b>
Social Science I (History)		A	1848	8	2315	10	4163	19
		B	2297	10	2296	10	4593	21

			C	2563	12	2426	11	4989	23
			D	3180	14	2394	11	5574	25
			E	1602	7	1143	5	2745	12
			Total	<b>11490</b>	<b>52</b>	<b>10574</b>	<b>48</b>	<b>22064</b>	<b>100</b>
	Social Science II (Geography)		A	1838	9	2211	10	4049	19
			B	2314	11	2405	11	4719	22
			C	2646	12	2383	11	5029	24
			D	2941	14	2198	10	5139	24
			E	1422	7	1008	5	2430	11
			Total	<b>11161</b>	<b>52</b>	<b>10205</b>	<b>48</b>	<b>21366</b>	<b>100</b>
VII	Language I .....		A	1193	5	1851	8	3044	14
			B	2511	11	2881	13	5392	24
			C	2833	13	2664	12	5497	25
			D	3275	15	2376	11	5651	25
			E	1685	8	937	4	2622	12
			Total	<b>11497</b>	<b>52</b>	<b>10709</b>	<b>48</b>	<b>22206</b>	<b>100</b>
	Language II Hindi		A	1287	6	2200	10	3487	16
			B	2479	11	3298	15	5777	26
			C	3009	14	2577	12	5586	25
			D	3259	15	2003	9	5262	24
			E	1420	6	673	3	2093	9
			Total	<b>11454</b>	<b>52</b>	<b>10751</b>	<b>48</b>	<b>22205</b>	<b>100</b>

	Language III .....	A	1234	6	2037	9	3271	15
		B	2392	11	3256	15	5648	25
		C	2953	13	2670	12	5623	25
		D	3335	15	2031	9	5366	24
		E	1539	7	718	3	2257	10
		Total	<b>11453</b>	<b>52</b>	<b>10712</b>	<b>48</b>	<b>22165</b>	<b>100</b>
	Mathematics	A	1142	5	1543	7	2685	12
		B	1829	8	2193	10	4022	18
		C	2550	11	2636	12	5186	23
		D	3573	16	2883	13	6456	29
		E	2381	11	1464	7	3845	17
		Total	<b>11475</b>	<b>52</b>	<b>10719</b>	<b>48</b>	<b>22194</b>	<b>100</b>
	Science	A	1491	7	2173	10	3664	16
		B	2164	10	2575	12	4739	21
		C	2632	12	2400	11	5032	23
		D	3261	15	2500	11	5761	26
		E	1932	9	1092	5	3024	14
		Total	<b>11480</b>	<b>52</b>	<b>10740</b>	<b>48</b>	<b>22220</b>	<b>100</b>
	Social Science I (History)	A	1594	7	2184	10	3778	17
		B	2182	10	2502	11	4684	21
		C	2421	11	2443	11	4864	22
		D	3366	15	2443	11	5809	26

			E	1857	8	1049	5	2906	13
			Total	<b>11420</b>	<b>52</b>	<b>10621</b>	<b>48</b>	<b>22041</b>	<b>100</b>
	Social Science II (Geography)		A	1630	8	2299	11	3929	18
			B	2325	11	2479	12	4804	22
			C	2588	12	2406	11	4994	23
			D	2875	13	2212	10	5087	24
			E	1637	8	933	4	2570	12
			Total	<b>11055</b>	<b>52</b>	<b>10329</b>	<b>48</b>	<b>21384</b>	<b>100</b>
VIII	Language I .....		A	1117	5	1574	6	2691	11
			B	2312	9	2869	12	5181	21
			C	3082	13	2914	12	5996	25
			D	4335	18	2913	12	7248	30
			E	2139	9	1192	5	3331	14
			Total	<b>12985</b>	<b>53</b>	<b>11462</b>	<b>47</b>	<b>24447</b>	<b>100</b>
	Language II Hindi		A	1493	6	2079	9	3572	15
			B	2650	11	3521	14	6171	25
			C	3182	13	2942	12	6124	25
			D	3971	16	2261	9	6232	26
			E	1652	7	641	3	2293	9
			Total	<b>12948</b>	<b>53</b>	<b>11444</b>	<b>47</b>	<b>24392</b>	<b>100</b>
	Language III .....		A	1506	6	2413	10	3919	16
			B	2842	12	3412	14	6254	26



