

New Public Offices, K.R.Circle, Bangalore-560 001

No: SSA/QMT/04/2015-16

Date: 26-11-2015

To,

Dr. A.K. Rajput
Prof & Head,
National Council of Educational
Research and Training,
Sri Aurobindo Marg,
New Delhi - 110 016.

Dear 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 July 2015 to September 2015 on Quality Monitoring
Tools of Karnataka State in the prescribed formats provided by your organization.

Yours faithfully


State Project Director
SSA-Karnataka

Prof Yogesh Kumar
Dr V.P. Singh
14-12-15
n.a. please.
15/12/15
Sri Saxenaji, SSA Cell

STMF**STATE MONITORING FORMAT****(To be completed by SPD and sent to NCERT)Z**Cycle under Report **I** Period of Cycle: **July to September**Year **2 0 1 5** - **1 6****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	21945
2	VI-VIII	135
3	I-VII/VIII	21932
4	VI-VII	283
	Total	44295

P → 43877

U-P → 22350

(b) Number of schools which filled up SMFs

Sl No	Class wise	No of Schools
1	I-V	21945
2	VI-VIII	135
3	I-VII/VIII	21932
4	VI-VII	283
	Total	44295

Number of Teachers:		In Position	Required Posts (as per RTE Norms)
(a) Primary Teachers	(i) Regular	44284	55000
	(ii) Temporary	1464	
(b) Upper Primary Teachers	(i) Regular	126702	78502
	(ii) Temporary	4859	

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
18312		4901

42%

22%

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?

0

Section B: Enrolment and Attendance

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

Month: September 2015

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	32147	5345	1703	31177	5461	1598	41037	8894	3050
II	31823	5536	1486	31915	6155	1534	42810	9388	2799
III	31593	4936	1297	30774	5727	1508	42287	8823	2631
IV	32062	4862	1295	31476	5476	1530	43344	8570	2674
V	32273	4663	1591	30043	5388	1712	52369	8388	3176
VI	21749	4006	1330	21506	4946	1067	31801	7858	2323
VII	20607	3988	1153	21512	4337	1162	31579	7295	2233
VIII	9394	2150	703	10252	2627	814	16118	4364	1464

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

86,793

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 1st 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:

4709

Girls:

4004

Total

8713

(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
4713	74	607	0	6

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
30623 (69)	3521 (8)	114 (2)

▪ **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 a few text books reached late to the schools.

▪ **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 officers DIET faculty on their visits to schools, are implemented in classroom situations.
 - Suggestions given by BRG and CRG in their monthly interactions are incorporates in their teaching strategies.

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

IERTs and special teachers are helping the classroom teacher to make classroom inclusive special equipment's supplied to needy CWSN helped them to participate actively in classroom activities. The Resource Centers and medical camp facilities utilized to train the CWSN students have enhanced their learning. Most of the teachers are trained to become inclusive teachers. IERTs provide onsite support in dealing with CWSN.

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

No of without CWSN student schools

18436

No of home based students

Boys

4443

Girls

3180

Total

7623

No of HB working voluntaries

0

No of student under learning School Reediness Programme

5030

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 lessons in various subjects
- Frequent visit to check student learning outcomes
- Verification of CCE documents
- Individual marks register
- Student Answer sheets
- Question paper as per 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 planning new innovation in teaching-learning process.

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

- The training programmes should be conducted in summer/October vacation.
- 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.

