

No.SSA/QMT/05/2014-15

Date: 20-10-2014

To,

Dr. Manju Jain
Professor and Head
Department of Elementary Education,
NCERT, Sree Aurobindo Mark,
New Delhi - 110 016.

Respected Sir,

Sub: Submission of information of Monitoring Data and Stat level formats for
Quality Dimensions under SSA, Karnataka - reg.

With reference to the above subject, we are herewith sending information of the
1st Quarter data i.e., from June 2014 to August 2014 on Quality Monitoring Tools of
Karnataka State in the prescribed formats provided by your organization.

Your faithfully

State Project Director
Sarva Shiksha Abhiyan -Karnataka

Quality Monitoring Programme

State Monitoring Format 2014-15

1st Semester (June to August) State Report of Karnataka

State Project Director Office, Nrupatunga Road,
New Public Offices, K.R.Circle, Bangalore – 560 001

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Karnataka State



Karnataka Geographical Information

Area	1,91,791 sq. Km (eight largest state in India)
Length	760 Km. (north-south)
Breadth	420 Km. (east-west)
Females per 1000 males	968 females
Capital	Bangalore
Literacy	75.60%
Female Literacy	68.13%
Climate	Semi-tropical
Seasons Summer	March to May (18oC to 40oC)
Winter	Oct to Dec (14oC to 32oC)
South -West Monsoon	June to August
North-East Monsoon	October to December
Rainfall	500 mm to over 4000 mm. Agumbe in the Sahyadris receives the second heaviest annual rainfall (7600 mm) in India
Physiography	Karavali, the Coastal Plain; Sahyadris, the Western Ghats; Malnad, the Transitional Belt; the Southern Plateau; the Northern Plateau; the Eastern Ghats.
Traditional products	Tropical Evergreen, Tropical Semi-evergreen, Dry Deciduous (Malnad), Dry Deciduous (plateau), Cashew
Prime Industries	Electronics, Computer Engineering, Aeronautics, Machine Tools, Watch-making, Electrical Engineering, Aluminium, Steel
Major Crops	Ragi, Jowar, Rice, Sugarcane, Coconut, Groundnuts, Manganese, Maganesite
Major Minerals	Gold (90% of India's production), iron ore, manganese, maganesite
Roads	Total length of roads: 1,22,489 kms
National Highways	2,357 kms
State Highways	28,311 kms
Major District roads	2,090 kms
Languages	Kannada, Telugu, Tamil, Urdu, Marathi, Tulu, Kodava, Konkani, Hindi

STMF

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Cycle under Report

IPeriod of Cycle: **June to August**

Year

2**0****1****4****1****5****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 in 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 cycle 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**Section A: School Information**

Sl No	Particulars	No
1	Educational Districts	34
2	Educational Blocks	204
3	Clusters	4103
4	EBB Blocks	74
5	KGBV Schools (SSA)	71
6	KKGBV Schools (STATE)	68
7	Adharsha Vidyalayas (Model Schools)	74
8	Girls Hostels (RMSA)	74
9	CALC Schools (SSA)	4301

2. (a) Number of schools in the cluster

Sl No	Class wise	No of Schools
1	I-V	22021
2	VI-VIII	334
3	I-VIII	5123
4	I-VII	16369
5	VI-VII	327
5	Any Other	133
	Total	44,307

(b) Number of schools which filled up SMFs

Sl No	Class wise	No of Schools
1	I-V	22021
2	VI-VIII	334
3	I-VIII	5123
4	I-VII	16369
5	VI-VII	327
5	Any Other	133
	Total	44,307

Number of Teachers:		In Position	Required Posts (as per RTE Norms)
(a) Primary Teachers	(i) Regular	61425	103196
	(ii) Temporary	703	
(b) Upper Primary Teachers	(i) Regular	104445	26927
	(ii) Temporary	3370	

ii) a) How many government schools in the state have a pupil teacher ratio 1:30 in primary schools and above in upper primary school?

Class 1-5	Class 6-7	Class 1-8
19764	13063	4528

b) How many teachers in the State have failed to join place of posting in last quarter?

