

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 quarter: July-2015 to September-2015

Part-I

1. State : Dadra Nagar Haveli,UT

Number of CRCs in the state 11 Number of CRCCs submitted CMFs 11

Number of BRCs in the state 01 Number of BRCCs submitted BMFs 01

Number of Districts in the state 01 Number of Districts submitted DMFs 01

2. (a) Number of schools in the State

I - V	157	VI - VIII	--	I - VIII	114	Any other	--	--	Total	--
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(b) Number of schools which filled up SMFs

I - V	157	VI - VIII	--	I - VIII	114	Any other	--	--	Total	--
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3. (i) Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

494

901

(ii) Contractual

389

(b) Upper Primary Teachers

(i) Regular

243

623

(ii) Contractual

373

(ii)

(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?

Primary

44

Upper Primary

18

(b) How many teachers in the state 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 State: Month: September_2015

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	240	23	8	235	34	2	234	36	1
II	238	26	7	240	26	5	235	33	3
III	241	23	7	243	25	3	252	18	1
IV	242	14	15	256	11	4	240	25	6
V	249	20	2	249	16	6	256	10	5
VI	97	17	0	107	7	0	105	9	0
VII	98	15	1	106	8	0	102	12	0
VIII	101	13	0	104	9	1	105	9	0

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

184

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

Regularly held meeting of the School Management Committee in all schools and point regarding students attendance discussed in the meeting. Issue also discussed during the Parent meeting, house hold visit done by teachers, SMC coordinate for mainstreaming of children

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

Boys:

03

Girls:

37

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

Own schools	Other centres (NGO)	Residential centres	Any Other
04	--	--	--

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

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Section C: Curriculum Transaction

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

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Within one week	Within one month	After one month
271	--	--

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

UT will plane to place requirement order before three month of the beginning of the school session to Gujarat State School Textbook Board, Gujarat State for Gujarati, English and Hindi Medium School textbooks and Marathi medium textbook from Maharashtra textbook board.

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

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

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

Activity Based Teaching Learning Process, Pear Group Learning, Teachers conducted many activities during classroom transaction. group activities also including in teaching learning process. Teacher introduces constructive approach. At upper primary level Group work, Assignment, Project work given by the teachers and motivated to students for self learning, teacher introduced experimental method instead of demonstrative method. Teacher taught topic like devision multiplication with the help of various objects like marbals, stones etc. teacher taught garland of days of the week and numbers with effective action songs. Science equipment, Mathematics kits, Maps etc. usage as teaching aids during the teaching learning process.

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

Teachers Training on Inclusive Education has been conducted on curriculum adaptation for CWSN. Teacher and others students pay more attention towards learning of CWSN. Teacher pays individual attention towards CWSN. Onsite support provided by Special Teacher and Resource persons for CWSN.

Section D: Continuous and Comprehensive Evaluation

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

Resource Persons, CRC Coordinators monitored the teaching learning process during the school visit and evaluate to achievement level of students with the formats of CCE filled by teachers. Accordingly, onsite support provided to teachers on CCE and remedial action. Further,

monthly evaluation of students achievement has been done by the teachers and progress for the same share with the CRCCs/AEOs.

Section E: Teacher Training

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

Pear Group Learning, Activity Based Learning introduced in classroom transaction at primary level. Group activity has been initiated during teaching learning process for more involvement of students and self learning.

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

Training should be subject specific at upper primary level. More activity should be introduced in training at primary level.

Section F: Functioning of SMC

Number %

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

283	100%
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17. (a) Number of schools where School Development Plans have been prepared.

283	100%
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(b) Number of schools involving SMCs in preparation of this plan.

283	100%
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(c) Action taken on schools that did not involve SMCs.

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Number %

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

271	96%
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(b) Action taken for coverage of SMCs not trained.

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Part-II

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

Range (Minimum) 150 to (Maximum) 180

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

Range (Minimum) - to (Maximum) : Two

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month	✓
(ii) Once in two months	--
(iii) Once in three months	--
(iv) Each school could not be visited	--

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

Suggestion provided for Activity based teaching in Mathematics and more time to be spare for reading and writing comprehension at Primary level. Suggestion provided for peer group learning, uses of flash cards, teaching learning materials, Models in teaching learning process. Environment teaching regarding own district was explained with discussion method instead of lecture method. Given more examples introduced in teaching learning methods instead of information based teaching.

