

प्राप्ति रसीद पंजीकृत पत्र द्वारा ।
By R.P.A.D.

Sarva Shiksha Abhiyan
Union Territory Mission Authority
Dadra and Nagar Haveli
Silvassa

No.DP/EDN/SSA/QMT/2014/ 279

Date: 30/12/2014

To
Mr. Yogesh Kumar, Professor,
Coordinator, SSA Cell,
National Council of Educational Research and Training,
Shri Aurbindo Narg,
New Delhi-110016

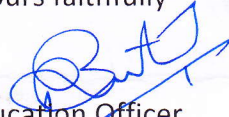
Subject: Submission of 2nd quarter report on Quality Monitoring Tools(QMT) in respect of elementary education, Dadra Nagar Haveli, UT.

Sir,

With reference to the subject cited above & to state that the UT has implemented Quality Monitoring Tools(QMT) in Elementary Education System which is developed by National Council of Educational Research and Training(NCERT). In this regard, 2nd quarter report on Quality Monitoring Tools(QMT) in respect of elementary education, Dadra Nagar Haveli, UT is enclosed herewith.

D. R. Singh
16.2.15

Yours faithfully


Education Officer
Sarva Shiksha Abhiyan
Dadra and Nagar Haveli
Silvassa

Encl: As above

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	4	-	1	5
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Period of quarter: July-2014 to September-2014

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	271	VI - VIII	113	I - VIII	271	Any other	--	--	Total	--
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(b) Number of schools which filled up SMFs

I - V	271	VI - VIII	113	I - VIII	271	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

517

895

(ii) Contractual

262

(b) Upper Primary Teachers

(i) Regular

249

640

(ii) Contractual

184

(ii)

Primary

Upper Primary

(a) How many government schools in the state have a pupil teacher ratio above 1:30 in primary school and above 1:35 in upper primary school?

88

56

(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_2014

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	246	22	3	256	15	0	252	19	0
II	251	19	1	255	15	1	251	18	2
III	244	20	2	247	17	2	244	21	1
IV	252	18	1	254	17	0	256	14	1
V	255	15	0	261	9	0	259	11	0
VI	106	7	0	105	8	0	106	7	0
VII	106	7	0	103	9	1	104	8	1
VIII	101	12	0	104	7	2	104	8	1

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

208

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

Discussion was held during the SMC meeting, Issue 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:

02

Girls:

18

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

Own schools	Other centres (NGO)	Residential centres	Any Other
03	--	--	--

(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
249	22	--

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.

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

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

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

Teacher introduces constructive approach and many activities in classroom transaction, group activities also including in teaching learning process. At upper primary level teacher introduced experimental method instead of demonstrative method. Introduce group work activities for the self learning of students. Teacher taught topic like division 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.

12. Specific efforts made for making classrooms inclusive (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?

During the school visit, CRC Coordinator 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.

Section E: Teacher Training

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

Activity Based Learning introduced in classroom transaction at primary level. Group activity has been initiated during teaching learning process for more involvement of students. Oral activity has been initiated for English verbal ability.

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.

SMC of aided school not trained about their roles and functions. SSA has planed to cover all SMC during the year 2015-16.

Part-II

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

Range (Minimum) 140 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 group activities in language and Mathematics teaching at Primary level.
Suggestion provided for 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? | -- | -- |
| -- | | |
| 6. (a) Number of DPOs who are not providing QMTs regularly
(b) What has been done to address this issue? | -- | |
| -- | | |

Part-III

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

Preparation and implementation of block level Annual work plan & Budget. Support provided to all CRC Coordinators for implementation of various activities under Sarva Shiksha Abhiyan. Organizing of 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.

- | | |
|--|----|
| 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. | |
| <u>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</u> | |

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 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.

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

(c) List major issues emerging from the programmes.

N.A.

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?

There is no teacher training programme/workshops were organized during the last quarter.

(i) Mathematics

(ii) Science

(iii) Social Science

(iv) Language

(v) Arts Education

(vi) Health and Physical Education

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

 %

(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), 02 Block Resource Persons(SSA) 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

(e) 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

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(b) Training of Resource Persons on Pedagogy and Assessment

--

(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

--

(c) Once in three months

--

(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

25

(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 ✓ mark)

Number of districts coordinating:		
Mostly	Sometimes	Never
✓	--	--

(f) 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 ✓)

- (a) State Government ☐
- (b) NCERT ☐
- (c) Private publishers ☐
- (d) Any other..... ☐ Gujarat 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.

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	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) --

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

(b) Progress of these programmes during the quarter

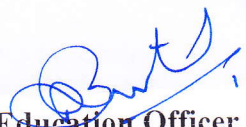
Early Literacy and Mathematics Enhancement Programme monitored by CRC Coordinators during their school visit. UT has plan to conduct assessment survey by engaging third party at the end of march-2015.

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 Marathi and English Medium as per RTE norms and standard. There is no SCERT/DIET in the UT of Dadra Nagar Haveli. Vacant post of the pedagogy Coordinator and lack of resource person.

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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