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

Quarter under Report : I   Year : 2014-15

Period of quarter: JANUARY to MARCH-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 : Gujarat

2. Number of CRCs in the state   **4268**   Number of CRCCs submitted CMFs   **4268**

   Number of BRCs in the state   **239**   Number of BRCCs submitted BMFs   **239**

   Number of Districts in the state   **26+4**   Number of Districts submitted DMFs   **30**

2. (a) Number of schools in the State

I - V	VI - VIII	I - VIII	Any other	Total
10452	250	33624	11198	55524

   (b) Number of schools which filled up SMFs

I- V	VI - VIII	I - VIII	Any other	Total
10452	250	33624	11198	55524

3. (i) Number of Teachers: In Position   Required Posts
                                                                               (as per RTE Norms)

   (a) Primary Teachers   (i) Regular   **34566**

                                (ii) Contractual   -   -

   (b) Upper Primary Teachers   (i) Regular   **274971**

                                (ii) Contractual   -

(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?

   (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: MARCH -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	2005	3405	199	1610	3699	311	3615	3716	510
II	1755	3651	208	1855	3545	244	3610	3895	452
III	1675	3728	387	1501	4003	190	3176	3918	577
IV	1768	3559	438	1987	3627	239	3755	3798	677
V	1998	3602	187	1872	3299	576	3870	4178	763
VI	1675	3487	404	1672	3604	470	3347	3957	874
VII	1672	3578	398	1704	3487	337	3376	3915	735
VIII	1987	3576	198	1612	3613	421	3599	3997	619
Total	14535	28586	2419	13813	28877	2788	28348	31374	5207

5. Number of Children with Special Needs (CWSN) in government schools in the State. **93979**

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

   SMC meetings, parents' contact by teachers, utilization of beneficiary programs implemented by the State Govt. (Transportation, escort etc.,) trainings for SMC members, parents meetings, public reading, ABL toilets, special activities for children during SMC meetings and various public awareness events are being carried out.

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

   Boys: **22296**   Girls: **22164**   Total : **44460**

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

   Total = 3059

Own schools	Other centers (NGO)	Residential centers	Any Other

   (c) Number of children dropped out of special training programmes up to last quarter **3912**

Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of session | 00 |

Within one week	Within one month	After one month
44326	00	00

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

    The list of required text books according to the block wise schools from the respective districts are given to GCERT by the SPO. These text books are being distributed by the Education Supervisor before re-opening of the schools. The BRCs/CRCs look after the proper distribution of the books and verify the same after the distribution as well.

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

	Received %	Utilized %
Percentage of primary teachers	0	0
Percentage of upper primary teachers	0	0

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

    Story reading, education though Bi-sag, educational tours and picnic, innovative activities, activity based education, life skill education, planning of value added activities in prayers, utilization of IT equipments in education, SCE evaluation, practice based activities for maths and science, experiments, using ICT technologies, period system, Subject based TLM, communication between teacher and student, education according to the local environment etc,.

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

    In connection with the parents of handicapped children for his/her progress, arrangement of resource room, resource room activity and planning of camps, regular teaching through resource teacher, creating school environment to accept CWSN children, arrangement of school furniture, bias free education for all children.

    Number of Resource Room : **839**   **RT :**   939   **BRP :** 478

      *If Applicable

Section D: Continuous and Comprehensive Evaluation

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

Keeping notes for educational achievements of students during school visits and class evaluation, solution of problems, regular assessment of SCE forms and share the finding with the parents, evaluation of students profile and portfolio, fortnightly assessment of SCE form A & B, assessment of milestone and achievement of ABL children, CRCs are filling the necessary entries online.

Section E: Teacher Training

14. Ways in which training inputs were used by teachers. Write five prominent examples.
    (i) Necessary changes in education systems identified during the trainings, implementation of innovative activities in the class room, usage of TLM
    (ii) Efforts in connecting life skill education in the syllabus, Education according to ERAC activity.
    (iii) Creation of innovative activities for effective practice for reading-calculation-writing. Concrete steps for interesting educational work.
    (iv) Creating awareness on Bi-sag programs and its implementation, the level of educational activities has increased after using IT equipments.
     (v) Field visits, tours and picnics, celebration of festivals, planning of education activities in prayers-meetings, have linked to the education.

    () Usage of ICT, education through experiments, group work, activity based, projects, educational tours etc have helped in building the education.

15. Key suggestions for upcoming training programs provided at the District level.

    - To increase timeline for on-air trainings through bi sag studio.

