

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

Quarter under Report 

-	-	-	<b>IV</b>
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Year - 

<b>2</b>	<b>0</b>	<b>1</b>	<b>4</b>
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<b>1</b>	<b>5</b>
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Period of quarter: October to December

**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 - **111** , BRC - **29** ,District - **04** ,State -**Sikkim**

2. (a) Number of schools in the State

<b>I - V</b>	<b>406</b>	<b>VI - VIII</b>	<b>00</b>	<b>I - VIII</b>	<b>184</b>	Any other	<b>I-X/XII</b>	<b>177</b>	<b>Total</b>	<b>767</b>
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(b) Number of schools which filled up SMFs

<b>I - V</b>	<b>406</b>	<b>VI - VIII</b>	<b>00</b>	<b>I - VIII</b>	<b>184</b>	Any other	<b>I-X/XII</b>	<b>177</b>	<b>Total</b>	<b>767</b>
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3. Number of Teachers:      In Position  
(as per RTE Norms)

Required Posts

(a) Primary Teachers	(i) Regular	<b>4964</b>	<b>1500</b>
	(ii) Contractual	<b>513</b>	
(b) Upper Primary Teachers	(i) Regular	<b>1734</b>	<b>1000</b>
	(ii) Contractual	<b>558</b>	

**Section B: Attendance Information**

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

Month: November

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	117	74	34	183	32	10	136	77	12
II	130	51	44	114	83	28	190	20	15
III	161	41	23	127	76	22	180	33	12
IV	123	67	35	133	59	33	201	10	14
V	156	25	44	121	77	27	170	40	15
VI	84	6	5	76	14	5	86	5	4
VII	81	11	3	73	22	0	92	2	1
VIII	72	22	1	94	0	1	92	3	0
<b>Total</b>	<b>116</b>	<b>37</b>	<b>24</b>	<b>115</b>	<b>45</b>	<b>16</b>	<b>143</b>	<b>24</b>	<b>9</b>

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

**1059**

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

- a) Establishment of regular contact with parents.*
- b) Felicitating guardians whose ward's attendance is above 95%*
- c) Ensuring mid-day-meal is delectable, nutritious and palatable*

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

Boys:

**613**

Girls:

**422**

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

Own schools	Other centers (NGO)	Residential centers	Any Other .....
-	-	-	-

**Section C: Curriculum Transaction**

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

767
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Within one week	Within one month	After one month
274	491	0

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

**SPO has requested the Textbook Section of the Department to make the textbooks available in District Textbook Stores during winter vacation.**

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

Received % Utilized %

Percentage of primary teachers

0	0
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Percentage of upper primary teachers

0	0
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12. Initiatives/ strategies adopted by teachers for improving teaching learning process.

- A) Teachers are trying to use activities to teach the children and trying to make the classroom collaborative.**
- B) Involved maximum number of students to participate in classroom activities**
- C) Preparing attractive TLMs with low cost locally available materials**
- D) Adopted play way method in teaching learning process**
- E) Adopted Continuous and Comprehensive Evaluation in true sense**

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

- A) Ramps and disable friendly toilets are being provided in schools**
- B) Special attention by all teachers to them according to their disability**
- C) Special educators make frequent visits and give suggestions (provide onsite supports)**

**Section D: Continuous and Comprehensive Evaluation**

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

- A) CRCCs are visiting schools and observing classrooms**
- B) Analyzing Quarterly Report on students' achievements**

### C) Conducting baseline studies at their own level

#### Section E: Teacher Training

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

- i) Teachers started using collaborative teaching techniques**
- ii) Teachers are conducting Continuous and Comprehensive Assessment**
- iii) Lecture method is now replaced by activity method**
- iv) Conducted debates, group discussion, role play and interactive session in the classroom**
- v) Sharing of training inputs with fellow teachers**

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

- a) Teachers are to be trained on Teaching through Activities**
- b) School heads should be involved in training**
- c) Training should be conducted in vacations**
- d) Subject-based training is to be conducted**
- e) Training to conduct Formative Assessment**
- f) Training of school heads on Quality Monitoring Tools is to be given**
- g) Training on phonetics for the teachers teaching English in primary classes**

#### Section F: Functioning of SMC

Number %

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

767	100
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19. (a) Number of schools where School Development Plans have been prepared.

200	26%
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(b) Number of schools involving SMCs in preparation of this plan.

200	26%
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(c) Action taken on schools that did not involve SMCs.

