



SSA Rajya Mission, Tripura
Department of School Education
Government of Tripura

Old Secretariat Complex, Akhaura Road
Agartala, Tripura (W)
(0381) 232-3976, 231-9108
Fax: (0381) 231-5791
E-mail: spossatripura@gmail.com

No.F.11 (9-2)-SE/SSA/2010 (main) / 2464

Dated, Agartala 18/04/ 2015

To,
Prof. Manju Jain,
Prof. & Head, Dept. of Elementary Education,
National Council of Educational Research & Training,
Sri. Aurobindo Marg,
New Delhi-110016
Fax: 011-26863104/+91-011-26868419
Ph. 011-26863735
Email : dee.ncert@nic.in

Sub:- Submission of 4th Quarterly report in NCERT's State Monitoring Format-2013-2014.

Madam,

I would like to submit herewith the 4th Quarterly report 2013-2014 in NCERT's State Monitoring Format for the quarter ending March, 2014.

This is for favour of your kind information.

Encl: As stated.

Yours faithfully,

(U.K. Chakma) 18.4.15

Addl. Secretary &
State Project Director
SSA Rajya Mission, Tripura

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	II	III	IV
---	----	-----	----

2	0	1	3	-	1	4
---	---	---	---	---	---	---

Period of quarter: *January* to *March, 2014*

General Guidelines:

1. This format has five 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. CRC 332, URC/ BRC 40+1URC, District 08, State Tripura

2. (a) Number of schools in the cluster

I-V	2312	VI-VIII	02	I-VIII	1202	Any other	891	-	Total	4407
-----	------	---------	----	--------	------	-----------	-----	---	-------	------

(b) Number of schools which filled up SMFs

I-V	2312	VI-VIII	02	I-VIII	1202	Any other	891	-	Total	4407
-----	------	---------	----	--------	------	-----------	-----	---	-------	------

3. Number of Teachers: In Position

Required Posts
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

14488

--

(ii) Contractual

2719

(b) Upper Primary Teachers

(i) Regular

8607

--

(ii) Contractual

2769

Section B: Attendance Information

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

Month: **March, 2014.**

	Number of students with average daily attendance of :								
Class	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	1387	1658	1374	1323	1760	1405	2710	3418	2779
II	1250	1689	1273	1273	1724	1310	2523	3413	2583
III	1584	1904	1557	1622	1795	1482	3206	3699	3039
IV	1424	1828	1519	1449	1761	1426	2873	3589	2945
V	1596	2325	1495	1598	1762	1442	3194	4087	2937
VI	1255	1344	1111	1100	1384	1246	2355	2728	2357
VII	1177	1315	1161	1158	1282	1271	2335	2597	2432
VIII	1165	1261	1150	1062	1175	1212	2227	2436	2362
Total	10838	13324	10640	10585	12643	10794	21423	25967	21434

Average attendance of the month = $\frac{\text{Sum total of students present in the month}}{\text{Number of working days}}$

Percentage of average attendance = $\frac{\text{Average attendance of month} \times 100}{\text{Enrolment of students}}$

5. Number of Children with Special Needs (CWSN) in government schools in the State. - **2990**

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

- Provide transport and escort allowances.*
- Appointed resource teacher for taking special care to CWSN.*
- Instructed teachers to improve the standard of class teaching process and make teaching joyful.*
- Instructed teachers to involve all children in learning lesson.*

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

Boys: 632

Girls: 511

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

Own schools (Non residential)	Other centers (NGO)	Residential centers Any Other

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
1748	2659	--

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

- *The academic session in Tripura starts from January every year. For timely distribution of text books SPO starts initiative in Feb/March. SPO requests SCERT to start process of printing of text books. In the processes of printing of text books SPO office extends full co-operation with SCERT. After printing, all books are sent to the Block Project Coordinators (Inspector of schools) as per their requirement. They are also instructed to distribute text books by December every year and send report to the SPD, SSA. The SSA officials monitor the whole process.*

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

- *In financial year no fund was sanctioned.*

	Received %	Utilised %
Percentage of primary teachers-in 2013-14	NIL	NIL
Percentage of upper primary teachers- 2013-14	NIL	NIL

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

- *Use TLM while teaching.*
- *Adopt active methodology.*
- *Encourage group discussion, debate and peer learning.*
- *Involve all students in learning lesson.*
- *If necessary remedial teaching is provided to weak children.*

