

No. ADE/DP/DMN/ESTT/2013-14/1336
O/o. The Assistant Director of Education,
District Pachayat,
Daman.

Date : 17/01/2014

To
Dr. Manju Jain,
Professor and Head,
Department of Ele. Edn.,
NCERT, New Delhi.

**Sub.:- Regarding- Implementation of Quality Monitoring Tools (QMTs)-
Data 2nd Quarter of State Level.**

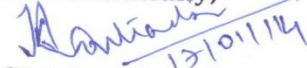
**Ref.:- Your Letter No.37-1/SSA-QMT/YK/DEE/2013-14/2803,
dated:22/10/2013.**

Sir,

With reference to the above cited subject and reference, please find herewith
enclosed Quality Monitoring Tools (QMTs)-Data of State Level .

This is for your kind information please.

Yours faithfully,



(B.G. Contractor)

Asstt. Director of Education,
District Panchayat,
Daman.

Encl.:-

As above.

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report - I

Year 2013-14

Period of quarter: June to October

Part-I

Section A: School Information

1. State –UT of Daman & Diu

Number of CRCs in the state - 07

Number of CRCCs submitted CMFs – 07

Number of BRCs in the state – 02

Number of BRCCs submitted BMFs - 02

Number of Districts in the state – 02

Number of Districts submitted DMFs - 02

2. (a) Number of schools in the State

I-V: 53 VI to VII: 38

Any other: 04 Total: 95

(b) Number of schools which filled up SMFs

I-V: 53 VI to VII: 38

Any other: 00 Total: 91

3. (i) Number of Teachers:

In Position

Required Posts (as per RTE Norms)

(a) Primary Teachers

(i) Regular : 179
(ii) Contractual: 30

10

(b) Upper Primary Teachers

(i) Regular: 80
(ii) Contractual: 57

10

Primary

Upper Primary

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

18

(b) How many teachers in the state have failed to join place of posting in last quarter?

•

(c) How many teachers are attached elsewhere than place of posting?

Section B: Attendance Information

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

Month:

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	47	06	00	49	03	01	46	06	01
II	50	03	00	49	04	00	50	03	00
III	51	01	01	52	01	00	51	02	00
IV	52	01	00	52	01	00	51	02	00
V	53	00	00	53	00	00	53	00	00
VI	38	00	00	38	00	00	38	00	00
VII	38	00	00	38	00	00	38	00	00
VIII	38	00	00	38	00	00	38	00	00

5. Number of Children with Special Needs (CWSN) in government schools in the State.: 84

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

- Contact parents through SMC.
- Try to solve students problems.
- Problems were discussed in SMC meeting.
- Provided joyful activities base learning in suitable atmosphere.
- Providing midday meal in verities.
- Provided facilities like free text books, uniforms etc...

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

Boys: 80

Girls: 51

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

Own schools	Other centres (NGO)	Residential centres	Any Other
03	00	00	00

(c) Number of children dropped out of special training programmes up to last quarter - 00

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
95	00	00

- What is SPO doing to improve system for timely distribution of textbooks?
 - During the vacation period , the text books were distributed
- No. of teachers who received Teacher/ (TLM) Grant and have utilised it*
 - No TLM grants were provided to teachers during the current academic year 2013/14.
- Initiatives/ strategies adopted by teachers for improving teaching learning process.
 - Using teaching aids / TLMs, charts, equipments, Models etc. in teaching learning process.
 - Participation/ involvement of students in classroom process.
 - Giving project works amount students for effective learning
 - Using various methods of teaching.
- Specific efforts made for making classrooms inclusive (CWSN).
 - Taken special care among CWSN students & spending more time for them.
 - Bringing the CWSN students to participate in competitions & to take part in assembly activities.
 - Using available materials specially made for them while teaching.

Section D: Continuous and Comprehensive Evaluation

14 How are CRCCs monitoring the progress of pupils' learning?

- Observance of assembly, teachers & students performance in classrooms etc.
- Evaluate & observe monthly report of CCE.

Section E: Teacher Training

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

- Applied different types of innovative methods of teaching.
- According to RTE, CCE is implemented in all schools.
- During the training, teachers are learning to prepare TLM.

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

- More activities should be taken.
- Training should be fixed during vacation.

Section F: Functioning of SMC

17. Number of schools having School Management Committees (SMCs) in the State. - 100%

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

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

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

- All the govt. schools of UT have prepared school development plan with SMC in time so UT did not take any action.

19. (a) Number of SMCs which were given training about their roles and functions.- 100%

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

- All the SMCs were trained in UT.