			C	3289	14	2807	12	6096	25
			D	3878	16	2217	9	6095	25
			E	1386	6	537	2	1923	8
			Total	<b>12901</b>	<b>53</b>	<b>11386</b>	<b>47</b>	<b>24287</b>	<b>100</b>
	Mathematics		A	1449	6	1774	7	3223	13
			B	2043	8	2310	9	4353	18
			C	2828	12	2649	11	5477	22
			D	4168	17	3197	13	7365	30
			E	2448	10	1534	6	3982	16
			Total	<b>12936</b>	<b>53</b>	<b>11464</b>	<b>47</b>	<b>24400</b>	<b>100</b>
	Science		A	1967	8	2419	10	4386	18
			B	2332	10	2605	11	4937	20
			C	2817	12	2510	10	5327	22
			D	3739	15	2656	11	6395	26
			E	2051	8	1214	5	3265	13
			Total	<b>12906</b>	<b>53</b>	<b>11404</b>	<b>47</b>	<b>24310</b>	<b>100</b>
	Social Science I (History)		A	1893	8	2640	11	4533	19
			B	2355	10	2494	10	4849	20
			C	2893	12	2681	11	5574	23
			D	3918	16	2626	11	6544	27
			E	1889	8	1065	4	2954	12
			Total	<b>12948</b>	<b>53</b>	<b>11506</b>	<b>47</b>	<b>24454</b>	<b>100</b>

Social Science II (Geography)	A	1842	8	2421	10	4263	18
	B	2265	10	2506	11	4771	20
	C	2848	12	2467	11	5315	23
	D	3707	16	2479	11	6186	26
	E	1797	8	1124	5	2921	12
	Total	<b>12459</b>	<b>53</b>	<b>10997</b>	<b>47</b>	<b>23456</b>	<b>100</b>

\*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.....**20**.....to...**51**.....

2 (a) School visits by CRCCs:

*Number of times visits were made to each school*

*Number of CRCCs visiting*

(i) Once in a month

35

(ii) Once in two months

49

(iii) Once in three months

(iv) Once in four to six months

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

- **While reading CRPs focus on correct pronunciation and intonation.**
- **Table teaching through activities and use of audio visual aids.**
- **While teaching EVS teachers should take student to similar environment in nearby place . May organize field trip to the surrounding places including historical places .**

- Students can be given some data collection activities like project, portfolio, assignments so that they explore themselves and learn in group as well as can express themselves. Also their practical knowledge will also be enhanced.
- Use the tips provided at training programme.
- Use activity based teaching learning process.
- Prepare the teaching modules suitable for their classroom situation.
- Concept & competencies based modules may be prepared.
- Importance of punctuality.
- Assessment of exercise book regularly.
- Inculcate regarding habits in the students.
- One CRP has started teaching Phonetics to class teacher and after one month teacher got a effective result that students can read the words and small lessons.
- Pictorial grammar and activities based on grammar.
- Drawing from Alphabets to the lower classes.
- Mathematics teaching through activities at lower classes.
- Trying to adopt and maintain the records of Continuous and comprehensive Evaluation.
- Involving the parents & community to large extend.
- CRPs actually prepared training modules.
- Providing and assessing worksheet.
- The observance of disciplines.
- Group Discussion.
- Improvement in handwriting of the student.
- Giving more emphasis on reading.
- Lesson observation and suggestions.

- Conduct of formative assessment.
- Teachers arrange field trips to make learning process child friendly. And also uses Role Play method
- Teachers use the training input.
- Use of workbook for subject like English.
- Teachers use TLM.
- Teaching through games and activities.
- Focus on child centered learning.
- Arrange field trips to get real life experiences.
- The teachers use innovative teaching aids.
- Lot of drilling and practiced is done in case the child doesn't understand the concept.
- Group activities are conducted.
- A remedial teaching is done.
- Activity based learning is practiced.
- Motivation and encouragement from the side of the teachers is must.
- Make intense use of teaching aids.
- Preparation of worksheets can be used for assessment as well.
- Teaches maths with the help of maths kit Box supplied by navnirmiti.
- EVS is taught by taking the children in a garden.
- Students are made to active part during classroom teaching.
- Maximum use of TLMS is made by the teachers.
- Dramatization, Poem recitation with tunes & actions is done by the teachers.
- To make classroom environment friendly
- To make use of TLM's
- Use of field trips, hikes etc.
- Students friendly approach by teachers.

- Teachers use child centre education in teaching.
- Making appropriate use of TLM in the classroom
- Teachers make the classroom lively when teaching
- Social awareness is created by the teachers in the class.
- To give extra attention to the weaker students
- Teachers should keep themselves abreast with the change in learning environment.
- Involvement of CWSN students in classroom training, co-curricular activities
- Teacher encourages children to ask questions
- Teacher uses different TLM to clear the concept.
- Teachers giving stress on students to think critically on the topic taught and ask as many questions as possible.
- The teachers are gladly answering the questions.
- Students should be asked innovative and brain stimulating questions
- Making students to prepare assignment /project
- Teacher should use play way method in the class.
- CCE in progress
- Use of TLMs in schools
- Teaching method changed to adopting natural environment.
- Computer training.
- Use of TLMs.