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

- *Barrier free environment has been made for CWSN in the class.*
- *Special care of CWSN is taken by the teachers.*
- *Special training given to the teachers of those schools where CWSN are enrolled by the resource teachers regularly.*
- *Allotted first bench for CWSN.*

Section D: Continuous and Comprehensive Evaluation

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

- *All CRCs are visiting school in regular manner. At the time of visiting class room process they asked question pupils to access their progress.*

Section E: Teacher Training

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

- (i) *Teachers adopt subject wise different methodology of teaching they have learnt in teachers training programme.*
- (ii) *Used TLM while teaching.*
- (iii) *Involve all children in learning process by using active learning methodology.*
- (iv) *Arrange for group discussion, peer learning.*
- (v) *Identify weak children and provide remedial teaching.*

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

- i. *Need based teacher training is required.*
- ii. *More practical teaching then theoretical.*
- iii. *Enhancing level of motivation of teachers.*

Section F: Functioning of SMC

Number %

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

4538	100
------	-----

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

4310	95
------	----

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

4310	95
------	----

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

.....NA.....
.....

Number %

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

4538	100
------	-----

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

Section G: Learners' Assessment

19. Please aggregate pupil assessment data of schools in the format given below:-

(a) Details of Learners' Achievement, class-wise and subject-wise for Classes I-V for last Month/Term/Half yearly/Annual

Number %

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

4407	100
------	-----

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

388	8.8
-----	-----

	Subject	No of children assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
Class I	1st Lang	51567	A	1209	2.34%	10306	19.99%	11515	22.33%
			B	12991	25.19%	12680	24.59%	25671	49.78%
			C	7312	14.18%	7069	13.71%	14381	27.89%
			Total	21512	41.72%	30055	58.28%	51567	100.00%
	2nd Lang	60053	A	9871	16.44%	9432	15.71%	19303	32.14%
			B	12963	21.59%	12748	21.23%	25711	42.81%
			C	7552	12.58%	7487	12.47%	15039	25.04%
			Total	30386	50.60%	29667	49.40%	60053	100.00%
	Math	60790	A	9795	16.11%	9873	16.24%	19668	32.35%
			B	12887	21.20%	12690	20.88%	25577	42.07%
			C	7859	12.93%	7686	12.64%	15545	25.57%
			Total	30541	50.24%	30249	49.76%	60790	100.00%

Class II	Subject	No of children assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
Class II	1st Lang	62446	A	10555	16.90%	10537	16.87%	21092	33.78%
			B	13288	21.28%	12834	20.55%	26122	41.83%
			C	7691	12.32%	7541	12.08%	15232	24.39%
			Total	31534	50.50%	30912	49.50%	62446	100.00%
	2nd Lang	62048	A	9824	15.83%	10046	16.19%	19870	32.02%
			B	13179	21.24%	12557	20.24%	25736	41.48%
			C	8337	13.44%	8105	13.06%	16442	26.50%
			Total	31340	50.51%	30708	49.49%	62048	100.00%
	Math	60982	A	10137	16.62%	9826	16.11%	19963	32.74%
			B	12897	21.15%	12786	20.97%	25683	42.12%
			C	7553	12.39%	7783	12.76%	15336	25.15%
			Total	30587	50.16%	30395	49.84%	60982	100.00%

Class III	Subject	No of children assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
Class III	1st Lang	66373	A	10730	16.17%	10508	15.83%	21238	32.00%
			B	13674	20.60%	14135	21.30%	27809	41.90%
			C	8826	13.30%	8500	12.81%	17326	26.10%
			Total	33230	50.07%	33143	49.93%	66373	100.00%
	2nd Lang	65479	A	10400	15.88%	10269	15.68%	20669	31.57%
			B	13483	20.59%	13252	20.24%	26735	40.83%
			C	9407	14.37%	8668	13.24%	18075	27.60%
			Total	33290	50.84%	32189	49.16%	65479	100.00%
	Math	65438	A	10125	15.47%	10200	15.59%	20325	31.06%
			B	13905	21.25%	12848	19.63%	26753	40.88%
			C	9259	14.15%	9101	13.91%	18360	28.06%
			Total	33289	50.87%	32149	49.13%	65438	100.00%
	Social Studies	0	A	0	0	0	0	0	0
			B	0	0	0	0	0	0
			C	0	0	0	0	0	0
			Total	0	0	0	0	0	0
	EVS	0	A	0	0	0	0	0	0
			B	0	0	0	0	0	0
			C	0	0	0	0	0	0
			Total	0	0	0	0	0	0
	Science	0	A	0	0	0	0	0	0
			B	0	0	0	0	0	0