**NA**

Number %

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

767	100
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(b) Action taken for coverage of SMCs not trained.

**NA**

## Section G: Learners' Assessment

### 21. Please aggregate pupil assessment data of schools in the format given below

(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:

767	100
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(ii) Number of schools in State with low pupil achievement level

252	33
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Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language	5183	A	363	13.51	414	16.59	777	14.99
			B	613	22.81	670	26.84	1283	24.75
			C	848	31.56	702	28.13	1550	29.91
			D	693	25.79	553	22.16	1246	24.04
			E	170	6.33	157	6.29	327	6.31
			Total	2687	100.00	2496	100.00	5183	100.00
	English	5183	A	398	14.81	475	19.03	873	16.84
			B	695	25.87	714	28.61	1409	27.19
			C	800	29.77	713	28.57	1513	29.19
			D	657	24.45	500	20.03	1157	22.32
			E	137	5.10	94	3.77	231	4.46
			Total	2687	100.00	2496	100.00	5183	100.00
	Mathematics	5183	A	425	15.82	465	18.63	890	17.17
			B	666	24.79	663	26.56	1329	25.64
			C	817	30.41	749	30.01	1566	30.21
			D	614	22.85	506	20.27	1120	21.61
			E	165	6.14	113	4.53	278	5.36
			Total	2687	100.00	2496	100.00	5183	100.00
	EVS	5183	A	345	12.84	386	15.46	731	14.10
			B	649	24.15	662	26.52	1311	25.29
			C	830	30.89	797	31.93	1627	31.39
			D	686	25.53	538	21.55	1224	23.62
			E	177	6.59	113	4.53	290	5.60
			Total	2687	100.00	2496	100.00	5183	100.00
Hindi	0	A							
		B							
		C							
		D							
		E							
		Total							

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
II	Language	5703	A	355	12.58	455	15.79	810	14.20
			B	674	23.89	699	24.25	1373	24.08
			C	845	29.95	888	30.81	1733	30.39
			D	726	25.74	691	23.98	1417	24.85
			E	221	7.83	149	5.17	370	6.49
			Total	2821	100.00	2882	100.00	5703	100.00
	English	5703	A	445	15.77	565	19.60	1010	17.71
			B	619	21.94	724	25.12	1343	23.55
			C	876	31.05	832	28.87	1708	29.95
			D	683	24.21	617	21.41	1300	22.80
			E	198	7.02	144	5.00	342	6.00
			Total	2821	100.00	2882	100.00	5703	100.00
	Mathematics	5703	A	401	14.21	465	16.13	866	15.18
			B	696	24.67	687	23.84	1383	24.25
			C	815	28.89	851	29.53	1666	29.21
			D	703	24.92	691	23.98	1394	24.44
			E	206	7.30	188	6.52	394	6.91
			Total	2821	100.00	2882	100.00	5703	100.00
	EVS	5703	A	381	13.51	496	17.21	877	15.38
			B	675	23.93	690	23.94	1365	23.93
			C	810	28.71	878	30.46	1688	29.60
			D	777	27.54	685	23.77	1462	25.64
			E	178	6.31	133	4.61	311	5.45
			Total	2821	100.00	2882	100.00	5703	100.00
Hindi			A						
			B						
			C						
			D						
			E						
			Total						

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total		
				No.	%	No.	%	No.	%	
III	Language	7444	A	323	8.55	405	11.05	728	9.78	
			B	722	19.11	782	21.33	1504	20.20	
			C	1097	29.04	1130	30.82	2227	29.92	
			D	1354	35.84	1154	31.48	2508	33.69	
			E	282	7.46	195	5.32	477	6.41	
			Total	3778	100.00	3666	100.00	7444	100.00	
	English	7441	A	415	10.99	508	13.86	923	12.40	
			B	804	21.29	847	23.12	1651	22.19	
			C	1105	29.26	1107	30.21	2212	29.73	
			D	1207	31.96	989	26.99	2196	29.51	
			E	246	6.51	213	5.81	459	6.17	
			Total	3777	100.00	3664	100.00	7441	100.00	
	Mathematics	7441	A	320	8.47	357	9.74	677	9.10	
			B	718	19.01	801	21.86	1519	20.41	
			C	1137	30.10	1096	29.91	2233	30.01	
			D	1302	34.47	1147	31.30	2449	32.91	
			E	300	7.94	263	7.18	563	7.57	
			Total	3777	100.00	3664	100.00	7441	100.00	
	EVS	7444	A	430	11.38	494	13.48	924	12.41	
			B	729	19.29	814	22.22	1543	20.73	
			C	1124	29.74	1105	30.16	2229	29.94	
			D	1212	32.06	1038	28.33	2250	30.23	
			E	285	7.54	213	5.81	498	6.69	
			Total	3780	100.00	3664	100.00	7444	100.00	
	Hindi			A						
				B						
C										
D										
E										
Total										

