

# STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

**STMF**

Quarter under Report 

I	II	III ✓	IV
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 Year 

2	0	1	5
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1	6
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Period of Quarter:- October to December 2016.

## General Guidelines:

1. This format has four parts, I, II, III, IV and V. Part I, II, III & IV will be completed by Consolidating information received from all DPOs through DMFs.
2. Part V will be completed by the SPD on the basis of his/her perceptions.
3. Information provided should belong to the quarter under report only.
4. Completed STMF should be submitted to NCERT.
5. Guidelines given in each part should be read carefully before answering the questionnaire.

## Part-I

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

### Section A: School Information

1. CRC - 994, BRC- 95, District- 13, State :- Uttarakhand.

2. (a) Number of schools in the cluster

I-V	15498	VI-VIII	5928	I-VIII	2235	Any other	-	-	Total	23661
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(b) Number of schools which filled up SMFs

I-V	12298	VI-VIII	3288	I-VIII	12	Any other	-	-	Total	15598
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3. Number of Teachers:

In Position

Required Posts  
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

26902

28970

(ii) Contractual

265

(b) Upper Primary Teachers

(i) Regular

12178

10320

(ii) Contractual

0

## Section B: Attendance Information

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

Month:- December 2015

Class	Number of Schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	18871	4722	2096	20825	5184	1843	39696	9906	3939
II	19137	4547	1341	20967	4955	1802	40104	9502	3143
III	19909	4778	1412	21671	5086	1673	41580	9864	3085
IV	20558	4758	1295	23015	5245	1529	43573	10003	2824
V	21659	4872	1375	26166	5453	1516	47825	10325	2891
VI	22659	4464	1271	25574	4924	1310	48233	9388	2581
VII	23159	4515	1332	26187	4944	1414	49346	9459	2746
VIII	23146	4541	1243	26473	4960	1415	49619	9501	2658
<b>Total</b>	<b>169098</b>	<b>37197</b>	<b>11365</b>	<b>190878</b>	<b>40751</b>	<b>12502</b>	<b>359976</b>	<b>77948</b>	<b>23867</b>

5. Number of Children with Special Needs (CWSN) in government schools in the State. 10596

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

Conducting regular meetings with SMCs/Parents, Organizing 'Sapno ki Udan', 'Bal Sodh Melas' to attract parents towards the progress of their children, counseling with parents, No mental harassment/punishment, reward/appreciation to the students having highest attendance in their classes.

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

Boys:

1012

Girls:

870

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

Own schools	Other centers (NGO)	Residential centers	Any Other
30	11	01	0

## Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of session

17361
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Within one week	Within one month	After one month
6112	8948	2301

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

SPO/SCERT is Printing books timely and providing grants/funds to district for timely distribution of text books. SPO instructed DPOs to make available text books timely to the schools. Daily monitoring of F.T.B. distribution in the month of April.

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

	Received %	Utilised %
	2015-16	TLM provided before 2015-16
Percentage of primary teachers	0	0
Percentage of upper primary teachers	0	0

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

Action Research, Project work, Activity based Teaching-Learning Peer group learning, play way CCE methods, use of TLM, group learning, quiz, use of songs and stories, extra time to weak students etc are some major initiatives/strategies adopted by the teachers.

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

Involving CWSN in all teaching learning processes with other children, two days training provided to all teachers on inclusive education in the year Teaching of CWSN with other children.

## Section D: Continuous and Comprehensive Evaluation

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

CRCCs ask questions to students, observe their exercise books, home work, progress registers, making conversation with students, asking questions of general awareness etc.

## Section E: Teacher Training

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

- (i) Giving opportunity to solve problem and help as facilitator.
- (ii) Involving students in making of TLM and its use.
- (iii) Using the method of Project work and Bal Shodh etc.
- (iv) Involving students in co-curricular activities.
- (v) Action research to improve teaching learning process etc.

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

Innovations and case study should be included in training. Training should be organized in vacations only. Training should be need based. Training should be on making and use of TLM. Training on work Education, Art Edu & physical & Health Education should be included and better coordination of DIET & DPO is must.

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### Section F: Functioning of SMC

Number %

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

17335	100
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17. (a) Number of schools where School Development Plans have been prepared.

17335	100
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(b) Number of schools involving SMCs in preparation of this plan.

