

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

Quarter under Report

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Year

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1	5
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Period of quarter: **March 2015 to May 2015**

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 110 , BRC 12 , District 2 , State GOA

2. (a) Number of schools in the cluster

I - IV	899	V - VIII	249	I - VIII	181	Any other	I - VII	2	Total	1331
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(b) Number of schools which filled up SMFs

I - IV	896	V - VIII	246	I - VIII	180	Any other	I - VII	2	Total	1328
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3. Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

(a) Primary Teachers	(i) Regular	<table border="1" style="width: 100%;"><tr><td align="center">2878</td></tr></table>	2878		<table border="1" style="width: 100%;"><tr><td> </td></tr></table>	
	2878					
(ii) Contractual	<table border="1" style="width: 100%;"><tr><td> </td></tr></table>					
(b) Upper Primary Teachers	(i) Regular	<table border="1" style="width: 100%;"><tr><td align="center">4027</td></tr></table>	4027		<table border="1" style="width: 100%;"><tr><td> </td></tr></table>	
	4027					
(ii) Contractual	<table border="1" style="width: 100%;"><tr><td> </td></tr></table>					

Section B: Attendance Information

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

Month: **March**

Class	Total Classes in the Block (Classwise)	GOA								
		No. Of Schools in the State:								1315
		Number of Classes 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	1164	736	266	35	600	272	88	740	232	192
II	1172	756	275	29	590	295	82	736	242	194
III	1145	743	261	37	605	279	72	734	224	187
IV	1146	766	263	35	609	255	68	765	213	168
V	536	299	99	22	270	99	47	348	83	105
VI	516	286	120	20	248	108	43	328	91	97
VII	507	291	110	21	264	92	41	338	76	93
VIII	454	265	99	16	232	99	33	306	73	75
Total Classes	6640	4142	1493	215	3418	1499	474	4295	1234	1111

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

453

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

- Home Visits made by BRP CWSN and converse with parents.
- Holding SMC /PTA meetings and counseling Programmes.
- Approached all the parents and explained the important of education.

- Conducted different innovative activities by play way method.
- Parental awareness camp was conducted.
- In case of long absentees the teachers during their visits convince them of attending schools as a result free and healthy child friendly environment is created in schools. It is also observed that few migrant students enroll their name in their native place.
- Child center activities conducted for 100 % attendance under CCE.
- Parental awareness programme.
- Monthly meeting with parents.
- Activity based learning in schools.
- Interaction with students and parents
- Regular monitoring of attendance.
- Giving extra guidance and remedial classes to weaker students.
- Teachers motivate and counsel the parents stressing the importance and need for educating a child.
- House visits conducted to convince Parents to enroll their wards to school.
- Regular meetings with the Parents.
- Provision of incentives e.g. books, uniform and midday meal.
- Talk with the SMC Member
- SMC involvement and parents teachers interaction regarding the students attendance.
- Visit to the homes of children (Migrant area)

- Introducing new strategies
- By personally visiting and studying the background of the individual students.
- Through Community Awareness Programme like street play, floats etc. on importance of education & RTE 2009.
- Students were informed about the negative effects on portion of particular subject if they remains absents to the school.
- Parents of absentees were motivated to send their wards regularly.
- There is a problem of migratory students who goes to their native place along with their parents during crop seasons and returns to the school after many days. They were advised not to repeat the same.

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

Boys: Girls:

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

Own schools	Other centers (NGO)	Residential centers	Any Other
10	14	-	-

Section C: Curriculum Transaction

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

Within one week	Within one month	After one month
488	762	434

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

- SCERT is looking after the textbooks distribution.

- **Late supply of books by S.C.E.R.T also see that full set of books come at a time so that it will lessen transport cost.**

11. 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

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

- **Use of TLM, use of CAL is some cases.**
- **Projects work that simplifying syllabus.**
- **Use of audio visual aids.**
- **Giving individual attention to each student.**
- **Natural trails & field trips were organized.**
- **Various experiments were conducted in science with student's participation.**
- **Using play way methods by teaching conducting group activities and field visit.**
- **Use of natural objects like pebbles, leaves and so on.**
- **Use of flash cards / remedial teaching and individual guidance counseling.**
- **Use of worksheets by teachers.**
- **Use of models.**
- **Play way method.**

