

**DISTRICT MONITORING FORMAT**  
(To be completed by SPD and be sent NCERT)

Quarter under Report 

-	-	-	<b>IV</b>
---	---	---	-----------

 Year 

<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>
----------	----------	----------	----------

1	4
---	---

Period of Quarter **January 2014 to 31..03.2014**

**General Guidelines:**

1. This format has four parts, I, II, III and IV. Part I, II & III 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 NCERT.
5. Guidelines given in each part should be read carefully before answering the questionnaire.

**Part-I**

(To be consolidated by SPD using the information from DMF (Part I) filled up by DPOs of all districts).

**Section A: School Information**

1. (a) CRC **6,170**, BRC **355**, District **35**, State **Maharashtra**

2. (a) Number of schools in the cluster

I - V	<b>52,991</b>	VI - VIII	<b>80</b>	I - VIII	<b>28,145</b>	Any other	I-XII	<b>23,752</b>	Total	<b>1,04,968</b>
-------	---------------	-----------	-----------	----------	---------------	-----------	-------	---------------	-------	-----------------

(b) Number of schools which filled up SMFs

I - V	<b>52,954</b>	VI - VIII	<b>62</b>	I - VIII	<b>27,997</b>	Any other	I-XII	<b>22,475</b>	Total	<b>1,03,488</b>
-------	---------------	-----------	-----------	----------	---------------	-----------	-------	---------------	-------	-----------------

3. No. of Teachers:

*In Position*

*Required Posts*

*(as per RTE Norms)*

(a) Primary Teachers

(i) Regular

**3,10,870**

-

(ii) Contractual

-

(b) Upper Primary Teachers

(i) Regular

**1,87,967**

-

(ii) Contractual

-

**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 : March, 2014								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	464152	69133	546637	433759	62394	458107	897911	131527	1004744
II	468879	68053	527861	439310	62436	446934	908189	130489	974795
III	473094	67191	526758	444008	61103	443904	917102	128294	970662
IV	490409	68572	525843	445835	71053	452000	936244	139625	977843
V	465674	65703	566880	432526	61053	479548	898200	126756	1046428
VI	457673	62236	561268	420324	56743	469594	877997	118979	1030862
VII	457800	62184	557921	415281	56039	459335	873081	118223	1017256
VIII	408409	57030	575382	366187	50919	475657	774596	107949	1051039
<b>Total</b>	<b>3686090</b>	<b>520102</b>	<b>4388550</b>	<b>3397230</b>	<b>481740</b>	<b>3685079</b>	<b>7083320</b>	<b>1001842</b>	<b>8073629</b>

5. (i) Number of Children with Special Needs (CWSN) in government schools in the State. 2,95,079

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

**Skolt & transport provided to the CWSN. Brail book language print book provided.**

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

Boys 7,815

Girls 5,035

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

Own schools	Other centers (NGO)	Residential centers	Any Other
<b>1,117</b>	-	-	-

**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
<b>87,963</b>	-	-

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

**State level & District level Education Officers Meeting were held. Video conferencing with the BEO, spot visit and brief guidelines were given to the EO, BEO, CRPs regularly.**

10. No. of teachers who received teacher (TLM) Grant and have utilized it.

	Received %	Utilized %
Percentage of primary teachers	<input type="text" value="-"/>	<input type="text" value="-"/>
Percentage of upper primary teachers	<input type="text" value="-"/>	<input type="text" value="-"/>

**Note : In the year 2013-2014 no TLM grant were provided.**

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

**(1) Revised training criteria regress selection procedure for selection of Master Trainers was adopted.**

**(2) Adopted IT in training of Primary Teachers.**

**(3) Appointed mentor in each training.**

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

**Used brail books, Toys & Therapy System in classroom situation.**

#### **Section D: Continuous and Comprehensive Evaluation**

13. How are CRCs monitoring the progress of pupils' learning?

**Adopted CCE in each Govt. school. All teachers as well as CRC's are already trained.**

#### **Section E: Teacher Training**

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

**(1) Demonstration methodology.**

**(2) Use of Technology.**

**(3) Power Point Presentation.**

**(4) Use of different Materials.**

**(5) Reduce cascade modes.**

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

**Reduce cascade modes.**

#### **Section F: Functioning of SMCs**

**Number %**

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

<b>84,663</b>	
---------------	--

E:\Portal\QMT Reports 13-14 and 14-15\Maharshtra\2013-14\IV.doc

17. (a) Number of schools where School Development Plans have not been prepared. 