17335	100
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(c) Action taken on schools that did not involve SMCs:-

Writing to the secretary of SMCs i.e. school H.M. to involve SMCS in making of SDPs.

Number %

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

17335	100
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(b) Action taken for coverage of SMCs not trained:-

Almost all SMCs have been trained.

### Section G: Learners' Assessment

19. Please aggregate pupil assessment data of schools in the format used in schools and enclose the same (CCE format). Following format is given as an example only

(a) Details of Learners' Achievement, class-wise and subject-wise for Classes I-V for last term/quarter / month.

Number %

12967	99.06
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(i) Number of schools of the State which provided this information:

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

1280	10.05
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**EXAMPLE: (Please do not use this format. Provide information in format used in your schools)**

### Class I-V

Class	Subject	No. of children assessed	Grade	Boys	Boys	Girls	Girls	Total	
				No.	%	No.	%	No.	%
I	Hindi	86381	A	10898	26.09	11456	25.68	22354	25.88
			B	23151	55.43	24798	55.58	47949	55.51
			C	7716	18.47	8362	18.74	16078	18.61
			<b>Total</b>	<b>41765</b>	<b>100.00</b>	<b>44616</b>	<b>100.00</b>	<b>86381</b>	<b>100.00</b>
I	English	86733	A	9353	22.26	10142	22.68	19495	22.48
			B	23828	56.71	24859	55.59	48687	56.13
			C	8836	21.03	9715	21.73	18551	21.39
			<b>Total</b>	<b>42017</b>	<b>100.00</b>	<b>44716</b>	<b>100.00</b>	<b>86733</b>	<b>100.00</b>
I	Urdu	4950	A	528	21.80	555	21.95	1083	21.88
			B	1488	61.44	1568	62.03	3056	61.74
			C	406	16.76	405	16.02	811	16.38
			<b>Total</b>	<b>2422</b>	<b>100.00</b>	<b>2528</b>	<b>100.00</b>	<b>4950</b>	<b>100.00</b>
II	Hindi	88518	A	11513	27.17	12259	26.57	23772	26.86
			B	23084	54.48	25242	54.70	48326	54.59
			C	7777	18.35	8643	18.73	16420	18.55
			<b>Total</b>	<b>42374</b>	<b>100.00</b>	<b>46144</b>	<b>100.00</b>	<b>88518</b>	<b>100.00</b>
II	Maths	88293	A	10495	24.76	11048	24.06	21543	24.40
			B	23170	54.67	24956	54.35	48126	54.51
			C	8715	20.56	9909	21.58	18624	21.09
			<b>Total</b>	<b>42380</b>	<b>100.00</b>	<b>45913</b>	<b>100.00</b>	<b>88293</b>	<b>100.00</b>
II	English	87733	A	9890	23.54	10736	23.48	20626	23.51
			B	23115	55.01	24868	54.40	47983	54.69
			C	9012	21.45	10112	22.12	19124	21.80
			<b>Total</b>	<b>42017</b>	<b>100.00</b>	<b>45716</b>	<b>100.00</b>	<b>87733</b>	<b>100.00</b>
II	Urdu	5460	A	554	21.49	646	22.41	1200	21.98
			B	1632	63.30	1846	64.05	3478	63.70
			C	392	15.21	390	13.53	782	14.32
			<b>Total</b>	<b>2578</b>	<b>100.00</b>	<b>2882</b>	<b>100.00</b>	<b>5460</b>	<b>100.00</b>
III	Hindi	90072	A	11052	25.81	13213	27.97	24265	26.94
			B	23861	55.72	25485	53.94	49346	54.79
			C	7911	18.47	8550	18.10	16461	18.28
			<b>Total</b>	<b>42824</b>	<b>100.00</b>	<b>47248</b>	<b>100.00</b>	<b>90072</b>	<b>100.00</b>
III	Maths	90257	A	10457	24.43	11702	24.66	22159	24.55
			B	23703	55.37	25749	54.27	49452	54.79
			C	8649	20.20	9997	21.07	18646	20.66
			<b>Total</b>	<b>42809</b>	<b>100.00</b>	<b>47448</b>	<b>100.00</b>	<b>90257</b>	<b>100.00</b>