39122

(SDMC committee yet to be found in 2,830)

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

40995

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

35704

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

84890

(Trained members)

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:

44295

EXAMPLE:

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language	233442	A	32816	28.04	34416	29.56	67232	28.80
			A+	34799	29.74	37849	32.51	72648	31.12
			B	16028	13.70	14205	12.20	30233	12.95
			B+	26319	22.49	25192	21.64	51511	22.07
			C	7067	6.04	4751	4.08	11818	5.06
			Total	117029	100.00	116413	100.00	233442	100.00
	Mathematics	226015	A	33122	30.06	33917	29.28	67039	29.66
			A+	31916	28.97	35798	30.90	67714	29.96
			B	16043	14.56	15710	13.56	31753	14.05
			B+	23690	21.50	25181	21.74	48871	21.62
			C	5402	4.90	5236	4.52	10638	4.71
			Total	110173	100.00	115842	100.00	226015	100.00
	EVS	231552	A	34447	30.36	35876	30.38	70323	30.37
			A+	36868	32.49	39009	33.04	75877	32.77
			B	14049	12.38	14098	11.94	28147	12.16
			B+	23484	20.70	24668	20.89	48152	20.80
			C	4624	4.08	4429	3.75	9053	3.91
			Total	113472	100.00	118080	100.00	231552	100.00
II	Language	241430	A	33037	27.82	35943	29.29	68980	28.57
			A+	36149	30.45	38596	31.46	74745	30.96
			B	17259	14.54	16387	13.36	33646	13.94
			B+	26372	22.21	26022	21.21	52394	21.70
			C	5917	4.98	5748	4.68	11665	4.83
			Total	118734	100.00	122696	100.00	241430	100.00
	Mathematics	241643	A	35172	29.75	34638	28.06	69810	28.89
			A+	32816	27.76	36832	29.84	69648	28.82
			B	18067	15.28	17758	14.39	35825	14.83
			B+	25757	21.79	28082	22.75	53839	22.28
			C	6409	5.42	6112	4.95	12521	5.18
			Total	118221	100.00	123422	100.00	241643	100.00
	EVS	245000	A	36587	29.33	35521	29.54	72108	29.43
			A+	41554	33.31	40136	33.38	81690	33.34
			B	15316	12.28	14912	12.40	30228	12.34
			B+	26320	21.10	25124	20.89	51444	21.00
			C	4976	3.99	4554	3.79	9530	3.89
			Total	124753	100.00	120247	100.00	245000	100.00

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
III	Language	249541	A	35286	28.47	36838	29.33	72124	28.90
			A+	38470	31.04	39643	31.56	78113	31.30
			B	17446	14.08	17430	13.88	34876	13.98
			B+	27011	21.79	26841	21.37	53852	21.58
			C	5731	4.62	4845	3.86	10576	4.24
			Total	123944	100.00	125597	100.00	249541	100.00
	Mathematics	245113	A	35886	29.71	36263	29.17	72149	29.43
			A+	34935	28.92	36840	29.63	71775	29.28
			B	17897	14.82	18202	14.64	36099	14.73
			B+	26713	22.12	28016	22.54	54729	22.33
			C	5360	4.44	5001	4.02	10361	4.23
			Total	120791	100.00	124322	100.00	245113	100.00
	EVS	244297	A	35521	29.54	37084	29.89	72605	29.72
			A+	40136	33.38	41706	33.62	81842	33.50
			B	14912	12.40	15688	12.65	30600	12.53
			B+	25124	20.89	25653	20.68	50777	20.78
			C	4554	3.79	3919	3.16	8473	3.47
			Total	120247	100.00	124050	100.00	244297	100.00
IV	Language	257768	A	36653	28.63	37920	29.22	74573	28.93
			A+	37771	29.51	39883	30.73	77654	30.13
			B	18441	14.41	17421	13.42	35862	13.91
			B+	29390	22.96	29244	22.54	58634	22.75
			C	5746	4.49	5299	4.08	11045	4.28
			Total	128001	100.00	129767	100.00	257768	100.00
	Mathematics	257935	A	37693	29.30	38430	29.72	76123	29.51
			A+	34957	27.17	36181	27.98	71138	27.58
			B	18730	14.56	18649	14.42	37379	14.49
			B+	31457	24.45	30614	23.68	62071	24.06
			C	5806	4.51	5418	4.19	11224	4.35
			Total	128643	100.00	129292	100.00	257935	100.00
	EVS	254775	A	37246	29.48	38778	30.19	76024	29.84
			A+	40348	31.94	41271	32.13	81619	32.04
			B	16169	12.80	16269	12.67	32438	12.73
			B+	28187	22.31	28427	22.13	56614	22.22
			C	4386	3.47	3694	2.88	8080	3.17
			Total	126336	100.00	128439	100.00	254775	100.00

