

GOA SARVA SHIKSHA ABHIYAN PORVORIM GOA

STMF

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

Quarter under Report

			IV
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Year

2	0	1	5
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1	6
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Period of quarter: March 2016 to May 2016

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. (a) CRC **110**, BRC **12**, District **2**, State **GOA**

2. (a) Number of schools in the cluster

I - IV	1112	V - VIII	378	I - VIII	0	Any other		0	Total	1490
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(b) Number of schools which filled up SMFs

I - IV	967	V - VIII	378	I - VIII	0	Any other			Total	1345
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3. Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

3203

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(ii) Contractual

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(b) Upper Primary Teachers

(i) Regular

2550

-

(ii) Contractual

-

Section B: Attendance Information

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

Month: **May 2016**

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	925	371	43	503	362	99	576	501	131
II	925	368	45	505	386	91	580	508	128
III	934	384	34	513	359	95	591	499	127
IV	933	376	38	522	374	87	594	495	116
V	418	150	19	230	170	42	272	205	52
VI	420	144	17	231	142	40	268	205	52
VII	407	154	16	225	148	36	262	213	48
VIII	374	130	20	197	136	37	229	192	49
Total	5336	2077	232	2926	2077	527	3372	2818	703

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

588

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

- The School Heads & Management co-operate effectively to improve the attendance by conducting SMC meetings, workshops for the In-service Teachers.
- Counseling of parents, home visits of CWSN children to convince parents, highlighting the importance of education for CWSN.
- Mostly there is 100% attendance in the Government and Govt. Aided Schools only. Few cases of absentees are noted among migrant students which are being resolved by the teachers by visiting their houses / dwellings to improve their attendance.
- In case of long absentees the teachers during their visits convince them of attending schools as a result free and healthy child friendly environment is created in schools.
- Parents are convinced by door to door visit to send their children to school regularly..
- Regular monitoring of attendance.
- Giving extra guidance and remedial classes to weaker students.

- Cordial relationship with students and parents.
- Conducted PTA/CMC meeting of Primary school level
- SMC involvement and parent's teachers' interaction regarding the students attendance.
- Visit to the homes of children (Migrant area) and keeping the record
- Visits to their homes in case of absence so as to find the reason and convince their parents about the need of education.

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

Boys:

205

Girls:

205

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

NRSTCs School based	NRSTCs NGO based	Residential centers	Any Other
1) GPS Gauthan, Dharbandoa 2) GPMS, Santrant, Mormugao 3) GPS, Baina, Mormugao 4) Muncipal Pry. School, Mormugao 5) GPS Vademnagar, Mormugao 6) GPS Casaulim, Mormugao 7) GHS, Baina, Mormugao 8) Vidhya Vihar Pry. School, Mormugao 9) Infant Jesus Academy, Mormugao	1) Moving School, Arambol, Pernem 2) Asha Kiran Society, Tiswadi / Bardez 3) El Shaddai Charitable Trust Tiswadi / Bardez 4) Lions Club of ANP, Arpora, Bardez 5) Society of St. Vincent DE Paul, Bardez 6) Caritas-Goa, Bardez 7) Kiranniketan Social Centre, Mormugao 8) Nitya Seva Niketan, Sanguem 9) El Shaddai Charitable Trust Salcete	Nil	Nil

Section C: Curriculum Transaction

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

Within one week	Within one month	After one month
365	637	46

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

- Entire Block level and cluster level persons are engaged in distribution of text books.
- ADEI's and BRCC's coordinate the work of textbooks distribution.

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

(NOT SANCTIONED)

	Received %	Utilised %
Percentage of primary teachers	Nil	Nil
Percentage of upper primary teachers	Nil	Nil

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

- Teachers prepare their lesson plans/different methods of imparting instructions as per the workshops conducted.
- Activity Based Teaching and Learning.
- Effective implementation of CCE.
- Use of LCD projector and power point presentations while Teaching in High School.
- Interactive session and building self confidence in students.
- Teacher makes model worksheets and uses them in class.
- Dramatization in English & Marathi for std. I & Std. IV.
- Children are encouraged to express themselves.
- Interaction with the parents and learners for teaching learning processes
- Nature Trails for observation of Climatic conditions & Nature

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

- Appropriate TLM is provided to teach such students
- No discrimination is done on any ground among students and repeated explanation of matter.
- Resource persons are appointed on contract basis to give special attention to children.
- Ramps are constructed to access classroom.
- Teaching CWSN students with normal students by giving equal opportunity to all in school activities.
- Slow learners (CWSN) can be facilitated by other child who has high IQ or by using another strategy.
- Teaching sign language to all students to help communicate with the CWSN (Hearing Impaired)
- Change in learning and teaching style or using strategies to teach CWSN Child
- Maximum opportunities provided for togetherness of both students.