Class	Subject	No. of children assessed	Grade	Boys	Boys	Girls	Girls	Total	
				No.	%	No.	%	No.	%
III	English	90303	A	9693	22.71	11085	23.28	20778	23.01
			B	23695	55.52	26405	55.44	50100	55.48
			C	9289	21.77	10136	21.28	19425	21.51
			<b>Total</b>	<b>42677</b>	<b>100.00</b>	<b>47626</b>	<b>100.00</b>	<b>90303</b>	<b>100.00</b>
III	Hmara Parivesh	90135	A	11842	27.72	13357	28.17	25199	27.96
			B	23505	55.03	25807	54.42	49312	54.71
			C	7366	17.25	8258	17.41	15624	17.33
			<b>Total</b>	<b>42713</b>	<b>100.00</b>	<b>47422</b>	<b>100.00</b>	<b>90135</b>	<b>100.00</b>
III	Sanskrit	81340	A	9550	24.74	10653	24.92	20203	24.84
			B	20540	53.22	22986	53.78	43526	53.51
			C	8506	22.04	9105	21.30	17611	21.65
			<b>Total</b>	<b>38596</b>	<b>100.00</b>	<b>42744</b>	<b>100.00</b>	<b>81340</b>	<b>100.00</b>
III	Urdu	8309	A	815	19.96	892	21.11	1707	20.54
			B	2598	63.63	2703	63.96	5301	63.80
			C	670	16.41	631	14.93	1301	15.66
			<b>Total</b>	<b>4083</b>	<b>100.00</b>	<b>4226</b>	<b>100.00</b>	<b>8309</b>	<b>100.00</b>
IV	Hindi	90527	A	11680	27.35	13287	27.78	24967	27.58
			B	23307	54.58	25770	53.89	49077	54.21
			C	7716	18.07	8767	18.33	16483	18.21
			<b>Total</b>	<b>42703</b>	<b>100.00</b>	<b>47824</b>	<b>100.00</b>	<b>90527</b>	<b>100.00</b>
IV	Maths	90574	A	10342	24.36	11430	23.75	21772	24.04
			B	23181	54.61	26473	55.01	49654	54.82
			C	8926	21.03	10222	21.24	19148	21.14
			<b>Total</b>	<b>42449</b>	<b>100.00</b>	<b>48125</b>	<b>100.00</b>	<b>90574</b>	<b>100.00</b>
IV	English	90365	A	10020	23.66	11249	23.43	21269	23.54
			B	23168	54.70	26603	55.41	49771	55.08
			C	9168	21.65	10157	21.16	19325	21.39
			<b>Total</b>	<b>42356</b>	<b>100.00</b>	<b>48009</b>	<b>100.00</b>	<b>90365</b>	<b>100.00</b>
IV	Hmara Parivesh	90490	A	12655	29.85	13961	29.03	26616	29.41
			B	22651	53.43	25956	53.96	48607	53.72
			C	7086	16.72	8181	17.01	15267	16.87
			<b>Total</b>	<b>42392</b>	<b>100.00</b>	<b>48098</b>	<b>100.00</b>	<b>90490</b>	<b>100.00</b>
IV	Sanskrit	81388	A	10008	26.03	11079	25.80	21087	25.91
			B	20657	53.72	23361	54.41	44018	54.08
			C	7786	20.25	8497	19.79	16283	20.01
			<b>Total</b>	<b>38451</b>	<b>100.00</b>	<b>42937</b>	<b>100.00</b>	<b>81388</b>	<b>100.00</b>
IV	Urdu	9075	A	1170	25.30	933	20.96	2103	23.17
			B	2445	52.88	2527	56.77	4972	54.79
			C	1009	21.82	991	22.26	2000	22.04
			<b>Total</b>	<b>4624</b>	<b>100.00</b>	<b>4451</b>	<b>100.00</b>	<b>9075</b>	<b>100.00</b>
V	Hindi	93003	A	12520	29.03	14784	29.64	27304	29.36
			B	23416	54.30	26479	53.09	49895	53.65
			C	7190	16.67	8614	17.27	15804	16.99

