

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

Quarter under Report

I	II	III	IV
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Year

2015

Period of Quarter IVth Quarter

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	36399	VI - VIII	4027	I - VIII	17918	Any other			Total	
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(b) Number of schools which filled up SMFs

I - V	2550	VI - VIII	1075	I - VIII	1125	Any other			Total	
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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>1,15,833</td></tr></table>	1,15,833	<table border="1" style="width: 100%;"><tr><td>2,24,330</td></tr></table>	2,24,330
	1,15,833				
2,24,330					
(ii) Contractual	<table border="1" style="width: 100%;"><tr><td>73,736</td></tr></table>	73,736			
73,736					
(b) Upper Primary Teachers	(i) Regular	<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					
(ii) Contractual	<table border="1" style="width: 100%;"><tr><td> </td></tr></table>				

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	65	25	10	66	25	9	98	37.5	14.5
II	68	27	5	62	37	1	99	45.5	5.5
III	67	25	8	68	23	8	101	36.5	12
IV	65	28	7	66	27	7	98	41.5	10.5
V	66	27	7	70	26	4	101	40	9
VI	80	29	9	72	28	0	116	43	9
VII	75	25	0	71	29	0	110.5	39.5	0
VIII	77	38	15	60	30	10	107	53	20
Total	70.375	28	7.625	66.875	28.125	4.875	103.8125	42.0625	10.0625

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 :

- Celebration of Pravesh Utsav.
- Distribution of Prize to the students having more than 90%.
- Praise to the parents of the students having regular attendance.
- Discussion in the PTA & SMC meetings.
- Personal visit of teachers to the home of child.
- Effective function of Meena cabinet & School cabinet.

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

Boys **3184**

Girls **2817**

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

Own Schools	Other centers(NGO)	Residential centers Seasonal hostel by Govt	Any Other
404		1. Residential special training Centre – 99 2. Non-Residential Special Training Centre – 305 3. Seasonal Hostel - 204	

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/June

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.

- Regular checking of worksheets.
- Teaching as per need & achievement level of students.
- Play way & activity based teaching learning situation.
- Focus on slow learners in SAHAJA programme.
- Conceptual clarity in MSM training.

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

- Themes specific training on Braille, large print, MR, CP to regular teachers.
- Counselling & training to CWSN students as per their mental level & requirement.
- Remedial coaching to CWSN.
- Providing incentives, aids & appliances etc.

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
- Asking questions to the students etc.

- Pedagogical support to teachers.

Section E: Teacher Training

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

- Use of different types of activities as per need of students.
- Continuous & Comprehensive Evaluation of students, Recording of pupil progress.
- Use of different tools & techniques for evaluation in classroom situation.
- Student employment in child right.

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

- Training on attitudinal changes of teachers.
- More training on tools & techniques for evaluation.
- Training on key competencies on each subject.
- Training through slides, projectors, audio visual equipment.

Section F: Functioning of SMCs

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

SMC formation continued -> Out of 62280 SMX for - 58454

58454 / 62280 = 93%

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 % - 78.1%

(b) Action taken for coverage of SMCs not trained – DPC instructed to look into the matter

248509 / 317808.
=78%

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

GEOGRAPHY	A						23	25	29	25.666 6667
	B						24	24	23	23.666 6667
	C						20	21	20	20.333 3333
	D						18	18	14	16.666 6667
	E						15	12	14	13.666 6667
Total							100	100	100	100
ENGLISH	A				24	20	21	28	24	23.4
	B				20	24	24	24	23	23
	C				25	28	20	23	26	24.4
	D				13	18	15	16	17	15.8
	E				18	10	20	9	10	13.4
Total				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	22	28	27	28	26	28	40	34	29.125
	B	60	55	50	55	53	55	55	53	54.5
	C	18	17	23	17	21	17	5	13	16.375
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	22	30	32	35	35	34	38	34	32.5
	B	54	53	50	50	50	55	50	56	52.25
	C	24	17	18	15	15	11	12	10	15.25
	Total	100	100	100	100	100	100	100	100	100
Part 3. SOCIO-PERSONAL QUALITIES:										
SOCIO-PERSONAL QUALITIES	A	20	28	30	18	27	34	36	40	29.125
	B	55	55	50	60	56	58	50	55	54.875
	C	25	17	20	22	17	8	14	5	16
Total	100	100	100	100	100	100	100	100	100	100

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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**

Number %

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

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.

Nil

(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.
 - Monitoring Classroom transaction.
 - Conduct of Summative-II & Formative-I.
 - Conduct of teacher training & other block & Cluster level activities under SSA.

2. Number of BRCs who prepared a schedule for visit of schools. 316

3. Number of times each school was visited by BRCs on an average? 02

4. Write five examples of professional support provided by the BRC to teachers during the last quarter.
 - Maintenance of students records in CCE.
 - Maintenance of different School records i.e. Lesson diary, cash book, stock register etc.

5. How are BRCCs monitoring the records of pupil progress in learning?
 - By monitoring the CA, OCA & SPQ by asking question to student & parents
 - Observing classroom transactions.
 - Interaction with students
 - Verification of worksheets of the students.

- 6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter.
 - Early Grade – 41147 teachers were trained out of 45218 (90.99%)
 - Primary Grade – 45848 teachers were trained out of 50384 teachers (90.94%)
 - Upper Primary Grade – 17184 teachers were trained out of 18889 teachers (90.97%)

- (b) What percent of current year's target has been achieved during last quarter? 90%

- (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?

	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 organizing meetings of BRCCs, CRCCs and Head Teachers to understand the problems of your district? Number of districts organizing meetings 30

- | | |
|-----------------------------|---|
| (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: 5

Number of schools visited by DPOs on an average

- 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.

- Providing onsite support by teacher through reinforcement programme – SAHAJA
- Preparation of lesson note and its implementation inside the class
- Knowledge in handling multi grade situation effectively
- 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.

Sri S.N. Mishra
Deputy Director(Ped&TT)
Name & Signature

Date: 03.06.15