- Visits and support to Resource Room for CWSN in schools
- Awareness during training programme on inclusive education
- Involvement of CWSN children with regular students- academics extracurricular activities, sports etc.

Section D: Continuous and Comprehensive Evaluation

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

- By procuring SMF/CMF information and analyzing the same.
- By monitoring the evaluation process during their visit to the schools
- Cluster level meeting
- By observing and giving lessons.
- Conducting Educational Games
- Taking up reading, pronunciation, dictation, questions and answers and correcting them when wrong.
- By checking the filled formats of marks (grades) of formative tests of the students maintained in the school.
- During the visits they observe the learners level of achievement and according discuss the matter with the teachers.
- Regular checking of CCE Report cards of the students in respective schools.
- Inquiring with the children during random evaluation sessions in the Schools.

Section E: Teacher Training

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

- Project work and worksheets are prepared based on training.
- New method of teaching to make teaching effective. One to one discussed to solve the learning problem of students
- Making teaching learning more interactive and innovative by worksheets.
- Preparation of TLM Based on learning indicators.
- Use innovative and child centered method by involving all pupils at different academic level.

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

- The training material provided should be useful in day today T.L process
- All the teachers including Headmaster should be included.
- Trainings are based on subject wise Co-Scholastic areas.
- Training of Art & Craft, Singing, Physical Education, Drawing, Handwriting (English & Devanagari) must be included.
- Training on Formative Assessment is needed in detail for teachers.
- Training programmes must be held without hampering School functioning.
- Training should be in Konkani and Marathi
- Training on how to handle CWSN
- Training in computer programme and how to make use of LCD Projector.
- Subject specific training programmes to be conducted based on CCE.
- Training's should be conducted at the beginning of the academic year.
- Trainings in subjects other than Maths and Science should also be conducted.

Section F: Functioning of SMC

%

Number

18. Number of schools having School Management Committees (SMCs) in the State.
(To be renewed in June 2016)

1510	100%
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19. (a) Number of schools where School Development Plans have been prepared.

1322	88%
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(New SDPs will be prepared by new SMCs)

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

45	4%
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(c) Action taken on schools that did not involve SMCs.

Number %

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

1510	100%
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(b) Action taken for coverage of SMCs not trained.

BRPs and CRPs were asked to train them, but most of the SMCs are trained.

Section G: Learners' Assessment

21. 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-IV for last term/quarter/month.

	Number	%
(i) Number of schools of the State which provided this information:	967	87%
(ii) Number of schools in State with low pupil achievement level	158	19%

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language I		A	3649	21	4199	24	7848	45
			B	2538	15	2364	14	4902	28
			C	1633	9	1289	7	2922	17
			D	885	5	617	4	1502	9
			E	63	0	33	0	96	1
			Total	8768	51	8502	49	17270	100
	Language II English		A	3425	20	3761	22	7186	42
			B	2554	15	2500	14	5054	29
			C	1825	11	1448	8	3273	19
			D	916	5	762	4	1678	10
			E	72	0	30	0	102	1
			Total	8792	51	8501	49	17293	100
	Mathematics		A	4046	23	4375	25	8421	49
			B	2484	14	2317	13	4801	28
			C	1495	9	1205	7	2700	16
			D	721	4	588	3	1309	8
			E	46	0	38	0	84	0
			Total	8792	51	8523	49	17315	100
	EVS		A	3725	22	4019	23	7744	45
			B	2606	15	2504	15	5110	30
			C	1661	10	1344	8	3005	17
			D	732	4	578	3	1310	8
			E	48	0	48	0	96	1
			Total	8772	51	8493	49	17265	100
II	Language I		A	3158	19	3886	23	7044	41
			B	2427	14	2251	13	4678	28
			C	1767	10	1415	8	3182	19