NIL

c) How many teachers are attached elsewhere than place of posting?

1

Section B: Enrolment and Attendance

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

Month: July 2014

Class	Number of schools with average attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	50391	7830	2120	52720	10054	2626	73038	15336	4457
II	51464	10515	2416	52874	10140	4829	74384	17942	6798
III	51681	10741	2742	51637	9641	4435	73042	17932	6908
IV	51071	11031	2390	50525	9226	4454	71419	17704.5	6616
V	49946	9577	3406	49778	9070	6514	69602	16152	9642
VI	37713	7990	1854	37595	7424	3787	56865	14217	5980
VII	37430	8023	1718	37707	7292	3865	57405	14195	5970
VIII	14250	4773	1363	14398	4746	2371	22890	9368	4561

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

84196

6. Steps taken by the schools to improve student attendance:

- SDMC members visit to children's home
- Counseling to parents and students
- Orientation to parents about RTE
- Conducted awareness rally regarding quality education (Prabath Peri)
- Interacting with parents regarding the irregularity of their Wards/Villages
- Conducting cultural and educational competition
- Improvement the school environment
- Samudaya datta Shala Programme
- Implementation of Govt incentive schemes (MMS, Free Text Book and Uniform, Rs. 2 for Ist std girl child, Scholarship etc.,)
- Peer visits to absented students home to bring back their friends to school
- Monitoring of irregular students by Head Master frequently
- Appointing ECOs as attendance authority.
- OOSC 7 days.

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

Boys: **46834** Girls: **45452** Total **92286**

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

Own schools	Other centres (NGO)	Residential centres (Govt)	Non Residential centres (Govt)	Any Other
9474	45	43	999	0

SECTION C: CURRICULUM TRANSACTION**7. Number of schools distributing textbooks at different times after beginning of session:**

Within one week	Within one month	After one month
27987	5181	1582

- **Timely distribution (within one week, after one month)**

Within one week of opening of school for the academic year, the text books were distributed in all the schools.

Some schools had received text books in the month of May

- **Reasons for late distribution (listing-in descending order)**

Since state government has introduced new text books for few classes, only some subject books reached the school late.

- **Receipt of textbooks by all children**

All children have received the textbooks.

- **Receiving textbooks by all children 100%**

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

- Unit wise TLM preparation
- Activity based learning
- Remedial Teaching
- Teacher pre-preparation
- Individual attention
- Utilization of TLM
- Technology Based Learning
- Identification of slow learner
- Subject wise TLM utilization
- Improvement in interaction levels of learners process are-
- School-based guidance provided by BEO/BRCs/ECs/BRPs/CRPs, other higher officer DIET faculty on their visits to schools, are implemented to classroom situations.
- Suggestions given by BRG and CRG in their monthly interactions are incorporated to their teaching strategies.

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

- Special educators' services are used to educate these children
- Use of innovative methods
- Physical infrastructure is accordingly provided (ramps)
- Special coaching given by subject teachers
- Individual attention provided as far as possible
- Teachers training

Section D: Continuous and Comprehensive Evaluation

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

Percentage of schools receiving support from CRCCs -100%

- Model classes in various subjects
- Frequent visit to check quality of pupils
- Verification of CCE documents
- Individual marks register
- Student Answer sheets
- Question paper blue prints
- Consolidated marks register
- Individual examine the student
- Home work/Class work verification
- Subject wise random student verification
- Diagnosing the achievement of slow learner and remedial classes.

Section E: Teacher Training

11. Ways in which training inputs were used by the teachers. Give prominent five examples.

- Student participated in the classroom transaction
- Preparing teaching learning material related to the competencies.
- Handling heterogeneous groups
- Continues comprehensive evaluation CCE
- Dimension and feed back at the meetings.
- Orientation about usage of new textbooks. "Rachana" for fifth and eighth standard helped them in transacting the curriculum efficiently in the classroom.

