

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

Quarter under Report 

			<b>IV</b>
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Year 

<b>2</b>	<b>0</b>	<b>1</b>	<b>4</b>		
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Period of quarter: **January** to **March**

**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 125, BRC 46, District 11, State NAGALAND

2. (a) Number of schools in the cluster

<b>I - V</b>	<b>1823</b>	<b>VI - VIII</b>	<b>891</b>	<b>I - VIII</b>		Any other			<b>Total</b>	<b>2750</b>
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(b) Number of schools which filled up SMFs

<b>I - V</b>	<b>1823</b>	<b>VI - VIII</b>	<b>891</b>	<b>I - VIII</b>		Any other			<b>Total</b>	<b>2750</b>
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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="display: inline-table;"><tr><td><b>11680</b></td></tr></table>	<b>11680</b>	<table border="1" style="display: inline-table;"><tr><td> </td></tr></table>	
	<b>11680</b>			
(ii) Contractual <table border="1" style="display: inline-table;"><tr><td> </td></tr></table>				
(b) Upper Primary Teachers	(i) Regular <table border="1" style="display: inline-table;"><tr><td><b>4795</b></td></tr></table>	<b>4795</b>	<table border="1" style="display: inline-table;"><tr><td> </td></tr></table>	
	<b>4795</b>			
(ii) Contractual <table border="1" style="display: inline-table;"><tr><td> </td></tr></table>				

**Section B: Attendance Information**

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

Month: **January to March**

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	<b>5911</b>	<b>4230</b>	<b>3512</b>	<b>5962</b>	<b>3657</b>	<b>4722</b>	<b>11873</b>	<b>7887</b>	<b>8234</b>
II	<b>5547</b>	<b>3958</b>	<b>3209</b>	<b>5705</b>	<b>4084</b>	<b>4078</b>	<b>11252</b>	<b>8042</b>	<b>7287</b>
III	<b>4922</b>	<b>3792</b>	<b>2760</b>	<b>5421</b>	<b>3657</b>	<b>3913</b>	<b>10343</b>	<b>7449</b>	<b>6673</b>
IV	<b>4722</b>	<b>2950</b>	<b>2945</b>	<b>5011</b>	<b>3268</b>	<b>3330</b>	<b>9733</b>	<b>6218</b>	<b>6275</b>
V	<b>4061</b>	<b>2427</b>	<b>2742</b>	<b>4520</b>	<b>2829</b>	<b>3356</b>	<b>8581</b>	<b>5256</b>	<b>6098</b>
VI	<b>3500</b>	<b>2220</b>	<b>1903</b>	<b>3758</b>	<b>2478</b>	<b>2347</b>	<b>7258</b>	<b>4698</b>	<b>4250</b>
VII	<b>3123</b>	<b>2439</b>	<b>2273</b>	<b>3200</b>	<b>2286</b>	<b>2889</b>	<b>6323</b>	<b>4725</b>	<b>5162</b>
VIII	<b>2531</b>	<b>1625</b>	<b>2103</b>	<b>2672</b>	<b>1969</b>	<b>2424</b>	<b>5203</b>	<b>3594</b>	<b>4527</b>
<b>Total</b>	<b>34317</b>	<b>23641</b>	<b>21447</b>	<b>36249</b>	<b>24228</b>	<b>27059</b>	<b>70566</b>	<b>47869</b>	<b>48506</b>

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

**10002**

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

- **Providing Mid-Day Meal**
- **Providing Uniforms, textbooks etc**
- **By forming PTA/Awareness programme, helping and encouraging the students in their studies.**

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

Boys:

**700**

Girls:

**1001**

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

Own schools	Other centers (NGO)	Residential centers	Any Other .....
<b>150</b>	<b>7</b>	<b>50</b>	<b>Nil</b>

**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
<b>All schools</b>		

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

- **The SPO as the funding authority releases the fund on time.**

11. No. of teachers who received teacher/ (TLM) Grant and have utilised it.

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

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

- **Using relevant TLM in classroom teaching.**
- **Play way method.**
- **Involvement/participation of students in the classroom activity.**

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

- **Resource Teachers/I.E Volunteers has been attached to school where CWSN children are studying after giving orientation training at state level.**
- **By making ramps and handgrills.**

**Section D: Continuous and Comprehensive Evaluation**

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

- **Conducting meeting with teachers**
- **Classroom observation and assist the students in curricular and co-curricular activities.**
- **Slow learners are encouraged by the system of re-teach and re-test**

**Section E: Teacher Training**

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

- **Use of relevant TLM.**
- **Activity and Competency Learning implementation**
- **In making proper Lesson Plan**
- **Create Joyful Learning Environment**
- **Continuous evaluation of pupils performance.**

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

- **More training needed in TLM.**
- **New Pedagogy Training at BRC for newly appointed teacher once a year.**
- **Topic specific training.**

**Section F: Functioning of SMC**

Number %

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

<b>2750</b>	<b>100</b>
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19. (a) Number of schools where School Development Plans have been prepared.

<b>2750</b>	<b>100</b>
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(b) Number of schools involving SMCs in preparation of this plan.

<b>2750</b>	<b>100</b>
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(c) Action taken on schools that did not involve SMCs.

- **As per the report submitted by respective District Mission Authority SMC members and Local Authority participate in preparing School Development Plan.**

Number %

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

<b>2750</b>	<b>100</b>
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(b) Action taken for coverage of SMCs not trained.