Class	Subject	No. of children assessed	Grade	Boys	Boys	Girls	Girls	Total	
				No.	%	No.	%	No.	%
			<b>Total</b>	<b>43126</b>	<b>100.00</b>	<b>49877</b>	<b>100.00</b>	<b>93003</b>	<b>100.00</b>
V	Maths	93127	A	11184	25.94	12624	25.25	23808	25.57
			B	23548	54.61	27460	54.91	51008	54.77
			C	8390	19.46	9921	19.84	18311	19.66
			<b>Total</b>	<b>43122</b>	<b>100.00</b>	<b>50005</b>	<b>100.00</b>	<b>93127</b>	<b>100.00</b>
V	English	93108	A	10769	24.92	12330	24.71	23099	24.81
			B	23879	55.25	27441	55.00	51320	55.12
			C	8571	19.83	10118	20.28	18689	20.07
			<b>Total</b>	<b>43219</b>	<b>100.00</b>	<b>49889</b>	<b>100.00</b>	<b>93108</b>	<b>100.00</b>
V	Hmara Parivesh	93148	A	13189	30.61	15115	30.19	28304	30.39
			B	22873	53.09	26518	52.97	49391	53.02
			C	7025	16.30	8428	16.84	15453	16.59
			<b>Total</b>	<b>43087</b>	<b>100.00</b>	<b>50061</b>	<b>100.00</b>	<b>93148</b>	<b>100.00</b>
V	Sanskrit	84807	A	10802	28.10	13520	29.16	24322	28.68
			B	20477	53.27	24633	53.13	45110	53.19
			C	7164	18.64	8211	17.71	15375	18.13
			<b>Total</b>	<b>38443</b>	<b>100.00</b>	<b>46364</b>	<b>100.00</b>	<b>84807</b>	<b>100.00</b>
V	Urdu	7322	A	761	23.02	984	24.50	1745	23.83
			B	1757	53.15	2078	51.74	3835	52.38
			C	788	23.84	954	23.75	1742	23.79
			<b>Total</b>	<b>3306</b>	<b>100.00</b>	<b>4016</b>	<b>100.00</b>	<b>7322</b>	<b>100.00</b>

\*Add all classes and all subjects

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

(b). Details of Learners' Achievements, class-wise and subject-wise for Classes VI-VIII for last term/quarter/month.

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

3603

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

Science

602

(b) Mathematics

655

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

**Class - VI- VIII**

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Hindi	86725	A	7528	18.32	8212	17.99	15740	18.15

Classes	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			B	11866	28.88	13666	29.94	25532	29.44
			C	11572	28.17	13059	28.61	24631	28.40
			D	7764	18.90	8308	18.20	16072	18.53
			E	2356	5.73	2394	5.25	4750	5.48
			<b>Total</b>	<b>41086</b>	<b>100.00</b>	<b>45639</b>	<b>100.00</b>	<b>86725</b>	<b>100.00</b>
VI	English	86548	A	6889	16.97	7657	16.67	14546	16.81
			B	10881	26.80	12764	27.78	23645	27.32
			C	11597	28.56	13000	28.30	24597	28.42
			D	8131	20.02	9208	20.04	17339	20.03
			E	3108	7.65	3313	7.21	6421	7.42
			<b>Total</b>	<b>40606</b>	<b>100.00</b>	<b>45942</b>	<b>100.00</b>	<b>86548</b>	<b>100.00</b>
VI	Maths	77878.99	A	6073.16	16.49	6567.16	16.00	12640.3	16.23
			B	9982.25	27.10	11268.24	27.45	21250.5	27.29
			C	10760.26	29.21	12172.28	29.66	22932.5	29.45
			D	7224.23	19.61	8029.21	19.56	15253.4	19.59
			E	2796.09	7.59	3006.11	7.32	5802.2	7.45
			<b>Total</b>	<b>36835.99</b>	<b>100.00</b>	<b>41043</b>	<b>100.00</b>	<b>77879</b>	<b>100.00</b>
VI	Science	86300	A	7665	18.85	8252	18.08	15917	18.44
			B	11450	28.16	13165	28.84	24615	28.52
			C	11868	29.19	13743	30.11	25611	29.68
			D	7351	18.08	7959	17.44	15310	17.74
			E	2324	5.72	2523	5.53	4847	5.62
			<b>Total</b>	<b>40658</b>	<b>100.00</b>	<b>45642</b>	<b>100.00</b>	<b>86300</b>	<b>100.00</b>
VI	Social Studies	88443	A	8713	21.32	9268	20.38	17981	20.33
			B	11713	28.66	13488	29.66	25201	28.49
			C	11512	28.17	12768	28.08	24280	27.45
			D	7012	17.16	7803	17.16	14815	16.75
			E	1915	4.69	4251	9.35	6166	6.97
			<b>Total</b>	<b>40865</b>	<b>100.00</b>	<b>45478</b>	<b>104.62</b>	<b>88443</b>	<b>100.00</b>
VI	Sanskrit	82650	A	7252	18.44	7952	18.35	15204	18.40



