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F.No DE.(29)/QMT/UEEM/2015-16/

1791

Dated:-

21/4/15

To

The Director  
NCERT  
Sri Aurobindo Marg,  
New Delhi-110016

**Sub:- State Monitoring Format**

Sir,

I am directed to enclose herewith a State Monitoring Format (Quality Monitoring Tools) duly filled in for the period of Quarter ending July 2014 to Sept 2014 in r/o SSA, Delhi for necessary action at your end.

Encl: as above

Yours faithfully

*R. Kelly*  
20/04/2015  
Office Supdt. (Admn.)  
UEE Mission-SSA



*Dr. Porja*

*M. D. E.*

*27-4-15*



# 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: Jult...toSep,2014

## 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. State:- Delhi

Number of CRCs in the state...64

Number of BRCs in the state 08

Number of Districts in the state 09

Number of CRCCs submitted CMFs 64

Number of BRCCs submitted BMFs 08

Number of Districts submitted DMFs 09

2. (a) Number of schools in the State

I - V	3468
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VI - VIII	565	I - VIII	410
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Any other

616	
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Total	5059
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(b) Number of schools which filled up SMFs

I - V	3468
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VI - VIII	565	I - VIII	410
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Any other

616	
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Total	5059
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3. (i) Number of Teachers:

In Position

Required Posts  
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

13510

(ii) Contractual

3632 ✓

1384

(b) Upper Primary Teachers

(i) Regular

11489

(ii) Contractual

3969

633



(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?

Primary

840

Upper Primary

363

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

0

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

0

### 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	2644	5492	2677	3060	5913	2263	5704	11405	4940
II	3247	7336	3171	3240	7140	3046	6487	14476	6217
III	3697	7634	3491	3669	6993	3556	7366	14627	7047
IV	4697	8550	3759	4766	8391	4292	9463	16941	8051
V	4481	8469	3901	4376	8389	4032	8857	16858	7933
VI	4373	8280	3240	4620	7527	4652	8993	15807	7892
VII	4687	8650	4677	4704	7785	3787	9391	16435	8464
VIII	5206	8472	3799	4985	7415	3780	10191	15887	7579
Total	33032	62883	28715	33420	59553	29408	66452	122436	58123

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

13586

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

- Students were motivated in the assembly to come regular in the school
- Parents were awared in the SMC Trainings to send their wards regularly in the school.
- Online attendance system.
- Effective execution of midday meal scheme.

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

Boys:

3823

Girls:

2950

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

Own schools	Other centers (NGO)	Residential center	Any Other .....
115	35	07	3 hostels & 21 Madarsa

(c) Number of children dropped out of special training programmes upto last quarter

nil

### 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

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

All the schools in Districts are distributing the text books within one week from the commencement of the session.

HOS has been instructed to distribute the books to the student's timely and compliance for the same to DPO office. BURCC and CRCC ensure about this

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

Received %      Utilised %

Percentage of primary teachers

Nil

Nil

Percentage of upper primary teachers

Nil

NIL

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

- An awareness programme had been undertaken to change the belief system.
- Teachers were implemented the ideas which were obtained in the teachers training.



- Teachers were improved their teaching methods by students needs.
  - Teachers were use teaching more teaching Aids to improve teaching learning process.
  - Time to time teachers trainings/ workshops were organized for improving teaching learning process.
4. Specific efforts made for making classrooms inclusive (CWSN).
- Class room has wide doors for wheel chairs for CWSN Children.
  - CWSN Children are preferred to be seated in front row.
  - Peers sensitization programmes runs in the class rooms teaching through Spl. Educator.
  - Regular teachers were trained for making classrooms inclusive (CWSN).
5. Special Educator/Resource Persons (CWSN) are also available in the schools.

\*If Applicable

#### Section D: Continuous and Comprehensive Evaluation

6. How are CRCCs monitoring the progress of pupils' learning?
- Randomly checking classwork and homework copies of the students.
  - Assess the basic knowledge of the students.
  - Giving an activity to the class either individual or group and hence check their participation.
  - Quiz session is conducted on the topics related to the curriculum.

