

State :- Chhattisgarh

STMF

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	II	III	IV
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Year

- -

2	0	1	5
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1	6
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Period of (3rd QTR) 2015-16

General Guidelines:

1. This format has four parts, I, II, III, IV and V. Part I, II, III & IV 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 information from DMF (Part I) filled by DPOs of all districts)

Section A: School Information

1. State ...**CHHATTISGARH**2. Number of CRCs in the state...**2703** Number of CRCCs submitted MFs...**2703**.....Number of BRCs /URCCsin the state (146+4)=**150**...Number of BRCCs submitted BMFs **150**Number of Districts in the state **27**.....Number of Districts submitted MFs...**20**.....

2. (a) Number of schools in the State

I - V	31079	VI - VIII	13444	I - VIII	44523	Any other	----	----	Total	----
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Note : Some school rationalization so, merged in nearest school

(b) Number of schools which filled up SMFs

I - V	22486	VI - VIII	9637	I - VIII	32123	Any other	-----	-----	Total	-----
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Note: - 9 District not submitted QMT Format

3. (i) Number of Teachers:
(as per RTE Norms)

In Position

Required Posts

(a) Primary Teachers

(i) Regular

92113

(ii) Contractual

0

(b) Upper Primary Teachers

(i) Regular

53776

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(ii) Contractual

0

- (ii) Primary Upper Primary
- (a) How many government schools in the state have a pupil teacher ratio above 1:30 in primary school and above 1:35 in upper primary school? 5983 2180
- (b) How many teachers in the state have failed to join place of posting in last quarter? 0
- (c) How many teachers are attached elsewhere than place of posting? 0

Section B: Attendance Information

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

Month: Oct to Dec 2015...(End of 3rd Quarter).....

Class	Number of schools with average daily attendance of =32123								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	40368	54245	31538	43122	55804	27902	83490	110049	59440
II	41582	52589	28129	44592	52025	27251	86174	104614	55380
III	44918	59451	27744	51078	56455	26883	95997	115906	54627
IV	50429	58834	30818	48639	57222	37194	99068	116056	68012
V	58793	57285	34673	62290	54694	34943	121083	111979	69616
VI	51048	57946	28973	54262	61401	27131	105310	119348	56104
VII	52166	57657	27456	53554	59191	28186	105719	116848	55642
VIII	53222	58681	24564	48309	62517	31259	101531	121198	55823
Total	392526	456688	233895	405846	459309	240749	798372	915998	474644

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

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

72273

- As door to door approach has been made through Teacher's and member of SMC's at village level of the concerned school in order to improve the attendance of the 6 to 14 age group normal children as well as CWSN children.
- An enrollment function (Shala Pravesh Utsav) was organized at village, Cluster, Block and District Level in which various kinds of activities including Bal Film Show, Cultural Activities etc.
- Making educational activities interesting.
- Making improvement in quality of Mid Day Meal..

- Introducing 25% of Text Book material in regional languages of six tribal areas in the Text Book of class 1 to 5.
- Making School/Class room environment child friendly and free from fear.

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

Boys:

2813

Girls:

3922

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

Residential	Other centers (NGO)	Non- Residential centers	Any Other
172	01	113	-

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

6735

Section C: Curriculum Transaction

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

2015-16

<i>Within one week</i>	<i>Within one month</i>	<i>After one month</i>
<i>44523</i>	<i>---</i>	<i>-----</i>

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

- The text books were distributed to the students before school session started. The text books were distributed by TBC directly Block Level/Cluster Level in March-April and they distributed it to the Schools before first week of June. Monitoring of providing Free Text Books was performed by the State level as well as the District Level to ensure the complete distribution of free text book.
- **No. of teachers who received Teacher/ (TLM) Grant and have utilised it***

Received % Utilised %

Percentage of primary teachers

---0--	--0--
---0--	--0---

Percentage of upper primary teachers

State didn't get these grants last 2-3 year. But these grants are required to run the school activities.