			D	1189	7	816	5	2005	12
			E	52	0	46	0	98	1
			Total	8593	51	8414	49	17007	100
	Language II English		A	3104	18	3632	21	6736	40
			B	2468	14	2401	14	4869	29
			C	1814	11	1525	9	3339	20
			D	1147	7	835	5	1982	12
			E	50	0	48	0	98	1
			Total	8583	50	8441	50	17024	100
	Mathematics		A	3584	21	3950	23	7534	44
			B	2550	15	2416	14	4966	29
			C	1547	9	1351	8	2898	17
			D	863	5	701	4	1564	9
			E	41	0	42	0	83	0
			Total	8585	50	8460	50	17045	100
	EVS		A	3572	21	4158	24	7730	45
			B	2568	15	2332	14	4900	29
			C	1561	9	1310	8	2871	17
			D	854	5	655	4	1509	9
			E	35	0	44	0	79	0
			Total	8590	50	8499	50	17089	100
III	Language I		A	2710	16	3403	20	6113	36
			B	2435	14	2440	14	4875	29
			C	1863	11	1608	9	3471	20
			D	1362	8	982	6	2344	14
			E	189	1	98	1	287	2
			Total	8559	50	8531	50	17090	100
	Language II English		A	2413	14	3142	19	5555	33
			B	2412	14	2417	14	4829	29
			C	2004	12	1702	10	3706	22
			D	1517	9	1079	6	2596	15
			E	149	1	103	1	252	1
			Total	8495	50	8443	50	16938	100
	Mathematics		A	2738	16	2988	17	5726	33
			B	2557	15	2661	16	5218	30
			C	2028	12	1847	11	3875	23
			D	1146	7	963	6	2109	12
			E	124	1	97	1	221	1
			Total	8593	50	8556	50	17149	100

	EVS		A	3044	18	3669	22	6713	39
			B	2457	14	2323	14	4780	28
			C	1813	11	1552	9	3365	20
			D	1068	6	901	5	1969	12
			E	124	1	84	0	208	1
			Total	8506	50	8529	50	17035	100
IV	Language I		A	2651	15	3489	20	6140	36
			B	2559	15	2483	14	5042	29
			C	1974	11	1501	9	3475	20
			D	1378	8	899	5	2277	13
			E	188	1	83	0	271	2
			Total	8750	51	8455	49	17205	100
	Language II English		A	2403	14	3202	19	5605	33
			B	2517	15	2455	14	4972	29
			C	2093	12	1674	10	3767	22
			D	1526	9	997	6	2523	15
			E	192	1	114	1	306	2
			Total	8731	51	8442	49	17173	100
	Mathematics		A	2595	15	2956	17	5551	32
			B	2514	15	2517	15	5031	29
			C	2130	12	1897	11	4027	23
			D	1376	8	1018	6	2394	14
			E	126	1	75	0	201	1
			Total	8741	51	8463	49	17204	100
	EVS		A	3097	18	3808	22	6905	40
			B	2456	14	2341	14	4797	28
			C	1869	11	1420	8	3289	19
			D	1187	7	815	5	2002	12
			E	137	1	60	0	197	1
			Total	8746	51	8444	49	17190	100