- Change in their attitude towards class room teaching-learning process,
- Usage of TLM,
- Better comprehension of CCE and recording the performance of the child using different assessment tools.
- In calculating new innovation in teaching-learning process.

12. Suggestions for upcoming training programmes provided at the block levels.

- Duration of the training programme must be reduced to school working hours.
- The duration of training period must be reduced.
- Trainings are to be conducted at cluster level
- Need based training
- Non residential training programmes should be encouraged.

Section F: Functioning of SMC

13. Number of schools having School Management Committees (SMCs) in the district.
(SDMC committee yet to be found in 2,830)
19. (a) Number of schools where School Development Plans have been prepared.
(b) Number of schools involving SMCs in preparation of this plan.
20. Number of SMCs which were given training about their roles and functions
(Trained members)

41477

41477

91822

Section G: Learners' Assessment

21. 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 of schools of the State which provided this information:

33462

EXAMPLE:

Class*	Subject*	No. of children assessed	Grade **	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language	1191269	A	174008	29.85	181516	29.84	355524	29.84
			A+	179257	30.75	192766	31.69	372023	31.23
			B	73026	12.53	75815	12.46	148841	12.49
			B+	138747	23.8	137714	22.64	276461	23.21
			C	17880	3.07	20540	3.38	38420	3.23
			Total	582918	100	608351	100.01	1191269	100.00
	Mathematics	1179816	A	168592	29.16	180419	29.99	349011	29.58
			A+	164818	28.50	177728	29.54	342546	29.03
			B	79406	13.73	80135	13.32	159541	13.52
			B+	144142	24.93	141651	23.55	285793	24.22
			C	21288	3.68	21637	3.60	42925	3.64
			Total	578246	100.00	601570	100.00	1179816	100.00
	EVS	1180160	A	173613	30.15	184706	30.56	358319	30.36
			A+	189256	32.87	200490	33.18	389746	33.02
			B	67626	11.74	67869	11.23	135495	11.48
			B+	130001	22.58	131327	21.73	261328	22.14
			C	15326	2.66	19946	3.30	35272	2.99
			Total	575822	100.00	604338	100.00	1180160	100.00

Class*	Subject*	No. of children assessed	Grade **	Boys		Girls		Total	
				No.	%	No.	%	No.	%
II	Language	2377376	A	348016	30.24	360522	29.76	708538	29.80
			A+	358514	31.15	383828	31.69	742342	31.23
			B	146745	12.75	151375	12.50	298120	12.54
			B+	276624	24.04	274568	22.67	551192	23.18
			C	36238	3.15	40946	3.38	77184	3.25
			Total	1166137	101.33	1211239	100.00	2377376	100.00
	Mathematics	2348417	A	335069	29.11	358423	29.93	693492	29.53
			A+	327985	28.50	353754	29.54	681739	29.03
			B	158086	13.73	159607	13.33	317693	13.53
			B+	287443	24.97	282486	23.59	569929	24.27
			C	42434	3.69	43130	3.60	85564	3.64
			Total	1151017	100.00	1197400	100.00	2348417	100.00
	EVS	2348353	A	345084	30.11	367181	30.54	712265	30.33
			A+	376802	32.87	399270	33.21	776072	33.05
			B	134638	11.75	135234	11.25	269872	11.49
			B+	259120	22.61	261866	21.78	520986	22.19
			C	30523	2.66	38635	3.21	69158	2.94
			Total	1146167	100.00	1202186	100.00	2348353	100.00
III	Language	4744106	A	696032	30.31	718779	29.74	1414811	29.82
			A+	713832	31.09	765663	31.68	1479495	31.19
			B	292872	12.75	302268	12.51	595140	12.54
			B+	552387	24.06	548162	22.68	1100549	23.20
			C	72342	3.15	81769	3.38	154111	3.25
			Total	2327465	101.36	2416641	100.00	4744106	100.00
	Mathematics	4685661	A	668219	29.09	714666	29.92	1382885	29.51
			A+	654339	28.49	705701	29.54	1360040	29.03
			B	315465	13.74	318592	13.34	634057	13.53
			B+	574009	24.99	563960	23.61	1137969	24.29
			C	84653	3.69	86057	3.60	170710	3.64
			Total	2296685	100.00	2388976	100.00	4685661	100.00
	EVS	4686038	A	688222	30.09	732161	30.52	1420383	30.31
			A+	751966	32.88	796731	33.21	1548697	33.05
			B	268519	11.74	270042	11.26	538561	11.49
			B+	517357	22.62	522933	21.80	1040290	22.20
			C	60923	2.66	77184	3.22	138107	2.95
			Total	2286987	100.00	2399051	100.00	4686038	100.00