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
IV	Language	9237	A	317	6.86	440	9.53	757	8.20
			B	793	17.16	891	19.30	1684	18.23
			C	1426	30.87	1435	31.08	2861	30.97
			D	1720	37.23	1548	33.53	3268	35.38
			E	364	7.88	303	6.56	667	7.22
			Total	4620	100.00	4617	100.00	9237	100.00
	English	9237	A	393	8.51	529	11.46	922	9.98
			B	873	18.90	1034	22.40	1907	20.65
			C	1417	30.67	1395	30.21	2812	30.44
			D	1650	35.71	1406	30.45	3056	33.08
			E	287	6.21	253	5.48	540	5.85
			Total	4620	100.00	4617	100.00	9237	100.00
	Mathematics	9237	A	252	5.45	283	6.13	535	5.79
			B	805	17.42	828	17.93	1633	17.68
			C	1486	32.16	1468	31.80	2954	31.98
			D	1707	36.95	1672	36.21	3379	36.58
			E	370	8.01	366	7.93	736	7.97
			Total	4620	100.00	4617	100.00	9237	100.00
	EVS	9237	A	331	7.16	404	8.75	735	7.96
			B	788	17.06	887	19.21	1675	18.13
			C	1418	30.69	1429	30.95	2847	30.82
			D	1723	37.29	1543	33.42	3266	35.36
			E	360	7.79	354	7.67	714	7.73
			Total	4620	100.00	4617	100.00	9237	100.00
Hindi	9237	A	446	9.65	551	11.93	997	10.79	
		B	978	21.17	1105	23.93	2083	22.55	
		C	1438	31.13	1480	32.06	2918	31.59	
		D	1500	32.47	1276	27.64	2776	30.05	
		E	258	5.58	205	4.44	463	5.01	
		Total	4620	100.00	4617	100.00	9237	100.00	



Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	Language	12027	A	448	7.62	588	9.57	1036	8.61
			B	1073	18.25	1316	21.41	2389	19.86
			C	1838	31.26	1965	31.97	3803	31.62
			D	2108	35.85	1858	30.23	3966	32.98
			E	413	7.02	420	6.83	833	6.93
			Total	5880	100.00	6147	100.00	12027	100.00
	English	12027	A	448	7.62	624	10.15	1072	8.91
			B	1074	18.27	1330	21.64	2404	19.99
			C	1759	29.91	1910	31.07	3669	30.51
			D	2203	37.47	1931	31.41	4134	34.37
			E	396	6.73	352	5.73	748	6.22
			Total	5880	100.00	6147	100.00	12027	100.00
	Mathematics	12027	A	300	5.10	353	5.74	653	5.43
			B	879	14.95	993	16.15	1872	15.56
			C	1731	29.44	1952	31.76	3683	30.62
			D	2375	40.39	2284	37.16	4659	38.74
			E	595	10.12	565	9.19	1160	9.64
			Total	5880	100.00	6147	100.00	12027	100.00
	EVS	12027	A	482	8.20	570	9.27	1052	8.75
			B	1077	18.32	1175	19.12	2252	18.72
			C	1703	28.96	2002	32.57	3705	30.81
			D	2174	36.97	1949	31.71	4123	34.28
			E	444	7.55	451	7.34	895	7.44
			Total	5880	100.00	6147	100.00	12027	100.00
Hindi	12027	A	487	8.28	703	11.44	1190	9.89	
		B	1166	19.83	1361	22.14	2527	21.01	
		C	1807	30.73	2013	32.75	3820	31.76	
		D	1998	33.98	1738	28.27	3736	31.06	
		E	422	7.18	332	5.40	754	6.27	
		Total	5880	100.00	6147	100.00	12027	100.00	

(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:

361

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

(a) Science

361

(b) Mathematics

361

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Language	11249	A	324	5.99	490	8.39	814	7.24
			B	851	15.73	1062	18.19	1913	17.01
			C	1714	31.68	1944	33.29	3658	32.52
			D	2028	37.49	1935	33.14	3963	35.23
			E	493	9.11	408	6.99	901	8.01
			Total	5410	100.00	5839	100.00	11249	100.00
	English	11249	A	315	5.82	376	6.44	691	6.14
			B	843	15.58	963	16.49	1806	16.05
			C	1606	29.69	1939	33.21	3545	31.51
			D	2124	39.26	2116	36.24	4240	37.69
			E	522	9.65	445	7.62	967	8.60
			Total	5410	100.00	5839	100.00	11249	100.00
	Mathematics	11249	A	205	3.79	232	3.97	437	3.88
			B	668	12.35	744	12.74	1412	12.55
			C	1503	27.78	1707	29.23	3210	28.54
			D	2441	45.12	2498	42.78	4939	43.91
			E	593	10.96	658	11.27	1251	11.12
			Total	5410	100.00	5839	100.00	11249	100.00
	Social Studies	11249	A	345	6.37	396	6.78	741	6.58
			B	818	15.11	1022	17.50	1840	16.35
			C	1680	31.02	1829	31.32	3509	31.18
			D	2115	39.06	2152	36.86	4267	37.92
			E	457	8.44	440	7.54	897	7.97
			Total	5415	100.00	5839	100.00	11254	100.00
	Science & Technology	11249	A	288	5.32	377	6.46	665	5.91
			B	846	15.64	960	16.44	1806	16.05
			C	1633	30.18	1822	31.20	3455	30.71
			D	2157	39.87	2220	38.02	4377	38.91
			E	486	8.98	460	7.88	946	8.41
			Total	5410	100.00	5839	100.00	11249	100.00
Hindi	11236	A	435	8.05	566	9.71	1001	8.91	
		B	958	17.72	1316	22.57	2274	20.24	
		C	1711	31.66	1834	31.45	3545	31.55	
		D	1857	34.36	1707	29.27	3564	31.72	
		E	444	8.21	408	7.00	852	7.58	
		Total	5405	100.00	5831	100.00	11236	100.00	

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VII	Language	11286	A	353	6.47	444	7.62	797	7.06
			B	960	17.58	1161	19.93	2121	18.79
			C	1686	30.88	1907	32.73	3593	31.84
			D	2083	38.15	2010	34.50	4093	36.27
			E	378	6.92	304	5.22	682	6.04
			Total	5460	100.00	5826	100.00	11286	100.00
	English	11286	A	336	6.15	404	6.93	740	6.56
			B	902	16.52	1036	17.78	1938	17.17
			C	1792	32.82	1905	32.70	3697	32.76
			D	2017	36.94	2062	35.39	4079	36.14
			E	413	7.56	419	7.19	832	7.37
			Total	5460	100.00	5826	100.00	11286	100.00
	Mathematics	11286	A	217	3.97	211	3.62	428	3.79
			B	654	11.98	748	12.84	1402	12.42
			C	1412	25.86	1649	28.30	3061	27.12
			D	2494	45.68	2580	44.28	5074	44.96
			E	683	12.51	638	10.95	1321	11.70
			Total	5460	100.00	5826	100.00	11286	100.00
	Social Studies	11286	A	344	6.30	399	6.85	743	6.58
			B	976	17.88	1119	19.21	2095	18.57
			C	1655	30.32	1779	30.54	3434	30.43
			D	2151	39.41	2204	37.83	4355	38.59
			E	332	6.08	325	5.58	657	5.82
			Total	5458	100.00	5826	100.00	11284	100.00
	Science & Technology	11286	A	258	4.73	322	5.53	580	5.14
			B	800	14.65	921	15.81	1721	15.25
			C	1753	32.11	1850	31.75	3603	31.92
			D	2237	40.97	2317	39.77	4554	40.35
			E	412	7.55	416	7.14	828	7.34
			Total	5460	100.00	5826	100.00	11286	100.00
Hindi	11286	A	408	7.47	517	8.87	925	8.20	
		B	1042	19.08	1231	21.13	2273	20.14	
		C	1754	32.12	2062	35.39	3816	33.81	
		D	1929	35.33	1774	30.45	3703	32.81	
		E	327	5.99	242	4.15	569	5.04	
		Total	5460	100.00	5826	100.00	11286	100.00	