			C	0	0	0	0	0	0
			Total	0	0	0	0	0	0

	Subject	No of children assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
Class IV	1st Lang	65407	A	10482	16.03%	10618	16.23%	21100	32.26%
			B	13832	21.15%	13089	20.01%	26921	41.16%
			C	8727	13.34%	8659	13.24%	17386	26.58%
			Total	33041	50.52%	32366	49.48%	65407	100.00%
	2nd Lang	66601	A	9564	14.36%	10334	15.52%	19898	29.88%
			B	14122	21.20%	12956	19.45%	27078	40.66%
			C	9148	13.74%	10477	15.73%	19625	29.47%
			Total	32834	49.30%	33767	50.70%	66601	100.00%
	Math	65261	A	9600	14.71%	9663	14.81%	19263	29.52%
			B	14353	21.99%	13564	20.78%	27917	42.78%
			C	9054	13.87%	9027	13.83%	18081	27.71%
			Total	33007	50.58%	32254	49.42%	65261	100.00%
	Social Studies	65426	A	10764	16.45%	10726	16.39%	21490	32.85%
			B	14333	21.91%	13651	20.86%	27984	42.77%
			C	8046	12.30%	7906	12.08%	15952	24.38%
			Total	33143	50.66%	32283	49.34%	65426	100.00%
	EVS	00	A	0		0		0	
			B	0		0		0	
			C	0		0		0	
			Total	0		0		0	
	Science	64943	A	10021	15.43%	10518	16.20%	20539	31.63%
			B	13798	21.25%	13381	20.60%	27179	41.85%
			C	9014	13.88%	8211	12.64%	17225	26.52%
			Total	32833	50.56%	32110	49.44%	64943	100.00%

	Subject	No. Of children assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
Class V	1st Lang	64541	A	10360	16.05%	10554	16.35%	20914	32.40%
			B	14226	22.04%	13519	20.95%	27745	42.99%
			C	8262	12.80%	7620	11.81%	15882	24.61%
			Total	32848	50.89%	31693	49.11%	64541	100.00%
	2nd Lang	64347	A	10030	15.59%	9872	15.34%	19902	30.93%
			B	13679	21.26%	13512	21.00%	27191	42.26%
			C	9053	14.07%	8201	12.74%	17254	26.81%
			Total	32762	50.91%	31585	49.09%	64347	100.00%
	Math	64571	A	9541	14.78%	9543	14.78%	19084	29.56%
			B	13926	21.57%	13363	20.70%	27289	42.26%
			C	9340	14.46%	8858	13.72%	18198	28.18%
			Total	32807	50.81%	31764	49.19%	64571	100.00%
	Social Studies	64268	A	10533	16.39%	10385	16.16%	20918	32.55%
			B	13825	21.51%	13464	20.95%	27289	42.46%
			C	8477	13.19%	7584	11.80%	16061	24.99%
			Total	32835	51.09%	31433	48.91%	64268	100.00%
	EVS	00	A	0		0		0	
			B	0		0		0	
			C	0		0		0	
			Total	0		0		0	
	Science	64075	A	9852	15.38%	10177	15.88%	20029	31.26%
			B	14428	22.52%	13825	21.58%	28253	44.09%
			C	8253	12.88%	7540	11.77%	15793	24.65%
			Total	32533	50.77%	31542	49.23%	64075	100.00%

*Add all classes and all subjects

** Primary: Grades A= 70%and above, B= 30%-69%, C= below 30%

$$\text{Percentage of boys/girls in grade A} = \frac{\text{Number of boys/girls obtaining grade A} \times 100}{\text{Number of children assessed}}$$

(b). Details of Learners' Achievements, class-wise and subject-wise for Classes VI-VIII for last Month/Term/Half yearly/Annual