	Number	%
4. Number of schools not maintaining records of pupils' progress in the schools	--	--
5. (a) How many schools are having less than 60% coverage of the syllabus	--	--
(b)What has been done to address this issue?		
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6. (a) Number of DPOs who are not providing QMTs regularly	--	
(b) What has been done to address this issue?		
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Part-III

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

Support provided to all CRC Coordinators for implementation of various activities under Sarva Shiksha Abhiyan. Preparation and implementation of block level Annual work plan & Budget. Organizing of training for Resource persons, In-Service Teachers training, Community Mobilization training and other training programme. During the school visit, Block Resource Persons monitor the formats of CCE filled by teachers and then evaluate students learning as per the formats. After evaluation process, onsite support provided to teachers on CCE and remedial action. Programmes and Activities has been carried out in at BRC, CRCs and School level which is sanctioned under SSA

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

01

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

01

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

Reading Corner has been developed of in schools for enhancing reading habits. Effective implementation of Early Literacy and Mathematics programme, Suggestion has been provided regarding Teaching Methods, Teaching learning Material, Teaching Aids according to topics during the classroom observation at the time of school visit. More example should be given for mathematics teaching and understanding of definitions. Activity Based Teaching for Primary Class. Teaching of numbers, basic addition, subtract by using different objects like small pieces of stones, sticks, etc. Environment teaching should be done by using their self experience regarding environment. Suggestion provided to teachers regarding Co-relation should be measure/established between two subjects during the teaching learning subjects.

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

Block Resource Persons monitor the Reading Writing and Numeracy ability programme registers and formats of CCE filled by teachers during the school visit. On the basis of formats BRPs evaluate learning level of the students. After evaluation process, onsite support provided to teachers on CCE and remedial action should be taken.

6. (a) Mention the number of in-service teacher training programmes for primary teachers organized in last quarter. 5 days
- (b) What percent of current year's target has been achieved during last quarter? 100
- (c) List major issues emerging from the programmes.

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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?

5 days In-Service Teachers Training has been organized during the last quarter.

- | | |
|------------------------------------|----|
| (i) Mathematics | 5 |
| (ii) Science | 5 |
| (iii) Social Science | 5 |
| (iv) Language | 5 |
| (v) Arts Education | -- |
| (vi) Health and Physical Education | -- |

- (b) What percent of current year's target has been achieved during last quarter? 100 %
- (c) List major issues emerging from the programmes. --

Part-IV

1. Number of districts having 'quality monitoring' mechanism. 01

- (a) The institutions involved

SSA, Primary Education Department, District Panchayat, Dadra Nagar Haveli and NGO of Confederation of Indian Industry, Institution of Quality and Pratham, NGO.

- (b) Members of 'quality' monitoring :

Education Officer (Academic), 12 Asstt. Education Officers, 02 District Resource Person(SSA), 04 Block Resource Persons(SSA), 02 Special Teacher and 11CRC Coordinators.

(c) Role of BRC/CRC in quality monitoring

To provide onsite academic support to Primary/Upper primary School Teacher, Monitoring of CCE, assessment of Pupil progress and accordingly remedial action should be suggested.

(d) Role of DPO in 'quality' monitoring

To provide onsite academic support to Primary/Upper primary School Teacher, Monitoring of CCE, assessment of Pupil progress and accordingly remedial action should be suggested.

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

Number of districts providing interventions

(a) Training of resource persons on RTE Act 2009

01

(b) Training of Resource Persons on Pedagogy and Assessment

01

(c) Training of SMC members on 'School Development Plan'

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(d) Training of 'Educators' for special training of children admitted to age-appropriate classes

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3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district.

Number of districts organizing meetings

(a) Once in a month

01

(b) Once in two months

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(c) Once in three months

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(d) Once in four-six months

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

(a) Number of schools visited by DPOs on an average

30

(b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

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

There are no DIET in the UT

Number of districts coordinating:		
Mostly	Sometimes	Never
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(e) If there are problems, give details

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

There are no DIET in the UT of Dadra Nagar Haveli.

Part-V

1. The textbooks used in the State at primary and upper primary stage are developed by (Mark \surd)

(a) State Government



(b) NCERT



(c) Private publishers



(d) Any other..... Gujarat State, Maharashtra State.

Textbook of Gujarat State are used at Primary stage in Gujarati, English and Hindi Medium Schools and textbook of Gujarat State are used at Upper Primary State.

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

UT of Dadra Nagar Haveli has follows syllabus and textbooks of Gujarat Council of Educational Research and Training, Gujarat state in Gujarati, English and Hindi Medium Schools and from the current year textbook of Maharashtra State Council of Educational Research and Training (MSCERT) used at Primary Stage and same will be used at Upper Primary Stage from the next academic year 2016-17.

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

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4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	22	11
BRCs	18	13

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

(a) DIETs: Involvement : There is no DIET in the UT.

(b) SCERT: Involvement : There is no SCERT in the UT

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).

	<i>Least</i>	1	2	3	4	5	<i>Greatest</i>
CRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
DIETs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
DPO		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCERT		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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

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

8. (a) Major programmes / activities of SSA for quality enhancement during the current year.....
 Early Literacy and Mathematics Enhancement Programme at Primary Stage and Upper Primary Stage Science and Mathematics enhancement programme..

(b) Progress of these programmes during the quarter
 Early Literacy and Mathematics Enhancement Programme monitored by CRC Coordinators during their school visit.

9. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters:
 There are shortage of the teachers in English and Marathi Medium as per RTE norms and standard. There is no SCERT/DIET in the UT of Dadra Nagar Haveli.

10. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).
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Sd/-
 Education Officer
 Sarva Shiksha Abhiyan
 Dadra Nagar haveli
 Silvassa