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

- The textbooks give 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 CABIN 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
- Specific efforts made for making classrooms inclusive (CWSN).
- Provide Maths Kit in Selected School.
- Provide Toon Masti CDs

As Chhattisgarh state recruited number of resource teachers for children with special needs and as per their duties defined in their order visiting each and every schools where CWSN children are enrolled and conducting the training of those teachers where CWSN are enrolled at cluster level and according to the roaster prepared for these resource teachers visiting the schools and made possible for teachers to make possible inclusive classroom set up

**If Applicable*

Section D: Continuous and Comprehensive Evaluation

11. How are CRCs monitoring the progress of pupils' learning?

- An exhausting guideline prepared by SCERT about CCE was provided to all CRCs by the help of this CRCs monitored the progress of pupils learning.
- During monitoring CRCs approach to the classes and ask questions to the students of their class level.
- They also observe their homework and assignment copies.
- On the basis of the observations of student's profile, Report Cards, Port Folio, Evaluation Register and Teachers Diary.
- Follow up regarding CCE is done at school level only with individual students.

Section E: Teacher Training

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

This year the focus of the training was Early Grade Reading. Teachers were asked to do the following confession after getting training. The same was written in the training module and teachers were asked to sign the following oath:

1. *I will ensure the availability of reading corner in school*
2. *I will put the labels for different items in school to provide print-rich environment*
3. *I will make proper use of school library*
4. *Use of local language to facilitate students' learning*

5. Seek Community support

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

- Training should provide with Expert M.Ts through SCERT.
- Training program should be organized in vacation so that the teaching in the school should not be affected .
- Training should be need based .
- Teachers should decide that in which subject he/she is interested and need knowledge.

Section F: Functioning of SMC

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

	Number	%
17. (a) Number of schools where School Development Plans have been prepared.	44523	100%
(b) Number of schools involving SMCs in preparation of this plan.	44523	100%
(c) Action taken on schools that did not involve SMCs. Number %	44523	100%
18. (a) Number of SMCs which were given training about their roles and functions.	0	0
(b) Action taken for coverage of SMCs not trained.		

Training modules for SMC training developed with UNICEF support and training of all the districts and block level Resource Persons organized. Training of SMCs planned in different rounds.

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.*

	Number	%
(i) Number of schools of the State which provided this information:	22486	73%
(ii) Number of schools in State with low pupil achievement level	2993	9%

EXAMPLE: (Please do not use this format as it is. Provide information in the format used in your school)

class	subject	grade	Boys	%	Girls	%	Total	%
1	language	A	39107	31	40585	32	79692	32
		B	55506	44	55804	44	111311	44
		C	31538	25	30439	24	61976	25
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0

	total		126151	100	126828	100	252979	100
	mathematics	A	35322	28	36780	29	72102	29
		B	52983	42	55804	44	108788	43
		C	37845	30	34244	27	72089	29
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
	total		126151	100	126828	100	252979	100
	EVS	A	41630	33	40585	32	82215	33
		B	52983	42	55804	44	108788	43
		C	31538	25	30439	24	61976	25
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
	total		126151	100	126828	100	252979	100
2	language	A	41582	34	44592	36	86174	35
		B	52589	43	53263	43	105852	43
		C	28129	23	26012	21	54141	22
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
	total		122300	100	123868	100	246168	100
	mathematics	A	31798	26	33444	27	65242	27
		B	52589	43	53263	43	105852	43
		C	34244	28	34683	28	68927	28
		D	2446	2	2477	2	4923	2
		E	1223	1	1239	1	2462	1
	total		122300	100	123868	101	246168	101
	EVs	A	39136	32	38399	31	77535	32
		B	52589	43	53263	43	105852	43
		C	30575	25	32206	26	62781	26
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
	total		122300	100	123868	100	246168	100
3	language	A	39634	30	43013	32	82647	31
		B	56809	43	57799	43	114608	43
		C	35671	27	33604	25	69275	26
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
	total		132113	100	134417	100	266530	100
	mathematics	A	38313	29	41669	31	79982	30
		B	54166	41	56455	42	110621	42
		C	39634	30	36293	27	75926	29
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
	total		132113	100	134417	100	266530	100
	EVS	A	44918	34	41669	31	86588	33
		B	54166	41	55111	41	109277	41
		C	33028	25	37637	28	70665	27
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
	total		132113	100	134417	100	266530	100