Classes	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			B	11245	28.60	12809	29.56	24054	29.10
			C	11420	29.04	12421	28.67	23841	28.85
			D	7373	18.75	7904	18.24	15277	18.48
			E	2030	5.16	2244	5.18	4274	5.17
			<b>Total</b>	<b>39320</b>	<b>100.00</b>	<b>43330</b>	<b>100.00</b>	<b>82650</b>	<b>100.00</b>
VI	Urdu	5395	A	340	14.36	465	15.36	805	14.92
			B	610	25.76	993	32.80	1603	29.71
			C	720	30.41	903	29.83	1623	30.08
			D	549	23.18	517	17.08	1066	19.76
			E	149	6.29	149	4.92	298	5.52
			<b>Total</b>	<b>2368</b>	<b>100.00</b>	<b>3027</b>	<b>100.00</b>	<b>5395</b>	<b>100.00</b>
VII	Hindi	87613	A	8031	19.53	9192	19.77	17223	19.66
			B	12070	29.35	13762	29.60	25832	29.48
			C	11626	28.27	13430	28.89	25056	28.60
			D	7298	17.75	7844	16.87	15142	17.28
			E	2101	5.11	2259	4.86	4360	4.98
			<b>Total</b>	<b>41126</b>	<b>100.00</b>	<b>46487</b>	<b>100.00</b>	<b>87613</b>	<b>100.00</b>
VII	English	87610	A	6880	16.74	7598	16.33	14478	16.53
			B	11259	27.40	12641	27.17	23900	27.28
			C	11452	27.87	13431	28.87	24883	28.40
			D	8462	20.59	9439	20.29	17901	20.43
			E	3039	7.40	3409	7.33	6448	7.36
			<b>Total</b>	<b>41092</b>	<b>100.00</b>	<b>46518</b>	<b>100.00</b>	<b>87610</b>	<b>100.00</b>
VII	Maths	87750	A	6733	16.29	7325	15.78	14058	16.02
			B	11318	27.39	12459	26.83	23777	27.10
			C	11508	27.85	13480	29.03	24988	28.48
			D	8708	21.07	9545	20.56	18253	20.80
			E	3054	7.39	3620	7.80	6674	7.61
			<b>Total</b>	<b>41321</b>	<b>100.00</b>	<b>46429</b>	<b>100.00</b>	<b>87750</b>	<b>100.00</b>
VII	Science	87855	A	7638	18.60	8352	17.85	15990	18.20
			B	11886	28.94	13339	28.51	25225	28.71
			C	12068	29.38	14026	29.98	26094	29.70
			D	7317	17.82	8035	17.17	15352	17.47

Classes	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			E	2160	5.26	3034	6.48	5194	5.91
			<b>Total</b>	<b>41069</b>	<b>100.00</b>	<b>46786</b>	<b>100.00</b>	<b>87855</b>	<b>100.00</b>
VII	Social Studies	87494	A	8355	20.38	9115	19.61	17470	19.97
			B	12197	29.75	14011	30.14	26208	29.95
			C	11452	27.93	13494	29.02	24946	28.51
			D	6998	17.07	7582	16.31	14580	16.66
			E	1999	4.88	2291	4.93	4290	4.90
			<b>Total</b>	<b>41001</b>	<b>100.00</b>	<b>46493</b>	<b>100.00</b>	<b>87494</b>	<b>100.00</b>
VII	Sanskrit	83644	A	6875	17.60	7953	17.84	14828	17.73
			B	11900	30.47	13267	29.75	25167	30.09
			C	11230	28.75	12964	29.07	24194	28.92
			D	6904	17.68	8023	17.99	14927	17.85
			E	2146	5.49	2382	5.34	4528	5.41
			<b>Total</b>	<b>39055</b>	<b>100.00</b>	<b>44589</b>	<b>100.00</b>	<b>83644</b>	<b>100.00</b>
VII	Urdu	5196	A	372	16.82	623	20.87	995	19.15
			B	613	27.73	871	29.18	1484	28.56
			C	695	31.43	916	30.69	1611	31.00
			D	450	20.35	487	16.31	937	18.03
			E	81	3.66	88	2.95	169	3.25
			<b>Total</b>	<b>2211</b>	<b>100.00</b>	<b>2985</b>	<b>100.00</b>	<b>5196</b>	<b>100.00</b>
VIII	Hindi	89049	A	7987	19.30	9304	19.52	17291	19.42
			B	12382	29.92	14346	30.09	26728	30.01
			C	11575	27.97	13276	27.85	24851	27.91
			D	6782	16.39	7869	16.51	14651	16.45
			E	2651	6.41	2877	6.03	5528	6.21
			<b>Total</b>	<b>41377</b>	<b>100.00</b>	<b>47672</b>	<b>100.00</b>	<b>89049</b>	<b>100.00</b>
VIII	English	89316	A	6659	16.06	7587	15.85	14246	15.95
			B	11366	27.42	13502	28.21	24868	27.84
			C	11875	28.65	13884	29.01	25759	28.84
			D	8089	19.51	8865	18.52	16954	18.98
			E	3462	8.35	4027	8.41	7489	8.38
			<b>Total</b>	<b>41451</b>	<b>100.00</b>	<b>47865</b>	<b>100.00</b>	<b>89316</b>	<b>100.00</b>
VIII	Maths	89383	A	6492	15.65	7043	14.71	13535	15.14