*Add all classes and all subjects

** Primary: Grades; *Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%,
C = 50%-66%, D=33%-49%, E= 32% & below

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

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

407

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

(a) Science

123

(b) Mathematics

101

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	Language I		A	2020	9	2727	12	4747	22
			B	2821	13	2909	13	5730	26
			C	2601	12	2286	10	4887	22
			D	2829	13	1951	9	4780	22
			E	1096	5	684	3	1780	8
			Total	11367	52	10557	48	21924	100
	Language II Hindi		A	2297	10	3039	14	5336	24
			B	3061	14	3177	14	6238	28
			C	2551	12	2111	10	4662	21
			D	2523	11	1673	8	4196	19
			E	1024	5	589	3	1613	7
			Total	11456	52	10589	48	22045	100
	Language III		A	1982	9	2670	12	4652	21
			B	2729	12	2895	13	5624	25
			C	2689	12	2407	11	5096	23
			D	2786	13	1981	9	4767	22
			E	1239	6	691	3	1930	9
			Total	11425	52	10644	48	22069	100
	Mathematics		A	2177	10	2408	11	4585	21
			B	2870	13	2942	13	5812	26
			C	2727	12	2603	12	5330	24
			D	2730	12	2104	10	4834	22
			E	965	4	606	3	1571	7
			Total	11469	52	10663	48	22132	100
	Science / EVS		A	2764	13	3227	15	5991	27
			B	2572	12	2580	12	5152	23
			C	2363	11	2087	9	4450	20
			D	2556	12	1983	9	4539	21
			E	1166	5	779	4	1945	9
			Total	11421	52	10656	48	22077	100
VI	Language I		A	1714	8	2185	10	3899	17
			B	2670	12	2984	13	5654	25
			C	2794	13	2525	11	5319	24
			D	3138	14	2388	11	5526	25
			E	1237	6	647	3	1884	8
			Total	11553	52	10729	48	22282	100
	Language II		A	1857	8	2753	12	4610	21
			B	3105	14	3207	14	6312	28

	Hindi		C	2795	13	2437	11	5232	23
			D	2695	12	1762	8	4457	20
			E	1106	5	562	3	1668	7
			Total	11558	52	10721	48	22279	100
	Language III		A	1655	7	2565	11	4220	19
			B	2628	12	2820	13	5448	24
			C	2709	12	2576	12	5285	24
			D	3174	14	2114	9	5288	24
			E	1382	6	745	3	2127	10
			Total	11548	52	10820	48	22368	100
	Mathematics		A	1726	8	2023	9	3749	17
			B	2545	11	2734	12	5279	23
			C	2790	12	2692	12	5482	24
			D	3364	15	2659	12	6023	27
			E	1155	5	792	4	1947	9
			Total	11580	52	10900	48	22480	100
	Science		A	2219	10	2629	12	4848	22
			B	2552	11	2721	12	5273	23
			C	2480	11	2431	11	4911	22
			D	3117	14	2350	10	5467	24
			E	1234	5	741	3	1975	9
			Total	11602	52	10872	48	22474	100
	Social Science I (History)		A	1983	9	2577	11	4560	20
			B	2347	10	2475	11	4822	22
			C	2455	11	2261	10	4716	21
			D	3234	14	2606	12	5840	26
			E	1549	7	939	4	2488	11
			Total	11568	52	10858	48	22426	100
	Social Science II (Geography)		A	2076	10	2321	11	4397	20
			B	2332	11	2478	11	4810	22
			C	2358	11	2303	11	4661	22
			D	3047	14	2488	11	5535	26
			E	1369	6	896	4	2265	10
			Total	11182	52	10486	48	21668	100
VII	Language I		A	1418	6	2120	10	3538	16
			B	2595	12	3113	14	5708	26
			C	2966	13	2490	11	5456	25
			D	3201	15	2156	10	5357	24
			E	1263	6	694	3	1957	9
			Total	11443	52	10573	48	22016	100

	Language II Hindi		A	1632	7	2467	11	4099	19
			B	2608	12	3122	14	5730	26
			C	3063	14	2598	12	5661	26
			D	2952	13	1866	8	4818	22
			E	1181	5	500	2	1681	8
			Total	11436	52	10553	48	21989	100
	Language III		A	1711	8	2507	11	4218	19
			B	2650	12	3085	14	5735	26
			C	2839	13	2526	12	5365	24
			D	2924	13	1874	9	4798	22
			E	1266	6	572	3	1838	8
			Total	11390	52	10564	48	21954	100
	Mathematics		A	1690	8	1928	9	3618	16
			B	2093	10	2369	11	4462	20
			C	2480	11	2486	11	4966	23
			D	3503	16	2849	13	6352	29
			E	1674	8	935	4	2609	12
			Total	11440	52	10567	48	22007	100
	Science		A	1922	9	2298	10	4220	19
			B	2254	10	2544	12	4798	22
			C	2518	11	2369	11	4887	22
			D	3273	15	2591	12	5864	27
			E	1453	7	784	4	2237	10
			Total	11420	52	10586	48	22006	100
	Social Science I (History)		A	1881	9	2333	11	4214	19
			B	2264	10	2496	11	4760	22
			C	2552	12	2409	11	4961	23
			D	3208	15	2454	11	5662	26
			E	1531	7	874	4	2405	11
			Total	11436	52	10566	48	22002	100
	Social Science II (Geography)		A	1973	9	2340	11	4313	20
			B	2325	11	2471	12	4796	22
			C	2544	12	2375	11	4919	23
			D	2923	14	2225	10	5148	24
			E	1392	6	850	4	2242	10
			Total	11157	52	10261	48	21418	100
VIII	Language I		A	1338	6	1747	8	3085	14
			B	2228	10	2761	12	4989	22
			C	2716	12	2752	12	5468	24
			D	3623	16	2602	12	6225	28