Class*	Subject*	No. of children assessed	Grade **	Boys		Girls		Total	
				No.	%	No.	%	No.	%
IV	Language	9472579	A	1385635	30.21	1435238	29.73	2820873	29.78
			A+	1425935	31.09	1529496	31.68	2955431	31.20
			B	585077	12.75	604011	12.51	1189088	12.55
			B+	1103883	24.06	1095372	22.69	2199255	23.22
			C	144556	3.15	163376	3.38	307932	3.25
			Total	4645086	101.26	4827493	100.00	9472579	100.00
	Mathematics	9360215	A	1334471	29.09	1427002	29.90	2761473	29.50
			A+	1306980	28.49	1409709	29.54	2716689	29.02
			B	630203	13.74	636516	13.34	1266719	13.53
			B+	1147178	25.00	1127106	23.62	2274284	24.30
			C	169114	3.69	171936	3.60	341050	3.64
			Total	4587946	100.00	4772269	100.00	9360215	100.00
	EVS	9362236	A	1374564	30.08	1462043	30.50	2836607	30.30
			A+	1502433	32.88	1591804	33.21	3094237	33.05
			B	536478	11.74	539585	11.26	1076063	11.49
			B+	1034144	22.63	1045155	21.81	2079299	22.21
			C	121758	2.66	154272	3.22	276030	2.95
			Total	4569377	100.00	4792859	100.00	9362236	100.00
V	First Language	313471	A	45013	29.06	45677	28.81	90690	28.93
			A+	46047	29.73	48231	30.42	94278	30.08
			B	20861	13.47	21301	13.43	42162	13.45
			B+	37453	24.18	37020	23.35	74473	23.76
			C	5531	3.57	6337	4.00	11868	3.79
			Total	154905	100.00	158566	100.00	313471	100.00
	Second Language	309743	A	43636	28.58	43567	27.74	87203	28.15
			A+	39274	25.72	41698	26.55	80972	26.14
			B	24000	15.72	23400	14.90	47400	15.30
			B+	37958	24.86	39940	25.43	77898	25.15
			C	7815	5.12	8455	5.38	16270	5.25
			Total	152683	100.00	157060	100.00	309743	100.00
	Mathematics	302378	A	42530	28.52	43340	28.28	85870	28.40
			A+	41071	27.54	42667	27.84	83738	27.69
			B	22891	15.35	22772	14.86	45663	15.10
			B+	36559	24.52	37596	24.53	74155	24.52
			C	6071	4.07	6881	4.49	12952	4.28
			Total	149122	100.00	153256	100.00	302378	100.00
	Science	275459	A	38594	28.35	39199	28.14	77793	28.24
			A+	39346	28.90	40818	29.30	80164	29.10
			B	19253	14.14	18746	13.46	37999	13.79
			B+	33606	24.68	34537	24.79	68143	24.74
			C	5345	3.93	6015	4.32	11360	4.12
			Total	136144	100.00	139315	100.00	275459	100.00
	Social Science	309281	A	42706	27.84	43407	27.85	86113	27.84
			A+	47544	30.99	48434	31.08	95978	31.03
			B	21107	13.76	22059	14.15	43166	13.96
			B+	36127	23.55	35483	22.77	71610	23.15
			C	5938	3.87	6476	4.16	12414	4.01
			Total	153422	100.00	155859	100.00	309281	100.00

*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.