6,777	
-------	--
- (b) Number of schools involving SMCs in preparation of this plan. 

77,886	
--------	--
- (c) Action taken on schools that did not involve SMCs.

**Show cause notices have been issued in the light of RTE Act, 2009.**

**Number %**

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

5,89,987	65.18
----------	-------
- (b) Action taken for coverage of SMCs not trained.

**Through Gat Sanmelaan & monthly meeting of SMC, remaining members were covered.**

**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 levels. 

--	--

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

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total	
				No.	%	No.	%	No.	%
I	Language	2034182	A	275270	25.49	253362	26.55	528632	25.99
			B	661793	61.28	617198	64.68	1278991	62.87
			C	142859	13.23	83700	8.77	226559	11.14
			<b>Total</b>	<b>1079922</b>	<b>100.00</b>	<b>954260</b>	<b>100.00</b>	<b>2034182</b>	<b>100.00</b>
	Mathematics		A	278354	25.78	263484	27.61	541838	26.64
			B	680630	63.03	670733	70.29	1351363	66.43
			C	120938	11.20	20043	2.10	140981	6.93
			<b>Total</b>	<b>1079922</b>	<b>100.00</b>	<b>954260</b>	<b>100.00</b>	<b>2034182</b>	<b>100.00</b>
	EVS		A	292564	27.09	261440	27.40	554004	27.23
			B	651880	60.36	592280	62.07	1244160	61.16
			C	135478	12.55	100540	10.54	236018	11.60
			<b>Total</b>	<b>1079922</b>	<b>100.00</b>	<b>954260</b>	<b>100.00</b>	<b>2034182</b>	<b>100.00</b>

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total	
				No.	%	No.	%	No.	%
II	Language	2013473	A	264789	24.87	248009	26.14	512798	25.47
			B	684887	64.32	601397	63.39	1286284	63.88
			C	115117	10.81	99274	10.46	214391	10.65
			<b>Total</b>	<b>1064793</b>	<b>100.00</b>	<b>948680</b>	<b>100.00</b>	<b>2013473</b>	<b>100.00</b>
	Mathematics		A	257512	24.18	233205	24.58	490717	24.37
			B	683258	64.17	624814	65.86	1308072	64.97
			C	124023	11.65	90661	9.56	214684	10.66
			<b>Total</b>	<b>1064793</b>	<b>100.00</b>	<b>948680</b>	<b>100.00</b>	<b>2013473</b>	<b>100.00</b>
	EVS		A	250126	23.49	231753	24.43	481879	23.93
			B	702374	65.96	630620	66.47	1332994	66.20
			C	112293	10.55	86307	9.10	198600	9.86
			<b>Total</b>	<b>1064793</b>	<b>100.00</b>	<b>948680</b>	<b>100.00</b>	<b>2013473</b>	<b>100.00</b>
III	Language	2016058	A	234983	22.02	216153	22.78	451136	22.38
			B	692974	64.94	610806	64.36	1303780	64.67
			C	139086	13.03	122056	12.86	261142	12.95
			<b>Total</b>	<b>1067043</b>	<b>100.00</b>	<b>949015</b>	<b>100.00</b>	<b>2016058</b>	<b>100.00</b>
	Mathematics		A	245430	23.00	217509	22.92	462939	22.96
			B	704728	66.04	666659	70.25	1371387	68.02
			C	116885	10.95	64847	6.83	181732	9.01
			<b>Total</b>	<b>1067043</b>	<b>100.00</b>	<b>949015</b>	<b>100.00</b>	<b>2016058</b>	<b>100.00</b>
	EVS		A	258382	24.21	235997	24.87	494379	24.52
			B	750441	70.33	688051	72.50	1438492	71.35
			C	58220	5.46	24967	2.63	83187	4.13
			<b>Total</b>	<b>1067043</b>	<b>100.00</b>	<b>949015</b>	<b>100.00</b>	<b>2016058</b>	<b>100.00</b>
IV	Language	2053712	A	229603	21.17	217913	22.49	447516	21.79
			B	794814	73.27	734084	75.77	1528898	74.45
			C	60407	5.57	16891	1.74	77298	3.76
			<b>Total</b>	<b>1084824</b>	<b>100.00</b>	<b>968888</b>	<b>100.00</b>	<b>2053712</b>	<b>100.00</b>
	Mathematics		A	208026	19.18	222261	22.94	430287	20.95
			B	807207	74.41	641978	66.26	1449185	70.56
			C	69591	6.41	104649	10.80	174240	8.48
			<b>Total</b>	<b>1084824</b>	<b>100.00</b>	<b>968888</b>	<b>100.00</b>	<b>2053712</b>	<b>100.00</b>
	EVS		A	256491	23.64	249241	25.72	505732	24.63
			B	710607	65.50	653935	67.49	1364542	66.44
			C	117726	10.85	65712	6.78	183438	8.93
			<b>Total</b>	<b>1084824</b>	<b>100.00</b>	<b>968888</b>	<b>100.00</b>	<b>2053712</b>	<b>100.00</b>