4	language	A	43425	31	42917	30	86341	31
		B	60234	43	60083	42	120318	43
		C	36421	26	40055	28	76476	27
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
		total		140080	100	143055	100	283135
	mathematics	A	37822	27	42917	30	80738	29
		B	61635	44	60083	42	121718	43
		C	40623	29	40055	28	80679	29
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
		total		140080	100	143055	100	283135
	EVS	A	49028	35	45778	32	94806	34
		B	60234	43	61514	43	121748	43
		C	30818	22	35764	25	66581	24
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
		total		140080	100	143055	100	283135
5	language	A	46733	31	44059	29	90792	30
		B	66330	44	66848	44	133179	44
		C	37688	25	41021	27	78708	26
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
		total		150751	100	151928	100	302679
	mathematics	A	45225	30	47098	31	92323	31
		B	64823	43	66848	44	131671	44
		C	40703	27	37982	25	78685	26
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
		total		150751	100	151928	100	302679
	EVS	A	49748	33	47098	31	96846	32
		B	61808	41	66848	44	128656	43
		C	39195	26	37982	25	77177	26
		D	0	0	0	0	0	0
		E	0	0	0	0	0	0
		total		150751	100	151928	100	302679

(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 State which provided this information:

9637

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

3807

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

(a) Science

1181

(b) Mathematics

1752

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

6	hindi	A	38631	28	39982	28	78613	28
		B	46909	34	51406	36	98315	35
		C	40010	29	39982	28	79993	29
		D	9658	7	8568	6	18225	7
		E	2759	2	2856	2	5615	2
		Total		137967	100	142794	100	280761
	mathematics	A	31732	23	32843	23	64575	23
		B	46909	34	48550	34	95459	34
		C	45529	33	47122	33	92651	33
		D	9658	7	9996	7	19653	7
		E	4139	3	4284	3	8423	3
		Total		137967	100	142794	100	280761
	science	A	33112	24	32843	23	65955	24
		B	48288	35	48550	34	96838	35
		C	45529	33	47122	33	92651	33
		D	9658	7	11424	8	21081	8
		E	2759	2	2856	2	5615	2
		Total		137967	101	142794	100	280761
	so science	A	37251	27	37126	26	74378	27
		B	44149	32	47122	33	91271	33
		C	44149	32	45694	32	89844	32
		D	8278	6	8568	6	16846	6
		E	4139	3	4284	3	8423	3
		Total		137967	100	142794	100	280761
	English	A	38631	28	41410	29	80041	29
		B	40010	29	39982	28	79993	29
		C	45529	33	49978	35	95507	34
		D	11037	8	9996	7	21033	8
		E	2759	2	1428	1	4187	2
		Total		137967	100	142794	100	280761
	Sanskrit	A	46909	34	47122	33	94031	34
		B	44149	32	48550	34	92699	33
		C	37251	27	41410	29	78661	28
		D	6898	5	4284	3	11182	4
		E	2759	2	1428	1	4187	2
		Total		137967	100	142794	100	280761
7	hindi	A	34320	25	36642	26	70962	26
		B	50793	37	50735	36	101528	37
		C	39811	29	39461	28	79271	29
		D	9609	7	9865	7	19475	7
		E	2746	2	4228	3	6973	3
		Total		137278	100	140931	100	278209
	mathematics	A	32947	24	31005	22	63952	23
		B	46675	34	49326	35	96000	35
		C	45302	33	46507	33	91809	33