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

4407

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

(a) Science

235

(b) Mathematics

280

	Subject	No. Of children assessed	Grade**	Boys		Girls		Total	
				No	%	No	%	No	%
Class VI	1st Lang	62248	A	5464	8.78%	5292	8.50%	10756	17.28%
			B	6042	9.71%	5919	9.51%	11961	19.22%
			C	6917	11.11%	6618	10.63%	13535	21.74%
			D	6886	11.06%	6336	10.18%	13222	21.24%
			E	6588	10.58%	6186	9.94%	12774	20.52%
			Total	31897	51.24%	30351	48.76%	62248	100.00%
	2nd Lang	62136	A	4640	7.47%	4477	7.21%	9117	14.67%
			B	5490	8.84%	5545	8.92%	11035	17.76%
			C	6865	11.05%	6822	10.98%	13687	22.03%
			D	7389	11.89%	7147	11.50%	14536	23.39%
			E	7419	11.94%	6342	10.21%	13761	22.15%
			Total	31803	51.18%	30333	48.82%	62136	100.00%
	3rd Lang	00	A	0	0	0	0	0	0
			B	0	0	0	0	0	0
			C	0	0	0	0	0	0
			D	0	0	0	0	0	0
			E	0	0	0	0	0	0
			Total	0	0	0	0	0	0
	Math	62115	A	4466	7.19%	4432	7.14%	8898	14.33%
			B	5496	8.85%	5447	8.77%	10943	17.62%
			C	6754	10.87%	6535	10.52%	13289	21.39%
			D	7449	11.99%	6965	11.21%	14414	23.21%
			E	7655	12.32%	6916	11.13%	14571	23.46%
			Total	31820	51.23%	30295	48.77%	62115	100.00%
	Science	62089	A	5170	8.33%	4933	7.95%	10103	16.27%
			B	5827	9.38%	5625	9.06%	11452	18.44%
			C	6681	10.76%	6572	10.58%	13253	21.35%
			D	7139	11.50%	6682	10.76%	13821	22.26%
			E	6974	11.23%	6486	10.45%	13460	21.68%
			Total	31791	51.20%	30298	48.80%	62089	100.00%
	Social Study	60950	A	5215	8.56%	5061	8.30%	10276	16.86%
			B	5801	9.52%	5531	9.07%	11332	18.59%
			C	6511	10.68%	6170	10.12%	12681	20.81%
			D	6992	11.47%	6502	10.67%	13494	22.14%
			E	7459	12.24%	5708	9.37%	13167	21.60%
			Total	31978	52.47%	28972	47.53%	60950	100.00%

	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
Class VII	1st Lang	60978	A	5621	9.22%	4643	7.61%	10264	16.83%
			B	5495	9.01%	5715	9.37%	11210	18.38%
			C	6684	10.96%	6402	10.50%	13086	21.46%
			D	6769	11.10%	6637	10.88%	13406	21.98%
			E	6740	11.05%	6272	10.29%	13012	21.34%
			Total	31309	51.34%	29669	48.66%	60978	100.00%
	2nd Lang	60131	A	4601	7.65%	4210	7.00%	8811	14.65%
			B	5311	8.83%	5391	8.97%	10702	17.80%
			C	6555	10.90%	6471	10.76%	13026	21.66%
			D	6881	11.44%	6753	11.23%	13634	22.67%
			E	7030	11.69%	6928	11.52%	13958	23.21%
			Total	30378	50.52%	29753	49.48%	60131	100.00%
	3rd lang.	57441	A	4582	7.98%	4478	7.80%	9060	15.77%
			B	5175	9.01%	5469	9.52%	10644	18.53%
			C	6371	11.09%	6072	10.57%	12443	21.66%
			D	6691	11.65%	6177	10.75%	12868	22.40%
			E	6256	10.89%	6170	10.74%	12426	21.63%
			Total	29075	50.62%	28366	49.38%	57441	100.00%
	Math	60305	A	4523	7.50%	4123	6.84%	8646	14.34%
			B	5458	9.05%	5307	8.80%	10765	17.85%
			C	6421	10.65%	6389	10.59%	12810	21.24%
			D	6971	11.56%	6979	11.57%	13950	23.13%
			E	7097	11.77%	7037	11.67%	14134	23.44%
			Total	30470	50.53%	29835	49.47%	60305	100.00%
	Science	59796	A	4558	7.62%	5188	8.68%	9746	16.30%
			B	5417	9.06%	5184	8.67%	10601	17.73%
			C	6490	10.85%	6425	10.74%	12915	21.60%
			D	6988	11.69%	6902	10.46%	13890	23.23%
			E	6392	10.69%	6252	10.46%	12644	21.15%
			Total	29845	49.91%	29951	49.00%	59796	100.00%
	Social Study	61196	A	5093	8.32%	5016	8.20%	10109	16.52%
			B	5776	9.44%	6236	10.19%	12012	19.63%
			C	6521	10.66%	6745	11.02%	13266	21.68%
			D	6731	11.00%	6714	10.97%	13445	21.97%
			E	6144	10.04%	6220	10.16%	12364	20.20%
			Total	30265	49.46%	30931	50.54%	61196	100.00%

