

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

Quarter under Report – IV

Year-2015

Period of quarter - January to March

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-

Number of CRCs in the state- 6198 Number of CRCCs submitted CMFs-N.A.

Number of BRCs in the state-322 Number of BRCCs submitted BMFs-N.A.

Number of Districts in the state- 51 Number of Districts submitted DMFs- 20

2. (a) Number of schools in the State

I-V 83848 VI-VIII 30353 I-VIII 114201 Any other 36441 Total 150642

(b) Number of schools which filled up SMFs

I-V-N.A. VI-VIII- N.A. I-VIII- N.A. Any other- N.A. Total -N.A.

3.(i) Number of Teachers :	In position	Required Posts (as per RTE Norms)
(a) Primary Teachers	(i) Regular – 208062	231944
	(ii) Contractual- N.A.	
(b) Upper Primary Teachers	(i) Regular - 83858	122363
	(ii) Contractual- N.A.	

(ii) (a) How many government schools in the state **Primary U. Primary** have a pupil teacher ratio above 1:30 in primary school and above 1:35 In upper primary school ? 24474 13961

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

- 35 teachers in the state have failed to join place of posting in last quarter.

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

- 189 teachers are attached elsewhere than place of posting.

Section B: Attendance Information

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

Month- January 2015

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%
I	14729	40812	26313	14123	41374	24834	28852	82186	51147
II	15585	44954	28659	14778	41122	25771	30363	86076	54430
III	15926	45623	29883	14963	40263	24655	30889	85886	54538
IV	15325	41231	28562	15283	41533	25430	30608	82764	53992
V	14828	42560	27940	15112	40865	24333	29940	83425	52273
VI	15230	44130	29221	14810	40789	24720	30040	84919	53941
VII	15610	43121	28776	14111	41321	24155	29721	84442	52931
VIII	15320	42152	29302	15326	41205	24310	30646	83357	53612
Total	122553	344583	228656	118506	328472	198208	241059	673055	426864

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

-111574 Children with Special Needs (CWSN) in government schools in the State.

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

- The following steps have been taken by the schools to improve students' attendance-

1. TLM is used according to the students interest and their mental capacity,
2. Play way methods are used,
3. Discussion on attendance in SMC meetings are taken by school teachers,

4. Environmental activities with cultural activities are being done,
5. Healthy environment,
6. Door to door contact is being done,
7. Parents' motivational campaign is organised,
8. Insure 100% regular attendance of teachers,
9. Special classes are held for 'D' and 'E' grade children,
10. Qualitative mid-day meal is provided,
11. School chalay hum abhiyan, raily, slogan, reward for the students having higher attendance are organised,
12. Co-curricular activities are organised,
13. Listen radio programme like 'meena', IRI in the classroom,
14. Solution of personel problems of students are done,
15. Motivation is given to Janshikshak and janshiksha Kendra prabhari for headmasters,
16. Contact to the students who remain chronic absent is done by bal cabinet,
17. Project work is given to the students .

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

- Boys- 7530 Girls- 5734

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

- The centres are as follows-

Own schools	Other centres (NGO)	Residential centres	Any Other
206	0	44	19

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

- 948 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 session-

Within one week	Within one month	After one month
26941	11211	231

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

- SPO is taking following steps to improve system for timely distribution of textbooks which are as follows –

1. SPO provides the text books of elementary level to the BRCC at Block level.
2. The books have been distributed to each school according to their demand from block level.

10. No. Of teachers who received Teacher/(TLM) Grant and have utilised it. (If applicable)

- 4273 teachers received Teacher Grant and have utilised it.

	Received %	Utilised %
Percentage of primary teachers -	12.04	20.33
Percentage of upper primary teachers –	12.16	21.54

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

- Initiatives/strategies are adopted by teachers for improving teaching learning process are as follows-

1. Uses of teaching learning material according to text, students' interest and their capacity,
2. Curriculum distribution on monthly and weekly basis,
3. Preparation of educational calendar,
4. Maintain teachers diary,
5. Text book reading by teachers,
6. Teaching with activities, local environment, according to education level of students,
7. Uses of teachers' resource books by the teachers,
8. Organisation of remedial classes,
9. Continuous and Comprehensive Evaluation process,
10. Extra efforts for weak students,
11. Uses local language,
12. Activity Based Learning and Active Learning Methodology techniques,
13. Discussion on previous knowledge of children before teaching,
14. Participation of all the students in classroom teaching,
15. Oral and written evaluation by teachers after teaching,
16. Homework and class work given and being evaluated also,
17. Establishment library in schools and its use by students,
18. Learning by doing methodology etc.

