

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

Quarter under Report

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

Year

| |
|------|
| 2014 |
|------|

Period of Quarter III Qr.

General Guidelines

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

Part-I

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

Section A: School Information

1. CRC 4602/4806, BRC 316/316 , District 30 , State Odisha

2. (a) Number of schools in the Cluster

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

(b) Number of schools which filled up SMFs

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

3. Number of Teachers: In Position Required Posts
(as per RTE Norms)

| | | | | | |
|------------------------------------|--|---|--|---|--------|
| (a) Primary Teachers & UP Teachers | (i) Regular | <table border="1" style="width: 100%;"><tr><td>115833</td></tr></table> | 115833 | <table border="1" style="width: 100%;"><tr><td>155626</td></tr></table> | 155626 |
| | 115833 | | | | |
| 155626 | | | | | |
| (ii) Contractual | <table border="1" style="width: 100%;"><tr><td>75736</td></tr></table> | 75736 | | | |
| 75736 | | | | | |
| (b) Upper Primary Teachers | (i) Regular | <table border="1" style="width: 100%;"><tr><td></td></tr></table> | | | |
| | | | | | |
| (ii) Contractual | <table border="1" style="width: 100%;"><tr><td></td></tr></table> | | <table border="1" style="width: 100%;"><tr><td>68704</td></tr></table> | 68704 | |
| | | | | | |
| 68704 | | | | | |

Section B: Attendance Information

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

Month: _____

| Class | Number of schools with average daily attendance of : | | | | | | | | |
|--------------|--|-------------|------------|-------------|-------------|-------------|-------------|-------------|------------|
| | Boys | | | Girls | | | Total | | |
| | Above 80% | 60%-79% | Below 60% | Above 80% | 60% - 79% | Below 60% | Above 80% | 60% -79% | Below 60% |
| I | 64.4 | 24.2 | 11.4 | 65.3 | 23.9 | 10.6 | 64.9 | 24 | 11.0 |
| II | 62.6 | 26.0 | 11.2 | 53.7 | 35.7 | 16.5 | 57.6 | 29.2 | 13.01 |
| III | 66.3 | 24.3 | 09.2 | 68.4 | 21.09 | 09.5 | 67.3 | 23.14 | 11.0 |
| IV | 63.5 | 26.6 | 09.8 | 64.3 | 25.7 | 09.9 | 63.9 | 26.1 | 9.9 |
| V | 64.9 | 26.3 | 08.6 | 68.9 | 24.1 | 06.6 | 65.9 | 25.1 | 8.9 |
| VI | 64.5 | 27.9 | 8.3 | 68.9 | 24.1 | 06.6 | 66.7 | 25.7 | 7.5 |
| VII | 69.4 | 24.3 | 6.2 | 68.3 | 24.4 | 07.1 | 68.9 | 24.3 | 6.6 |
| VIII | 52.7 | 36.0 | 11.1 | 55.8 | 27.3 | 6.7 | 54.2 | 36.6 | 9.1 |
| Total | 65.0 | 26.1 | 8.8 | 64.2 | 24.8 | 10.9 | 65.3 | 25.8 | 8.8 |

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

| |
|---------------|
| 118168 |
|---------------|

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

- Visit to students house & parents counselling
- Learner friendly environment is created inside the class
- Regular SMC, MTA, PTA meeting
- In some of the districts in order to improve students attendance the class teacher frequently visit the parents' house, whose children remain absent in school for more than 7 days. The Headmaster & SMC also provide support to them

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

Boys

| |
|------|
| 2024 |
|------|

 Girls

| |
|------|
| 1975 |
|------|

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

| Own Schools | Other centers(NGO) | Residential centers Seasonal hostel by Govt | Any Other |
|-------------|--------------------|---|--------------------|
| 273 | NIL | 507 | NIL |

Section C: Curriculum Transaction

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

| | | |
|-----------------|------------------|-----------------|
| Within one week | Within one month | After one month |
| 35% | 60% | 100% |

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

- Continuous Monitoring by State Level Officers, District Level Officers, Block Level Officers, Cluster Level Officers
- Timely release of Transportation cost of N.T. books to all BEOs.
- Regular convergence meeting with TBPM in Feb/March/April

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

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

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

- Encouraging reading habits among students by providing library books, supplementary reading materials, newspapers etc.
- Introduction of audio visual aids in some schools.
- Activity bank & question bank prepared & used by the teacher in classroom transaction
- Re-enforcement programme called “SAHAJA” has been implemented throughout the State.
- Use of no cost & low cost TLM
- Intrace of CCE