Classes	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			B	11093	26.73	12881	26.90	23974	26.82
			C	11815	28.47	14094	29.43	25909	28.99
			D	8221	19.81	9327	19.48	17548	19.63
			E	3873	9.33	4544	9.49	8417	9.42
			<b>Total</b>	<b>41494</b>	<b>100.00</b>	<b>47889</b>	<b>100.00</b>	<b>89383</b>	<b>100.00</b>
VIII	Science	89426	A	7406	17.84	8092	16.89	15498	17.33
			B	12098	29.14	13962	29.14	26060	29.14
			C	11964	28.82	13983	29.19	25947	29.02
			D	7020	16.91	8313	17.35	15333	17.15
			E	3028	7.29	3560	7.43	6588	7.37
			<b>Total</b>	<b>41516</b>	<b>100.00</b>	<b>47910</b>	<b>100.00</b>	<b>89426</b>	<b>100.00</b>
VIII	Social Studies	89037	A	8317	20.13	9295	19.47	17612	19.78
			B	12315	29.81	14152	29.65	26467	29.73
			C	11724	28.38	13716	28.74	25440	28.57
			D	6333	15.33	7475	15.66	13808	15.51
			E	2619	6.34	3091	6.48	5710	6.41
			<b>Total</b>	<b>41308</b>	<b>100.00</b>	<b>47729</b>	<b>100.00</b>	<b>89037</b>	<b>100.00</b>
VIII	Sanskrit	85593	A	7479	18.67	8704	19.12	16183	18.91
			B	11749	29.33	13253	29.11	25002	29.21
			C	11635	29.04	12664	27.81	24299	28.39
			D	6660	16.62	7827	17.19	14487	16.93
			E	2538	6.34	3084	6.77	5622	6.57
			<b>Total</b>	<b>40061</b>	<b>100.00</b>	<b>45532</b>	<b>100.00</b>	<b>85593</b>	<b>100.00</b>
VIII	Urdu	5069	A	354	18.03	558	17.97	912	17.99
			B	552	28.12	956	30.78	1508	29.75
			C	614	31.28	1001	32.23	1615	31.86
			D	374	19.05	492	15.84	866	17.08
			E	69	3.52	99	3.19	168	3.31
			<b>Total</b>	<b>1963</b>	<b>100.00</b>	<b>3106</b>	<b>100.00</b>	<b>5069</b>	<b>100.00</b>

\*Add all classes and all subjects

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

## 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 60 to 90

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

1982

(ii) Once in two months

369

(iii) Once in three months

443

(iv) Once in four to six months

34

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

Use of Libraries to improve reading and writing, action research to solve class room problems, distribution of work among teachers not on the basis of class but on the basis of subject, optimum use of T.L.M, make the class room free from fear and trauma.

Number %

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

0 0

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

640 3.6

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

NA

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

4

(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 BRCs performed in the district.

