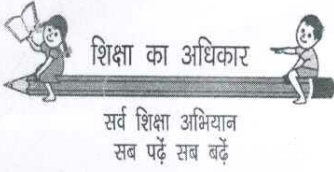


SPEED POST



Gujarat Council of Elementary Education
State Project Director Office
Sarva Shiksha Abhiyan (SSA),
Sector-17, Gandhinagar
Phone No. 079-232 43133, Fax No. 079- 232 32436
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No. SSA/P&M/2015 / 11870

Date : 7 /04/2015

To,
Dr Manju Jain
Prof. & Head
Department of Elementary Education
NCERT
Sri Arvind Marg, New Delhi - 110016

Sub: QMTs for the quarter ending July to September 2014 - Regarding.

Ref: Your office letter No.F.37-1/SSA/QMT/YK/DEE/2014-15/636 Date:
March 19, 2015.

Dear Sir,

With Reference to above Subject, I am to forward hearwith the QMTs as desired by you in the attachment performa.

QMTs (STMF) format July to September 2014 ending quarter

HON ' SPD has approved the note .

Thanks,

Manju Jain

Prof Yogesh

Dr Parjia

Shr

Your's faithfilly

DR Sharmy

OIC - P&M

SSA, SPO,

Gandhinagar.



STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report : 2

Year : 2014-15

Period of quarter: JULY to SEPTEMBER-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	<u>4268</u>	Number of CRCCs submitted CMFs	<u>4268</u>
Number of BRCs in the state	<u>239</u>	Number of BRCCs submitted BMFs	<u>239</u>
Number of Districts in the state	<u>26+4</u>	Number of Districts submitted DMFs	<u>30</u>

2. (a) Number of schools in the State

I - V	11698	VI - VIII	650	I - VIII	43176	Any other	11198	Total	66722
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(b) Number of schools which filled up SMFs

I - V	11698	VI - VIII	650	I - VIII	43176	Any other	11198	Total	66722
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3. (i) Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

34984

(ii) Contractual

-

(b) Upper Primary Teachers

(i) Regular

275071

(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?

1462

4498

(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?

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Section B: Attendance Information

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

Month: September -2014

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	1875	3405	301	1787	3602	322	3662	7007	623
II	1754	3766	300	1788	3699	212	3542	7465	512
III	1590	3658	407	1455	3985	170	3045	7643	577
IV	1701	3585	488	1905	3588	208	3606	7173	696
V	1903	3566	188	1788	3256	611	3691	6822	799
VI	1590	3602	445	1602	3568	448	3192	7170	893
VII	1578	3688	435	1698	3608	385	3276	7296	820
VIII	1902	3577	198	1605	3565	488	3507	7142	686
Total	13893	28847	2762	13628	28871	2844	27521	57718	5606

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

108034

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

SMC meetings, utilization of beneficiary programs implemented by the State Govt. (Transportation, escort etc.,) toilets, trainings for SMC members, parents' contact by teachers, parents meetings Activity based learning, 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:

17518

Girls:

18138

Total :

35656

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

Total = 3279

Own schools	Other centers (NGO)	Residential centers	Any Other
-	-	509 (Seasonal Hostel)	

(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
66722	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 . 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.

SCE evaluation, practice based activities for maths and science, experiments, using ICT technologies, period system, Story reading, Subject based TLM, education through 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, 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 : 443

*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) Creation of innovative activities for effective practice for reading-calculation-writing. Concrete steps for interesting educational work.
- (ii). Creating awareness on Bi-sag programs and its implementation, the level of educational activities has increased after using IT equipments.
- (iii) Necessary changes in education systems identified during the trainings, implementation of innovative activities in the class room, usage of TLM

- (iv) Efforts in connecting life skill education in the syllabus, Education according to ERAC activity

- (v) Field visits, tours and picnics, celebration of festivals, planning of education activities in prayers-meetings, have linked to the education.
- (vi) Usage of , education through experiments, group work, activity based, projects, educational tours etc have helped in building the education.