- **As per the District report, training was conducted at 46 Education Block Level and all schools have been covered during 2012-13.**

## 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:  
Rang 55 to 60

2 (a) School visits by CRCCs:

*Number of times visits were made to each school*

*Number of CRCCs visiting*

(i) Once in a month

Yes
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(ii) Once in two months

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(iii) Once in three months

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(iv) Once in four to six months

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

- **Responsible teacher be made the head of the school.**
- **Encouragement and support of SMCs.**
- **Feedbacks on the spot. Advised to use different techniques for improvement of classroom teachings.**

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	
Nil	

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

- **Timely monitoring and ensure that lessons are covered as per academic plan.**

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

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

- **Does not arise**

### 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.

- **Conduct review meeting with Resource Persons**
- **Monitoring and supervision**
- **Data collection**
- **UDISE and Block Level Planning**
- **Identification of new teachers and conduct pedagogy training separately.**

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

All

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

Twice

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

- **How to make a proper lesson plan.**
- **Proper implementation of CCE.**
- **Effective Classroom management.**
- **TLM development and its effective use.**
- **Various skills of teaching.**

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

- **By visiting schools and checking the progress report of each and every child and giving necessary feedbacks**

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

Nil

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

Nil

(c) List major issues emerging from the programmes.

6. (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

Nil

(ii) Science

Nil

(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? %

(c) List major issues emerging from the programmes.

## 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.

11

(a) The institutions involved: **Nagaland University, Monitoring Institute of SSA.**

(b) Members of 'quality' monitoring: **SMA, DPOs, DEOs, SDEOs and SMCs**

(c) Role of BRC/CRC in quality monitoring: **Conduct teachers training, observation of students, teacher's performance and classroom practices and DISE collection.**

(d) Role of DPO in 'quality' monitoring: **Frequent school visit, check student performances, teacher's attendance and infrastructure development.**

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

Yes

(b) Training of Resource Persons on Pedagogy and Assessment

No

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

Yes

(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

(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

95-100

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

➤ **More Resource Persons training is required to equipped them with new methods of teaching.**

➤ **Constant monitoring of CCE implementation.**



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	Sometimes	Never
	✓	

(a) If there are problems, give details

➤ Nil

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

➤ **Subject specific training for Resource Persons needed.**

➤ **More training on CCE.**

**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.....SCERT.....

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

	Initiated	Completed
Primary: Syllabi	<u>2007</u>	<u>2012</u>
Textbooks	_____	_____
Upper Primary: Syllabi	<u>2007</u>	<u>2012</u>
Textbooks	_____	_____

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>
➤ <b>Certificate for Primary Teachers Education (SCERT)</b>		<b>2008</b>
➤ <b>Thirty Days Teachers Training Module for Newly recruited teachers (SCERT)</b>		<b>2008</b>
➤ <b>10 Days In-Service Teachers Training Module for both Pry/Upper Pry (SMA,SSA &amp; SCERT)</b>		<b>2012</b>

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	<b>134</b>	<b>125</b>
BRCs	<b>52</b>	<b>46</b>

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

a. DIETs: Involvement:

- **Directorate of SCERT has been declared as Academic Authority and also designated to undertake teachers training.**

- **Newly Inducted Teachers, Untrained teachers and Block Resource Persons training will be undertaken at DIETs and SCERT.**
- **Development and reproduction of teaching learning materials and Leaflets/Booklets for teachers on RTE.**

Problems:

- **Less Coordination between DPOs and DIETs.**

b. SCERT: Involvement:

- **Directorate of SCERT has been declared as Academic Authority and also designated to undertake the tasks of training of untrained teachers.**
- **The SCERT will also function as Nodal Agency for Teachers training. 30 days orientation training for new recruits and will be undertaken at DIETs. In-Service teachers training at Block and Cluster Levels will be undertaken by BRC/CRC Resource persons duly trained by SCERT.**
- **SCERT as the academic authority shall take charge in the implementation of Activity & Competency Learning (ACL). Several orientation programme of school teachers. Development and reproduction of teaching learning materials (charts & cards).**
- **Revise/update and improvement of Modules for In-service teachers training as per RTE, Modules for 30-days orientation training. Leaflets/booklets for teachers on RTE and Guidebooks for BRC/CRC Coordinators in convergence with SCERT & DIETs faculties in consonant with the new syllabus and curriculum and other issues.**
- **Training for BRC/CRC Resource Persons on the revised In-Service Teachers Training modules by SCERT**

Problems:

- **Does not arise**

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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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	
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(b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)

➤ **Not available.**

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

- **The revised Quality Monitoring Tool developed by NCERT is fully implemented in the State.**
- **School based monitoring and training conducted by the Resource persons.**
- **SPO team conducted timely monitoring and supervision of all activities in the district, block, cluster and school level.**

(b) Progress of these programmes during the quarter

- **The revised Quality Monitoring Tool developed by NCERT is now utilized by the CRCs, BRCs, SMCs, DPOs and SPO for academic supervision and monitoring and support to schools and teachers.**

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

- **Timely adequate release of fund to the state by the Ministry so that all quality related interventions like training programmes etc may be conducted during the current academic period.**

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

- **Orientation training for state, district and block level monitoring functionaries on the revised Quality Monitoring Tool needed from NCERT, New Delhi.**
- **Training on the teachers tracking performance using PINDICS from NCERT, New Delhi.**

Date: 04-08-2014

**(O.T.CHINGMAK CHANG)IAS**  
**State Mission Director**  
**Name & Signature**