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

- 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

- Themes specific training on Braille, large print, MR, CP to regular teachers

Section D: Continuous and Comprehensive Evaluation

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

- Regular verification of CCE Register
- Observing the classroom situations.
- Visit of DIET Faculty member
- Discussion in Monthly Sharing Meeting

Section E: Teacher Training

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

- (a) Preparing lesson plan & diary as per CCE norm.
- (b) Reflection of child centred approach in the Classroom
- (c) Conduct of Project work in different subjects.
- (d) Discussion on hard sports in the MSM among teachers
- (e) As per CCE, teachers are maintaining the co-scholastic & SPQ progress

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

- (a) Subjectwise & innovative activities should be introduced in different programmes.
- (b) Training programme should be equipped with hand out, materials & audio video show
- (c) More emphasis on demonstration classes
- (d) Create platform for teachers to develop concept based activities.

Section F: Functioning of SMCs

16. Number of schools having School Management Committees (SMCs) in the district.
SMC formation continued

38184 / 61.14 %

52,362

17. (a) Number of schools where School Development Plans have been prepared.

In Progress

(b) Number of schools involving SMCs in preparation of this plan.

All

(c) Action taken on Schools that did not involve SMCs

- Review in District level & Block level meeting with DEOs, BEOs, and ABEOs etc.

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

Number %

38184 / 61.14 %

(b) Action taken for coverage of SMCs not trained

All Schools 52, 362

- Review at District level meeting & plan to cover all SMC in training.

Section G: Learners' Assessment

Part 1. CURRICULAR AREAS:

| Subject | Grades | CLASS-WISE GRADES SECURED BY CHILDREN IN % | | | | | | | | Total average |
|---------------------------------------|--------|--|------------|------------|------------|------------|------------|------------|------------|---------------|
| | | GRADE I | GRADE II | GRADE III | GRADE IV | GRADE V | GRADE VI | GRADE VII | GRADE VIII | |
| Language | A | 25 | 29 | 26 | 25 | 24 | 24 | 25 | 22 | 25 |
| | B | 31 | 30 | 29 | 28 | 26 | 27 | 29 | 28 | 28.5 |
| | C | 22 | 24 | 27 | 26 | 26 | 25 | 23 | 24 | 24.625 |
| | D | 13 | 15 | 15 | 15 | 16 | 17 | 15 | 17 | 15.375 |
| | E | 9 | 2 | 3 | 6 | 8 | 7 | 8 | 9 | 6.5 |
| Total | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Mathematics | A | 24 | 25 | 23 | 21 | 22 | 23 | 23 | 23 | 23 |
| | B | 30 | 28 | 24 | 27 | 25 | 26 | 24 | 24 | 26 |
| | C | 20 | 25 | 25 | 30 | 27 | 23 | 21 | 25 | 24.5 |
| | D | 15 | 14 | 12 | 16 | 19 | 20 | 21 | 20 | 17.125 |
| | E | 11 | 8 | 16 | 6 | 7 | 8 | 11 | 8 | 9.375 |
| Total | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Subject | Grades | CLASS-WISE GRADES SECURED BY CHILDREN IN % | | | | | | | | Total average |
| | | GRADE I | GRADE II | GRADE III | GRADE IV | GRADE V | GRADE VI | GRADE VII | GRADE VIII | |
| EVS / Social Study/History and civics | A | 30 | 24 | 24 | 24 | 24 | 22 | 25 | 26 | 24.875 |
| | B | 32 | 31 | 27 | 28 | 25 | 26 | 26 | 24 | 27.375 |
| | C | 23 | 25 | 26 | 25 | 25 | 22 | 24 | 23 | 24.125 |
| | D | 11 | 15 | 16 | 18 | 17 | 21 | 15 | 17 | 16.25 |
| | E | 4 | 5 | 7 | 5 | 9 | 9 | 10 | 10 | 7.375 |
| Total | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| SCIENCE | A | | | | 23 | 25 | 25 | 25 | 26 | 24.8 |
| | B | | | | 29 | 25 | 27 | 26 | 22 | 25.8 |
| | C | | | | 27 | 26 | 23 | 24 | 29 | 25.8 |
| | D | | | | 18 | 17 | 18 | 19 | 18 | 18 |
| | E | | | | 3 | 7 | 7 | 6 | 5 | 5.6 |
| Total | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| GEOGRAPHY | A | | | | | | 19 | 23 | 27 | 23 |
| | B | | | | | | 26 | 22 | 25 | 24.33333 |