Section G: Learners' Assessment

20. (a) Details of Learners' Achievement, class-wise and subject-wise for Classes I-V for last term.

Number %

Number of schools of the State which provided this information:

Number of schools in State with low pupil achievement level.

Class	Subject	No.of Children	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
I	Language-I	1477	A	376	43.82	482	56.18	858	100
			B	324	52.34	295	47.66	619	100
			C	0	0	0	0	0	0
			Total	700	47.39	777	52.61	1477	100
	Maths	1477	A	364	45.22	441	54.78	805	100
			B	336	50.00	336	50.00	672	100
			C	0	0	0	0	0	0
			Total	700	47.39	777	52.61	1477	100
II	Language	1767	A	351	44.26	442	55.74	793	100
			B	509	52.26	465	47.74	994	100
			C	0	0	0	0	0	0
			Total	860	48.67	907	51.33	1767	100
	Maths	1767	A	417	45.77	494	54.23	911	100
			B	443	51.75	413	48.25	856	100
			C	0	0	0	0	0	0
			Total	860	48.67	907	51.33	1767	100
III	Language	1816	A	355	46.16	414	53.84	769	100
			B	557	53.20	490	46.80	1047	100
			C	0	0	0	0	0	0
			Total	912	50.22	904	49.78	1816	100
	Maths	1816	A	447	46.47	515	53.53	962	100
			B	465	54.45	389	45.55	854	100
			C	0	0	0	0	0	0
			Total	912	50.22	904	49.78	1816	100
	EVS	1816	A	436	46.24	507	53.76	943	100
			B	476	54.52	397	45.48	873	100
			C	0	0	0	0	0	0
			Total	912	50.22	904	49.78	1816	100
IV	Language	1790	A	307	41.94	425	58.06	732	100
			B	582	55.01	476	44.99	1058	100

			C	0	0	0	0	0	0
			Total	889	49.66	901	50.34	1790	100
	Maths	1790	A	356	46.90	403	53.10	769	100
			B	533	51.70	498	48.30	1031	100
			C	0	0	0	0	0	0
			Total	889	49.66	901	50.34	1790	100
	EVS	1790	A	380	45.62	453	54.38	833	100
			B	509	53.19	448	46.81	957	100
			C	0	0	0	0	0	0
			Total	889	49.66	901	50.34	1790	100
	Hindi	1790	A	356	44.39	446	55.61	802	100
			B	533	53.95	455	46.05	988	100
			C	0	0	0	0	0	0
			Total	889	49.66	901	50.34	1790	100
	V Language	1976	A	313	42.13	430	57.87	743	100
			B	659	53.45	574	46.55	1233	100
			C	0	0	0	0	0	0
			Total	972	49.19	1004	50.81	1976	100
	Maths	1976	A	379	43.36	495	56.64	874	100
			B	593	53.81	509	46.19	1102	100
			C	0	0	0	0	0	0
			Total	972	49.19	1004	50.81	1976	100
	Science	1976	A	364	42.42	494	57.58	858	100
			B	608	54.38	510	45.62	1118	100
			C	0	0	0	0	0	0
			Total	972	49.19	1004	50.81	1976	100
	S.S	1976	A	351	42.96	466	57.04	817	100
			B	621	53.58	538	46.42	1159	100
			C	0	0	0	0	0	0
			Total	972	49.19	1004	50.81	1976	100
	Hindi	1976	A	358	42.93	476	57.07	834	100
			B	614	53.77	528	46.23	1142	100
			C	0	0	0	0	0	0
			Total	972	49.19	1004	50.81	1976	100
	Language -II	1976	A	410	43.25	538	56.75	948	100
			B	562	54.67	466	45.33	1028	100
			C	0	0	0	0	0	0
			Total	972	49.19	1004	50.81	1976	100

*Add subjects for all classes** Primary: Grades A= 70%and above, B= 30%-69%, C= below 30%

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

- (i) Number of schools in the State which provided this information: 42
(ii) Number of schools in the State which have not provided this information: 00
(iii) Number of upper primary schools reporting low pupil achievement levels in

