



**Section B: Attendance Information**

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

Month: .....

Number of schools with average daily attendance of:

Class	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	2363	702	452	2450	619	487	4813	1321	939
II	2274	597	372	2230	491	353	4504	1088	725
III	2241	606	338	1459	988	361	3700	1594	699
IV	2158	449	334	2191	442	321	4349	891	655
V	1954	388	292	1957	402	281	3911	790	573
VI	1049	274	179	1133	308	189	2182	582	368
VII	1050	241	145	1099	273	175	2149	514	320
VIII	957	214	139	1066	261	166	2023	475	305
<b>Total</b>	<b>14046</b>	<b>3471</b>	<b>2251</b>	<b>13585</b>	<b>3784</b>	<b>2333</b>	<b>27631</b>	<b>7255</b>	<b>4584</b>

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

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

- **Engaged students in different activities/responsibilities.**
- **Awarding students with high percentage of attendance.**
- **Make parents conscious and aware of the importance of education.**
- **Sharing with parents the benefits and child entitlement specifically on their child'd progress and achievement.**

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

Boys:                                  Girls:                                  Total: **123**

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

**No of OsSc admitted to age appropriate classes under RTE: 123**

**No of Centre where OoSc are undergoing Special Training Programme**

In School	NGOs
<b>376</b>	<b>28</b>

### Section C: Curriculum Transaction

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

Within one week	Within one month	After one month

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

- **The Schedule Action Plan for distribution of textbooks was finalized by the Academic Sub- Committee which are as follows:**
  - (a) All textbooks should reach the District Headquarters.**
  - (b) The Nodal officers which had been identified by SPO from district to Cluster level should be present at the District headquarter to collect the textbooks to be distributed to the schools.**
  - (c) All textbooks should reach the schools by 10<sup>th</sup> February i.e. before the commencement of the academic session i.e. 15<sup>th</sup> February.**

**This exercise had been done from SPO level for the past 3 years so all textbooks reach the students within commencement of the academic session.**

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

	Received %	Utilised %
Percentage of primary teachers	0	0
Percentage of upper primary teachers	0	0

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

- **Child centred teaching.**
- **Conducting activities in the class in order to make learning interesting, interactive and joyful.**
- **Preparation of well developed lesson plan.**
- **Use of teaching learning materials.**
- **One to one attention.**
- **Encouraging peer group learning.**
- **Proper planning of daily classroom routine.**

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

- **Use of different Visual Aids, enlarged text, concrete examples, hands on activities, cooperative group, pre-teach key concepts or terms before the lesson.**
- **Adapt the skill level and provide different instructional materials to meet a learner individual goal.**
- **Adapt the time allotted for learning or testing for CWSN.**
- **The classroom should be conducive to impart quality education.**

## **Section D: Continuous and Comprehensive Evaluation**

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

**CRC coordinators monitor schools implementing CCE of Rajiv Gandhi Foundation, Monthly training being held by Rajiv Gandhi Foundation, CRCs(Myllem BRC), East Khasi Hills district and Resubelpara Block, East Garo Hills, through classroom observation, asking questions to the students, inspection etc. Apart from the above programme, the CRCCs used the QMTs for monitoring.**

**Section E: Teacher Training**

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

**(i) By using teaching aids while teaching.**

**(ii) By doing activities in the classrooms**

**(iii) Use of low cost teaching aids**

**(iv) Identifying students aptitude and interest**

**(v) Includes innovative method of teaching through Kits and play way method of Jodo Gyan.**

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

**All Training programmes are conducted at Block level.**

**Section F: Functioning of SMC**

Number %

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

17. (a) Number of schools where School Development Plans have been prepared. **5104**

(b) Number of schools involving SMCs in preparation of this plan. **5104**

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

**NIL**

---

Number %

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

**42756**

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

---

---

**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:

(ii) Number of schools in State with low pupil achievement level

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

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

***SAMPLE***

\*Add all classes and all subjects

\*\* Primary: Grades A= 70%and above, B= 30%-69%, C= below 30% 47

(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:

(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						
				B						
				C						
				D						
			E							
	Total			100	A					
	Science		C	D	E	Total	100			
	Social Science		A							
			B	C	D	E				
	Total			100	A					
			B	C	D	E	Total	100		

***SAMPLE***

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 SPD using information from DMF Part II filled up by all DPOs)

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

Range **10 to 15.**

2. School visits by CRCCs:

<i>Number of times visits were made to each school</i>	<i>Number of CRCCs visiting</i>
(i) Once in a month	6
(ii) Once in two months	14
(iii) Once in three months	10
(iv) Once in four to six months	

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

**Using TLMS, skill of teaching, using mother tongue as mode of instruction and command in language, opportunities for group discussion among students, attending in-service training programme, encourage preparing lesson plan, making students attentive in class.**

	Number	%
4. Number of schools not maintaining records of pupils' progress in the schools	0	
5. (a) How many schools are having less than 60% coverage of the syllabus?	0	
(b) What has been done to address this issue?		
<b>Not applicable.</b>		
6. (a) Number of DPOs who are not providing QMTs regularly	3	
(b) What has been done to address this issue?		
<b>A review meeting on the status report of the QMTs had been conducted at State level.</b>		