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VIII	Language	10986	A	319	6.06	397	6.94	716	6.52
			B	815	15.48	1155	20.19	1970	17.93
			C	1709	32.47	2049	35.81	3758	34.21
			D	2113	40.14	1891	33.05	4004	36.45
			E	308	5.85	230	4.02	538	4.90
			Total	5264	100.00	5722	100.00	10986	100.00
	English	10986	A	271	5.15	384	6.71	655	5.96
			B	763	14.49	1028	17.97	1791	16.30
			C	1585	30.11	1872	32.72	3457	31.47
			D	2251	42.76	2127	37.17	4378	39.85
			E	394	7.48	311	5.44	705	6.42
			Total	5264	100.00	5722	100.00	10986	100.00
	Mathematics	10986	A	208	3.95	239	4.18	447	4.07
			B	603	11.46	679	11.87	1282	11.67
			C	1432	27.20	1567	27.39	2999	27.30
			D	2348	44.60	2599	45.42	4947	45.03
			E	673	12.78	638	11.15	1311	11.93
			Total	5264	100.00	5722	100.00	10986	100.00
	Social Studies	10986	A	319	6.06	406	7.10	725	6.60
			B	865	16.43	1029	17.98	1894	17.24
			C	1629	30.95	2023	35.35	3652	33.24
			D	2105	39.99	1989	34.76	4094	37.27
			E	346	6.57	275	4.81	621	5.65
			Total	5264	100.00	5722	100.00	10986	100.00
	Science & Technology	10986	A	249	4.73	339	5.92	588	5.35
			B	820	15.58	984	17.20	1804	16.42
			C	1679	31.90	1854	32.40	3533	32.16
			D	2121	40.29	2157	37.70	4278	38.94
			E	395	7.50	388	6.78	783	7.13
			Total	5264	100.00	5722	100.00	10986	100.00
Hindi	10986	A	363	6.90	527	9.21	890	8.10	
		B	914	17.36	1287	22.49	2201	20.03	
		C	1813	34.44	1990	34.78	3803	34.62	
		D	1903	36.15	1675	29.27	3578	32.57	
		E	271	5.15	243	4.25	514	4.68	
		Total	5264	100.00	5722	100.00	10986	100.00	

## 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 1 to 4

2 (a) School visits by CRCCs:

*Number of times visits were made to each school*

*Number of CRCCs visiting*

(i) Once in a month

09
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(ii) Once in two months

32
----

(iii) Once in three months

54
----

(iv) Once in four to six months

16
----

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

**A) CRCCs have suggested the teachers to implement training inputs in classroom to improve teaching and establish regular contact with parents**

**B) Preparation of lesson plan and teachers diary**

**C) Use of TLMs in classroom teaching**

**d) Making of democratic, joyful and attractive**

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

.Number    %

0	0
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5. (a) How many schools are having less than 60% coverage of the syllabus ?

0	0
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(b)What has been done to address this issue?

**None of the school in the state having less than 60% coverage of the syllabus.**

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

0
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(b) What has been done to address this issue?

**No such issue prevails in the State**

### 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) **Conducted in-service teachers training**
- (ii) **Inspected schools**
- (iii) **Helped CRCCs to prepare SDP**
- (iv) **Made regular contact with CRCCs & DPOs**
- (v) **Conducted training of SMCs**
- (vi) **Sensitization meeting with the stakeholders**
- (vii) **Workshop on TLM preparation**
- (viii) **Ensure every school should follow Continuous and Comprehension Assessment**

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

29
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3. Number of times each school was visited by BRCs on an average.

05
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4. Write five examples of professional support provided by the BRC to teachers during the last quarter.

- (a) **Conducted in-service teachers training**
- (b) **Inspected schools**
- (c) **Helped CRCCs to prepare SDP**
- (d) **Made regular contact with CRCCs & DPOs**
- (e) **Conducted training of SMCs**
- (f) **Shared success stories for teaching achievements**

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

**Through inspection.**

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

00
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(b) What percent of current year's target has been achieved during last quarter?

100
-----

(c) List major issues emerging from the programmes.

**The teachers are coming with lots of pedagogical problems especially issues related to management and teaching of children with special needs, making the class collaborative**

**and inclusive. The main issue is the insufficient fund i.e. Rs. 200/- per day per head for training. Another issue is the non-availability of teacher grant.**

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	05
(ii) Science	04
(iii) Social Science	03
(iv) Language	01
(v) Arts Education	01
(vi) Health and Physical Education	01

(b) What percent of current year's target has been achieved during last quarter? 00

(c) List major issues emerging from the programmes.