		D	9609	7	9865	7	19475	7
		E	2746	2	4228	3	6973	3
	Total		137278	100	140931	100	278209	100
	science	A	35692	26	35233	25	70925	26
		B	49420	36	50735	36	100155	36
		C	38438	28	40870	29	79308	29
		D	9609	7	9865	7	19475	7
		E	4118	3	4228	3	8346	3
	Total		137278	100	140931	100	278209	100
	so science	A	35692	26	36642	26	72334	26
		B	48047	35	49326	35	97373	35
		C	39811	29	40870	29	80681	29
		D	10982	8	9865	7	20847	8
		E	2746	2	4228	3	6973	3
	Total		137278	100	140931	100	278209	100
	English	A	45302	33	47917	34	93218	34
		B	46675	34	49326	35	96000	35
		C	28828	21	31005	22	59833	22
		D	12355	9	9865	7	22220	8
		E	4118	3	2819	2	6937	3
	Total		137278	100	140931	100	278209	100
	Sanskrit	A	48047	35	47917	34	95964	35
		B	45302	33	47917	34	93218	34
		C	37065	27	40870	29	77935	28
		D	4118	3	2819	2	6937	3
		E	2746	2	1409	1	4155	2
	Total		137278	100	140931	100	278209	100
8	hindi	A	40940	30	41205	29	82144	30
		B	45034	33	49730	35	94764	34
		C	36846	27	38363	27	75209	27
		D	9553	7	9946	7	19499	7
		E	4094	3	2842	2	6936	3
	Total		136466	100	142085	100	278551	100
	mathematics	A	31387	23	34100	24	65488	24
		B	49128	36	51151	36	100278	36
		C	40940	30	41205	29	82144	30
		D	10917	8	9946	7	20863	8
		E	4094	3	4263	3	8357	3
	Total		136466	100	142085	99	278551	100
	science	A	32752	24	34100	24	66852	24
		B	49128	36	51151	36	100278	36
		C	39575	29	41205	29	80780	29
		D	10917	8	9946	7	20863	8
		E	4094	3	4263	3	8357	3
	Total		136466	100	142085	99	278551	100
	so science	A	39575	29	39784	28	79359	29
		B	47763	35	51151	36	98914	36
		C	35481	26	38363	27	73844	27
		D	9553	7	8525	6	18078	7

	E	4094	3	4263	3	8357	3
Total		136466	100	142085	100	278551	100
English	A	45034	33	45467	32	90501	33
	B	43669	32	46888	33	90557	33
	C	32752	24	39784	28	72536	26
	D	10917	8	7104	5	18022	7
	E	4094	3	2842	2	6936	3
Total		136466	100	142085	100	278551	100
Sanskrit	A	47763	35	49730	35	97493	35
	B	45034	33	48309	34	93343	34
	C	40940	30	39784	28	80724	29
	D	1365	1	2842	2	4206	2
	E	1365	1	1421	1	2786	1
Total		136466	100	142085	100	278551	100

*Add subjects for all classes ** Upper Primary: Grades A= 80%and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

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) 16.....to (Maximum) 22.....

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

Range (Minimum) 7.....to (Maximum) 8.....

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) *Once in a month*

2703

(ii) *Once in two months*

00

(iii) *Once in three months*

00

(iv) *Each school could not be visited*

00

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

1. Teaching through TLM

2. Engage each students of the class.

3. Regular homework and assignment work

4. Writing by hearing

5. Using active methodology & group work in teaching and learning . Number %

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

0

0

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

44523

100

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

NA

1. (a) Number of DPOs who are not providing QMTs regularly

9

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

1. Reminder letter has been written to concerning _DPOs.

2. Notice for not submitted QMT.

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.

- (i) BRCs worked for the improvement of student's attendance and participation in school activities of the rural students.
- (ii) Tried for the SMC Members participation in school improvement.
- (iii) Specific focus on CWSN as per RTE
- (iv) Monthly meeting of CACs for regular monitoring.
- (v) Monitoring of Schools by BRCCs

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

150=146+4

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

1

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

- (i) Timely disbursement of salary through bank with the help of Block Education Officers in order to stop any kind of complaints
- (ii) Conducting regular academic meetings at Cluster level for review and progress of schools.
- (iv) Conducted 5 days in service teachers training to make teachers proficient in their teaching process effective.
- (v) Regular monitoring of school by BRCs in order to check the attendance of the teachers and school timings.
- (vi) BRCs have developed the system of collection of required information from the schools through CRCs only in order to stop the teachers moving from schools for the information purpose

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

- 1. As per CCE manuals and records available in the schools BRCs not only observe the said record but also ensure to put his signature on the record.