Number of schools which provided this information:

44,307

EXAMPLE:

Class*	Subject*	No. of children assessed	Grade **	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	First Language	603916	A	87768	29.44	89572	29.29	177340	29.37
			A+	88136	29.56	94317	30.84	182453	30.21
			B	39379	13.21	39008	12.76	78387	12.98
			B+	73213	24.56	71190	23.28	144403	23.91
			C	9622	3.23	11711	3.83	21333	3.53
			Total	298118	100	305798	100	603916	100
	Second Language	602033	A	83387	28.18	86929	28.39	170316	28.29
			A+	76980	26.02	82594	26.98	159574	26.51
			B	45348	15.33	44570	14.56	89918	14.94
			B+	77681	26.26	77092	25.18	154773	25.71
			C	12469	4.21	14983	4.89	27452	4.56
			Total	295865	100.00	306168	100.00	602033	100.00
	Third Language	580563	A	80315	28.12	84261	28.57	164576	28.35
			A+	78067	27.33	81727	27.71	159794	27.52
			B	41313	14.46	40271	13.65	81584	14.05
			B+	73764	25.83	72886	24.71	146650	25.26
			C	12170	4.26	15789	5.35	27959	4.82
			Total	285629	100.00	294934	100.00	580563	100.00
	Mathematics	605732	A	84603	28.71	89345	28.72	173948	28.72
			A+	81126	27.53	88779	28.54	169905	28.05
			B	41859	14.21	42526	13.67	84385	13.93
			B+	74343	25.23	75481	24.26	149824	24.73
			C	12731	4.32	14939	4.80	27670	4.57
			Total	294662	100.00	311070	100.00	605732	100.00
	Science	603131	A	84978	28.80	90548	29.39	175526	29.10
			A+	82468	27.95	88330	28.67	170798	28.32
			B	41957	14.22	42206	13.70	84163	13.95
			B+	74048	25.09	72785	23.63	146833	24.35
			C	11641	3.94	14170	4.60	25811	4.28
			Total	295092	100.00	308039	100.00	603131	100.00
	Social Science	598061	A	86150	29.07	87693	29.07	173843	29.07
			A+	84822	28.62	89080	29.53	173902	29.08
			B	40803	13.77	40140	13.30	80943	13.53
			B+	73261	24.72	71925	23.84	145186	24.28
			C	11322	3.82	12865	4.26	24187	4.04
			Total	296358	100.00	301703	100.00	598061	100.00

Class*	Subject*	No. of children assessed	Grade **	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VII	First Language	1198253	A	173677	29.36	177264	29.21	350941	29.29
			A+	175069	29.60	187369	30.88	362438	30.25
			B	77936	13.18	77195	12.72	155131	12.95
			B+	145671	24.63	141611	23.34	287282	23.98
			C	19137	3.24	23324	3.84	42461	3.54
			Total	591490	100.00	606763	100.00	1198253	100.00
	Second Language	1194369	A	164861	28.09	172249	28.36	337110	28.22
			A+	153014	26.07	163534	26.92	316548	26.50
			B	89864	15.31	88461	14.56	178325	14.93
			B+	154484	26.32	153329	25.24	307813	25.77
			C	24744	4.22	29829	4.91	54573	4.57
			Total	586967	100.00	607402	100.00	1194369	100.00
	Third Language	1153110	A	159388	28.10	167250	28.55	326638	28.33
			A+	154912	27.31	162177	27.68	317089	27.50
			B	82049	14.46	79952	13.65	162001	14.05
			B+	146642	25.85	144902	24.73	291544	25.28
			C	24296	4.28	31542	5.38	55838	4.84
			Total	567287	100.00	585823	100.00	1153110	100.00
	Mathematics	1202518	A	167471	28.62	176771	28.64	344242	28.63
			A+	160946	27.50	176283	28.56	337229	28.04
			B	82951	14.17	84316	13.66	167267	13.91
			B+	148541	25.38	150136	24.32	298677	24.84
			C	25317	4.33	29786	4.83	55103	4.58
			Total	585226	100.00	617292	100.00	1202518	100.00
	Science	1193852	A	168197	28.73	176258	28.97	344455	28.85
			A+	163723	27.96	175362	28.83	339085	28.40
			B	83103	14.19	83783	13.77	166886	13.98
			B+	147288	25.16	144693	23.78	291981	24.46
			C	23201	3.96	28244	4.64	51445	4.31
			Total	585512	100.00	608340	100.00	1193852	100.00
	Social Science	1186682	A	170527	29.00	173551	28.99	344078	28.99
			A+	168404	28.64	176862	29.54	345266	29.10
			B	80804	13.74	79513	13.28	160317	13.51
			B+	145725	24.78	143025	23.89	288750	24.33
			C	22590	3.84	25681	4.29	48271	4.07
			Total	588050	100.00	598632	100.00	1186682	100.00