- **Group discussion on given topic.**
- **Demonstration and dramatization.**
- **Use of LCD projector and power point presentations.**
- **Power point presentation, computer aided learning, worksheets and handouts to students.**
- Worksheets, revision, regular test, group activity.
- Remedial teaching on regular basis and different activities are conducted.
- Power Point presentation, Reading corner ,use of OHP.
- Building self confidence among students.
- Use of teaching aids, reference books, charts, models.
- Adopting child centered method e.g. play way, activity based learning use.
- Maximum use of TLM e.g. flash cards, picture etc.
- Gaming strategies adopted for the teaching of Mathematics.
- Learning through activities like making garland out of beads, making patterns out of Ice-cream sticks (Such as triangles, angles, Quadrilateral etc.
- Outdoor learning was practiced.
- Children are encouraged to express themselves.
- Positive attitude is practiced by the teacher.
- The Teaching learning process is child – centered.
- Worksheets were prepared to see the achievement level based on learning indicators.
- Maintaining good relation for sharing and solving student’s difficulties and problems of the students.
- Teacher should give live examples and use past previous knowledge for explaining concept.
- Teachers should training points in the class.
- With the help of innovative TLM prepared by teachers from their own source.
- With the help of mobile phones for audio aid and laptop for visual aids.
- In some schools with the help of Television (sponsored by PTA).
- With the help of 3-D Models.

- Excursion visits-Railway Station, Local Skill, Coconut Leaves-Mat.

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

- **Sensitizing children about CWSN.**
- **Awareness talks.**
- **Making classroom barrier free.**
- **Teachers are given special training.**
- **Awareness during training programme.**
- **Use of TLM in teaching learning process.**
- **More attention given to the students in the class.**
- **Giving equal opportunities.**
- **Proper sitting arrangement as per the CWSN students requirement.**
- **Proper ventilation and lighting.**
- **Use of Audio visual aids.**
- **Group activities.**
- **Preparation of worksheet as per the level of students.**
- **Provided Assistive Aids to make them (CWSN) comfortable.**
- **Special attention is given to CWSN children.**
- **Computer aided lessons.**
- **Resource rooms teachers sensitizes and inclusive classroom.**
- **Inclusion of CWSN children in group activities, games and co curricular activities.**
- **Allotment of extra time, giving objective type, oral questions etc.**
- **Appropriate TLM is provided to teach such students.**

- All students are given equal opportunity with other students.
- No discrimination is done on any ground among students and repeated explanation of matter.
- Provision of Child Friendly Ramps in Schools.
- Personal attention provided to CWSN by the teachers.
- Medical kits and appliances supplied by ALIMCO.
- By introducing the 'Buddy system' in the classroom and remedial teaching.
- Common group activities were held.
- By taking help from school teachers as per requirement.
- Teachers are planning their lessons as per the need of the student.
- Teachers give special attention for involvement of the child.
- Providing assistive aids such as spectacles and hearing aids.
- Special remedial teaching to the CWSN.

Section D: Continuous and Comprehensive Evaluation

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

- **Through discussion with teachers.**
- **Random Checking of the records.**
- **By using different methods of evaluation i.e oral, written, worksheet etc.**
- **Frequently asking various questions related to the topic.**
- **Revisions of pupils were taken / recitation by distributing the worksheet.**
- **By teaching grammatical words and pronunciation / phonetics.**
- **Observing the students in group activities.**
- **Through reading and writing skills.**
- **By question answer method by checking class work, homework and notebook.**

- Checking the report cards maintained by the school.
- Conducting small tests.
- Taking up reading, Pronunciation, dictation, questions & answer and correcting them when wrong.
- Asking students dodging tables and are told to write tables to identify whether any child is lacking behind.
- Visits to schools by CRPs to check the achievement of students in basic skills like listening, speaking, reading and writing.
- Through observation of lessons of Teachers.
- By interacting with students regarding activities done by teacher.
- By Checking CCE Report cards.
- During the visits they observe the learners level of achievement and accordingly discuss the matter with the teachers.
- During their teaching/learning process schedule they take the feedback.
- Through Quality Monitoring Tools.
- Through observation, evaluation, interaction and by conducting activities during school visits.