			E	1623	7	937	4	2560	11
			Total	11528	52	10799	48	22327	100
	Language II Hindi		A	1639	7	2457	11	4096	18
			B	2604	12	3381	15	5985	27
			C	2760	12	2483	11	5243	23
			D	3263	15	1916	9	5179	23
			E	1275	6	533	2	1808	8
			Total	11541	52	10770	48	22311	100
	Language III		A	1581	7	2237	10	3818	17
			B	2329	10	3261	15	5590	25
			C	2952	13	2595	12	5547	25
			D	3304	15	2061	9	5365	24
			E	1454	6	622	3	2076	9
			Total	11620	52	10776	48	22396	100
	Mathematics		A	1544	7	1857	8	3401	15
			B	2021	9	2253	10	4274	19
			C	2342	10	2484	11	4826	22
			D	3634	16	2900	13	6534	29
			E	1995	9	1302	6	3297	15
			Total	11536	52	10796	48	22332	100
	Science		A	1944	9	2569	11	4513	20
			B	2361	11	2528	11	4889	22
			C	2423	11	2367	11	4790	21
			D	3259	15	2373	11	5632	25
			E	1577	7	958	4	2535	11
			Total	11564	52	10795	48	22359	100
	Social Science I (History)		A	1827	8	2367	11	4194	19
			B	2289	10	2472	11	4761	21
			C	2587	12	2499	11	5086	23
			D	3295	15	2437	11	5732	26
			E	1512	7	998	4	2510	11
			Total	11510	52	10773	48	22283	100
	Social Science II (Geography)		A	1814	8	2338	11	4152	19
			B	2220	10	2446	11	4666	22
			C	2421	11	2290	11	4711	22
			D	3136	15	2370	11	5506	26
			E	1541	7	953	4	2494	12
			Total	11132	52	10397	48	21529	100

*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%, C= 50%-66%, D=33%-49%, E= 32% & below

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 : 80 to 105

2 (a) School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

105

(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.

- Teachers should do a lot of drill work in class and use good TLM.
- Prepare more worksheets according to the topic.
- Give more attention to slow learners and discipline the students
- Suggested team work, group work and real life experience to the students
- Suggested teachers to make use of computer aided learning.
- Activity based learning should be there in classroom.
- Additional motivation and encouragement should be there.
- Students need to be taken for field trip to make with the lesson more effective
- Teachers have to build capacity in students, so that students can able to explain a particular topic easily.
- The school management may provide opportunities to conduct competitions
- Different method of classroom transaction may be followed by the teachers for effective learning by students of different attitude levels.
- While teaching EVS teachers should take student to similar environment in nearby place. May organize field trip to the surrounding places including historical places.
- Students can be given some data collection activities like project, portfolio, assignments so that they explore themselves and learn in group as well as can express them. Also their practical knowledge will also be enhanced.

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 ?

Number	%
NIL	0
NIL	

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

- The CRCs' and BRCs' monitor periodically the completion of syllabus
- During the school visits by BRP/CRPs the required to complete the syllabus in time to the guidelines are given and the heads of the schools.

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

NIL

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

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.

- Medical Camp for CWSN
- SMC meeting of all Head of School for School Development Plan.
- Conducted weekly meeting and saw to smooth functioning of office work and monitored activities of BRPs and CRPs.
- Maintained Co-ordination with CRPs, BRPs & Heads of schools/ MDM suppliers for functioning of different interventions efficiently & speedy.
- BRCC's conducting various programme, training, attending meetings, visiting school for various purpose.