    - Arrangements of expert trainers for on-air trainings.

    - Needs of soft skill development and subjective methods trainings.

    - Self-defense trainings for girls.

    - Planning of training package according to the needs of the teachers.

    - To determine subject matter according to the hard points.

    - Selection of trainers through test of demonstration.

    - Arrangement of hand-holding during trainings (BRC,CRC,DIET,- To arrange the hand holding of BRC/CRC during training period

Section F: Functioning of SMC

	Number	%
16. Number of schools having School Management Committees (SMCs) in the State.	32861	100%
17. (a) Number of schools where School Development Plans have been prepared.	32861	100%
(b) Number of schools involving SMCs in preparation of this plan.	32861	100%

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

_____
_____

Number OO %

18. (a) Number of SMCs which were given training about their roles and functions.	Number	%
	32861	100%

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

_____

Section G: Learners' Assessment

19. **Please aggregate pupil assessment data of schools <u>in the format used in schools</u> 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-V for last term/quarter/month.

Number   %

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

--	--

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

--	--

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language		A						
			B						
			C						
			Total						100
	Mathematics		A						
			B	*EXAMPLE*					
			C						
			Total						100
	EVS		A						
			B						
			C						
			Total						100
II									
III									
IV									
V									

Note : Not Applicable the format for first term .

*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/quarter/month.

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

    (ii) Number of schools in the State which have not provided this information.   `--`

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

      (a) Science   `--`   (b) Mathematics   `--`

EXAMPLE: (Please do not use this format. Provide information in format used in your schools)

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Language		A						
			B						
			C						
			D						
			E						
			Total						100
	Mathematics		A	*EXAMPLE*					
			B						
			C						
			D						
			E						
			Total						100
	Science		A						
			B						
			C						
			D						
			E						
			Total						100
	Social Science		A						
			B						
			C						
			D						
			E						
			Total						100
			A						
			B						
			C						
			D						
			E						
			Total						100
VII									
VIII									

*Add subjects for all classes   ** Upper Primary: Grades A= 80% and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

Note : Not Applicable the format for first term .

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) **1** to (Maximum) **8**   **25608**

   (b) Number of special training centers for out of school children visited and observed by the CRCCs
   Range (Minimum) **1** to (Maximum) **8**   **3059**

2. School visits by CRCCs:

   Number of times visits were made to each school   *Number of CRCCs visiting*

   (i) Once in a month   44326

   (ii) Once in two months   00

   (iii) Once in three months   00

   (iv) Each school could not be visited   00

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

   - Use of various Methods, Devices and Activities

   - Maximum use of training in the class-room

   - Maximum use of TLM in syllabus

   - Initiative of happy and activity based education.

   - Usage of various skills

   - Seating arrangement according to the topic/subject

   - Use of Difficult consonants

   - Usage of activity/TLM according to the unit

   - Increase maximum participation of students

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

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

	Number	%
	00	00

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

   - These kinds of schools are not considered and it is not applicable.

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

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

   NO

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) Special meetings with the low graded schools identified during enrollment drive, result oriented guidance to the school authorities.
   (ii) Constant school level monitoring, guidance and vocation training for the weak children in reading-calculation-writing.
   (iii) As a part of SMC and qualitative education, all the teachers focused on daily note for implementing planned and activity based education which brought changes in the quality of education,
   (iv) Efforts for creating various subjective corners in the school, methods for mathematics-science, web-site, guidance and motivation through blog (ICT), implementation of ABL,

   (v) More emphasize on implementation of programs carried out by the SSA

2. Number of BRCs who prepared a schedule for visit of schools. | 239 |

3. Number of times each school was visited by BRCs on an average. | 3851 |

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

   (i) Create awareness to use text books and materials allotted to the schools.
   (ii) Provide guidance and monitoring tool for utilization of computer lab.
   (iii) Sharing of materials prepared by the expert subject teachers in others schools by magazines/volumes.

   (iv) To get guidance of respective subject provided during the training by the block level personnel (B.R.P

   and R.T) evaluation of children though remedial education.

   (v) Innovative activities, implementation of experiments used in other schools of the cluster, and importance of project-work based education.

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

   - Assessment of child profile, port-folio and progress card, creation and utilization of words.

   - Assessment of SCE formats and discussion in SMC.

   - Checking of teachers' daily note-book, school registers and log books etc.,

   - Keeping note of child's progress and compared the same with exercise work.