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total	
				No.	%	No.	%	No.	%
V	Language	2071384	A	180468	16.43	169832	17.45	350300	16.91
			B	716158	65.21	650246	66.82	1366404	65.97
			C	201631	18.36	153049	15.73	354680	17.12
			<b>Total</b>	<b>1098257</b>	<b>100.00</b>	<b>973127</b>	<b>100.00</b>	<b>2071384</b>	<b>100.00</b>
	Mathematics		A	221692	20.19	210330	21.61	432022	20.86
			B	628781	57.25	603196	61.99	1231977	59.48
			C	247784	22.56	159601	16.40	407385	19.67
			<b>Total</b>	<b>1098257</b>	<b>100.00</b>	<b>973127</b>	<b>100.00</b>	<b>2071384</b>	<b>100.00</b>
	EVS		A	201080	18.31	173505	17.83	374585	18.08
			B	683559	62.24	630096	64.75	1313655	63.42
			C	213618	19.45	169526	17.42	383144	18.50
			<b>Total</b>	<b>1098257</b>	<b>100.00</b>	<b>973127</b>	<b>100.00</b>	<b>2071384</b>	<b>100.00</b>

\*Add all classes and all subjects

\*\* 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:

1,04,968

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

(a) Science

1,040

(b) Mathematics

1,559

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

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total	
				No.	%	No.	%	No.	%
VI	Language	2027838	A	283699	26.24	385511	40.72	669210	33.00
			B	486700	45.02	416011	43.95	902711	44.52
			C	190976	17.66	135994	14.37	326970	16.12
			D	1363	0.13	2021	0.21	3384	0.17
			E	118439	10.95	7124	0.75	125563	6.19
			<b>Total</b>	<b>1081177</b>	<b>100.00</b>	<b>946661</b>	<b>100.00</b>	<b>2027838</b>	<b>100.00</b>
	Mathematics		A	366035	33.86	352907	37.28	718942	35.45
			B	479055	44.31	418783	44.24	897838	44.28
			C	225899	20.89	166757	17.62	392656	19.36
			D	1572	0.15	1561	0.16	3133	0.15
			E	8616	0.80	6653	0.70	15269	0.75
			<b>Total</b>	<b>1081177</b>	<b>100.00</b>	<b>946661</b>	<b>100.00</b>	<b>2027838</b>	<b>100.00</b>