(a) Science

(b) Mathematics

Class	Subject	No. of Childre	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
VI	Language I	1921	A	107	37.94	175	62.06	282	100
			B	291	43.24	382	56.76	673	100
			C	327	51.17	312	48.83	639	100
			D	208	63.61	119	36.39	327	100
			E	0	0	0	0	0	0
			Total	933	48.57	988	51.43	1921	100
	Maths	1921	A	174	59.39	119	40.61	293	100
			B	204	33.89	398	66.11	602	100
			C	352	50.87	340	49.13	692	100
			D	203	60.78	131	39.22	334	100
			E	0	0	0	0	0	0
			Total	933	48.57	988	51.43	1921	100
	Science	1921	A	145	45.89	171	54.11	316	100
			B	238	39.34	367	60.66	605	100
			C	390	51.86	362	48.14	752	100
			D	160	64.52	88	35.48	248	100
			E	0	0	0	0	0	0
			Total	933	48.57	988	51.43	1921	100
	S.S	1921	A	156	51.32	148	48.68	304	100
			B	274	38.43	439	61.57	713	100
			C	329	51.73	307	48.27	636	100
			D	174	64.93	94	35.07	268	100
			E	0	0	0	0	0	0
			Total	933	48.57	988	51.43	1921	100
	Hindi	1921	A	102	30.27	235	69.73	337	100
			B	284	43.96	362	56.04	646	100
			C	332	53.63	287	46.37	619	100
			D	215	67.40	104	32.60	319	100
			E	0	0	0	0	0	0
			Total	933	48.57	988	51.43	1921	100
	Language I	1921	A	127	47.39	141	52.61	268	100
			B	251	41.69	351	58.31	602	100

			C	353	49.79	356	50.21	709	100
			D	202	59.06	140	40.94	342	100
			E	0	0	0	0	0	0
			Total	933	48.57	988	51.43	1921	100
VII	Language I	1886	A	190	43.58	246	56.42	436	100
			B	302	45.14	367	54.86	669	100
			C	239	52.64	215	47.36	454	100
			D	210	64.22	117	35.78	327	100
			E	0	0	0	0	0	0
			Total	941	49.89	945	50.11	1886	100
	Maths	1886	A	238	54.84	196	45.16	434	100
			B	218	37.14	369	62.86	587	100
			C	297	49.92	298	50.08	595	100
			D	188	69.63	82	30.37	270	100
			E	0	0	0	0	0	0
			Total	941	49.89	945	50.11	1886	100
	Science	1886	A	170	42.08	234	57.92	404	100
			B	279	42.79	373	57.21	652	100
			C	333	57.12	250	42.88	583	100
			D	159	64.37	88	35.63	247	100
			E	0	0	0	0	0	0
			Total	941	49.89	945	50.11	1886	100
	S.S	1886	A	155	39.85	234	60.15	389	100
			B	295	46.53	339	53.47	634	100
			C	291	53.30	255	46.70	546	100
			D	200	63.09	117	36.91	317	100
			E	0	0	0	0	0	0
			Total	941	49.89	945	50.11	1886	100
	Hindi	1886	A	211	39.00	330	61.00	541	100
			B	295	46.38	341	53.62	636	100
			C	288	56.92	218	43.08	506	100
			D	147	72.41	56	27.59	203	100
			E	0	0	0	0	0	0
			Total	941	49.89	945	50.11	1886	100
	Language I	1886	A	182	44.83	224	55.17	406	100
			B	293	47.56	323	52.44	616	100
			C	318	51.29	302	48.71	620	100
			D	148	60.66	96	39.34	244	100
			E	0	0	0	0	0	0

			Total	941	49.89	945	50.11	1886	100
VIII	Language I	1693	A	228	41.23	325	58.77	553	100
			B	270	46.31	313	53.69	583	100
			C	226	52.07	208	47.93	434	100
			D	96	78.05	27	21.95	123	100
			E	0	0	0	0	0	0
			Total	820	48.43	873	51.57	1693	100
	Maths	1693	A	160	52.29	146	47.71	306	100
			B	279	46.66	319	53.34	598	100
			C	275	47.33	306	52.67	581	100
			D	106	50.96	102	49.04	208	100
			E	0	0	0	0	0	0
			Total	820	48.43	873	51.57	1693	100
	Science	1693	A	162	40.81	235	59.19	397	100
			B	312	47.93	339	52.07	651	100
			C	230	48.52	244	51.48	474	100
			D	116	67.84	55	32.16	171	100
			E	0	0	0	00	0	0
			Total	820	48.43	873	51.57	1693	100
	S.S	1693	A	182	45.50	218	54.50	400	100
			B	261	43.36	341	56.64	602	100
			C	268	52.55	242	47.45	510	100
			D	109	60.22	72	39.78	181	100
			E	0	0	0	0	0	0
			Total	820	48.43	873	51.57	1693	100
	Hindi	1693	A	211	41.05	303	58.95	514	100
			B	272	44.44	340	55.56	612	100
			C	209	52.12	192	47.88	401	100
			D	128	77.11	38	22.89	166	100
			E	0	0	0	0	0	0
			Total	820	48.43	873	51.57	1693	100
	Language I	1693	A	173	45.05	211	54..95	384	100
			B	298	43.12	393	56.87	691	100
			C	242	50.95	233	49.05	475	100
			D	107	74.82	36	25.17	143	100
			E	0	0	0	0	00	0
			Total	820	48.43	873	51.57	1693	100

Part-II

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

Range (Minimum) - 40 to (Maximum) -50

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

Range (Minimum) – 03 to (Maximum)- 03

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

- (i) Once in a month -

07 CRCCs

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

- Teachers were asked to prepared project works related to local aria.
- Students should gate experience through live.
- Subject wise reading should be done.
- Pupil should know the local history / geography.