- (i) Organized meetings at BRC to review the activities assigned to CRC Cs and solve their academic problems.
- (ii) Provided on site support to schools and CRCs.
- (iii) Worked as link between CRC and DPO.
- (iv) Organized teachers' professional development programmes.
- (v) Presented demonstration lessons in the schools.

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

89

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

24

4. Write five examples of professional support provided by the BRC to teachers during the III<sup>rd</sup> quarter.

- (i) Organized in service teachers training programmes at BRC.
- (ii) Acts as Master Trainer in. In service teachers trainings.
- (iii) Presented demonstration lessons before teachers and students.
- (iv) Observed and suggested to maintain the progress of students learning.
- (v) Solved the problems of CRCCs presented before them.

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

By asking questions, observing the class work and home work, making conversation with students, observing the record maintained by teachers of CCE/CFA and other records of students progress etc.

6 (a) Mention the number of in-service professional development programmes for

Primary teachers organized in III<sup>rd</sup> quarter.

58

(b) What percent of current year's target has been achieved during III<sup>rd</sup> quarter? %

-

(c) List major issues emerging from the programmes.

Teachers want more support in maintaining CCE records. Now they are able to know inclusive education. Teachers want support in early grade reading and writing. Training should be subject wise and new technology based i.e. use of LCD, DVD etc.

7. (a) How many in-service professional development programmes /workshops were organized for teachers of upper primary classes in the following subjects during III<sup>rd</sup> quarter?

(i) Mathematics	439
(ii) Science	354
(iii) Social Science	11
(iv) Language	18
(v) Arts Education	7
(vi) Health and Physical Education	6

(b) What percent of current year's target has been achieved during III<sup>rd</sup> quarter?

(c) List major issues emerging from the programmes.

More focus should be on improving hand writing and home work teaching should be based on story and pictures etc. More attention is required in Maths and Science teaching learning, % of students' attendance should be 100%. Subject wise posting of teachers is required. Teachers training should be provided by subject specialists only.

## 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.

13

(a) The institutions involved:- SCERT, DIETs, D.P.O, BRCs, CRCs etc.

(b) Members of 'quality' monitoring:- SCERT/DIETs faculty, DPO, BEOs, BRCCOs, CRCCOs etc.

(c) Role of BRC/CRC in quality monitoring:- On site support to teachers, class room observation etc.

(d) Role of DPO in 'quality' monitoring:- Review students achievement with DIETs, BRC, CRC and teachers, observe the records of students progress and issue directions to fulfill the gaps etc.

2. What kind of 'quality interventions' were provided at district level in the III<sup>rd</sup> quarter?

13

(a) Training of resource persons on RTE Act 2009

13

(b) Training of Resource Persons on Pedagogy and Assessment

13

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

13

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

-

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

Number of districts  
organizing Meetings

(a) Once in a month

13

(b) Once in two months

-

(c) Once in three months

-

(d) Once in four-six months

-

4. Field visits (schools) by DPOs during last quarter:

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

42

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

Implementation of CCE, to continue corrective measures, Learning Level Assessment, to enhance participation of students in classroom processes, early grade reading, writing and early mathematics, how to check home work of students in single teacher schools.

5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselves

for SSA activities (Please  $\sqrt$  mark)

Number of districts coordination:		
Mostly	Sometimes	Never
$\sqrt$	-	-

(b) If there are problems, give details

DPOs feel difficulty in providing sufficient time for academic activities due to engagement in administrative works.

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

To provide support on Multi grade and Multi level teaching learning, to develop assessment tools, in training need assessment, evaluation of students admitted for special training etc.

## 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  $\checkmark$ )

(a) State Government

$\checkmark$

(b) NCERT

$\checkmark$

(Maths Only)

(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	2006	2006
Textbooks	2006	2008
Upper Primary: Syllabi	2006	2006
Textbooks	2006	2008

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
'Manthan' Early Grade Reading writing, Early Mathematics and Cleanliness.	Primary (Class- 1 & 2)	2015-16
'Manthan' Language, Mathematics and Cleanliness.	Primary (Class- 3 to 5)	2015-16
'Manthan' Mathematics, Science, and Cleanliness.	Primary (Class- 6 to 8)	2015-16
Gender Sensitization (2 days),		
Inclusive Education (2 days)		
Community Mobilization (3 days)		

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	In Position
CRCs	994	509
BRCs	285	117

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

(a)DIETs Involvement - QMT analysis, Principal DIET is district nodal officers for SLAS, DIET has provided training to master trainers, organized meeting of BRCCs and DPO officials, DIET Principal is chairing the project English committee at district level, DIET is assessing the children registered for special training etc.