#### Section E: Teacher Training

14. Ways in which training inputs were used by teachers. Write five prominent examples.
- (i) Hands on experience.
  - (b) Working models are shown to the children on a large number of topics.
  - (c) Teaching beyond the boundaries of the classroom.
  - (d) Revision on a weekly basis.
  - (e) On interaction of the teachers amongst each other several issues related to children are discussed and solutions are found to the grass root level problems
15. Key suggestions for upcoming training programmes provided at the District level.
- Need based training programme should be organized. A unique framework focused on skills, behavior and attitude.

### Section F: Functioning of SMC

Number

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

2371

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

1104

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

2837

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

Number %

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

In

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

process

Training is in process

### 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

Class-wise and Subject-wise details of Learners' Achievements for DELHI STATE (Total Student)									
Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	English	128176	A	18040	30	21403	31	39443	31
			B	31669	53	36678	54	68347	53
			C	10370	17	10016	15	20386	16
			Total	60079	100	68097	100	128176	100
	Maths		A	18051	30	22013	32	40064	31
			B	33033	55	35671	52	68704	54
			C	8995	15	10414	15	19409	15
			Total	60079	100	68097	100	128176	100
	EVS		A	18174	30	21806	32	39980	31
			B	32806	55	36386	53	69192	54
			C	9099	15	9906	15	19005	15
			Total	60079	100	68097	100	128176	100
II	English	151943	A	17432	24	21543	27	38975	26
			B	46034	63	48638	62	94672	62



			C	9571	13	8725	11	18296	12	
			Total	73037	100	78906	100	151943	100	
			A	18321	25	21170	27	39491	26	
			B	45588	62	49098	62	94686	62	
			C	9128	12	8638	11	17766	12	
			Total	73037	100	78906	100	151943	100	
			A	19434	27	21742	28	41176	27	
			B	43649	60	48546	62	92195	61	
			C	9954	14	8618	11	18572	12	
			Total	73037	100	78906	100	151943	100	
III	English	164082	A	24559	28	19305	25	43864	27	
			B	47744	55	43940	57	91684	56	
			C	14251	16	14284	18	28535	17	
			Total	86553	100	77529	100	164082	100	
	Maths		A	23948	28	23921	31	47869	29	
			B	46214	53	41582	54	87796	54	
			C	16391	19	12026	16	28417	17	
			Total	86553	100	77529	100	164082	100	
	EVS		A	27093	31	24265	31	51358	31	
			B	46948	54	43481	56	90429	55	
			C	12512	14	9784	13	22296	14	
			Total	86553	100	77529	100	164082	100	
IV	English	203498	A	21179	20	19969	20	41148	20	
			B	46306	45	49649	50	95955	47	
			C	26061	25	20408	20	46469	23	
			D	8267	8	8455	8	16722	8	
			E	1586	2	1618	2	3204	2	
			Total	103399	100	100099	100	203498	100	
	Maths		A	20703	20	20061	20	40764	20	
			B	50311	49	46305	46	96616	47	
			C	22617	22	23570	24	46187	23	
			D	8267	8	8631	9	16898	8	
			E	1501	1	1532	2	3033	1	
			Total	103399	100	100099	100	203498	100	
	EVS		A	24114	23	23840	24	47954	24	
			B	54533	53	51288	51	105821	52	
			C	15034	15	14765	15	29799	15	
			D	8350	8	8465	8	16815	8	
			E	1368	1	1741	2	3109	2	
			Total	103399	100	100099	100	203498	100	
V	English	185256	A	19137	21	19122	21	38259	21	
			B	40662	44	45795	50	86457	47	
			C	20308	22	18951	21	39259	21	
			D	11209	12	6502	7	17711	10	