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

04 Days

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

80%

(c) List major issues emerging from the programmes.

1. Teachers training was helpful in improving in basic language skills.
 2. Teaching method developed with students
 3. Inter personal relation developed between teachers and SMC
 4. Leadership management developed in teachers
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?

(i)	Mathematics	<input type="text" value="1"/>
(ii)	Science	<input type="text" value="1"/>
(iii)	<i>Social Science</i>	<input type="text" value="0"/>
(iv)	Language	<input type="text" value="0"/>
(v)	Arts Education	<input type="text" value="0"/>
(vi)	Health and Physical Education	<input type="text" value="2"/>

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

(c) List major issues emerging from the programme

1. Improving students' active participation in classrooms
2. Teachers to understand innovative ways to engage students in meaningful ways
3. Maintenance of school records on the basis of CCE and implementation of CCE
4. Sports activities in schools
5. Regular operational of NRSTC and RSTC

Part-IV

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

<p>1. Number of districts having 'quality monitoring' mechanism.</p> <p>(a) The institutions involved _____ 44523 _____</p> <p>(b) Members of 'quality' monitoring _____ 324 _____</p> <p>(c) Role of BRC/CRC in quality monitoring 3281 _____ Member _____</p> <p>(d) Role of DPO in 'quality' monitoring _____ Secretary _____</p>	<div style="border: 1px solid black; padding: 5px; width: 50px; margin: 0 auto;">27</div>
<p>2. What kind of 'quality interventions' were provided at district level in the last quarter?</p> <p>(a) Training of resource persons on RTE Act 2009</p> <p>(b) Training of Resource Persons on Pedagogy and Assessment</p> <p>(c) Training of SMC members on 'School Development Plan'</p> <p>(d) Training of 'Educators' for special training of children admitted to age-appropriate classes</p>	<div style="border: 1px solid black; padding: 5px; width: 100px; margin: 0 auto;">Number of districts providing interventions</div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 50px; margin: 5px;">27</div> <div style="border: 1px solid black; padding: 5px; width: 50px; margin: 5px;">0</div> <div style="border: 1px solid black; padding: 5px; width: 50px; margin: 5px;">0</div> <div style="border: 1px solid black; padding: 5px; width: 50px; margin: 5px;">150</div> </div>
<p>3. Number of districts organizing meetings of BRC, CRC and Head Teachers to understand the problems of district.</p> <p>(a) Once in a month</p> <p>(b) Once in two months</p> <p>(c) Once in three months</p> <p>(d) Once in four-six months</p>	<div style="border: 1px solid black; padding: 5px; width: 50px; margin: 0 auto;">27</div> <div style="border: 1px solid black; padding: 5px; width: 50px; margin: 5px;">27</div> <div style="border: 1px solid black; padding: 5px; width: 50px; margin: 5px;">00</div> <div style="border: 1px solid black; padding: 5px; width: 50px; margin: 5px;">00</div> <div style="border: 1px solid black; padding: 5px; width: 50px; margin: 5px;">00</div>
<p>4. Field visits (schools) by DPOs during last quarter:</p> <p>(a) Number of schools visited by DPOs on an average</p> <p>(b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.</p>	<div style="border: 1px solid black; padding: 5px; width: 50px; margin: 0 auto;">24</div>

1. Dense Monitoring by the Elected Members , Administrative Officers, D.Ed.O, A.C.Tribal, APC Finance, DRGs, APCs, Lecturers of DIET

2. Elected Members, Administrative Officers BRG , BRP, BRCs, B.Ed.O. C.O. Tribal , A.BEdOps

3. Monitoring by Elected Members, Principal of Secondary and Higher secondary Schools CRG, CACs, CRCs, MTs

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

4. Monitoring by SMC members and Gram Sabha Members

(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.