- **By checking the filled formats of marks (grades) of formative tests of the students maintained in the school.**

Section E: Teacher Training

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

- **Use of play way methods.**
- **Use the strategies, Methodology in classroom.**
- **Marking the classroom interaction.**
- **Involving the local talent for betterment of student.**
- **By preparing various TLM related to lessons.**
- **Using various strategies of teaching with the student ability.**
- **After conducting the training, teachers have prepared worksheet.**
- **Teachers started teaching as per the theme and importance is given to Learning Indicators in all classes.**
- **Conducting activities, field trips and outing etc.**
- **Innovative ideas are derived and practiced while teaching. Such idea is used in the classroom by teachers.**
- **Use of computer aided teaching, using voice modulation techniques.**
- **Using yoga and meditation for concentration.**
- **Involvement of students in various activities.**

- Assignments and project methods.
- Group activities and activity based learning.
- Project work and worksheets were prepared based on training.
- Teaching aids charts, models and power point lessons prepared.
- Group activities, role play.
- Value based events/stories are dramatized in class.
- Extra time is devoted to remedial teaching.
- Use of Audio Visual Aids in the teaching process.
- Activity based Teaching method employed.
- Learner centered Teaching procedure adopted.
- Use of Power Point Presentations, Establishment of Reading corners.
- Flash cards.
- TLMS.
- Activity Kit (Match sticks, ice cream sticks).
- Play way method.
- Teaching is made child centered.
- Making teaching learning more interactive.
- The strategy used is level based.
- Under quality education, worksheets are prepared to know the instant result of teaching/learning process.

- Teachers are using worksheets based on learning indicators for better understanding of concept.
- Using early child literacy tools and techniques like stories, semantics, collage making, and morning messages for Std. I & II.

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

- To Teachers - Request them to attend.
- Collect & Identify the resources.
- Training programme should be conducted at the beginning of the academic year.
- Key resource person should be well versed with knowledge.
- ½ day training programme.
- Timing should not be kept during exam time.
- Use of new technology in training programme.
- Activity based training programme.
- Single Teachers Training to be conducted in the morning.
- Basic computer training for Primary Teachers.
- Preparation of TLM.
- Training related to topics.
- Activity based training programme.

- Training in English grammar.
- Training in co-scholastic areas.
- Training in monitoring tool.
- Training should be in Konkani and Marathi.
- Training should be related to text book and curriculum.
- Training should not disturb school hours.
- Subject centered subject specific.
- Training on how to handle CWSN.
- Subject wise workshop.
- Training on case study.
- Workshops on how to minimize indiscipline, violence, in the schools.
- Training should be conducted by good resource person.
- Subject wise Trainings to be conducted.
- Trainings to prepare students for Talent Search Exam.
- Subject specific training programmes to be conducted based on CCE.
- Short quality based sessions to be held on preparation of worksheets on the other subjects.
- Organize sessions with lot of new ideas and in depth knowledge should take over the sessions.
- Training should be given in English lesson, Poems & pronunciation ,also on English

grammar.

- It should be arranged during the vacation so that regular classes will not hamper.
- Training should be given to operate Technological Instrument in a class.

Section F: Functioning of SMC

	Number	%
18. Number of schools having School Management Committees (SMCs) in the State.	1273	95.6
19. (a) Number of schools where School Development Plans have been prepared.	154	12.0
(b) Number of schools involving SMCs in preparation of this plan.	77	6.0
(c) Action taken on schools that did not involve SMCs.		

- **They were asked to involve SMCs**

	Number	%
20. (a) Number of SMCs which were given training about their roles and functions.	1273	95.6
(b) Action taken for coverage of SMCs not trained.		

- **CRPs were asked to train them.**

Section G: Learners' Assessment

21. 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-IV for last term/quarter/month.

		Number	%
(i)	Number of schools of the State which provided this information:	969	98.3
(ii)	Number of schools in State with low pupil achievement level	81	8.3

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language I	17024	A	3347	20	4175	25	7522	44
			B	2550	15	2159	13	4709	28
			C	1721	10	1399	8	3120	18
			D	873	5	681	4	1554	9
			E	75	0	44	0	119	1
			Total	8566	50	8458	50	17024	100
	Language II English	16965	A	3159	19	3756	22	6915	41
			B	2586	15	2436	14	5022	30
			C	1787	11	1528	9	3315	20
			D	914	5	664	4	1578	9
			E	90	1	45	0	135	1
			Total	8536	50	8429	50	16965	100
	Mathematics	17021	A	3935	23	4440	26	8375	49
			B	2486	15	2192	13	4678	27

