

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

Quarter under Report

I	II	III	IV
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Year

2015-16

Period of Quarter : Jan to March (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 4389 /4806, BRC 316/316 , District 30 , State Odisha

2. (a) Number of schools in the Cluster

I - V	36550	VI - VIII	4027	I - VIII	18470	Any other			Total	
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(b) Number of schools which filled up SMFs

I - V		VI - VIII		I - VIII		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"><tr><td>122214</td></tr></table>	122214	<table border="1"><tr><td>145681</td></tr></table>	145681
	122214				
145681					
(ii) Contractual	<table border="1"><tr><td> </td></tr></table>				
(b) Upper Primary Teachers	(i) Regular	<table border="1"><tr><td> </td></tr></table>			
(ii) Contractual	<table border="1"><tr><td> </td></tr></table>		<table border="1"><tr><td>77066</td></tr></table>	77066	
77066					

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	66	20	14	67	21	12	133	41	26
II	65	19	16	66	20	14	131	39	30
III	68	16	16	69	18	13	137	34	29
IV	65	14	21	65	16	19	130	30	40
V	66	15	19	65	17	18	131	32	37
VI	70	16	14	71	16	13	141	32	27
VII	72	17	14	70	15	15	142	32	29
VIII	59	14	27	60	15	25	119	29	52
Total	531	128	141	533	138	129	1064	269	270

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

102485

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

- Personal visit of teachers to the home of the child.
- Discussion in SMC Meetings
- Parents counselling
- Joyful learning

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

Boys 2647

Girls 2505

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

Own Schools	Other centers(NGO)	Residential centers Seasonal hostel by Govt	Any Other
351 centre 2518 out of school children for special training		254 seasonal hostels 9354 children of the migrant formalities	Nil

Section C: Curriculum Transaction

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

2015-16

Within one week	Within one month	After one month
60% Distributed	76% Distributed	Balance Book Distributed

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 review by high-level officers through video conferencing.

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.

- Dedicated teachers have been identified for Early Grade
- Reinforcement Programme called “ SAHAJA” has been implemented
- CCE, Academic Calendar has been implemented
- Training has been imparted to teachers of Early Grade, Primary Grade & UP Grade
- Regular monitoring by CRCCS, ABEOS, BeOS, district level & cluster level officers.
- Activity bank & questions bank prepared & used by the teachers in the Classroom transaction

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

- Ramp & rails are connected to each class
- Training of teachers on inclusive education is given to make classroom inclusive
- Participation of different categories of students in teaching learning process in ensured through group work, collective work & team work etc. as reported by Kendrapara District

Section D: Continuous and Comprehensive Evaluation

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

- Regular monitoring of Schools
- Verification of CCE registers
- Observing the classroom situations
- Taking demonstration class as & when required
- Ensuring implementation of “ SAHAJA” – a reinforcement programme.

Section E: Teacher Training

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

- Understanding of students

- Dedicated teachers for early grade have been identified & trained for imparting training to Class I & II students only
- Teachers are preparing different tools of CCE to record the student progress .
- Preparing questions for evaluation based on different skills.

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

- It should be need based
- Block level monitoring team should be formed by taking good DRG & BRG members
- Training on attitudinal changes of teachers should be ensured
- Training through slides, projects, audio visual equipments should be ensured
- Frequent use of ICT materials as & when required.

Section F: Functioning of SMCs

61619 / 63074

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

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

- (b) Number of schools involving SMCs in preparation of this plan.
- (c) Action taken on Schools that did not involve SMCs

In progress

- (a) Number of SMCs which were given training about their roles and functions.
- (b) Action taken for coverage of SMCs not trained – DPCs are instructed to look into the matter

Number % -

283889 / 317808

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	27	29	26	25	22	26	26	27	26.00
	B	29	30	31	29	30	30	30	30	29.88
	C	25	25	26	27	28	32	26	25	26.75
	D	11	9	10	10	11	10	11	10	10.25
	E	8	7	7	9	9	2	7	8	7.13
Total		100	100	100	100	100	100	100	100	100.00
Mathematics	A	28	27	26	24	29	28	28	26	27.00
	B	31	30	28	27	26	25	26	25	27.25

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: 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

100%

(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

- Appointment of subject specific teachers in UP schools.
- Provision of ICT materials in class room teaching.
- TLM grant should be provided to the teachers.
- Model teaching by subject expert 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 ?

10%

(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.

8-10

(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 & review of CRCCs in their blocks
- Verification of different records of schools
- Smooth conduct of MDM activities / distribution
- Organization of teacher empowerment programme.
- Onsite support to Teachers as & when required.

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

All

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

Quarterly.

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

- Support during constitution of SMC
- Support for smooth conduct of MDM activities by the school
- Pedagogical support to teachers
- Support to teachers in maintenance of records & preparation of lesson note
- Monitoring of SAHAJA programme by BRCC

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

- Monitoring & supervision of proper implementation of 'SAHAJA ' programme
- By verifying the pupil progress registers
- Interaction with the students and teachers
- Interaction with BRG members
- Review of CRCCs

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

During 2015-16, 59706 no. of teachers have received in service training at block level (data received up to 31st Jan 2016).Near about 1,08,000 Primary teachers have received training at cluster level. Along with contents in Language & Mathematics of Class-III, IV, V, motivational training was also imported to the primary grade teachers.

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

88.88%(up to
31st Jan 2016)

(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 programme are not properly monitored.

(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

(ii) Science

(iii) Social Science

(iv) Language

(v) Arts Education

(vi) Health and Physical Education

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

(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.

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

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).

	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)

17th Aug, 2015 on implementation of SLAS 2015-16.

Nov. 17, 2014 on SLAS

Recommendations-

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

- Implementation of 'SAHAJ'-a reinforcement programme for enhancing learning level of children at State level.
- Identify the learning difficulties of learners with respect to basic competencies in reading and writing skills (language) and Numeracy
- Identify slow learners and assess their learning difficulties
- Provide instructional support on core competencies in reading and writing and numeracy of the previous grade
- Provide in-school reinforcement teaching and additional support to slow learners and children lagging behind
- Focus on developing basic competencies in students before moving to content teaching in regular classrooms.

(b) Progress of these programme during the quarter

Final Achievement of children on SAHAJA for the year 2015-16					
ODISHA					
Sl. No.	Class	Subject	State Average Summative-II 2015-16(Baseline)	State Average Formative-I 2015-16(Endline)	Achievement in SAHAJA
1	Class-II	Language (O)	59.87	60.24	0.37
2		Mathematics	60.51	61.91	1.40
3	Class-III	Language (O)	58.99	57.97	-1.02
4		Mathematics	59.67	59.60	-0.06
5	Class-IV	Language (O)	59.22	59.81	0.58
6		Mathematics	58.45	72.65	14.20
7	Class-V	Language (O)	59.81	60.57	0.75
8		Mathematics	57.77	58.05	0.28
9	Class-VI	Language (O)	57.22	57.98	0.75
10		Mathematics	58.26	58.94	0.68
11	Class-VII	Language (O)	58.91	60.20	1.29
12		Mathematics	57.65	59.86	2.21
13	Class-VIII	Language (O)	57.59	58.93	1.33
14		Mathematics	56.97	57.85	0.88

9. State key problems encountered/identified during the quarter by the Stat, in the context of quality parameters.
- Lack of trained SC/Math Teachers for UP Grade students.
 - Involvement of CRCC on providing academic support to cluster schools.
10. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).

Date: 19.11.2016

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