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

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

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

.Number    %

Nil	0
Nil	0

- **Though not highly satisfactory, almost all schools are completing the syllabus.**
- **BRCC requested the Head of the Institution to take the review and BRCC pays visits to the school.**
- **CRPs conduct teaching in classes.**

- **Revise the portion taught by the teachers.**
- **Provide training to teachers at CRCs and BRCs level.**
- **Awareness of parents during Community Mobilization Programme.**
- **Remedial Teaching.**
- **Conducting Model lessons.**
- **Extended hours of teaching.**
- **Extra Classes during Vacations.**
- **Requested teachers to improve classroom teaching & speed up to coverage of the syllabus.**

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

0

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

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### 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.

- Collection of Block Level Data of Enrolment of pupil, teacher's information regarding their innovative activities, repair or infrastructural changes to be carried out in the school premises in the Block.
- Seen to it that the training programme are conducted as per the rules.
- Promoted team filling all the BRPs, CRPs & Support staff.
- Handled the book distribution effectively.
- BRCC's have conducted all training programmes.
- The data collecting has been authentic as much as possible.
- Attention to civil work and its implementation is carefully observed.
- Visits to schools.
- Weekly meeting.
- Medical camp.
- Visiting schools and providing guidance to the teachers in implementation of CCE.
- Observation of class and also engaging the classes to interact with students to know their difficulties at their residence and also at school if any. Also exhibiting video clippings on English subject and Environment Education.
- Paying visit to Schools to supervise the ongoing civil work under construction of VEC/UEC.
- Attended the meetings with ADEI/PTA & VEC/UEC.
- Maintained Co-ordination with CRPs & Heads of schools
- Approaches the H.M./ Teachers whenever needed
- Conducted regularly meetings of CRP's along with BRP's & necessary instructions were given.
- Organized orientation training programmes for teachers.
- Monitoring UEC, VEC & Civil works.

- Parental awareness program was organized.
- SMC Training was imparted to SMC members.
- Monitoring the working of CRP's
- Updating the various data collected by the CRP's
- Tried to sort out the pending issues on civil work with VEC
- Conducted SMC meeting with members of the GPS school SMC
- Organized and conducted training block level SMC programme on RTE and constitution & function of SMC.
- Organized training
- Monitored civil works and got it 95% done
- Overall activities of the block.

12
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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.

3
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4. Write five examples of professional support provided by the BRC to teachers during the last quarter.

- During the visit, BRP have guided teachers academically.
- Training to the primary teachers was undertaken.
- Guided and explained more about Formative Assessment.
- Suggested maximum teaching through play way method and Group activities.
- Use of audio visual aids during the story telling, singing songs, mathematical tables in upper primary schools.
- Use of computer for the upper primary pupils specially to the slow learners .
- More involvement and participation of pupil during while teaching learning process.
- Use of Library at the optimum level.
- Teachers training programmes, Monitoring the records of students as per CCE norms.



- Joyful evaluation (Formative) using alternate ways.
- Weak students were helped by CRPs.
- Lessons were observed & observation point were discussed with teachers.
- Teaching modules were prepared at block level.
- CRPs were encouraged to conduct Training as Resource Person.
- CRPs were guided to prepare modules in their own subject.
- Assisted the school in implementing CCE effectively.
- Practical's and demonstration were used during training.
- Conduct of formative assessment.
- Subject specific guidance was given during the visits
- Guided the teachers regarding the report cards.
- Guided the teachers as per the requirement.
- Helped the teachers to prepare Formative tests
- During the meeting conducted by A.D.E.I. every month had follow up programme with the heads of school regarding Teaching / Learning Evaluation Process
- In-service training programme was organized for Primary & Upper Primary Teachers.
- Parental awareness training was organized.
- Community mobilization training programme was organised.
- Attended their monthly meetings to know their problems & accordingly instructions were given.
- Involvement in group activities
- Provided in-service training for classroom teaching
- Helping in the all-round development of the child
- Various interaction involving activities that take place in the school.
- Conducted training on subject specific topic
- Organized and performed block level SMC training for teachers and SMC members on RTE and SMC constitution and format.

- Organized parental awareness programme on early child interventions.
- Organized positive thinking topics for teacher training.
- Trainings in Maths
- Trainings in English
- Trainings in CCE
- Training on personality Development
- Training in Discipline.

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

- During the visit of BRPs to the high schools a graphical study, subjectwise and were advised to arrange orientation programmes for the concerned subject teachers for slow learners or weak pupils.
- It has been only inform of enquiring them about such records, in written form (This will be dealt more seriously in the quarter to come) based on the past performance of students.
- Quarterly assessment is checked and required guidelines are given.
- Some notes books were seen by CRPs .
- Record kept by head teacher was verified.
- School records was checked.
- Paying visits to the school to monitor the summative assessment performance.
- Checked if the parents signed their children's progress report cards regularly.
- Pupil progress cards are seen and guidance are given were ever necessary.
- Classroom observation.
  - By checking the record sheet of grades assessment maintained in the school.
  - By interacting with Parents and Students.