| | | | | | | | | | | |
|--------------|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | C | | | | | | 24 | 22 | 21 | 22.33333 |
| | D | | | | | | 19 | 20 | 15 | 18 |
| | E | | | | | | 12 | 13 | 12 | 12.33333 |
| Total | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| ENGLISH | A | | | | 17 | 17 | 16 | 23 | 21 | 18.8 |
| | B | | | | 24 | 26 | 26 | 23 | 27 | 25.2 |
| | C | | | | 30 | 28 | 27 | 25 | 28 | 27.6 |
| | D | | | | 19 | 20 | 23 | 20 | 17 | 19.8 |
| | E | | | | 10 | 9 | 8 | 9 | 7 | 8.6 |
| Total | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Part 2. (A) OTHER CURRICULAR AREAS:

| | Grade | GRADE I | GRADE II | GRADE III | GRADE IV | GRADE V | GRADE VI | GRADE VII | GRADE VIII | Total average |
|---|--------------|------------|------------|------------|------------|------------|------------|------------|------------|---------------|
| OTHER CURRICULAR AREAS (Art education, health & physical education and work experience, etc.) | A | 20 | 25 | 29 | 23 | 28 | 30 | 36 | 32 | 28 |
| | B | 61 | 60 | 52 | 57 | 55 | 58 | 51 | 56 | 56 |
| | C | 19 | 15 | 19 | 20 | 17 | 12 | 13 | 12 | 16 |
| | Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

(B) OTHER CURRICULAR AREAS (CURRICULAR ACTIVITIES):

| | | | | | | | | | | |
|--|--------------|------------|------------|------------|------------|-----------|------------|------------|------------|------------|
| Language & Scientific skills , games & sports and other activities, etc. | A | 19 | 26 | 29 | 30 | 31 | 31 | 35 | 33 | 29 |
| | B | 59 | 56 | 52 | 52 | 55 | 58 | 52 | 51 | 54 |
| | C | 22 | 18 | 19 | 18 | 12 | 11 | 13 | 16 | 16 |
| | Total | 100 | 100 | 100 | 100 | 98 | 100 | 100 | 100 | 100 |

Part 3. SOCIO-PERSONAL QUALITIES:

| | | | | | | | | | | |
|--|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| SOCIO- PERSONAL QUALITIES | A | 18 | 24 | 28 | 20 | 29 | 32 | 35 | 30 | 27 |
| | B | 61 | 59 | 53 | 61 | 54 | 57 | 52 | 58 | 57 |
| | C | 21 | 17 | 19 | 19 | 17 | 11 | 13 | 12 | 16 |
| Total | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

|

Part-II

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

1. Number of classrooms (teaching) observed by the CRCCs in the last quarter:
Range : 25 to 30 (10 per Month)

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

I-X

(ii) Once in two months

(iii) Once in three months

(iv) Once in four to six months

3. Suggestions provided by the CRCCs to improve classroom teaching

- **The HM should supervise the other teachers classroom teaching and suggestions to be provided**
- **Appointment of subject teacher in UP Schools**
- **Use of TLM during classroom transactions/ correction of practice work by teachers**

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

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

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

| | |
|--|-----|
| | 24% |
|--|-----|

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

Review meeting at CRCC Level

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

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

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

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

- Regular correspondence to districts through email/telephone

Part-III

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

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

- Regular monitoring & reviewing of CRCCs of their block
- Monitoring at least 10 schools in a month by Samikhya
- Academic support to CRCCs/ Schools
- Conduct & implementation of teachers training other SSA related activities.
- Analysis of Samikhya, CCE & compilation of block level data required for different interventions of SSA.

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

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

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

1. Maintenance of records i.e. lesson diary, stock register, cashbook etc.
2. Verifying CCE records for Formative-I & Summative-II test
3. By taking demonstration classes on hard spots.
4. Organizing HM meetings on different issues.

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

Checking students progress report card, classroom monitoring, written work of students etc.

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

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

(c) List major issues emerging from the programmes.

(i) Videos provided to facilitate Early Grade Teacher Training Programme was not used properly

(ii) Due to lack of DIET faculty member training monitor

(iii) Due to lack of Resource Person in Science monitoring of the teacher training programme became a problem

7. (a) How many in-service professional development programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

| | |
|------------------------------------|----|
| (i) Mathematics | 01 |
| (ii) Science | 01 |
| (iii) Social Science | |
| (iv) Language | |
| (v) Arts Education | |
| (vi) Health and Physical Education | 1 |

(b) What percent of current year's target has been achieved during last quarter? 95%

(c) List major issues emerging from the programmes.