4. Number of schools not maintaining records of pupils' progress in the schools - Number %
00

5. (a) How many schools are having less than 60% coverage of the syllabus - 00

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

NO ISSUE WAS MADE.

1. (a) Number of DPOs who are not providing QMTs regularly - 00

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

NO ISSUE WAS MADE.

Part-III

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

(i) Organize In Service teacher training in Diu district.

(ii) Regularly School visit & monitoring in Diu district.

*No regular BRCC appointed/deputed in Daman (block)district.

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.

(i) In Diu district each school visited & monitoring for weaker students

(ii) In Diu district arrange special classes health development, yoga & sports.

*No regular BRCC appointed/deputed in Daman (block) district.

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

In Diu district BRCC prepared monitoring formate for all schools.

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

01

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

100%

(c) List major issues emerging from the programmes.

NO ISSUE WAS MADE.

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?

(i) Mathematics

01

(ii) Science

01

(iii) Social Science

01

(iv) Language

01

(v) Arts Education

00

(vi) Health and Physical Education 00

(b) What percent of current year's target has been achieved during last quarter? 100%

(c) List major issues emerging from the programmes.

- (i) To improve quality of elementary education.
- (ii) To improve the self confidence / performance of teachers while teaching.
- (iii) Migrations of school students.
- (iv) Migrated students (out of U.T) get problems while teaching learning process.

Part-IV

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

02

- (a) The institutions involved - 91
- (b) Members of 'quality' monitoring -08
- (c) Role of BRC/CRC in quality monitoring – Class room observance / school visits.
- (d) Role of DPO in 'quality' monitoring – Supervising all govt. schools.

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

02

- (a) Training of resource persons on RTE Act 2009
- (b) Training of Resource Persons on Pedagogy and Assessment
- (c) Training of SMC members on 'School Development Plan'
- (d) Training of 'Educators' for special training of children admitted to age-appropriate classes

Yes

Yes

Yes

Yes

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

02

- (a) Once in a month
- (b) Once in two months
- (c) Once in three months
- (d) Once in four-six months

Yes

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

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

91

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

* In-Service Training will be provided Chapter wise to identify hard points in text books in Second Semester for Upper Primary School Teachers.

* Induction Training for newly recruited Primary/Upper Primary School Teachers.

* Surprise Visit/Inspection of the schools.

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

N/A

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

- **Support for training to teachers.**
- **To prepare modules for teachers related to teaching learning process**
- **To get guidelines.**

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 ✓

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

All Govt. Schools are affiliated to Govt. of Gujarat. So, the revision of Syllabi and textbooks was not made in UT of Daman & Diu

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

Such Modules adopted from GCERT

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	07	00
BRCs	02	00

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

(a) DIETs: Involvement :

Experts from DIETs i.e from Valsad for Daman District and from Junagadh for Diu District are invited for In-Service Training, Induction Training and etc.

There is no DIET/SCERT in UT Level.

Problems _____ N/A _____

(b) SCERT: Involvement _____ N/A _____

Problems _____
_____ N/A _____

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

(b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken) 27/08/2012

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

**During academic year 2013/14 SSA organize "Vachan Lekhan Ganan Abhivruddhi Karyakram" in U.T.
In-Service Training for 05 days and Training on ADEPTS were conducted.**

(b) Progress of these programmes during the quarter

- **First of all Teachers took Pre test of students in first week of September & recognize the ability of students.**
- **After pre test, students will be provided ability wise remedial teaching.**

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



* **Capacity building of Resource Persons at Block and Cluster Level.**

* **Appointment of Pedagogy, Teacher Training Co-Ordinators at State and District Level.**

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

____N/A____

Date: 17/01/2014


(S.S. SIDHU)
Name & Signature of SPD

राज्य परियोजना निदेशक
STATE PROJECT DIRECTOR
सर्व शिक्षा अभियान सोसायटी
SARVA SHIKSHA ABHIYAN SOCIETY
संघ प्रवेश दमण एवं दीव, दमण.
UT OF DAMAN & DIU, DAMAN.