			C	1386	8	1267	7	2653	16	
			D	694	4	504	3	1198	7	
			E	79	0	38	0	117	1	
			Total	8580	50	8441	50	17021	100	
	EVS	16868	A	3447	20	4062	24	7509	45	
			B	2617	16	2373	14	4990	30	
			C	1619	10	1343	8	2962	18	
			D	739	4	557	3	1296	8	
			E	71	0	40	0	111	1	
			Total	8493	50	8375	50	16868	100	
	II	Language I	16963	A	3177	19	3939	23	7116	42
				B	2519	15	2411	14	4930	29
C				1749	10	1389	8	3138	18	
D				1004	6	675	4	1679	10	
E				77	0	23	0	100	1	
Total				8526	50	8437	50	16963	100	
Language II English		16945	A	3059	18	3581	21	6640	39	
			B	2496	15	2450	14	4946	29	
			C	1902	11	1566	9	3468	20	
			D	989	6	779	5	1768	10	
			E	68	0	55	0	123	1	
			Total	8514	50	8431	50	16945	100	
Mathematics	16865	A	3508	21	3883	23	7391	44		
		B	2515	15	2451	15	4966	29		
		C	1606	10	1348	8	2954	18		
		D	777	5	669	4	1446	9		
		E	51	0	57	0	108	1		
		Total	8457	50	8408	50	16865	100		
EVS	16842	A	3544	21	4032	24	7576	45		
		B	2509	15	2290	14	4799	28		
		C	1611	10	1383	8	2994	18		
		D	721	4	629	4	1350	8		
		E	56	0	67	0	123	1		
		Total	8441	50	8401	50	16842	100		
III	Language I	17132	A	2681	16	3417	20	6098	36	
			B	2432	14	2386	14	4818	28	
			C	2070	12	1484	9	3554	21	

			D	1421	8	1001	6	2422	14
			E	151	1	89	1	240	1
			Total	8755	51	8377	49	17132	100
	Language II English	17115	A	2554	15	3031	18	5585	33
			B	2437	14	2398	14	4835	28
			C	2134	12	1723	10	3857	23
			D	1476	9	1089	6	2565	15
			E	183	1	90	1	273	2
			Total	8784	51	8331	49	17115	100
	Mathematics	17111	A	2591	15	2923	17	5514	32
			B	2644	15	2629	15	5273	31
			C	2099	12	1817	11	3916	23
			D	1260	7	889	5	2149	13
			E	150	1	109	1	259	2
			Total	8744	51	8367	49	17111	100
	EVS	17104	A	2853	17	3424	20	6277	37
			B	2495	15	2407	14	4902	29
			C	1928	11	1553	9	3481	20
			D	1238	7	886	5	2124	12
			E	220	1	100	1	320	2
			Total	8734	51	8370	49	17104	100
IV	Language I	17160	A	2611	15	3426	20	6037	35
			B	2559	15	2525	15	5084	30
			C	1971	11	1526	9	3497	20
			D	1397	8	916	5	2313	13
			E	156	1	73	0	229	1
			Total	8694	51	8466	49	17160	100
	Language II English	17212	A	2568	15	3246	19	5814	34
			B	2410	14	2503	15	4913	29
			C	2048	12	1658	10	3706	22
			D	1507	9	970	6	2477	14
			E	202	1	100	1	302	2
			Total	8735	51	8477	49	17212	100
Mathematics	17210	A	2650	15	2970	17	5620	33	
		B	2555	15	2673	16	5228	30	
		C	2109	12	1757	10	3866	22	

			D	1272	7	973	6	2245	13
			E	155	1	96	1	251	1
			Total	8741	51	8469	49	17210	100
	EVS	17210	A	2925	17	3815	22	6740	39
			B	2550	15	2300	13	4850	28
			C	1884	11	1527	9	3411	20
			D	1254	7	759	4	2013	12
			E	134	1	62	0	196	1
			Total	8747	51	8463	49	17210	100

*Add all classes and all subjects

** Primary: Grades; *Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%,
C = 50%-66%, D=33%-49%, E= 32% & below

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

(i) Number of schools in the State which provided this information:

395

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

(a) Science

145

(b) Mathematics

139

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	Language I		A	2132	10	2703	12	4835	22
			B	2808	13	2890	13	5698	26
			C	2451	11	2175	10	4626	21
			D	2813	13	1987	9	4800	22
			E	1274	6	728	3	2002	9
			Total	11478	52	10483	48	21961	100
	Language II Hindi		A	2268	10	3030	14	5298	24
			B	2903	13	3104	14	6007	27
			C	2669	12	2236	10	4905	22
			D	2421	11	1668	8	4089	19
			E	1228	6	545	2	1773	8
			Total	11489	52	10583	48	22072	100
	Language III		A	1929	9	2324	11	4253	19
			B	2557	12	2989	14	5546	25
			C	2668	12	2365	11	5033	23