Class*	Subject*	No. of children assessed	Grade **	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VIII	First Language	2386532	A	345675	29.34	352791	29.19	698466	29.27
			A+	348511	29.58	373046	30.87	721557	30.23
			B	155113	13.17	153634	12.71	308747	12.94
			B+	290503	24.66	282427	23.37	572930	24.01
			C	38221	3.24	46611	3.86	84832	3.55
			Total	1178023	100.00	1208509	100.00	2386532	100.00
	Second Language	2378872	A	328015	28.06	342585	28.32	670600	28.19
			A+	304656	26.06	325629	26.91	630285	26.50
			B	178902	15.30	176161	14.56	355063	14.93
			B+	308061	26.35	306002	25.29	614063	25.81
			C	49336	4.22	59525	4.92	108861	4.58
			Total	1168970	100.00	1209902	100.00	2378872	100.00
	Third Language	2298014	A	318039	28.13	332857	28.51	650896	28.32
			A+	308275	27.27	323742	27.73	632017	27.50
			B	163433	14.46	159250	13.64	322683	14.04
			B+	292213	25.85	288616	24.72	580829	25.28
			C	48543	4.29	63046	5.40	111589	4.86
			Total	1130503	100.00	1167511	100.00	2298014	100.00
	Mathematics	2395405	A	333394	28.60	351824	28.61	685218	28.61
			A+	320275	27.48	350876	28.53	671151	28.02
			B	165202	14.17	167969	13.66	333171	13.91
			B+	296256	25.41	299578	24.36	595834	24.87
			C	50548	4.34	59483	4.84	110031	4.59
			Total	1165675	100.00	1229730	100.00	2395405	100.00
	Science	4070879	A	325975	27.95	349106	28.81	675081	16.58
			A+	165434	14.18	166959	13.78	332393	8.17
			B	293877	25.20	288699	23.82	582576	14.31
			B+	46318	3.97	56392	4.65	102710	2.52
			C	1166268	100.00	1211851	100.00	2378119	58.42
			Total	1997872	171.30	2073007	171.06	4070879	100.00
	Social Science	2363109	A	339012	28.95	345270	28.96	684282	28.96
			A+	335234	28.63	352110	29.54	687344	29.09
			B	160854	13.74	158073	13.26	318927	13.50
			B+	290734	24.83	285376	23.94	576110	24.38
			C	45129	3.85	51317	4.30	96446	4.08
			Total	1170963	100.00	1192146	100.00	2363109	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%

Part-II

(To be consolidated by SPD using information from DMF Part II filled up by DPO. Please fill up blank spaces by adding information of all blocks)

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

Range (Minimum)

8132

to (Maximum)

16448

(b) Number of special training centres for out of school children visited and observed by the CRCCS.

Range (Minimum)

1003

to (Maximum)

2336

2. School Visits by CRCCS:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

30082

(ii) Once in two month

505

(iii) Once in three month

254

(iv) Each school could not be visited

4

3. (a) Number of classroom on an average observed by the CRCCs in the last cycle.