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

12

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

3

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

- Guided the teachers in classroom teaching with help of worksheets..
- Instructed the teachers to plan their activities in activities in advance.
- Lesson observation of Teachers done and remedial measures suggested wherever required.
- Use of learning indicators in construction of worksheets
- Guided and explained more about Formative Assessment.
- Guidance to teachers in conducting classes as per CCE pattern guiding teachers on RTE

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

- Verifying record from the Head Teacher.
- Visiting the school and seeing to all round development of the child with respect to reading, punctuality discipline and cleanliness.
- By checking the record sheet of grades of FA1 maintained in the school office.
- By interacting with Parents of students and asking their opinion regarding pupils progress.
- Through learners assessment data.

- Through various competitions during visits to school.
- Through various test NAS & SLAS.
- Periodical checkup of CCE report cards of the students.

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

7

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

100

%

(c) List major issues emerging from the programmes.

- Programme should be conducted at the beginning of the academic year with good resource person.
- Amount sanctioned for worksheets is not sufficient.
- Training should be given to all teachers including single teachers and unaided school teachers
- More emphasis should be given to Maths, Science & languages.
- Learning should be activity based.
- conduct of teachers training programme in second term of the scholastic year
- Need more training in CCE
- Translation of material should be in local language so that teachers can understand better specially in primary school section.(Marathi /Konkani/Kannada/Urdu)
- Well qualified resource persons from the particular field should be invited to enlighten the teachers for the recent innovations and practices.

6. (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

24

(ii) Science

22

(iii) Social Science

Nil

(iv) Language

4

(v) Arts Education

Nil

(vi) Health and Physical Education

Nil

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

80

 %

(c) List major issues emerging from the programmes.

- Cost of worksheets teachers said was not sufficient.
- Training should be conducted during vacation and at the beginning of the academic year.
- Training Programme should be for two days duration
- Well Qualified resource person should conduct this programme so that teachers understand well.
- Teachers demanding more time to prepare worksheets.
- Reluctance in deputing teachers for training.
- Request to conduct training in first term of the scholastic year.

Part-IV

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

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

2

(a) The institutions involved _____

(b) Members of 'quality' monitoring _____

(c) Role of BRC/CRC in quality monitoring **Visit to schools, lesson observations, academic Support to teachers.**

(d) Role of DPO in 'quality' monitoring: **NIL**

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

Yes

(b) Training of Resource Persons on Pedagogy and Assessment

Yes

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

Yes

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

Yes

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

0

(b) Once in two months

2

(c) Once in three months

0

(d) Once in four-six months

0

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

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

3

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

- **Technique of paper settings and preparation of blue prints.**
- **Preparation on adequate lessons planning.**
- **Content and Methodology.**

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

Number of districts coordinating :		
Mostly	Sometimes	Never
	✓	

- (b) If there are problems, give details

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

Classroom for training programme

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 type="radio"/> | |
| (b). NCERT | <input checked="" 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	_____	_____
Textbooks	<u>2005</u>	<u>2005</u>
Upper Primary: Syllabi	_____	_____
Textbooks	<u>2005</u>	<u>2005</u>

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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
1. Hand book on CCE	_____	_____
2. EVS – III - V	_____	_____
3. Science VI – VIII	_____	_____
4. Maths VI- VIII	_____	_____
5. _____	_____	_____

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	110	105
BRCs	12	12

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

a. DIETs: Involvement : **YES**
Problems : **NO**

b. SCERT: Involvement : **YES**
Problems : **NO**

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 checked="" type="radio"/>	<input type="radio"/>	
BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
DIETs		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
DPO		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
SCERT		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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

Yes	No
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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)

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

1. Preparation of worksheets.
2. Development of Early Reading Materials.
3. Training in Early Literacy and Early Numeracy for class I & II.
4. Training in EVS, English and Maths for class III, IV & V.
5. Training in Science and Maths for class VI, VII & VIII.

- (b) Progress of these programmes during the quarter

Teachers prepared worksheets on the basis of learning indicators and were used in classroom teaching which helped improving quality.

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

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

Date:

Name & Signature