			D	2928	13	2118	10	5046	23
			E	1396	6	767	3	2163	10
			Total	11478	52	10563	48	22041	100
	Mathematics		A	2062	9	2245	10	4307	19
			B	2647	12	2734	12	5381	24
			C	2839	13	2626	12	5465	25
			D	2863	13	2283	10	5146	23
			E	1110	5	700	3	1810	8
			Total	11521	52	10588	48	22109	100
	Science / EVS		A	2540	12	2912	13	5452	25
			B	2469	11	2546	12	5015	23
			C	2282	10	2153	10	4435	20
			D	2793	13	2082	9	4875	22
			E	1410	6	869	4	2279	10
			Total	11494	52	10562	48	22056	100
VI	Language I		A	1530	7	2027	9	3557	16
			B	2528	12	2832	13	5360	25
			C	2664	12	2348	11	5012	23
			D	3227	15	2160	10	5387	25
			E	1462	7	884	4	2346	11
			Total	11411	53	10251	47	21662	100
	Language II Hindi		A	1890	9	2781	13	4671	22
			B	2715	13	2971	14	5686	26
			C	2762	13	2175	10	4937	23
			D	2824	13	1728	8	4552	21
			E	1222	6	595	3	1817	8
			Total	11413	53	10250	47	21663	100
	Language III		A	1535	7	2110	10	3645	17
			B	2404	11	2854	13	5258	24
			C	2755	13	2408	11	5163	24
			D	3234	15	2071	10	5305	24
			E	1486	7	812	4	2298	11
			Total	11414	53	10255	47	21669	100
	Mathematics		A	1706	8	2042	9	3748	17
			B	2268	10	2476	11	4744	22
			C	2836	13	2552	12	5388	25
			D	3268	15	2509	11	5777	26

			E	1336	6	844	4	2180	10
			Total	11414	52	10423	48	21837	100
	Science		A	2110	10	2656	12	4766	22
			B	2515	11	2640	12	5155	23
			C	2483	11	2075	9	4558	21
			D	2917	13	2282	10	5199	24
			E	1411	6	884	4	2295	10
			Total	11436	52	10537	48	21973	100
	Social Science I (History)		A	1825	8	2360	11	4185	19
			B	2082	10	2280	10	4362	20
			C	2508	12	2228	10	4736	22
			D	3194	15	2487	11	5681	26
			E	1748	8	1017	5	2765	13
			Total	11357	52	10372	48	21729	100
	Social Science II (Geography)		A	1611	8	1983	10	3594	19
			B	1875	10	2110	11	3985	21
			C	2215	12	2064	11	4279	23
			D	2759	15	2210	12	4969	26
			E	1334	7	827	4	2161	11
			Total	9794	52	9194	48	18988	100
VII	Language I		A	1394	6	1925	9	3319	15
			B	2310	10	2883	13	5193	23
			C	2951	13	2654	12	5605	25
			D	3358	15	2292	10	5650	25
			E	1563	7	906	4	2469	11
			Total	11576	52	10660	48	22236	100
	Language II Hindi		A	1694	8	2318	10	4012	18
			B	2465	11	3049	14	5514	25
			C	2805	13	2680	12	5485	25
			D	3265	15	1962	9	5227	24
			E	1321	6	623	3	1944	9
			Total	11550	52	10632	48	22182	100
	Language III		A	1526	7	2203	10	3729	17
			B	2292	10	3006	14	5298	24
			C	2940	13	2613	12	5553	25
			D	3299	15	2122	10	5421	24
			E	1480	7	696	3	2176	10

			Total	11537	52	10640	48	22177	100
	Mathematics		A	1508	7	1747	8	3255	15
		B	1845	8	2164	10	4009	18	
		C	2465	11	2483	11	4948	22	
		D	3708	17	2878	13	6586	30	
		E	2067	9	1360	6	3427	15	
		Total	11593	52	10632	48	22225	100	
	Science		A	1708	8	2213	10	3921	18
		B	2183	10	2353	11	4536	20	
		C	2567	12	2437	11	5004	23	
		D	3374	15	2526	11	5900	27	
		E	1752	8	1101	5	2853	13	
		Total	11584	52	10630	48	22214	100	
	Social Science I (History)		A	1834	8	2437	11	4271	19
		B	2150	10	2417	11	4567	21	
		C	2622	12	2309	10	4931	22	
		D	3143	14	2358	11	5501	25	
		E	1762	8	1107	5	2869	13	
		Total	11511	52	10628	48	22139	100	
	Social Science II (Geography)		A	1619	8	2277	12	3896	20
		B	1957	10	2162	11	4119	21	
		C	2409	12	2066	11	4475	23	
		D	2653	14	2068	11	4721	24	
		E	1335	7	882	5	2217	11	
		Total	9973	51	9455	49	19428	100	
VIII	Language I		A	1257	6	1633	7	2890	13
			B	1889	8	2659	12	4548	20
			C	2636	12	2674	12	5310	24
			D	3698	17	2707	12	6405	29
			E	2028	9	1115	5	3143	14
			Total	11508	52	10788	48	22296	100
	Language II Hindi		A	1440	6	2307	10	3747	17
			B	2477	11	3302	15	5779	26
			C	2731	12	2542	11	5273	24
			D	3344	15	2020	9	5364	24
			E	1525	7	622	3	2147	10