	Maths		E	1988	2	1582	2	3570	2
			Total	93304	100	91952	100	185256	100
			A	18501	20	18965	21	37466	20
			B	44848	48	42875	47	87723	47
			C	18862	20	19770	22	38632	21
			D	9288	10	8810	10	18098	10
			E	1805	2	1532	2	3337	2
	EVS		Total	93304	100	91952	100	185256	100
			A	21844	23	21366	23	43210	23
			B	45949	49	46497	51	92446	50
			C	14640	16	11052	12	25692	14
			D	9060	10	11313	12	20373	11
			E	1811	2	1724	2	3535	2
			Total	93304	100	91952	100	185256	100
VI	English	180366	A	14054	16	13795	15	27849	15
			B	23375	26	24299	27	47674	26
			C	27761	31	27355	30	55116	31
			D	20363	23	19717	22	40080	22
			E	4682	5	4965	6	9647	5
			Total	90235	100	90131	100	180366	100
	Science		A	11939	13	10656	12	22595	13
			B	22982	25	23356	26	46338	26
			C	32172	36	29797	33	61969	34
			D	17284	19	19416	22	36700	20
			E	5858	6	6906	8	12764	7
			Total	90235	100	90131	100	180366	100
	Social Science		A	10759	12	11014	12	21773	12
			B	22086	24	29149	32	51235	28
			C	27255	30	25753	29	53008	29
			D	21926	24	15388	17	37314	21
			E	8209	9	8827	10	17036	9
			Total	90235	100	90131	100	180366	100
	Maths		A	10172	11	10526	12	20698	11
			B	17930	20	19165	21	37095	21
			C	24417	27	26458	29	50875	28
			D	27202	30	23226	26	50428	28
			E	10514	12	10756	12	21270	12
			Total	90235	100	90131	100	180366	100
VII	English	193620	A	10204	11	14748	15	24952	13
			B	22304	24	25472	25	47776	25
			C	27415	30	27992	28	55407	29
			D	24968	27	25049	25	50017	26
			E	7582	8	7886	8	15468	8
			Total	92473	100	101147	100	193620	100



	Science	186380	A	11482	12	12973	13	24455	13
			B	22985	25	26205	26	49190	25
			C	21884	24	25171	25	47055	24
			D	24571	27	24702	24	49273	25
			E	11551	12	12096	12	23647	12
	Total		92473	100	101147	100	193620	100	
	Social Science		A	13283	14	13690	14	26973	14
			B	24824	27	24260	24	49084	25
			C	29339	32	32589	32	61928	32
			D	18166	20	24237	24	42403	22
			E	6861	7	6371	6	13232	7
	Total		92473	100	101147	100	193620	100	
	Maths		A	11654	13	12743	13	24397	13
			B	25049	27	28350	28	53399	28
			C	28621	31	35759	35	64380	33
			D	18955	20	17556	17	36511	19
			E	8194	9	6739	7	14933	8
	Total		92473	100	101147	100	193620	100	
	Sanskrit		A	25796	28	21104	21	46900	24
			B	23500	25	28231	28	51731	27
C		17888	19	28291	28	46179	24		
D		16891	18	19854	20	36745	19		
E		8498	9	3667	4	12165	6		
Total	92573	100	101147	100	193720	100			
VIII	English	186380	A	10208	11	12248	13	23844	13
			B	21786	24	23908	25	45694	25
			C	26169	29	27581	28	53750	29
			D	21908	25	24658	25	46566	25
			E	9307	10	8607	9	17914	10
	Total		89378	100	97002	100	186380	101	
	Hindi		A	25826	29	12248	13	38074	14
			B	29251	33	23908	25	53159	28
			C	15626	17	27581	28	43207	27
			D	13707	15	24658	25	38365	23
			E	4968	6	8607	9	13575	7
	Total		89378	100	97002	100	186380	100	
	Science		A	10507	12	13042	13	23549	13
			B	23094	26	29281	30	52375	28
			C	24979	28	30009	31	54988	30
			D	20768	23	16717	17	37485	20
			E	10030	11	7953	8	17983	10
	Total		89378	100	97002	100	186380	100	
	Social Science		A	12289	14	13613	14	25902	14
			B	21260	24	22512	23	43772	23