(i) Lack of close monitoring

(ii) Inaccessible area of different districts like Malkangiri, Nawarangpur

(iii) Absenteeism in Urban area & Pupil belonging to slum area

Part-IV

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

1. Number of districts having 'quality monitoring' mechanism 30

- (a) The institutions involved DIET
- (b) Members of 'quality monitoring' Teacher Educators, DRG, BRCCs & CRCCS, Members of Pedagogy Cell
- (c) Role of BRC/CRC in quality monitoring Monitoring schools through Samikhya & analysis of formative & Summative Tests
- (d) Role of DPO in quality monitoring :Monitoring & supervision by DPO staffs & chalk out plan for implementation of different interventions of SSA

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

- (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

| |
|---|
| Number of districts providing interventions |
| √ |
| √ |
| √ |
| √ |

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

- (a) Once in a month
- (b) Once in two months
- (c) Once in three months
- (d) Once in four-six months

| |
|--|
| Number of districts organizing meetings 30 |
|--|

| |
|---|
| √ |
| |
| |
| |

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

Number of schools visited by DPOs on an average

| |
|---|
| 5 |
|---|

- Steps to be taken for building of learning environment for the children
- More focus on content areas i.e. Language, Math, English
- Teacher should be acquainted with the strategy of multi grade students
- Implementation of CCE & recording of the assessment results of the students.
- Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.**
- Providing opportunities to develop reading, writing & numeracy skills of the children
- Monitoring of CCE & School wise analysis
- Implementation of re-inforcement programme (Sahaja) in weekly allotted days.
- Focus on Early Grade children

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

| Number of districts coordinating | | |
|----------------------------------|-----------|-------|
| Mostly | Sometimes | Never |
| Once in every month | | |

If there are problems, give details. No

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

- Support to prepare the test item for conduct CCE
- Recording of the CCE result and providing necessary support
- Activities related to physical and Art Education
- Designing Monthly Sharing Meeting and disseminating the SLAS and other survey report.
- Preparation of Quality Plan for each block

Part-V

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

1. The textbooks used in the State at Primary and Upper Primary stage are developed by (Mark ✓)
 - a. State Government ✓
 - b. NCERT
 - c. Private Publishers
 - d. Any other
2. When was the last revision of syllabi and textbooks initiated and completed in the State ?

| | Initiated | Completed |
|------------------------|-------------|-------------|
| Primary: Syllabi | <u>2011</u> | <u>2012</u> |
| Textbooks | _____ | _____ |
| Upper Primary: Syllabi | <u>2011</u> | <u>2012</u> |
| Textbooks | _____ | _____ |

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

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

4. Status of CRCs/BRCs in the State :

| | Sanctioned Posts | In Position |
|------|------------------|-------------|
| CRCs | _____ | _____ |
| BRCs | _____ | _____ |

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

- a. DIETs: Involvement Shortage of manpower at DIET level.

Lack of supervision of training programme by DIET faculties due to shortage of manpower

Problems more administrative engagement at DPO level

Lack of convergence with DIET & Experts

b. SCERT: Involvement

- Organizing District level training & block level training
- conducting MSM meeting

Problems

- Lack of monitoring due to shortage of DIET faculties

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

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

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

Yes

(b) If yes when was last meeting held? What were the main recommendations?

(Please attach copies of minutes and action taken)

Nov. 17, 2014 on SLAS

Recommendations-

- Conducting SLAS for Class II, III, VI & VIII
- Sharing of last year SLAS results
- Preparation of Annual Work plan as per SLAS report

8. (a) Major programme / activities of SSA for quality enhancement during the current year....
- 3 different types of training programme (Early Grade)
 - Revisit of Samikhya
 - Implementation of SAHAJA
 - Assessment of Learning level (SLAS, CCE, SAHAJA)
 - Quality award to schools
 - PINDICS
- (b) Progress of these programme during the quarter
- All training completed
 - SLAS will be conducted on 3rd week of Feb.
 - CCE has been rolled out throughout the State
 - PINDICS have been developed & tried out in one block.
9. State key problems encountered/identified during the quarter by the Stat, in the context of quality parameters.
- Lack of good resource persons at Early Grade level
 - Implementation of PINDICS due to interference of teachers association
 - More orientation required by teachers for CCE
10. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).
- Resource support from NCERT to conceptualise learning materials prepared by NCERT
 - Activities related to enhancement of learning level at Early Grade Stage.
 - Resource support from National level on different content related to Science & Mathematics etc.

Date:

Name & Signature