

DISTRICT MONITORING FORMAT
(To be completed by DPO and be sent to SPD and SCERT)

Quarter under Report

I	II	III	IV
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Year

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Period of Quarter..... to.....

General Guidelines

1. This format has four parts, I, II, III and IV. Part I, II & III will be completed by consolidating information received in BMFs from all BRCs in the district.
2. Part IV will be completed by the DPO on the basis of his/her perceptions.
3. Information provided should belong to the quarter under report only.
4. Completed DMF should be submitted to the SPD and SCERT.

Part-I

(To be consolidated by DPO using the information from BMF Part I filled up by BRCCs of all blocks)

Section A: School Information

1. CRC _____, BRC _____, District _____, State _____

2. (a) Number of schools in the district

I - V		VI - VIII		I - VIII		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:

Primary

Upper Primary

(a) How many government schools in the district have a pupil teacher ratio above 1:30 in primary school and 1:35 in upper primary school?

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

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

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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									
II									
III									
IV									
V									
VI									
VII									
VIII									
Total									

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

(ii) Number of schools with no CWSN enrolled.

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

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

Boys Girls

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

In schools where enrolled	Other non-residential centers by NGOs	Residential centers	Any Other

(c) Number of 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 in the district.

Within one week	Within one month	After one month

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

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

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

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

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

Section D: Continuous and Comprehensive Evaluation

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

Section E: Teacher Training

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

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

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

Section F: Functioning of SMCs

- 16. Number of schools having School Management Committees (SMCs) in the district.
- 17. (a) Number of schools where School Development Plans have not been prepared.
- (b) Number of schools not involving SMCs in preparation of this plan.
- 18. Number of SMCs which have not been given training about their roles and functions.

Section G: Learners' Assessment

19. 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-V for last term/quarter/month.

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

(ii) Number of schools in district with low pupil achievement levels.

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total		
				No.	%	No.	%	No.	%	
I	Language		A							
			B							
			C							
			Total						100	
	Mathematics		A	<i>SAMPLE</i>						
			B							
			C							
			Total							
	EVS		A							
			B							
			C							
			Total						100	
II										
III										
IV										
V										

*Add all classes and all subjects

** Primary: Grades A= 70%and above, B= 30%-69%, C= below 30%

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

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

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

(a) Science

(b) Mathematics

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total		
				No.	%	No.	%	No.	%	
VI	Language		A							
			B							
			C							
			D							
			E							
			Total						100	
	Mathematics			A	<i>SAMPLE</i>					
				B						
				C						
				D						
				E						
				Total						
	Science			A						
				B						
				C						
				D						
				E						
				Total						100
	Social Science			A						
				B						
				C						
				D						
				E						
				Total						100
			A							
			B							
			C							
			D							
			E							
			Total						100	
VII										
VIII										

*Add all classes and all subjects ;

** Upper Pry: Grades A= 80%and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

Part-II

(To be consolidated by DPO using information from BMF (Part II) filled up by BRCCs of all blocks)

1. Number of classrooms (teaching) observed by the CRCCs in the last quarter:

Range :to.....

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visited

(i) Once in a month

(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 and action taken thereon.

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

Number	%
<input type="text"/>	<input type="text"/>

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

(b) What have BRCs/CRCs done to address this issue? Have they done enough? If not, what are you going to do?

6. (i) Number of BRCC's who undertook expected number CRC's and schools visits?

(ii) Number of BRCC's who are not providing quarterly QMT's regularly.

(iii) BRCC's who have not taken action in their blocks on schools/teachers lagging behind in annual syllabus/textbook coverage?

Part-III

(To be consolidated by DPO using information from BMF Part III filled up by BRCCs of all blocks)

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

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

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

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

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

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 five major issues emerging from the programmes.

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

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 five major issues emerging from the programmes.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

Part-IV

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

1. Has the State authority (SCERT/SSA) provided any guidelines to CRCs & BRCCs for supervision of schools' classroom processes in your district?

Yes	No
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If yes, provide information on the following:

- (a) Minimum number of schools to be supervised in a quarter
 (b) Minimum number of classes (teaching learning processes) observed in a quarter

CRCC	BRCC

2. Do you have a 'quality monitoring' mechanism at the district level?

If yes,

- (a) The institutions involved _____
 (b) Members of 'quality monitoring' _____
 (c) Role of BRC/CRC in quality monitoring _____
 (d) Role of DPO in quality monitoring _____

3. 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

Yes	No
Yes	No
Yes	No
Yes	No

4. Do you organize meetings of BRCCs, CRCCs and Head Teachers to understand the problems of your district?

Yes	No
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If yes, in what way:

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

Yes	No
Yes	No
Yes	No
Yes	No

5. Field visits (schools) by DPO during last quarter:

- (a) Number of schools visited

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(b) Feedback from field on 'quality: State three priority areas, where intervention in next quarter is required.

(i) _____

(ii) _____

(iii) _____

(c) Number of CRCCs whose performance was poor

(d) What action has been taken on that?

6. How often do DPO and DIET hold coordination meetings or coordinate between themselves for SSA activities (Please \surd mark)

Mostly	Sometimes	Never
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If there are problems, give details

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

8. Do school buildings have minimum required infrastructure arrangement?

Yes	No
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(a) Number of schools without safe drinking water facilities

(b) Number of schools without separate toilets for boys/ girls

(c) Schools without barrier free access

(d) Schools without boundary wall

Date:

Name & Signature