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

- Arrangements of expert trainers for on-air trainings.
- Needs of soft skill development and subjective methods trainings.
- Selection of trainers through test of demonstration.
- Self-defense trainings for girls.
- To increase timeline for on-air trainings through bi-sag studio.
- Planning of training package according to the needs of the teachers.
- To determine subject matter according to the hard points.
- Arrangement of hand-holding during trainings.
- To arrange the hand holding of BRC/CRC during training period

Section F: Functioning of SMC

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

Number %

33624	100%
33624	100%
33624	100%

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

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

(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.

33624	100%
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(b) Action taken for coverage of SMCs not trained.

_____ ---- NIL ---- _____

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

(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	EXAMPLE						
			B							
			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 **25775**

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

Range (Minimum) 1 to (Maximum) 8 **3040**

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

44216

(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.

- Initiative of happy and activity based education.
- Usage of activity/TLM according to the unit
- Usage of various skills
- Seating arrangement according to the topic/subject
- Use of various Methods, Devices and Activities
- Maximum use of training in the class-room
- Maximum use of in syllabus
- Use of Difficult consonants
- Increase maximum participation of students

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

Number %

00	00
----	----

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

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

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

NO

00

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) 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,
- (ii) Constant school level monitoring, guidance and vocation training for the weak children in reading-calculation-writing.
- (iii) Special meetings with the low graded schools identified during enrollment drive, result oriented guidance to the school authorities.
- (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

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

224

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

3865

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

- (i) Sharing of materials prepared by the expert subject teachers in others schools by magazines/volumes.
- (ii) Innovative activities, implementation of experiments used in other schools of the cluster, and importance of project-work based education.
- (iii) Create awareness to use text books and materials allotted to the schools.
- (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) Provide guidance and monitoring tool for utilization of computer lab.

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

- Assessment of SCE formats and discussion in SMC.
- Assessment of child profile, port-folio and progress card, creation and utilization of words.
- Keeping note of child's progress and compared the same with exercise work.
- Checking of teachers' daily note-book, school registers and log books etc.,

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

7 Days

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

70 %

(c) List major issues emerging from the programmers.

- Information and clarification on various activities.
- Information and clarification on subjective research.
- Clarification of new syllabus and its implementation.
- Guidance received during the on-air training were motivational.
- Sharing knowledge and information in the group work.
- Clarification on implementation and its queries'.

- Planning of needs based training
- Encouragement to teachers through motivational speech.

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	7 Days
(ii) Science	7 Days
(iii) Social Science	7 Days
(iv) Language	7 Days
(v) Arts Education	-
(vi) Health and Physical Education	-

Note :- 7 Days in-service teacher training programmes completed out of 10 days. (70 %)

(b) What percent of current year's target has been achieved during last quarter? **70 %**

(c) List major issues emerging from the programs.

- 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
- Videos and clippings should be shared in the training where computer labs are used effectively.
- Topic of 'Education through IT equipments' should be included in the training.

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 Programs

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 | <input checked="" type="checkbox"/> | |
| (b) NCERT | <input type="checkbox"/> | |
| (c) Private publishers | <input type="checkbox"/> | |
| (d) Any other..... | <input type="checkbox"/> | |

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

<i>Module</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
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:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	<u>4268</u>	<u>3458</u>
BRCs	<u>239</u>	<u>224</u>

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).

	<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 checked="" type="radio"/>	
BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
DIETs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
DPO		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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	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 academically very active . 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.....
workshop at cluster/block level, remedial work, training for teachers though bi-sag etc,

(b) Progress of these programs during the quarter

- Increase knowledge of teachers in the field of education through Teacher's trainings.
- Started educational materials using in school syllabus broadly.
- Improvement in students education by remedial work.

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

- Started using modern technologies in education.
- More focus on activity based education by the teachers.

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

- Gunotsav
- Enrollment drive
- Kanya-Kelavni Mahotsav (Girl Care Festive)

Date:



Name & Signature of SPD