			C	25465	28	24345	25	49810	27
			D	20257	23	25780	27	46037	25
			E	10107	11	10752	11	20859	11
			Total	89378	100	97002	100	186380	100
	Maths		A	10833	12	12270	13	23103	12
			B	22124	25	25771	27	47895	26
			C	24386	27	27495	28	51881	28
			D	21916	25	20420	21	42336	23
			E	10119	11	11046	11	21165	11
			Total	89378	100	97002	100	186380	100
	Sanskrit		A	19116	21	12270	13	31386	17
			B	29272	33	25771	27	55043	30
			C	18340	21	27495	28	45835	25
			D	16234	18	20420	21	36654	20
			E	6416	7	11046	11	17462	9
			Total	89378	100	97002	100	186380	100
		Grand Total	688558		704863		1393421		

## 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 (Minimum) **06**.to (Maximum) **13 per CRCCs**

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

Range (Minimum) 01 .to (Maximum) 07

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.

- In service training inputs to be incorporated in classroom teaching.
- Development of cost effective Teaching Learning Material.
- More and more active participation of children.



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

Number %

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

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

N	A
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**Not Applicable**

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

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

NA
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**Not Applicable**

NA
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### 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. Opening of STC in DOE and MCD Schools
- II. Regular survey of the area to identify out of school children.
- III. Identification of needs for effective teacher training.
- IV. Monitoring the special admission drive for CWSN children.
- V. Monitoring of the SSA funds in the schools

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

08

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.

- Discussion with Subject Incharges to device new teaching methodology.
- Preparation of worksheets, quiz and mental math exercises.
- Hands on experience- Teaching beyond classroom.
- Weakly activity related to curriculum.
- Development to cost effective teaching aids.

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

**Regular Meeting with HOS/teachers in respective schools and physical verification.**

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

In process

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

(c) List major issues emerging from the programmes.

- Use of more day to day examples in explaining the concepts.
- (ii) More interactive sessions with the children.
- Use of different teaching methodology according to the pace and need of the child.
- Gender Sensitization.



- **Lesson plan to include techniques according to the child potential.**

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

1

(ii) Science

1

(iii) Social Science

0

(iv) Language

0

(v) Arts Education

0

(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.

**Day to day example should be incorporated in the teaching.**

**Examples from Indian scholar should be promoted.**

**Group learning should be encouraged.**

## 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.

09

(a) The institutions involved **DIETs**

(b) Members of 'quality' monitoring

(c) Role of BRC/CRC in quality monitoring

(d) Role of DPO in 'quality' monitoring

**Assessment & Observations**

**Provide Guidance**

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

Number of districts  
providing interventions

Yes

No

In process

In process

(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

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

(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

1

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

(i) Rural Areas

(ii) JJ Clusters

(iii) Evening shifted schools



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
	$\checkmark$	

- (a) If there are problems, give details

**No problem**

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

(i) Rural Areas

(ii) JJ Clusters

(iii) Evening shifted schools

### 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  $\checkmark$ )

(a) State Government

☐

(b) NCERT

☒

(c) Private publishers

☐

(d) Any other.....

☐

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

	Initiated	Completed
Primary: Syllabi	2005	2005
Textbooks	2005	2005
Upper Primary: Syllabi	2005	2005
Textbooks	2005	2005

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*

**Inclusive Education, RTE Substance, Drug Abuse, gender Sensitization, Value education, Life skills**

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	136	64
BRCs	11	08

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

(a) DIETs: Involvement : As observer, Assessment of the children, Training of the teachers

(b) SCERT: Involvement : As observer, Training of the teachers at all levels , State Learning Achievement Survey.

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

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

Yes	<u>No</u>
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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. *2014-15*

(b) Progress of these programmes during the quarter

- Intensive teacher trainings are imparted by SCERT in which apart from various pedagogical approaches, focus is kept on improving life-skills and infuse leadership qualities.
- In collaboration with the teacher's cadre controlling department, developmental workshops are organized by DIETs and BRCs.



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

N.A

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:



Name & Signature of SPD

**E. RAJA BABU**  
State Project Director  
SSA/RMSA  
Addl. Director of Education