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	First Language	253335	A	37205	29.16	36217	28.80	73422	28.98
			A+	38646	30.29	38936	30.97	77582	30.62
			B	17231	13.50	16967	13.49	34198	13.50
			B+	28775	22.55	28061	22.32	56836	22.44
			C	5745	4.50	5552	4.42	11297	4.46
			Total	127602	100.00	125733	100.00	253335	100.00
	Second Language	248879	A	37358	29.77	36815	29.83	74173	29.80
			A+	32878	26.20	33303	26.99	66181	26.59
			B	19037	15.17	18114	14.68	37151	14.93
			B+	29912	23.84	29201	23.66	59113	23.75
			C	6290	5.01	5971	4.84	12261	4.93
			Total	125475	100.00	123404	100.00	248879	100.00
	Mathematics	255142	A	37632	29.43	37446	29.42	75078	29.43
			A+	34974	27.35	36150	28.40	71124	27.88
			B	18959	14.83	17507	13.76	36466	14.29
			B+	30644	23.96	30377	23.87	61021	23.92
			C	5666	4.43	5787	4.55	11453	4.49
			Total	127875	100.00	127267	100.00	255142	100.00
	Science	219623	A	32872	30.23	32174	29.02	65046	29.62
			A+	32432	29.82	32847	29.62	65279	29.72
			B	16813	15.46	16054	14.48	32867	14.97
			B+	24961	22.95	25360	22.87	50321	22.91
			C	4865	4.47	4443	4.01	9308	4.24
			Total	108745	100.00	110878	100.00	219623	100.00
	Social Science	247082	A	36701	29.40	35917	29.38	72618	29.39
			A+	37897	30.35	36970	30.25	74867	30.30
			B	17327	13.88	16430	13.44	33757	13.66
			B+	27296	21.86	27467	22.47	54763	22.16
			C	5630	4.51	5447	4.46	11077	4.48
			Total	124851	100.00	122231	100.00	247082	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:

44295

EXAMPLE:

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	First Language	227185	A	32914	28.65	31548	28.09	64462	28.37
			A+	34875	30.36	34729	30.92	69604	30.64
			B	15574	13.56	14482	12.89	30056	13.23
			B+	27660	24.08	27643	24.61	55303	24.34
			C	3845	3.35	3915	3.49	7760	3.42
			Total	114868	100	112317	100	227185	100.00
	Second Language	228406	A	30939	26.79	32102	28.43	63041	27.60
			A+	31516	27.28	31684	28.06	63200	27.67
			B	18014	15.60	16392	14.52	34406	15.06
			B+	29738	25.75	27892	24.71	57630	25.23
			C	5301	4.59	4828	4.28	10129	4.43
			Total	115508	100.00	112898	100.00	228406	100.00
	Third Language	214153	A	30043	27.57	29768	28.30	59811	27.93
			A+	30543	28.03	30225	28.74	60768	28.38
			B	15994	14.68	14963	14.23	30957	14.46
			B+	26385	24.21	25082	23.85	51467	24.03
			C	6015	5.52	5135	4.88	11150	5.21
			Total	108980	100.00	105173	100.00	214153	100.00
	Mathematics	230114	A	31424	27.24	31520	27.47	62944	27.35
			A+	33049	28.65	32660	28.46	65709	28.55
			B	16837	14.60	17057	14.86	33894	14.73
			B+	29586	25.65	29225	25.47	58811	25.56
			C	4465	3.87	4291	3.74	8756	3.81
			Total	115361	100.00	114753	100.00	230114	100.00
	Science	225971	A	31009	27.30	31504	28.03	62513	27.66
			A+	33885	29.83	33036	29.39	66921	29.61
			B	15962	14.05	16065	14.29	32027	14.17
			B+	28445	25.04	27463	24.43	55908	24.74
			C	4276	3.76	4326	3.85	8602	3.81
			Total	113577	100.00	112394	100.00	225971	100.00
	Social Science	225224	A	31952	28.31	31556	28.08	63508	28.20
			A+	34799	30.83	34986	31.14	69785	30.98
			B	15425	13.67	15975	14.22	31400	13.94
			B+	26724	23.68	26108	23.23	52832	23.46
			C	3959	3.51	3740	3.33	7699	3.42
			Total	112859	100.00	112365	100.00	225224	100.00