	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No	%	No	%	No	%
Class VIII	1st Lang	62831	A	4992	7.95%	5064	8.06%	10056	16.00%
			B	8087	12.87%	5821	9.26%	13908	22.14%
			C	6873	10.94%	6655	10.59%	13528	21.53%
			D	6826	10.86%	6417	10.21%	13243	21.08%
			E	6139	9.77%	5957	9.48%	12096	19.25%
			Total	32917	52.39%	29914	47.61%	62831	100.00%
	2nd Lang	60178	A	4665	7.75%	4515	7.50%	9180	15.25%
			B	5430	9.02%	5297	8.80%	10727	17.83%
			C	6353	10.56%	6338	10.53%	12691	21.09%
			D	7008	11.65%	6818	11.33%	13826	22.98%
			E	6843	11.37%	6911	11.48%	13754	22.86%
			Total	30299	50.35%	29879	49.65%	60178	100.00%
	3rd lang	56977	A	4839	8.49%	4491	7.88%	9330	16.38%
			B	5437	9.54%	5460	9.58%	10897	19.13%
			C	6442	11.31%	6237	10.95%	12679	22.25%
			D	6055	10.63%	6144	10.78%	12199	21.41%
			E	6000	10.53%	5872	10.31%	11872	20.84%
			Total	28773	50.50%	28204	49.50%	56977	100.00%
	Math	59764	A	4294	7.18%	4339	7.26%	8633	14.45%
			B	5059	8.46%	4905	8.21%	9964	16.67%
			C	6541	10.94%	6382	10.68%	12923	21.62%
			D	7208	12.06%	6742	11.28%	13950	23.34%
			E	7002	11.72%	7292	12.20%	14294	23.92%
			Total	30104	50.37%	29660	49.63%	59764	100.00%
	Science	59021	A	4623	7.83%	4472	7.58%	9095	15.41%
			B	5167	8.75%	5325	9.02%	10492	17.78%
			C	6303	10.68%	6299	10.67%	12602	21.35%
			D	6955	11.78%	6833	11.58%	13788	23.36%
			E	6739	11.42%	6305	10.68%	13044	22.10%
			Total	29787	50.47%	29234	49.53%	59021	100.00%
	Social Study	59590	A	5121	8.59%	4962	8.33%	10083	16.92%
			B	5645	9.47%	5510	9.25%	11155	18.72%
			C	6542	10.98%	6469	10.86%	13011	21.83%
			D	6760	11.34%	6420	10.77%	13180	22.12%
			E	6106	10.25%	6055	10.16%	12161	20.41%
			Total	30174	50.64%	29416	49.36%	59590	100.00%

*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%

$$\text{Percentage of boys/girls in grade A} = \frac{\text{Number of boys/girls obtaining grade A} \times 100}{\text{Number of children assessed}}$$

Part-II

(To be consolidated by SPD using information from DMF Part II filled up by all DPOs)

1. Number of classrooms (teaching) observed by the CRCCs in the last quarter:

Range **29880 to 30000**

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

332

(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.

- *Prepare lesson plan for effective teaching.*
- *Use appropriate TLM while teaching..*
- *Take special care for weak children.*
- *Maintenance of teacher diary.*
- *Checking students homework regularly.*
- *Provide remedial teaching to the weak children.*

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

Number %

Nil	--
-----	----

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

Nil	--
-----	----

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

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

Nil

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

- *NA*

Part-III

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

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



- (i) Submitted fortnightly report of their performance to the higher authority.
- (ii) Conducted training to the teachers of Primary and Upper Primary.
- (iii) Worked for NCERT's Quality Monitoring Tools.
- (iv) Visited school and class room process.
- (v) Organize meeting with SMC members on preparation of school development plan.

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

41

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

01

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



- (i) Conducted teachers training.
- (ii) Provided academic support while visiting schools and class room process.
- (iii) Helped teachers in planning of lessons.
- (iv) Interacted with teachers on how to increase level of learning of weak children and provide support to them.
- (v) Teachers were requested to be more dedicated during class teaching and make class teaching joyful and child centric.

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

- At the time of school visit URCs and BRCs observed class room process take oral or written test. Identify weak children and discussed with teachers how their level of learning can be increased. Prepare a time schedule for this purpose and again visit those particular schools and observed their achievement.