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total		
				No.	%	No.	%	No.	%	
	Science	2008560	A	384599	35.57	374228	39.53	758827	37.42	
			B	470429	43.51	406450	42.94	876879	43.24	
			C	219501	20.30	159410	16.84	378911	18.69	
			D	5663	0.52	5326	0.56	10989	0.54	
			E	985	0.09	1247	0.13	2232	0.11	
			<b>Total</b>	<b>1081177</b>	<b>100.00</b>	<b>946661</b>	<b>100.00</b>	<b>2027838</b>	<b>100.00</b>	
	Social Science		A	365598	33.81	377097	39.83	742695	36.62	
			B	463330	42.85	408745	43.18	872075	43.01	
			C	245406	22.70	144902	15.31	390308	19.25	
			D	4614	0.43	8264	0.87	12878	0.64	
			E	2229	0.21	7653	0.81	9882	0.49	
			<b>Total</b>	<b>1081177</b>	<b>100.00</b>	<b>946661</b>	<b>100.00</b>	<b>2027838</b>	<b>100.00</b>	
	VII		Language	A	365253	33.89	391964	42.12	757217	37.70
				B	466175	43.25	400330	43.02	866505	43.14
C		244245		22.66	132138	14.20	376383	18.74		
D		2091		0.19	5004	0.54	7095	0.35		
E		141		0.01	1219	0.13	1360	0.07		
<b>Total</b>		<b>1077905</b>		<b>100.00</b>	<b>930655</b>	<b>100.00</b>	<b>2008560</b>	<b>100.00</b>		
Mathematics		A	361987	33.58	345248	37.10	707235	35.21		
		B	442551	41.06	384538	41.32	827089	41.18		
		C	261183	24.23	193275	20.77	454458	22.63		
		D	2823	0.26	1535	0.16	4358	0.22		
		E	9361	0.87	6059	0.65	15420	0.77		
		<b>Total</b>	<b>1077905</b>	<b>100.00</b>	<b>930655</b>	<b>100.00</b>	<b>2008560</b>	<b>100.00</b>		
		Science	A	394430	36.59	365082	39.23	759512	37.81	
			B	465086	43.15	403619	43.37	868705	43.25	
	C		207440	19.24	158611	17.04	366051	18.22		
	D		8574	0.80	1895	0.20	10469	0.52		
	E		2375	0.22	1448	0.16	3823	0.19		
	<b>Total</b>		<b>1077905</b>	<b>100.00</b>	<b>930655</b>	<b>100.00</b>	<b>2008560</b>	<b>100.00</b>		
	Social Science	A	371677	34.48	367901	39.53	739578	36.82		
		B	462364	42.89	400611	43.05	862975	42.96		
		C	237030	21.99	156896	16.86	393926	19.61		
		D	1150	0.11	1083	0.12	2233	0.11		
		E	5684	0.53	4164	0.45	9848	0.49		
		<b>Total</b>	<b>1077905</b>	<b>100.00</b>	<b>930655</b>	<b>100.00</b>	<b>2008560</b>	<b>100.00</b>		

Class	Subject	No. of Children assessed	Grade	Boys		Girl		Total	
				No.	%	No.	%	No.	%
VIII	Language	1933584	A	346591	33.30	357790	40.08	704381	36.43
			B	435209	41.81	355807	39.85	791016	40.91
			C	255125	24.51	177873	19.92	432998	22.39
			D	1413	0.14	1039	0.12	2452	0.13
			E	2483	0.24	254	0.03	2737	0.14
			<b>Total</b>	<b>1040821</b>	<b>100.00</b>	<b>892763</b>	<b>100.00</b>	<b>1933584</b>	<b>100.00</b>
			Mathematics	A	314107	30.18	330019	36.97	644126
	B	410294		39.42	339577	38.04	749871	38.78	
	C	310451		29.83	213897	23.96	524348	27.12	
	D	1111		0.11	7794	0.87	8905	0.46	
	E	4858		0.47	1476	0.17	6334	0.33	
	<b>Total</b>	<b>1040821</b>		<b>100.00</b>	<b>892763</b>	<b>100.00</b>	<b>1933584</b>	<b>100.00</b>	
	Science	A		326617	31.38	368070	41.23	694687	35.93
		B	440885	42.36	343995	38.53	784880	40.59	
		C	269866	25.93	172936	19.37	442802	22.90	
		D	1716	0.16	4330	0.49	6046	0.31	
		E	1737	0.17	3432	0.38	5169	0.27	
		<b>Total</b>	<b>1040821</b>	<b>100.00</b>	<b>892763</b>	<b>100.00</b>	<b>1933584</b>	<b>100.00</b>	
		Social Science	A	325670	31.29	356167	39.89	681837	35.26
	B		439099	42.19	372850	41.76	811949	41.99	
	C		272289	26.16	162025	18.15	434314	22.46	
	D		1111	0.11	693	0.08	1804	0.09	
	E		2652	0.25	1028	0.12	3680	0.19	
	<b>Total</b>		<b>1040821</b>	<b>100.00</b>	<b>892763</b>	<b>100.00</b>	<b>1933584</b>	<b>100.00</b>	