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VII	First Language	226101	A	30546	26.97	30681	27.19	61227	27.08
			A+	35002	30.91	36067	31.96	71069	31.43
			B	15825	13.97	16020	14.19	31845	14.08
			B+	28075	24.79	26145	23.17	54220	23.98
			C	3794	3.35	3946	3.50	7740	3.42
			Total	113242	100.00	112859	100.00	226101	100.00
	Second Language	223851	A	30938	27.48	31160	28.00	62098	27.74
			A+	29770	26.44	30438	27.35	60208	26.90
			B	17892	15.89	17173	15.43	35065	15.66
			B+	29013	25.77	27747	24.94	56760	25.36
			C	4967	4.41	4753	4.27	9720	4.34
			Total	112580	100.00	111271	100.00	223851	100.00
	Third Language	211572	A	29543	27.86	29469	27.92	59012	27.89
			A+	29484	27.81	30385	28.79	59869	28.30
			B	15988	15.08	15798	14.97	31786	15.02
			B+	26112	24.63	25359	24.03	51471	24.33
			C	4910	4.63	4524	4.29	9434	4.46
			Total	106037	100.00	105535	100.00	211572	100.00
	Mathematics	225345.4	A	29282	26.38	30693	26.84	59975.39	26.61
			A+	31195	28.10	34247	29.95	65442	29.04
			B	16808	15.14	16873	14.76	33681	14.95
			B+	28617	25.78	27419	23.98	56036	24.87
			C	5093	4.59	5118	4.48	10211	4.53
			Total	110995	100.00	114350	100.00	225345.4	100.00
	Science	219230	A	29539	27.30	30513	27.48	60052	27.39
			A+	30930	28.58	33138	29.85	64068	29.22
			B	16480	15.23	16552	14.91	33032	15.07
			B+	26582	24.57	26279	23.67	52861	24.11
			C	4676	4.32	4541	4.09	9217	4.20
			Total	108207	100.00	111023	100.00	219230	100.00
	Social Science	216177	A	30537	28.22	30717	28.45	61254	28.34
			A+	31389	29.01	32679	30.27	64068	29.64
			B	15688	14.50	14739	13.65	30427	14.08
			B+	26287	24.29	25781	23.88	52068	24.09
			C	4309	3.98	4051	3.75	8360	3.87
			Total	108210	100.00	107967	100.00	216177	100.00