		Total	11517	52	10793	48	22310	100
Language III		A	1481	7	2221	10	3702	17
		B	2331	10	3097	14	5428	24
		C	2743	12	2518	11	5261	24
		D	3359	15	2114	9	5473	24
		E	1676	7	810	4	2486	11
		Total	11590	52	10760	48	22350	100
Mathematics		A	1371	6	1743	8	3114	14
		B	1860	8	2135	10	3995	18
		C	2383	11	2338	10	4721	21
		D	3528	16	2919	13	6447	29
		E	2378	11	1647	7	4025	18
		Total	11520	52	10782	48	22302	100
Science		A	1772	8	2413	11	4185	19
		B	2111	9	2521	11	4632	21
		C	2362	11	2233	10	4595	21
		D	3349	15	2458	11	5807	26
		E	1914	9	1146	5	3060	14
		Total	11508	52	10771	48	22279	100
Social Science I (History)		A	1662	7	2408	11	4070	18
		B	2044	9	2437	11	4481	20
		C	2470	11	2360	11	4830	22
		D	3275	15	2389	11	5664	25
		E	2047	9	1188	5	3235	15
		Total	11498	52	10782	48	22280	100
Social Science II (Geography)		A	1484	8	2282	12	3766	19
		B	1753	9	2093	11	3846	20
		C	2190	11	2011	10	4201	22
		D	2733	14	2037	10	4770	24
		E	1778	9	1109	6	2887	15
		Total	9938	51	9532	49	19470	100

*Add all classes and all subjects; Grades A= 84% and above, B= 67%-83%, C= 50%-66%, D=33%-49%, E= 32% & below

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.....2.....to...3.....

2 (a) School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

3-4

(ii) Once in two months

--

(iii) Once in three months

--

(iv) Once in four to six months

--

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

- **Pay attention to all students.**
- **Use of Work sheets.**
- **Organizing competitions.**
- **Involve children in project.**
- **Teacher should ask general knowledge question to students.**
- **Remedial classes should be conducted.**
- **Try to use as many TLM while teaching.**
- **For more effective TLP in Primary classes audio-visual aids are required like T.V. and computers.**
- **More emphases to be given on learning than on completion of syllabus.**
- **More emphases to be given on SMC members who have to actively participate in Academic process and also same to be discussed in monthly meeting.**
- **More use of TLM and adequate use of aids.**

- **Friendly approach towards students and personal attention is to be given to students.**
- **Emphasis to be given on reading and writing skills.**
- **Make use of activity based learning.**
- **Use all students and give them more practical work.**
- **Follow different technique to improve listening speaking reading and writing.**
- **Encourage students to ask more questions.**
- **Use Play way methods.**
- **Give group activities in classroom.**
- **Organize debates.**
- **Maintain friendly relation with students.**
- **Take pupil for field trips.**
- Teachers should be lively when teaching and use TLM.
- Give more attention to slow learners.
- Prepare more worksheets.
- To have activity based on the lesson taught.
- Use of computers.
- Need of teachers as per enrollment.
- Make intense use of teaching aids.
- Preparation of worksheets can be used for revision after completing the syllabus.
- Motivation and encouragement from the side of the teachers is must.
- While interacting with students, interacted in their own medium of instruction.
- Audio Visual teaching material should be used.
- Teaching poems/lessons with actions.
- Teachers should explained the unit by giving more relevant examples
- Good teacher student's relationship.
- Use of dramatization method.
- Pupil centered learning.

- Screaming of documentaries to widen their scope of knowledge.
- Use of flash cards
- Story telling
- The use of innovative teaching aids.
- Lot of drilling and practiced is to be done in case the child doesn't understand the concept.
- Activity based learning is practiced.
- Teacher's implement Early Literacy programme material for I and II std.
- Teacher's using live examples and daily experience while teaching.
- Teacher's conduct group activity and play way method in the class.
- Teacher's makes use of Laptop, CD's while teaching.
- Dramatization of lessons with participation of students.
- Visit to Post office, Dam, Bank, Railway Station etc.
- Teaching of mathematics (different operations) by using Mathematics kit provided to them by GSSA
- Different tools such as Project, Assignment, and Survey were used.