6 (a) Mention the number of in-service teacher training programs for primary teachers organized in last quarter. | 5 Days |

   (b) What percent of current year's target has been achieved during last quarter? | 50 | %

   (c) List major issues emerging from the programmers.

     - Guidance received during the on-air training were motivational.

     - Sharing knowledge and information in the group work.

     - Information and clarification on various activities.

     - Information and clarification on subjective research.

- Clarification of new syllabus and its implementation.

- Clarification on RTE implementation and its queries.

- Planning of needs based training

- Encouragement to teachers though motivational speech.

7. (a) How many in-service teacher training programmers /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

(i) Mathematics | 5 Days

(ii) Science | 5 Days

(iii) Social Science | 5 Days

(iv) Language | 5 Days

(v) Arts Education | -

(vi) Health and Physical Education | -

Note :- 5 Days in-service teacher training programmers completed out of 10 days. (50%)

(b) What percent of current year's target has been achieved during last quarter?   **50 %**

(c) List major issues emerging from the programs.

- Videos and clippings should be shared in the training where computer labs are used effectively.
- Topic of 'Education though IT equipments' should be included in the training.
- Exhibition of TLM and creative activities should be planned at the training place.
- There should be a gap between CRG training and the training which they suppose to give.
- There should be an indicators of selecting the C.R.G

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.

   | 30 |

   (a) The institutions involved _____30_____

   (b) Members of 'quality' monitoring _____180_____

   (c) Role of BRC/CRC in quality monitoring:

   Implementation and Guidance Project of Programs

   (d) Role of DPO in 'quality' monitoring: Implementation and Guidance Project of Progrrames

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

   | YES |

   (a) Training of resource persons on RTE Act 2009 — GOOD

   (b) Training of Resource Persons on Pedagogy and Assessment — GOOD

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

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

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

   | 30 |

   (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 — 10

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

   - Director of Primary Education

   - GCERT, Gandhinagar

   - Office of SSA,

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	Sometime	Never
✓		

(b) If there are problems, give details

--- No ------

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

- Monthly coordination meeting.

- Development of test paper/questionnaire

- Training of Trainers (ToT) based on respective subjects

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   ✓

   (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	MAY 2010	MAY 2011
Textbooks	JUNE 2011	Continue Third Pilot
Upper Primary: Syllabi	MAY 2010	MAY 2011
Textbooks	JUNE 2011	MAY 2012

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

Module	Pry/Upper Pry	Year of development
Activity Based Learning	Primary	2013-14
Pragna(ABL)	Primary	2013-14
Mathematics and Science	Upper Primary	2013-14
Language	Upper Primary	2013-14
Social Science	Upper Primary	2013-14
Human Rights	Primary & Upper Primary	2013-14
CCE	Primary & Upper Primary	2013-14

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	In Position
CRCs	**4268**	**3641**
BRCs	**239**	**227**

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

(a) DIETs: Involvement

- The teachers training under SSA is mainly designed in collaboration with SCERT. The module development and training of KRP. RP and MT is organized by SCERT and DIETs then teachers training is organized by SSA.

- DIET faculties were involved in SMC training also.

Problems_____

_____   -----No----   _____

(b) SCERT : Involvement

- CCE framework has been developed by SCERT and training is done by SCERT and DIETs.

- Remedial Teaching Program is implemented by SSA and monitoring and evaluated by SCERT and DIETs.

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).

	Least 1	2	3	4	5 Greatest
CRCs	○	○	○	○	●
BRCs	○	○	○	○	●
DIETs	○	○	○	○	●
DPO	○	○	○	○	●
SCERT	○	○	○	○	●

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

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

- SRG in Gujarat is formed subject wise. It is very active academically. Therefore, the meetings of SRG (particular subject) are organized very frequently. SRG meets at least, 4 to 5 times in a year.

8. (a) Major programs / activities of SSA for quality enhancement during the current year……….
   TLM workshop at cluster/block level, remedial work, training for teachers though bi-sab etc,

   (b) Progress of these programs during the quarter
   - Started using of educational materials in school syllabus broadly.
   - Improvement in students education by remedial work.
   - Increase in knowledge of teachers in the field of education of through Teacher's trainings.

9. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters:
   - More focus on activity based education by the teachers.
   - Started using modern technologies in education.

10. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).
    - Gunotsav
    - Kanya-Kelavni Mahotsav (Girl Care Festive)
    - Enrollment drive

Date: **Name & Signature of SPD**