- Through CRPs reports of verification.
- With the help of reports of retests.
- By having follow up visit after going through the previous records with the help of CRPs
- Testing the knowledge of the students by asking them different types of questions, while teaching
- By checking pupils report cards.
- Day to day learning is being carried out as per CCE norms or not.
- Visiting the schools and interacting with the teachers
- Intervening in admission for Oosc and making enquires about their performance.
- Checking is done by retest marks and paper set up discussion with the SMC
- By filling quality monitoring tools format on learner's assessment.
- By checking CCE Report cards
- By checking CCE Activities.

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

75
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(b) What percent of current year's target has been achieved during last quarter?

50
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(c) List major issues emerging from the programmes.

- Need more training in Continuous and Comprehensive Evaluation.
- Training should be conducted at the beginning of the academic year if Possible.
- Since there are more single teacher schools in the block, the schools are hampered during the training periods/leave periods of the concerned teachers. Hence some alternatives were suggested and arranged to overcome these problems which were welcomed by these teachers .

- Translation of material should be in local language so that teachers can understand better specially in primary school section.(Marathi /Konkani/Kannada/Urdu).
- Time adequacy/ time appropriation of training programme.
- Question of applicability.
- Though they have vast knowledge of method of teaching.
- The training programme has to back to the routine caring time.
- Teacher feel that they are require to be out of school for many time
- Student get neglected to certain extend.
- Subject specific training at Block level.
- Karadi Path training on phonetic for primary school.
- Teachers were not relieved during school time.
- Inadequate premises.
- The training programme should be subject oriented.
- Training are necessary for guidance and improvement.
- Training give them opportunity to exchange their ideas.
- Teachers are well acquainted with recent changes in pedagogy.
- Teachers learnt different ways preparing creative TLM with the knowledge of training conducted on Puppetry and Creative paper cuttings.
- Through Vachan Sadhama teachers realised the importance of reading.
- skills of English Teachers learnt the various skills of English which can be very much beneficial to the Children,
- School Administration topic helped the teachers very much in handling the office work in their daily routine
- Training programmes should begin from the month of August and not towards the fag end of academic year.

- **Subject based training for upper and primary teachers**
- **Training for urdu medium specially in language.**
- **Fluency of English**
- **Trainings in computer.**

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	2
(ii) Science	6
(iii) Social Science	43
(iv) Language	58
(v) Arts Education	4
(vi) Health and Physical Education	3

(b) What percent of current year's target has been achieved during last quarter? 89 %

(c) List major issues emerging from the programmes.

- **Need more training in Continuous and Comprehensive Evaluation.**
- **Training should be conducted at the beginning of the academic year if Possible.**
- **Since there are more single teacher schools in the block, the schools are hampered during the training periods/leave periods of the concerned teachers. Hence some alternatives were suggested and arranged to overcome these problems which were welcomed by these teachers .**
- **Translation of material should be in local language so that teachers can understand better specially in primary school section.(Marathi /Konkani/Kannada/Urdu).**
- **Time adequacy/ time appropriation of training programme.**

- Question of applicability.
- Though they have vast knowledge of method of teaching.
- The training programme has to back to the route caring time.
- Teacher feel that they are require to be out of school for many time
- Student get neglected to certain extend.
- Subject specific training at Block level.
- Karadi Path training on phonetic for primary school.
- Teachers were not relieved during school time.
- Inadequate premises.
- The training programme should be subject oriented.
- Training are necessary for guidance and improvement.
- Training give them opportunity to exchange their ideas.
- Teachers learnt how to conduct lessons through dramatization.
- Teachers learnt how to prepare creative paper cuttings to prepare TLM for subjects like
- Mathematics and Science.
- There is need of followup for CCE
- The teachers would like to have readymade formats.
- Formative Assessments are yet to be practiced.
- The teachers are still not accustomed to CCE.
- Time frame does not match the school programme.
- Environmental Education enabled the teachers to handle the students very effectively in teaching learning process.
- Health and physical education helped the teachers to teach above physical, mental emotional and social health and their by to improve and maintain their health.

- **Through Art Education teachers were made familiar with the different techniques of drawing and Art and how effectively it can be taught to the students.**
- **Attendance for upper pry. Teachers training is poor**
- **Subject based training from the month of August.**

## 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

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

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## 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
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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)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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(b) Progress of these programmes during the quarter

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

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

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**Date:**

**Name & Signature**