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

.Number %

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

Nil	0
Nil	0

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

N.A

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

NIL

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

N.A

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.

- Collection of Block Level Data of Enrolment of pupil, teacher's information regarding their innovative activities, repair or infrastructural changes to be carried out in the school premises in the Block.
- See to it that the training programme are conducted.
- Promoted team filling all the BRPs, CRPs & Support staff.
- Handled the book distribution effectively.
- BRCC's have conducted all training programmes.
- The data collecting has been authentic as much as possible.
- Attention to civil work and its implementation is carefully observed.
- Visits to schools.
- Weekly meeting
- Medical camp
- Updating information required by head office.
- Took keen interest in conducting the in service .training for the teachers.
- Compiling the Block Monitoring Format.
- Preparing for Block Day & other office work of BRC who retired in march
- Organized Teacher Trainings for Primary and Upper Primary Teachers
- Monitored the overall functioning of the block.
- Guidance in academic and civil works provided to schools through attending SMC meetings.
- Provided Resources to the upper primary teachers for the training programmes in Maths & Science conducted at Block level. (3 days in each subject)
- Monitored the administrative functioning of the Block.
- Conducted Block level training & organized them
- Conducted SMC meeting
- Conducted community mobilizations.
- Attended the meetings with ADEI/PTA & SMC Members
- Maintained Co-ordination with CRPs & Heads of schools through semester meetings
- Gave visits to the Civil work to speed up the work
- To guide the staff, both BRP/CRP as per the intervention of the SSA.
- Conducting various programmes, trainings, attending meetings, visiting schools for various purposes like civil work academic work etc.

- Visiting schools and providing guidance in implementation of CCE.
- Visiting SMC supervision of civil work under constructions.
- Attending PTA meetings and Palak Melava. Addressing the parents about their participation in the development of school.

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

12

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

2

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

- During the visit, BRP have guided teachers academically.
- Training to the primary teachers was undertaken.
- Guided and explained more about Formative Assessment.
- Suggested maximum teaching through play way method and Group activities.
- Use of audio visual aids during the story telling, singing songs, mathematical tables in upper primary schools.
- Use of computer for the upper primary pupils specially to the slow learners .
- More involvement and participation of pupil while teaching learning process.
- Use of Library at the optimum level.
- Teachers training programmes, Monitoring the records of students as per CCE norms.
- Joyful evaluation (Formative) using alternate ways.
- Weak students were helped by CRPs.
- Lessons were observed & observation point was discussed with teachers.
- Teaching modules were prepared at block level.
- CRPs were encouraged to conduct Training as Resource Person.
- CRPs were guided to prepare modules in their own subject.
- Assisted the school in implementing CCE effectively.
- Practical's and demonstration were used during training.
- Conduct of formative assessment.
- Guiding them in classroom teaching with help of worksheets.

- Help & overcoming difficulties of teachers.
- Instructing the teachers to plan their activities in advance.
- Instructing the heads of the schools to complete their worksheet from teachers and submit utilization certificate along with worksheets in all subjects which the teachers were trained.
- Took keen interest to see involvement of teachers in group activities and helping in all round development of the child.
- Subject wise Teachers Trainings held.
- Lesson observation of Teachers Remedial measures suggested wherever found required.
- Teachers training in Maths and Science for upper primary and Early Literacy and Early numeracy programmes for the Primary teachers.
- Training in early numeracy (Maths), English, EVS, Science etc.
- Subject specific guidance was given during the visits
- Guided the teachers regarding the report cards.
- Guided the teachers as per the requirement after the training programmes.
- Helped the teachers to prepare Formative tests
- During the meeting conducted by A.D.E.I. every month had follow up programme with the heads of school regarding Teaching / Learning Evaluation Process
- Checking of implementation of training points.
- Inspecting of CCE being implemented in the school while conducting classes with lesson observation.
- Checking up of mid-day meal and also kitchen inspection.
- Preparation of worksheets and helping the teacher for better understanding.

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

- Checking the records maintained by the Heads.
- Seeing to all round development of the child with respect to discipline and Punctuality.