16448

(b) Mention five good practices reported by the CRCCs

- Teaching learning materials are developed based on the competencies by teachers.
- Use of scientific method, and lab in the science classes
- Students learning achievement mentioned in the visitors note.
- CCE is implemented no fear of examination.
- Efficient utilization of all the incentives given by the Dept.
- To monitor the AV equipment.
- Proper utilization of library books, sports materials, news paper etc.,

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

- Implementation of CCE
- Preparation of Lesson Plan
- Reading, Writing Mathematical skills implementation.
- Guidance to utilize geo-kit effectively.
- Using questions and style of interaction during classroom transactions.
- Comprehension of difficult concepts in teaching-learning process.
- Usage of TLM according to the need of the unit.
- Conduct of an activity in classroom.
- Maintaining CCE documents and child profile.

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

196

38.12

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

735

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

- DIET faculty to schools, CRCs and BRCs visited frequently.
- The purposes of visits are to assess achievement level of the children.
- To monitor the school records maintained by the HM.
- To provide the academic support to teacher.
- Additional teacher deputed to concerned schools.
- Engage additional class hours.

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

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

Not Applicable

Part-III

(To be consolidated by SPD using information from DMF Part III filled up by DPO. Please fill up blank spaces by adding information of all blocks for that question))

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

- Ensuring PTR as per the norms of RTE act.
- Streamlining admission process for ensuring admissions to disadvantage groups.
- Conducting awareness programme about RTE.
- Providing professional support.
- Review of training progress of their cluster.
- Review of administrative issues like admissions, OOSC strategies, Utilization of funds.
- Monitoring and supervision.
- Acts as a resource person.

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

1312

3. Number of times each school was visited by BRCC/CRCC on an average.

70%

4. Write five examples of professional support provided to teachers during the last cycle.

- To use training inputs beneficially
- Observing the actual lessons of teachers.
- Teachers to avoid absenteeism
- Discussion on issues related to quality education
- Planning training programmes and its affective implementation in schools.
- Model classes in various subjects.
- Random check for monitoring

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

- Model classes in various subjects
- Frequent visit to check quality of pupils
- Verification of CCE documents
- Individual marks register

- Student Answer sheets
- Question paper blue prints
- Consolidated marks register
- Individual examine the student
- Home work/Class work verification
- Subject wise random student verification

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

29744

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

48%

(c) List major issues emerging from the programmes.

- Insufficient training fund
- Insufficient residential facilities.
- Non-availability of RPs due to overlapped programmes.
- Training should be need-based.
- The unit cost is very less.
- More emphasis on district specific programmes
- No proper feed back in the implementation of training concept in the actual classroom situation.
- Activity-based trainings are required.

7 (a). How many workshops were organized for teachers of upper primary classes in the following subjects during last cycle?

(a) Mathematics

60

(b) Science

81

(c) Social Science

44

(d) Language

133

(e) Arts Education

21

(f) Health and Physical Education

18

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

91%

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

- Duration of the training programme must be reduced to school working hours.
- The duration of training period must be reduced.
- Trainings are to be conducted at cluster level.
- Delay in development of training module.
- Cluster sharing meetings should be arranged only after the training as per MHRD Norms.
- Selection of MRP's and their training is delayed.
- The no of training days are less 5+5 days. Aspects should be concerned in these days only.

Part-IV

(To be consolidated by SPD using information from DMF Part IV filled up by DPO. Please fill up blank spaces by adding information of all blocks for that question)

1. Number of districts having 'quality' monitoring mechanism.	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">30</div>
(a) The institutions involved: Schools/Clusters/BRC's/DIETs	
(b) Members of 'quality' monitoring: Head Master/CRC/BRP/BRC/APC/S.I./DIET <div style="text-align: center;">Nodal officers</div>	
(c) Role of BRC/CRC in quality monitoring: Observation, guidance and workshops	
(d) Role of DPO in 'quality' monitoring: Review, Meetings, Trainings, Inspections, <div style="text-align: center;">Guidance</div>	

2. What kind of 'quality' interventions were provided at district level in the last quarter?	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto; line-height: 30px;">Number of districts responding</div>
(a) Training of resource persons on RTE Act 2009	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">12</div>
(b) Training of Resource Persons on Pedagogy and Assessment	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">23</div>
(c) Training of SMC members on 'School Development Plan'	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">11</div>
(d) Training of 'Educators' for special training of children admitted to age-appropriate classes	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">8</div>

3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district.	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto; line-height: 30px;">Number of districts responding</div>
(a) Once in a month	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">24</div>
(b) Once in two months	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">5</div>
(c) Once in three months	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">7</div>
(d) Once in four-six months	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">8</div>

4. Field visits (schools) by DPO during last quarter

60%

(a) Number of schools visited on an average

(b) Mention the feedback from field on 'quality'. State five priority areas, where intervention in next cycle is required.