### 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.
  - a. **Academic support to schools and teachers.**
  - b. **Conducting In- service Training/workshop for teachers.**
  - c. **Regular school visit and inspection.**
  - d. **Distribution of SMF, CMF and compilation BMF**
  - d. **Collecting school information and maintain proper records.**
  - e. **Information of Out of School Children and compilation of Out of School Children from different centres and conduct special training for EVS.**

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

16
----

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

8
---

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

- a. **Teachers training with stress on Mathematics and CCE.**
- b. **Maintaining of School Register and Visiting Register**
- c. **Assisting teachers regarding classroom practices**
- d. **Encouraging teachers to use low cost teaching learning materials**
- e. **Help teachers in maintaining school accounts.**

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

- a. **Identifies achievement of goal that the student needs to achieve.**
- b. **Establishes the rate of progress the student must achieve.**
- c. **Feedback received from schools.**

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

2
---

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

78%
-----

List major issues emerging from the programmes.

- **It helped teachers to motivate.**
- **Helped teachers to educate and enhanced their teaching skills.**
- **Helped teachers to update their way of teaching through modern method.**
- **Story telling method was adopted in order to make classroom joyful.**

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                    | 1 |
| (ii) Science                       |   |
| (iii) Social Science               |   |
| (iv) Language                      |   |
| (v) Arts Education                 | 1 |
| (vi) Health and Physical Education |   |

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

100%

List major issues emerging from the programmes.

#### **Training on Maths- Jodo Gyan:**

- **It helps teacher to improve their skills of teaching.**
- **Similar training may be provided to teachers in other subject as well.**
- **Make mathematics meaningful and enjoyable to children of the primary classes and prevent fear of Mathematics by introducing this new pedagogic practice.**
- **The Maths activities greatly enabled teachers to identify the difficulties faced by the children besides being a useful tool in helping children improve their maths skills.**
- **This project enriches the classroom process and fosters development of essential mathematical skills.**

**Art-integrated learning approach through music and drama with the World Voice Project (WVP) and the Drama in Classroom Project (DCP).**

**The ART training has been organised in collaboration with British Council as well as NCERT, which is called as Art Integrated Learning (AIL). These activities include Music, drama and Art & Craft.**

- **Act as the medium through which children are actively engaged.**
- **It makes learning easier for school children.**
- **Introduction of this programme makes children more keen, interest and active.**
- **Better interaction with children.**
- **Encourage children to enjoy their school with more opportunity for engaging with the arts.**
- **Develop students' life skills, such as innovative and creative thinking, social adaptability, cultural awareness, communicational and inter-personal skills.**

## 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.

(a) The institutions involved

**School, CRC, BRC and DPO.**

(b) Members of 'quality' monitoring

**Head teachers, SMC members, CRCCs, BRCCs, DPO.**

(c) Role of BRC/CRC in quality monitoring

**Distribution of SMF, Classroom observation by CRC, compilation of SMF by CRC, compilation of CMF by BRC, Providing feedback to teachers and schools for improvement by CRC/BRC.**

(d) Role of DPO in 'quality' monitoring

**Compilation of BMF and providing feedback and help to BRC.**

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

Number of districts providing interventions

Yes

(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'

Number of districts organizing meetings

(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.

(a) Once in a month **Yes.**

(b) Once in two months

(c) Once in three months

(d) Once in four-six months

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

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

20

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

- **Teachers training on specific subjects.**
- **Proper use of teaching aids.**
- **Motivation and Counselling.**

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

**Mostly.**

(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.

- **In-service professional development programme for UP level teachers.**
- **Development of teaching learning materials.**
- **Development of print rich materials base on classroom transaction.**

## 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.....

State Board
-------------

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

Initiated

Completed

Primary: Syllabi

\_\_\_\_\_

\_\_\_\_\_

Textbooks

\_\_\_\_\_

\_\_\_\_\_

Upper Primary: Syllabi

\_\_\_\_\_

\_\_\_\_\_

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*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Status of CRCs/BRCs in the State:

*Sanctioned Posts*

*In Position*

CRCs

611

611

BRCs

234

234

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

(a) DIETs: Involvement

**Research Studies, Action Research and SLAS.**

Problems: **Delay in submission of report.**

(b) SCERT: Involvement: **Curriculum development and renewal, Research studies, SLAS, Textbook renewal, Academic support, Coordinating the D. El. Ed programme through NIOS etc.**

Problems: **Delay in submission of SLAS report, Research studies.**

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

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

Yes No

**Yes, Quality Monitoring Team has been constituted at the State level.**

(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.....  
**Refresher In-service Teachers training on Maths (Jodo Gyan) at BRC level, SLAS, Research studies, PINDICS, QMTs, Initiative programmes on Reading, Maths and Science etc.**

(b) Progress of these programmes during the quarter

- **In- service Teachers training: All approved 1000 LP teachers have been trained on Maths by Jodo Gyan.**
- **Training of RPs: 704 RPs have undergone training on Maths (Jodo Gyan).**
- **The Mobile Library (Kali Kit Kot) had been launched in East Khasi Hills district covering 16 schools.**
- **Providing Math Kits to 1000 LP schools.**
- **Constitution of the Quality Monitoring Team at State Level.**
- **Constitution of SRG on Research.**

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

**Due to late submission of the QMTs by the District, the State is unable to furnish the QMTs on time.**

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

---

---

---

---

**Date:**

**Name & Signature**