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

- The specific efforts made for making classrooms inclusive (CWSN) are as follows-

1. Making groups and levels of children in the classroom,

2. Uses of monitoring process,
3. Peer learning,
4. Attractive classroom with TLM demonstration,
5. Friendship nature with all the children,
6. Identification of weak students,
7. Radio programme like IRI in the classroom, yoga, meditation in prayer, motivation of students in classroom for asking the questions,
8. Special efforts for inclusion of classroom teaching,
9. Uses of activity based learning and active learning methodology techniques,
10. Uses of mathematics and science kit,
11. Concept formation in the meeting of janshikshak,
12. Problem solving approach teaching,
13. Extra classes for D and E grade students,
14. Regular class work, homework given and checked.

Section D: Continuous and Comprehensive Evaluation

13. How are CRCCs monitoring the progress of pupil's learning?
 - CRCCs are monitoring the progress of pupil's learning as follows-
 1. Observation of learning record, classroom teaching and interaction with students,
 2. Continuous monitoring for typical concepts, problem solving for teachers by experts,
 3. Regular checking of notebooks of students,
 4. Special attention on teachers and students attendance,
 5. Discussion on curriculum to find out intellectual ability of students,
 6. Written and oral test for students on the basis of concept,
 7. Observation of notebook for monthly test,
 8. To identify C,D,&E grade students on the basis of monthly evaluation,
 9. Effective meeting at Janshiksha Kendra level,
 10. Special efforts for weak students,
 11. Special periods in classroom teaching,
 12. Analysis of monthly assessment test,
 13. Students assessment based on portfolio and anecdotal record at the time of classroom observation,
 14. Learning level up gradation of D and E grade students by group teaching and special teaching,
 15. Discussion on the questions based on curriculum by the students,
 16. Suggestions to school head to complete the scholastic, co scholastic and social personal qualities of students,
 17. Randomly assessment of students in the classroom.

Section E: Teacher Training

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

- The examples are as follows-

- (i) Activity based teaching.
- (ii) Easy method used for typical concepts.
- (iii) Regular homework to all the students and checked.
- (iv) Teaching through Activity based learning and Active learning methodology.
- (v) Need based training.

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

- The key suggestions for upcoming training programmes provided at the District level are as follows-

1. Establishment centre for block level training,
2. Arrangement of LCD projector,
3. Continuous monitoring,
4. All training should be in summer vacations,
5. Training should be on Janshiksha Kendra level,
6. All trainers should do the monitoring at field level,
7. Training should be residential and out of district also,
8. Special attention on time management,
9. Master trainers and subject specialist should not be local level,
10. There should be a calendar of training programme,
11. All training material should be given on time,
12. Expenditure of training cost should be given on time,
13. Discussion on practical problems of students,
14. Co scholastic activities should be incorporated in training,
15. Training for the teachers of class I & II should be on DIET level,
16. Separate training on TLM,
17. TA/DA should be given on time to all the participants,
18. Best techniques should be used by the trainers,
19. Cultural activities should be incorporated in each training,
20. Training quality should be maintained,
21. Activities should be on textbook basis,
22. Teachers should come with textbooks in each training,
23. Training should not be on same topics,
24. Master trainers should be fully competent on their area of knowledge,
25. All primary and compulsory arrangements should be at the training place,
26. Training module should be in easy language,

27. All the participants should be regular & punctual at the training,
28. Easy solution should be given for typical concepts,
29. Training should be on regular basis,
30. Interaction between the trainer and the trainee should be promoted,
31. Training should be completed in the month of July every year,
32. All the materials and arrangements should be at the training place,
33. There should be a trainer from state level in each training.

Section F: Functioning of SMC

16. Number of schools having School Management Committees (SMCs) in the State.
- Number - 114201 % -100
- 17(a) Number of schools where School Development Plans have been prepared.
- 47896
- (b) Number of schools involving SMCs in preparation of this plan.
- All above schools.
- (c) Action taken on schools that did not involve SMCs.
- Not applicable.
- 18.(a) Number of SMCs which were given training about their roles and functions.
- Number- 114201 %-100
- (b) Action taken for coverage of SMCs not trained.
- Not applicable.

Section G: Learners' Assessment

19. Please aggregate pupil assessment data of schools in the format used in schools and enclose the same (CCE format).

- (a) Details of Learners' Achievements. Class-wise for Classes I-V for last term/quarter/month.
 - (i) Number of schools of the State which provided this information
- This information is based on Pratibha Parva result. So all schools have been provided the information.
 - (ii) Number of schools in State with low pupil achievement level
- 2141

Subject-wise, Class-wise performance of students-

Class	% children		
	Hindi	English	Mathematics
1	71.43	65.58	71.42
2	69.58	67.17	78.29
3	65.81	65.17	79.60
4	69.22	65.07	77.015
5	78.15	66.33	74.95

Class	% children					
	Hindi	English	Sanskrit	Mathematics	Science	Social Science
6	72.98	67.31	75.38	71.60	63.71	72.57
7	75.21	71.35	73.06	72.83	70.78	73.22
8	75.88	71.54	74.43	77.44	78.88	75.43

Students in Different Grade (Primary and Middle)

Total Children	A Grade	B Grade	C Grade	D Grade	E Grade
7090749	26.42	34.2	24.90	6.32	8.16

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

(i) Number of schools in the state which provided this information.