Academic support and monitoring

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 | <input checked="" type="radio"/> |
| (b) NCERT | <input type="radio"/> |
| (c) Private publishers | <input type="radio"/> |
| (d) Any other..... | <input type="radio"/> |

2. When was the last revision of syllabi and textbooks initiated and completed in the State?

	Initiated	Completed
Primary: Syllabi	November 2013	January 2014
Textbooks	February 2014	March 2014
Upper Primary: Syllabi	November 2013	January 2014
Textbooks	February 2014	March 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
In Service Teachers' Training	Both <i>Primary and Upper Pry</i>	2012-13
SMC Training	Both <i>Primary and Upper Pry</i>	2012-13
CWSN Training_	Both <i>Primary and Upper Pry</i>	2013-14
KGBV and Girls Education	<i>Upper Pry</i>	2012-13

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	_____2703_____	_____2682_____
BRCs	_____146 (4 URC)_____	_____146 (4 URC)_____

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

(a) DIETs: Involvement

1. Training of MTs , Academic Support , Monitoring, Action Research,

Problems .

1. Academic Support and Monitoring can not be performed properly by the DIETs due to the lack of staff members.

2. DIETs allot each of the staff members the responsibility of monitoring and academic support to one block but they cannot find proper time to do so.

(b) SCERT: Involvement

- (i) Fully Academic support to SSA in revising and developing the curriculum and text books at elementary level. at elementary level
- (iv) SRGs and DRGs and BRGs for All teachers training are prepared through SCERT
- (iii) Modules and Resource Persons for SMC training are prepared by the SCERT
- (v) Management training is provided to the officers working at District and Block level through SIMAT.
- (vi) State level research work is conducted by the SCERT research team.
- (vii) Other academic activities like CCE, MLE, EGR, ABL and ALM are supported by SCERT
- (viii) Students Learning Achievement Survey (SLAS) is performed through SCERT
- (ix) SCERT analyses the QMT format and makes Planning to achieve the quality education in the state.

Problems

- ❖ Academic Support and Monitoring can not be performed properly by the SCERT due to the lack of staff members.
- ❖ SCERT allot each of the staff members the responsibility of monitoring and academic support to one or two districts, but they cannot find proper time to do so.
- ❖ Follow up of SLAS and training need assessment
- ❖ Support and monitoring of block and district level training programs

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					yes		
BRCs					Yes		
DIETs		Yes					
DPO					Yes		
SCERT		Yes					

7. (a) Does the State have State Resource Group to advice on Quality? Yes /No

-----Yes-----

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

In APC training meeting decided QMTs format translated in to Hindi language and sent to the Districts in time so that they could provide it to Blocks, Clusters and Schools/Classrooms.

Districts would collect the filled QMT formats from the blocks and send it to the SPO. It is

States collect the QMT formats from the districts, compile them and to send the same to the

NCERT within the time limit. State is planning to form a Professional Learning Community to improve quality in different areas.

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

Major programmes / activities of SSA for quality enhancement during the current year were as following :

(a) Teachers Training, SMC Training,

(b) Training of teachers for the CWSN.

(c) Students Learning Achievement Survey performed by SCERT.

(b) Progress of these programmes during the quarter

(d) Teachers Training, SMC Training completed.

(e) Training of teachers for the CWSN completed.

(f) Under the Students Learning Achievement Survey, the data have been collected by the

SCERT and the compilation and analysis of data is in progress.

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

At the ground level the filling up of QMT formats is found difficult. They could not fill the

format properly. So the compilation of the format at the format was difficult at state level. We

need 3-4 meetings in a session of the personnel related to this at state, district and block levels.

State is planning to develop online compilation of QMT

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

State would like to have suggestion on the filled formats sent to the NCERT by the state. So that state can make necessary amendment in filling the format. It would be more better if NCERT could provide the format in Hindi and English so that it will be understood and filled easily at the ground level. It would be helpful in getting correct information from the ground level.

Date: 24-02-16

Name & Signature of SPD

Moh. Kaiser Abdul Haque