Problems- NA

(b) SCERT Involvement – State Institution for SLAS, nodal agency for Project English, nodal agency for school leadership and management training of head teachers, formation of modules for in service teachers training, KRPs training and monitoring etc.

Problems:- NA

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="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BRCs		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DIETs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
DPO		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SCERT		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
---	-----------------------------

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

Last meeting of SRG held on- 16.12.2015

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

2015-16

- Effective Monitoring System
- After the monitoring of schools at district level by state level officers the coordination meeting organized with District Magistrate, CDO and other concerning departmental district level officers to resolve the problems at site.

- State level officers are deputed as block level mentors to monitor the block level educational learning activities and to solve the problem of schools.
- **Establishment of Model Schools-** 02 Govt. primary schools, 01 Govt. upper primary schools and 02 secondary schools have been selected as model schools at each block (95 blocks) of the state.
- Government of Uttarakhand made financial provision for these model schools. These schools are developing as the centre of excellence.
- For the capacity building of teachers training needs are analyzed before training after that need based training module are developed and training programme are organised every year. In the year 2015-16 the subject based training module *Manthan-2* i.e. early maths, language and cleanliness for class 1-2, maths, language and cleanliness for class 3-5, maths, science and cleanliness for class 6-8 are developed. (Training modules are annexed)
- In-Service Teacher Training is completed in the 1st quarter of the financial year, so that training of teachers can be useful in his teaching learning class room process.
- Tracking of learning level of the children on pilot basis is carried out in Dehradun district and it will be extended for the next year.
- Early Mathematics and English programme is implemented in all the government school with the collaboration of Sampark Foundation.
- Reading cards and science manual are prepared for all elementary school to enhance the reading habits under the sub programme Padhe Bharat, Bade Bharat.
- Pantnagar University, Udham Singh Nagar, NIT Srinagar are selected as a Nodal Institution for effective implementation of Science and Maths activities under RAA.
- The division of curriculum on monthly basis is prepared by State and provided to all schools and monitoring is being done accordingly.
- State level seminar organized to enhance the leadership qualities of administrative officer with the help of NUEPA.
- To provide infrastructure facilities and to improve quality of education in school the effective convergence with other department like Health, ICDS, Drinking Water mission etc.
- Community awareness/RTE campaign through Nukaad-Natak/Bus Pannel in slum areas of SFD districts and EBB blocks.
- Subject-wise redeployment of BRP and CRP instead of BRC and CRC. In connection to this examination is conducted and result has been declared, appointments are under process.
- Vigyan Mahotsav are organized every year from school to State level. To develop the scientific aptitude and research methodology of students and teacher.
- Community awareness through multipurpose van in slum areas in four district of Haridwar, Dehradun, Nainital & U.S. Nagar.

- Review and development of curriculum and textbooks for elementary classes in the light of NCF-2005 & RTE-2009 done.
  - Box File” an Initiative for Children to ensure their creativity.
  - State Learning Achievement Survey (SLAS) through SCERT for class VIII in Hindi, Science, Social Studies and Maths.
  - New initiative to run 323 P.S. in English Medium and same shall be scaled upto 500 PS in academic year 2015-16.
  - The development curriculum is under process for and enrichment of local languages Kumaoni, Garhwali, Jaunsari and Rang.
  - 10 days training programme is organized for the enhancement of leadership quality of principal/headmaster.
  - Libraries are established to enhance reading habits of students.
- (b) Progress of these programmes during the quarter  
90% target of In Service Teachers training achieved. First meeting of steering committee has been organized. CCE is implemented throughout the state, QMTs filled for third quarter.
9. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters:
- Lack of sufficient funds for quality activities.
  - Insufficient experts to conduct SLAS.
  - Shortage of academic and administrative staff due to cuts in fund of management, REMS and LEP by PAB in year 2015-16.
10. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).
- TLM Grant is required from PAB (not sanctioned for year 2015-16).
  - Only 50% of total sanctioned budget is released by GOI till December 2015.
  - Sufficient fund is required for management, REMS and LEP activities to run quality activities.
  - Support from NCERT is required for conducting SLAS etc.

Date:

Signature



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