\*Add all classes and all subjects ;

\*\* Upper Pry: Grades A= 80%and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%



## 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 CRCs in the last quarter:

Range : \_\_\_\_\_ to \_\_\_\_\_

2. (a) School visits by CRCs:

*Number of times visits were made to each school*

*Number of CRCs visited*

- (i) Once in a month

1,200

- (ii) Once in two months

1,769

- (iii) Once in three months

2,177

- (iv) Once in four to six months

1,024

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

**Demonstration methodology in classroom , ABL and MGML method were adopted in school.**

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 ?

-	-
---	---

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

---

---

---

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

6

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

**Show cause notices have been issued to E.O. (Primary).**

### Part-III

(To be consolidated by SPO using information from DMF Part III filled up by all DPOs)

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

- (1) **Academic support.**
- (2) **School visit.**
- (3) **Demonstration in classroom.**
- (4) **Involve in classroom interaction.**
- (5) **Research & Evaluation.**

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

3,085	50 %
-------	------

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

3
---

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

- (1) **Academic support.**
- (2) **Demonstration in classroom.**
- (3) **Involvement in classroom interaction.**

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

**With help of CCE.**

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

1
---

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

1
---

(c) List five major issues emerging from the programmes.

- (1) **Training of Upper primary teachers in Maths & Science**
- (2) **Reading & writing development programme in 3,500 Primary schools with help of Pratham.**
- (3) **1<sup>st</sup> to 5<sup>th</sup> standard English language training was conducted with the help of British Council.**
- (4) **Capacity building of Head teachers & Primary Teachers were conducted.**
- (5) **Capacity building of monitoring officers (e.g. EO, BEO, BRP, CRPs etc.).**

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?

(a) Mathematics	<input type="text" value="1"/>
(b) Science	<input type="text" value="1"/>
(c) Social Science	<input type="text" value="-"/>
(d) Language	<input type="text" value="2"/>
(e) Arts Education	<input type="text" value="-"/>
(f) Health and Physical Education	<input type="text" value="-"/>

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

(c) List five major issues emerging from the programmes.

- (1) **100% attendance of the primary Teacher.**
- (2) **Primary reading & writing development programme was conducted with the help of Pratham and the Reports are encouraging.**
- (3) **1<sup>st</sup> to 5<sup>th</sup> standard English language training was completed with the help of British Council but it is classroom impact not yet seen.**
- (4) **Capacity building of teachers. Although the British Council Programmes for teachers were conducted. Still because of Up-down tendency of teachers they are not linked to the villages.**
- (5) **Capacity building of monitoring officers. Although the training for EOs, BEOs & Other functionaries were conducted lot needs to be done as for as the achievement of goal for 100% delivery is concerned.**

## Part-IV

(To be completed by SPD using information from DMF Part IV fill up by all DPOs)

1. Number of districts having 'quality monitoring' mechanism. 35
- (a) The institutions involved-**SCERT, MPSP. At the district level DIET, EO, BEO, BRC, CRC.**
- (b) Members of 'quality' monitoring-**5. (At State level at MPSP, Joint Dir. (Quality), Joint Dir. (R&E), Assit.Programme Officer.**
- (c) Role of BRC/CRC in quality monitoring-**Analysis data of school and CRC level. At SCERT, Pune- Joint Dir., Dy.Dir., Assit.Dir.**
- (d) Role of DPO in 'quality' monitoring-**Arrange training school visit. Academic support for teachers as well as students. BRC/CRC visit conduct district level programme, school visit, academic support, designed need based training.**
2. What kind of 'quality interventions' were provided at district level in the last quarter? Number of districts providing interventions
- If yes,
- (a) Training of resource persons on RTE Act 2009 - 5
- (b) Training of Resource Persons on Pedagogy and Assessment 4
- (c) Training of SMC members on 'School Development Plan' 1
- (d) Training of 'Educators' for special training of children admitted to age-appropriate classes 4
3. Number of districts organizing meetings of BRC, CRC and Head Teacher to Understand the problems of district. Number of districts providing interventions
- (a) Once in a month 8
- (b) Once in two months 15
- (c) Once in three months 7
- (d) Once in four-six months 5
4. Field visits (schools) by DPO during last quarter:
- (a) Number of schools visited by DPOs on an average.- **2 Schools per month were visited by DPO an average.**
- (b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPPs.