**The teachers are coming with lots of pedagogical problems especially issues related to management and teaching of children with special needs, making the class collaborative and inclusive. The main issue is the insufficient fund i.e. Rs. 200/- per day per head.**

## 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 style="margin-left: 20px;">(a) The institutions involved – <b>SCERT &amp; DIETs</b></p> <p style="margin-left: 20px;">(b) Members of ‘quality’ monitoring – <b>Faculties of SCERT &amp; DIETs</b></p> <p style="margin-left: 20px;">(c) Role of BRC/CRC in quality monitoring – <b>School Inspection</b></p> <p style="margin-left: 20px;">(d) Role of DPO in ‘quality’ monitoring – <b>School Inspection</b></p>  | <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">04</div>   |
| <p>2. What kind of ‘quality interventions’ were provided at district level in the last quarter?</p> <p style="margin-left: 20px;">(a) Training of resource persons on RTE Act 2009</p> <p style="margin-left: 20px;">(b) Training of Resource Persons on Pedagogy and Assessment</p> <p style="margin-left: 20px;">(c) Training of SMC members on ‘School Development Plan’</p> <p style="margin-left: 20px;">(d) Training of ‘Educators’ for special training of children admitted to age-appropriate classes</p>   | <div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">Number of districts providing interventions</div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">00</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">125</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4614</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">00</div> </div> |
| <p>3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district.</p> <p style="margin-left: 20px;">(a) Once in a month</p> <p style="margin-left: 20px;">(b) Once in two months</p> <p style="margin-left: 20px;">(c) Once in three months</p> <p style="margin-left: 20px;">(d) Once in four-six months</p>  | <div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">Number of districts organizing meetings</div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">00</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">00</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">04</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">00</div> </div>        |
| <p>4. Field visits (schools) by DPOs during last quarter:</p> <p style="margin-left: 20px;">(a) Number of schools visited by DPOs on an average</p> <p style="margin-left: 20px;">(b) Mention the feedback from field on ‘quality’. Mention priority areas, where intervention in next quarter will be provided by the DPOs.</p> <ul style="list-style-type: none"> <li>- Training of teachers on active learning,</li> <li>- Integration of teaching with assessment,</li> <li>- Sensitization of parents on their role in CCA</li> <li>- Preparation of School Development Plan</li> </ul> | <div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">20</div>   |



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

Number of districts coordinating:		
Mostly	Sometimes	Never
-	$\checkmark$	-

(b) If there are problems, give details - **NA**

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

- **Training of in-service teachers**
- **Establishment of Reading Corner**
- **Academic 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 – ✓ (Primary and Languages of Upper Primary including English)
- (b). NCERT - ✓ (Books other than languages)
- (c). Private publishers - NA
- (d). Any other - NA

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

Initiated	Completed	
Primary:Syllabi	2011	2011
Textbooks	2012	2012
Upper Primary: Syllabi	2013	
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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
Modules	Pry/Upper Pry	Year of development
How to use Early Reading materials to enhance learning	Teachers teaching Classes I & II	2014
Teaching through activities	Teachers teaching classes III to V	2014
Teaching through activities	Teachers teaching Mathematics and Science in Classes VI to VIII	2014

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	111	111
BRCs	29	29

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

a. DIETs: Involvement: **DIETs are being involved for training of in-service primary teachers, headmasters and prepare master trainers. They also conduct academic monitoring of schools.**  
 Problems: **DIETs are pre-occupied with 2-year D.El.Ed. Course, they have very less time to conduct academic monitoring.**

b. SCERT: Involvement: **The service of SCERT is being used to provide in-service training to upper primary teachers, head teachers and Resource Persons. The institute also conducts academic monitoring, revision of curriculum, syllabi and textbooks.**

Problems: **Since SCERT has multifarious activities, it cannot devote sufficient time to monitor schools.**

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 checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

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

**8. Meeting not held**

(a) Major programmes / activities of SSA for quality enhancement during the current year 2014-15

- **Printing of Early reading materials for Class I & II and training of teachers to use these materials.**
- **Training of teachers on Teaching through activities**

(b) Progress of these programmes during the quarter

**The materials were printed.**

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

**Teachers need more training on ‘Teaching through Activities’ and deeper skills of making the assessment more continuous and comprehensive.**

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

NA

**Date: Name & Signature of SPD**