- This information is based on Pratibha Parva result. So all schools have been provided the information.

(ii) Number of schools in the State which have not provided this information.

-Nil

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

(a) Science - 1402 (b) Mathematics - 1749

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) -335 to (Maximum)-469

(b) Number of special training centres for out of school children visited and observed by the CRCCs

Range(Minimum)-15 to (Maximum)-20

2. School visits by CRCCs:

Number of times visits were made to each school	Number of CRCCs visiting
(i) Once in a month-	685
(ii) Once in two months-	385
(iii) Once in three months-	441
(iv) Each school could not be visited-	422

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

- The suggestions provided by the CRCCs to improve classroom teaching are as follows-

1. Discussion on comprehensive teaching for the selected lessons in the meeting of Janshiksha Kendra level,
 2. Preparation and presentation of lesson plan,
 3. Instructions are given by the CRCC in observation register,
 4. Participation of students in groups should be promoted in teaching,
 5. Uses of TLM,
 6. Regular homework and class work should be given and checked,
 7. Relaxation from extra work for teachers,
 8. Planning of effective teaching should be for each school,
 9. Attractive classroom should be in each school,
 10. Green board should be in the classrooms,
 11. Interesting and fearless teaching should be there,
 12. Follow up activities should be on complex topics,
 13. Project work should be at classroom level,
 14. Repo with all students by the teachers,
 15. Child centered approach,
 16. Radio programme (IRI) in classroom,
 17. Teaching with play way method,
 18. Activity based learning and Active methodology techniques should be used,
 19. Problem solving approach,
 20. Usage of library books.
4. Number of schools not maintaining records of pupils' progress in the Schools.
- 60 schools are not maintaining records.
5. (a) How many schools are having less than 60% coverage of the syllabus
- 10 schools are having less than 60% coverage of the syllabus.
- (b) What has been done to address this issue?
- Show cause notices have been given to related schools.
6. (a) Number of DPOs who are not providing QMTs regularly.

-30 DPOs are not providing QMTs regularly.

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

-Instructions have been given to DPOs by letters as well as telephone from Rajya Shiksha Kendra, Bhopal and reminder letters have also been sent.

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.

- The functions are as follows-

- (i) Coordinated to prepare academic quality plan.
- (ii) Participated in training and monitoring.
- (iii) Organised different exams and monitored.
- (iv) Organised special campaign regarding admission, retentions, enrolment etc.
- (v) Motivated teachers for better teaching.

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

-109 BRCs

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

- 31 times.

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

- The examples are as follows-

- (i) Children were taught by different methods like play-way method, activity based, TLM was used in different activities, teaching was done by comprehensive and continuous evaluation etc.
- (ii) Regular homework and class work was given and motivated for checking also.
- (iii) Easy method was adopted for complex point.
- (iv) Regular attendance was taken of teachers as well as students.
- (v) Special attention was given for CWSN in the classroom level.

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

- The BRCs are monitoring the records of pupil progress in learning as follows-

1. Asking the questions from related text,
2. By asking orally and checking class work,
3. Watching notebook of students and evaluation of registers,

4. Discuss with students at the class room level,
5. Keeping all academic records on the school level,
6. Diagnosis classes for 'C' & 'D' grade children,
7. Watching exam note book of monthly tests,
8. Analyse the learning records of students,
9. To assess different records of evaluation,
10. Contact with individual student,
11. Organise review meeting and accordingly do monitoring,
12. By problem solving methodology,
13. Cooperation to weak students,
14. Watch the record of CCE, attendance and portfolio record of students.

6. (a) Mention the number of in-service teacher training programmes for Primary teachers organized in last quarter.

- 2-3 training programmes have been organised in last quarter.

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

- 66.08% target has been achieved.

(c) List major issues emerging from the programmes.

- The major issues are as follows-

1. Time bond progress,
2. Interest in teaching,
3. Increasing attendance,
4. Self made teaching learning material,
5. Analysis base on pre and post test,
6. Interest of teachers towards text books,
7. Suggestions for completion of curriculum in time,
8. Suggestions for attractive class rooms,
9. More participation of School Management Committee,
10. Learning camps organised for development of children academic capacity,
11. Teachers should be discussed with children on their personal as well as academic issues,
12. Teachers should contact to parents regularly,
13. To introduce new teaching techniques,
14. To increase participation of students in learning programme,
15. More participation of teachers in training,
16. Knowledge increasing of teachers after completion of training,
17. Need of group activities,
18. Need to develop basic competencies,
19. Conversation and written skills increase in English training,

- 20. Need of training about hard spot of mathematics at elementary level,
- 21. To understand the concept of numbers,
- 22. Writing skills,
- 23. Teachers involvement in non educational activity,
- 24. Lack of subject teachers,
- 25. Residential training should be there.