- (1) Schools inspection not done effectively.**
- (2) The students cannot reads & write as per their achievement levels.**
- (3) CCE was not properly followed in school of remote area.**

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		
14	15	6

(b) If there are problems, give details.

- (1) Vacancies of DIETs and be filled urgently.**
- (2) Vehicles for visits the made available to DIETs.**
- (3) Grants for conduction of training programme be given in time.**

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

- (1) Vacancies of DIETs and be filled urgently.**
- (2) BRC/CRC be handed over to DIETs.**
- (3) Vehicles for visits the made available to DIETs.**
- (4) Grants for conduction of training programme be given in time.**
- (5) Text Books/Uniform should be give before start of 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 state 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	<b>SCF, 2010</b>	<b>2013-2014</b>
Textbooks	<b>2012-2013</b>	<b>2013-2014</b>
Upper Primary Syllabi	_____	<b>2015-2016</b>
Textbooks	_____	_____

3. Please furnish details of common training modules in us, if any, in training of different functionaries at primary and upper primary levels in the State

Modules	Pry/Upper Pry	Year of development
(1) <b>Teacher Hand book- Teacher hand book, Teacher Training</b>	<b>I and II</b>	<b>2013-2014</b>
(2) <b>Teacher Training- Teacher Training Module</b>	_____	<b>2013-2014</b>

4. Status of CRCs/BRCs in the State

	Sanctioned Posts	In Position
CRCs	<b>6,170</b>	<b>0</b>
BRCs	<b>2,105</b>	<b>2,031</b>

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

(a) DIETs: Involvement – **As per the instruction of MSCERT, Pune which is the academic wings of the Govt. as per RTE, 2009. DIETs were involved in training as well as development of Training programme and modules also.**

Problems : **Scarcity of Staff in DIET.**

(b) SCERT: Involvement-As per RTE SCERT is a academic wing declared by State Govt. for full flagged training programme design and implementation in State. SCERT developed training programme of teachers and studies classroom interaction needs in the State.

Problems:(1) Funds not received in time.

(2) Scarcity of the staff.

6. To what extent following structures met State's expectations in providing desired support for quality improvement of educational process (Please rate on 5 point scale).

	Least	1	2	3	4	5	Greatest
CRCs		<input checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
DPO		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCERT		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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

Yes

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

**G.R. has been issued by the State Govt. vide dt.18.01.2014. As yet meeting of SRG however not taken place.**

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

(1) **1<sup>st</sup> & 4<sup>th</sup> standard curriculum development training programme for the primary teachers in State has been conducted in 2013-2014.**

(2) **Upper Primary Teacher Maths & Science resource person training programme by SISE taken in the month of February & March.**

(3) **1<sup>st</sup> to 5<sup>th</sup> standard English subject training with the help of British Council.**

(b) Progress of these programme during the quarter

**1<sup>st</sup> & 2<sup>nd</sup> standard curriculum training is over. 1<sup>st</sup> to 4<sup>th</sup> standards M.T. Training is over.**

**Follow up programme of curriculum has been taken by MSCERT & DIETs**

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

**Training are not started in time. Because of non availability of State & MHRD funds.**

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

- (1) The State should receive grant in time.**
- (2) The guidance which the State expects from MHRD should be given at the earliest.**
- (3) The Nodal Officer for the State should be appointed by MHRD.**
- (4) The review meeting of the State authorities & officials of MHRD be held at the regular interventions.**

**State Project Director,  
M.P.S.P., Mumbai.**