- Punctuality to be maintained by teachers and guiding them in classroom teaching.
- Checked English and EVS worksheets prepared.
- Through visits of CRPs & BRPs to schools to check the student performance.
- Through learners assessment data supplied by schools.
- By way of checking CCE report card.
- Interaction with teacher.
- Through CRPs reports of verification of the worksheets prepared by the teachers and assured by the students.
- By having follow up visit after going through the previous records with the help of CRPs
- Through Quality Monitoring Tools
- Through CCE.
- By checking the record sheet of grades of FA1 maintained in the school office.
- By interacting with Parents of students and asking their opinion regarding pupil's progress
- During the visit of BRPs to schools were advised to arrange orientation programmes for the concerned subject teachers for slow learners or weak pupils.
- Quarterly assessment is checked and required guidelines are given.
- Some notes books were seen by CRPs .
- Record kept by head teacher was verified.
- School records was checked.
- Paying visits to the school to monitor the summative assessment performance.
- Checked if the parents signed their children's progress report cards regularly.
- Pupil progress cards are seen and guidance are given were ever necessary.
- Classroom observation

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

6

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

100

(c) List major issues emerging from the programmes.

- Trainings need to be in the beginning of the academic year.
- Subject wise training programme at Block level benefited the teachers.
- Karadi path training programme in English for Govt. Primary Schools is used as Teaching Tool.
- Teachers are in touch with new methods of teaching.
- Preparation of worksheets gives new dimension to the teaching activity.
- Translation of material should be in Local language so that Teachers can understand better specially in Primary School section (Marathi / Konkani / Kannada / Urdu).
- Amount sanctioned for worksheets is not sufficient
- Training should be given to all teachers including single teachers.
- More emphasis should be given in language and maths.
- There is need of follow-up for CCE
- The teachers would like to have readymade formats.
- The teachers are still not accustomed to CCE.
- Time frame does not match the school programme.
- Demanding for providing the training material i.e. learning material in Marathi.
- Involvement of all the teachers in the training programme.

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

10

(ii) Science

12

(iii) Social Science	NIL
(iv) Language	NIL
(v) Arts Education	NIL
(vi) Health and Physical Education	NIL

(b) What percent of current year's target has been achieved during last quarter? 65 %

(c) List major issues emerging from the programmes.

- Resource person should give the material used in training.
- Worksheet prepared by teachers need to be given.
- Proper sitting arrangement were be made to prepare worksheets.
- Workshops should be in the morning.
- Less attendance of teachers.
- Teachers requested training for other subjects.
- Training should be conducted at the academic year.
- The target of preparation of worksheets was not achieved throughout and also cost of worksheets teachers said was not sufficient
- Training programme should be conducted during vacation
- Once the training is conducted there should be follow-up.
- Urdu teachers want workshop to be conducted in Urdu language because of the medium of instruction.
- Monitoring of worksheets prepared was not possible so the teachers could not get all the models of the worksheets.

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. 2

(a) The institutions involved _____

(b) Members of 'quality' monitoring _____

(c) Role of BRC/CRC in quality monitoring Visit to schools, lesson observations, academic support to teachers .

(d) Role of DPO in 'quality' monitoring Training for Resource Person.

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

No

(b) Training of Resource Persons on Pedagogy and Assessment

Yes

(c) Training of SMC members on 'School Development Plan'

No

(d) Training of 'Educators' for special training of children admitted to age-appropriate classes

No

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

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

5

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

- Teachers Training in Core subjects (Maths, Eng, EVS, Science)
- Paper setting
- Lessons Planning

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

Number of districts coordinating:		
Mostly	Sometimes	Never
	\surd	

(b) If there are problems, give details

Needs more meeting of DPO and DIET in the area of training programme and Quality intervention

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

- Resource Person
- Space for Training Programme

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 \surd)

- | | |
|-------------------------|----------------------------------|
| (a). State Government | <input type="radio"/> |
| (b). NCERT | <input checked="" type="radio"/> |
| (c). Private publishers | <input type="radio"/> |
| (d). Any other..... | <input type="radio"/> |

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

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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	110	105
BRCs	12	12

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

a. DIETs: Involvement **YES**

Problems _____ **NO** _____

b. SCERT: Involvement _____ **SCERT** _____

Problems _____ **NO** _____

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?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

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

1. (a) Major programmes / activities of SSA for quality enhancement during the current year.....
 1. Training in Early Literacy and Early Numeracy for class I and II.
 2. Training in EVS, English & Maths for class III, IV & V
 3. Training in Science and Maths for class VI, VII & VIII

(b) Progress of these programmes during the quarter

Teachers prepared worksheets on the basis of learning indicators and were used in classroom teaching which helped in improving the quality .

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

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

Date:

Name & Signature