- 1) Proper utilization of TLM for newly introduced textbook.
- 2) Emphasis Spasta Odu, Shudda Baraha, Sarala Gnitha,
- 3) Development of reading corner in each schools.
- 4) Proper utilization of science clubs, lab-in box in teaching-learning process.
- 5) More emphasis should be given to co-curriculum areas such as yoga, normal education, value education, life skills, health and hygiene etc.,
- 6) Teachers and students attendance should be given top priority.

5. How often do DPO and DIET hold coordination meetings or coordinate between themselves for SSA activities (Please ✓ mark)

Sometimes

If there are problems, give details

- Communication problem
- DIET is only academic body.

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

- (1) Research areas.
- (2) Monitoring and supervision.
- (3) Organizing in-service teacher training programmes.
- (4) Helps in professional growth of the teachers.

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	2005	2009
Textbooks	2009	3,5,6,8,9,10 Classes text books
Upper Primary: Syllabi	2005	2009
Textbooks	2009	3,5,6, 8,9,10 Classes text books

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

Modules	Pry/Upper Pry	Year of development
RTE		2010/11
CCE		2010/11-2013-14
KCF-2009		2009

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	4,103	3669
BRCs	204	202

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

a. DIETs: Involvement

- Training
- Research
- Advocacy
- Surveys
- Monitoring and Supervision of schools

Problems: DIET faculty need capacity building on various functions that they are expected to perform. National level umbrella which serve them periodically and systematically, in the state is needed (Eg. NCERT/NUEPA/KV)

- 1) Curriculum and T.B. preparation.
- 2) Preparation and distribution of training modules.
- 3) Expertise opinion.
- 4) organizing training programmes through diets.
- 5) Monitoring and supervision.s

b. SCERT: Involvement: SCERT manages all SSA teacher trainings/SDMC trainings manage Radio/Edusat programme. SCERT is the academic authority.

Problems: No fund has been released to SSA or MHRD for organizing various activities of SSA lack of computer assistance.

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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
DPO		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCERT		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7. Does the State have State Resource Group to advice on Quality?

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

Development of mathematical skills by using ganitha Kalika Andolana in the Karnataka- Hyderabad regions by state fund.

SSA/REMS/SRG met on

8. (a) Major programmes / activities of SSA for quality enhancement during the year 2012-13.

- Educational technology
- Training and material development
- Radio Programmes
- In-service teachers Training
- Supply of drawing books crayons
- Nali-kali plastic and wooden materials
- Enhancement of geography teaching learning programme
- LEP programmes
- Mobile Science Lab
- Science Centre
- Media and documentation
- OOSC
- CWSN

(c) Progress of these programmes

- Distribution Nali-kali supporting materials
- 2013-14 1, 2, 3 std Govt school students distributed drawing books and crayons
- Geography kits comprising of 8 charts, 9 maps and 4 modules
- Printing and supply of progress card under CCE
- 4 Districts implemented in mobile labs
- Work book and supplementary books distributed Nali-Kali classes.
- Distribution Teacher Source Book
- RTE implementation.

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

1. Around to teachers are not having an approved any training, hence it affects the quality of education.
2. Training should be given for new text books but not possible due to short of their days.
3. Handholding support to slow learners/Inclusive education students.
4. OOSC mainstreaming.

8. Issues identified by the State for National level intervention if any (for NCERT or Dept. of School Education & Literacy, MHRD).

As under 9 and 5

No training for VI-VII std language teachers and social science teachers.


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