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

- Organize eight hundred training programme in cluster level for Primary teachers.

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

- 81%

(c) List major issues emerging from the programmes.

- *Teachers can't prepare TLM for want of fund.*
- *Training of teachers should be need based.*
- *Particular subject based training is required.*

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

02

(ii) Science

02

(iii) Social Science

01

(iv) Language

02

(v) Arts Education

00

(vi) Health and Physical Education

02

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

72

%

(c) List major issues emerging from the programmes.

- *Fund is required for Math kits and Science kits and teaching learning materials (TLM).*

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.

08

(a) The institutions involved –*Schools, DIETs, SCERT, Education Deptt., State Project Office SSA, DPO SSA, URC/BRC & CRC.*

(b) Members of 'quality' monitoring –*All stake holders DIETs, SCERT, Education Deptt., State Project Office SSA, DPO SSA, URC/BRC & CRC and school.*

(c) Role of URC/BRC/CRC in quality monitoring –*Providing training to the teachers of Primary and Upp. Primary, visit schools and class room processes in regular manner provide academic support.*

(d) Role of DPO in 'quality' monitoring –*All District Coordinators, Dy. I/S, District I/S, DPCs conduct a specific number of visit and submit report to the higher authority.*

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

8

(b) Training of Resource Persons on Pedagogy and Assessment

8

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

8

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

8

3. Number of districts organising meetings of URC/ BRC, CRC and Head Teachers understand the problems of district.

Number of districts
organizing meetings

(a) Once in a month

8

(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:

➤ From District Project Office visit of schools is done in following manner.

(a) Number of schools visited by DPOs on an average

22

- District Project Coordinator (District Education Officer)-Periodic independent visit to schools to observe the infrastructure and facilities and the administrative aspects.
- All Coordinators working in districts are visiting 15-20 schools per month and submit report.

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

- Enhancement of skill in reading, writing and Arithmetic.
- Students and teachers attendance.
- Workshop on development of innovative TLM.

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
--	✓	--

(b) 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.

- School visit as well as class room process.
- Enhancement of quality education.

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	2012	2012
Textbooks	2012	2012
Upper Primary: Syllabi	2013	2013
Textbooks	2013	2013

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>
i. <i>Training module for teachers Teaching in class I & II and III & V Developed by Vikram Shila Educational Resource Society.</i>	<i>Pry.</i>	<i>2013</i>

4. Status of CRCs/ URC/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	332	332
URC/BRCs	URC-1, BRC-40	URC-1, BRC-40

5. Activities of SSA/RTE in which DIETs & SCERT were involved.

Please State problems, if any.-

NIL

(a) DIETs: Involvement

- *Whenever requested DIET faculty/faculties is/are attending meeting workshop and offer valuable suggestion and take active part in the programme.*

Problems-

NIL

(b) SCERT: Involvement

- *The Director and faculty, SCERT are extending all sort of help whenever SSA needs in all sorts of educational discussion and new programme SCERT participates and gives suggestion examine and approval for implementation.*

Problems-

NIL

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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
URC/BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 advise 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)

- - i. *Proper qualified and train person may be engaged as teacher should update their knowledge.*
 - ii. *Teacher should use teaching learning materials.*
 - iii. *Head teacher ensure that teachers are using demonstration method and activity based method.*
 - iv. *Teacher should not be engaged in non academic activity except Election, Census and Natural calamities.*
 - v. *Punctuality in attendance of head teacher, teacher and student.*
 - vi. *Value education may be incorporate in the teachers training module.*
 - vii. *To address the problem of Tribal language of teachers posted in Tribal areas.*
 - viii. *Building construction for teachers accommodation in the remote areas may be provided with facilities so that teachers can stay their comfortably.*

8. (a) Major programmes / activities of SSA for quality enhancement during the current year 2014

- *Training of teachers (Pry. & Upp. Pry.), head teaches and resource person.*
- *Workshop for improving of quality of education.*
- *Meeting and workshop on CCE.*

(b) Progress of these programmes during the quarter

- *Training was conducted smoothly.*
- *Number of school visit by the stake holder has been increased.*
- *Government has decided to introduce CCE at the Elementary Level and it is now under process of implementation.*

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

- *Fund for preparing for TLM.*
- *Fund for training, printing of guidelines, formats and teachers diary on CCE.*

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

- *NIL*

Date:

.....
Name & Signature