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 ?

- Following in-service teacher training programmes /workshops were organized-

- (i) Mathematics -2
- (ii) Science-2
- (iii) Social Science-2
- (iv) Language-2
- (v) Arts Education -2
- (vi) Health and Physical Education -1

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

(c) List major issues emerging from the programme.

- The list is as follows-

- Neutral nature of parents towards the education,
- To help solving the problems in mathematics by maths kit,
- Less achievement of teachers in early literacy programme,
- Disturbance of educational arrangement of schools from training programmes,
- Lack of computer training, lack of effective monitoring.

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.

- The following institutions have been involved-

- 1. Rajya Shiksha Kendra (RSK)
- 2. District Institute of Education and Training (DIET)
- 3. District Project Office (DPO)
- 4. Block Resource Centre (BRC)

5. Cluster Resource Centre (CRC)

(b) Members of “quality” monitoring.

- Academic Coordinators from all above institutes.

(c) Role of BRC/CRC in quality monitoring.

- Regular monthly meeting has been organised for classroom teaching and Methodology. Academic support has also been given to teachers as well as students in classroom teaching.

(d) Role of DPO in “quality” monitoring.

- Preparation of Academic scheme and implementation.

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.

- All 20 districts.

(b) Training of Resource Persons on Pedagogy and Assessment .

- All 20 districts.

(c) Training of SMC members on “School Development Plan”.

- All 20 districts.

(d) Training of “Educators” for special training of children admitted to age appropriate classes

- All 20 districts.

3. Number of districts organising meetings of BRC,CRC and Head Teachers to Understand the problems of district. (Number of districts providing interventions)

- All 20 districts organised the meeting once in a month.

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

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

- 90 schools.

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

- The feedback are as follows-

1. Teaching according to Barkha series books,
2. Teaching Learning Material should be developed,
3. Compulsory homework and class work for each student,
4. Curriculum completion on standard time duration,
5. Special attention on ‘C’ and ‘D’ grade students,

6. All the students should take part in every activity of classroom,
7. Effective evaluation and preparation of planning and its implementation,
8. Effective learning,
9. Easy classroom teaching,
10. Healthy environment in classroom,
11. Activities on textbook,
12. Teachers involvement in non teaching task,
13. Guest teacher arrangement should be done in single teacher school,
14. Continuous monitoring for regular attendance of teachers and students,
15. Weakness of students in English subject at primary level,
16. Retention of out of school children etc.

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

Number of districts coordinating		
Mostly	Sometimes	Never
	√	

(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.

-List is as follows-

- Solution of hard spots,
- TLM preparation workshop,
- Cross monitoring,
- English conversation for primary level students,
- Monitoring those schools where Pratibha Parva result is low,
- Research capacity development,
- Removal of teachers academic problems,
- Effective classroom teaching,
- Regular attendance of teachers,
- Efforts for the attendance of students,
- Need based teaching,
- Coordination in evaluation,
- Effective CCE techniques etc.

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 tick)

- (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	2005	2007
Textbooks	2005-2014	2007-2014
Upper Primary :Syllabi	2005	2007
Textbooks	2005-2014	2007-2014

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
Nil	Nil	2014-15

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	In Position
CRCs	6198	Not Recieved
BRCs	322	322

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

(a) DIETs: Involvement – In-service teachers training, Educational research, school monitoring, Evaluation activities etc.

Problems- Nil

(b) SCERT: Involvement – Module development for teachers training programmes, Fee reimbursement in RTE, Monitoring of schools etc.

Problems- Nil

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

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

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

-No.

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

-The time to time meetings are organised of related officers of quality from the following cell of RSK –Curriculum, Evaluation, Training, Monitoring, Teacher Education, IED, MIS, ELTI etc.

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

-The major programmes are as follows-

- Activity Based Learning (ABL) in 16000 Primary Schools in the State.
- Active Learning Methodology (ALM) in 14800 Middle Schools in the State.
- Learning Indicators, Shala Gunwatta programme, Pratibha Parva, CCE etc.

(b) Progress of these programmes during the quarter

-Shala Gunwatta programme – 20,000 schools of class 1 to 12 have been taken for assessment current year. The training of SRG and DRG has been done.

-ABL and ALM programmes are running in the schools.

- All types of Modules have been developed.

- Pratibha Parva programme will be conducted in the month of November.

- CCE field trial activity has been done in selected schools of all 50 districts of M.P.

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

-Nil.

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

-Nil