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VIII	First Language	84199	A	12225	29.16	12212	28.88	24437	29.02
			A+	12563	29.97	13119	31.03	25682	30.50
			B	4986	11.89	5060	11.97	10046	11.93
			B+	10149	24.21	9987	23.62	20136	23.91
			C	1997	4.76	1901	4.50	3898	4.63
			Total	41920	100.00	42279	100.00	84199	100.00
	Second Language	82153	A	11497	27.99	11647	28.35	23144	28.17
			A+	11024	26.84	11422	27.81	22446	27.32
			B	5831	14.20	5737	13.97	11568	14.08
			B+	10634	25.89	10371	25.25	21005	25.57
			C	2090	5.09	1900	4.63	3990	4.86
			Total	41076	100.00	41077	100.00	82153	100.00
	Third Language	74834	A	11100	28.88	10394	28.55	21494	28.72
			A+	11130	28.96	10842	29.79	21972	29.36
			B	5314	13.83	5026	13.81	10340	13.82
			B+	9241	24.04	8467	23.26	17708	23.66
			C	1649	4.29	1671	4.59	3320	4.44
			Total	38434	100.00	36400	100.00	74834	100.00
	Mathematics	82862	A	11052	26.59	10688	25.88	21740	26.24
			A+	12579	30.26	12155	29.43	24734	29.85
			B	5861	14.10	6793	16.45	12654	15.27
			B+	10030	24.13	9591	23.23	19621	23.68
			C	2045	4.92	2068	5.01	4113	4.96
			Total	41567	100.00	41295	100.00	82862	100.00
	Science	81276	A	12061	28.06	10243	26.75	22304	27.44
			A+	12565	29.23	11643	30.41	24208	29.78
			B	6113	14.22	5398	14.10	11511	14.16
			B+	9936	23.11	9067	23.68	19003	23.38
			C	2315	5.38	1935	5.05	4250	5.23
			Total	42990	100.00	38286	100.00	81276	100.00
	Social Science	79801	A	11474	27.54	10186	26.70	21660	27.14
			A+	12906	30.98	12272	32.17	25178	31.55
			B	5346	12.83	5022	13.17	10368	12.99
			B+	9556	22.94	8675	22.74	18231	22.85
			C	2375	5.70	1989	5.21	4364	5.47
			Total	41657	100.00	38144	100.00	79801	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)

12909

to (Maximum)

15652

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

Range (Minimum)

2534

to (Maximum)

2319

2. School Visits by CRCCS:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

552

(ii) Once in two month

3348

(iii) Once in three month

4006

(iv) Each school could not be visited

0

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

15652

(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

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

346

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

- DIET faculty to schools, CRCs and BRCs visited frequently.
- The purposes of visits are to access 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. BRCCs prepared a schedule for visit of schools ?

YES

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

6593

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.

142991

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

90%

Class	Title	Target	Achievement	Percentage
1 to 3 rd Std	Nali-Kali training	65668	55342	84.27
4 to 5 th Std	In-service teachers training	59871	57711	96.39
6 to 8 th Std	Maths and Science	34064	29938	87.88
Total		159603	142991	89.59

(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.
- Ensuring availability of teachers (school wise) as per prescribed RTE Norms.
- Training programmes interrupts the routine school activities.
- Ensuring utilization of available learning time meaning fully by the learners.

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

(a) Mathematics

1788

(b) Science

611

(c) Social Science

599

(d) Language

1188

(e) Arts Education

294

(f) Health and Physical Education

6

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

90%

(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.

33

(a) The institutions involved: **Schools/Clusters/BRC's/DIETs**

(b) Members of 'quality' monitoring: **Head Master/CRC/BRP/BRC/APC/S.I./DIET
Nodal officers**

(c) Role of BRC/CRC in quality monitoring: **Observation, guidance and workshops**

(d) Role of DPO in 'quality' monitoring: **Review, Meetings, Trainings, Inspections,
Guidance**

2. What kind of 'quality' interventions were provided at district level in the last quarter?

Number of districts
responding

(a) Training of resource persons on RTE Act 2009

9

(b) Training of Resource Persons on Pedagogy and Assessment

14

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

5

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

5

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

Number of districts
responding

(a) Once in a month

20

(b) Once in two months

7

(c) Once in three months

8

(d) Once in four-six months

49

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

(a) Number of schools visited on an average

60%

(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)

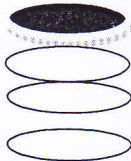
1. The textbooks used in the State at primary and upper primary stage are developed by (Mark ✓)

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:

	Sanctioned Posts	In Position
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.

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 2014-15.

- 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.

State Project Director
Sarva Shiksha Abhiyan

