



No.SSA/QMT/05/2013-14

Date: 24-04-2014

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.

Ref: No. F.37-1/SSA-QMT/YK/DEE/2013-14/435. Dated 05-03-2014.

With reference to the above subject, we are herewith sending information of the Fourth Quarter data i.e., from December 2013 to February 2014 on Quality Monitoring Tools of Karnataka State in the prescribed formats provided by your organization.

Your faithfully

Director (Programmes)
Sarva Shiksha Abhiyan -Karnataka

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

Cycle under Report

I	VI
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Period of Cycle: June to August Year

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1	4
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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

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

Section A: School Information

1. (a) CRC : 4103, BRC: 203, District: 30 , State: KARNATAKA

2. (a) Number of schools in the State

I - V	22,15
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I-VII	11,300
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I - VIII	10,822
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Others	1,187
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Total	45459
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(b) Number of schools which filled up SMFs

I - V	22124
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VI - VIII	11,230
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I - VIII	10,842
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Others	1,095
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Total	45,291
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3. Number of Teachers:	In Position	Required Posts (as per RTE Norms)
(a) Primary Teachers	(i) Regular 53 362	12 975
	(ii) Temporary 91	
(b) Upper Primary Teachers	(i) Regular 1 23 317	25 408
	(ii) Temporary 216	

Section B: Enrolment and Attendance

4. Information about enrolment and attendance of students during current session in the State
(All Govt Schools):

Class	Enrolment as per register		
	Boys	Girls	Total
I	2,76,935	2,97,258	5,74,193
II	2,83,140	3,05,498	5,88,638
III	2,89,589	2,87,590	5,77,179
IV	2,91,680	2,94,570	5,86,250
V	2,92,116	2,94,963	5,87,079
VI	2,86,893	2,86,783	5,73,676
VII	2,96,462	2,95,628	5,92,090
VIII	1,33,783	1,86,183	3,19,966
Total	2150598	2248473	4399071

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	117990	28668	9464	130598	27532	10491	224607	52045.5	17504
II	128908	32604	10458	126199	33238	9999	221214.5	61246.5	18993
III	117621	39361	15971	122299	24004	13344	218272.5	47780.5	25909
IV	121442	26696	21894	130953	24099	7986	231234	47870	13818
V	130125	27548	9851	136925	30258	7758	220534	54187	14801
VI	111634	37388	10503	114597	35837	13639	212897	43783	19969
VII	112249	25299	20178	113895	23266	20330	217005.5	46738.5	12622
VIII	103567	21476	5326	111717	21887	8581	206129	41692	10299
Total	669412	178637	65314	774534	165861	57394	1376182	323425.5	99914

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

1,39,288

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

Boys:

8081

Girls:

7252

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

Own schools	Other centers (NGO)	Residential centers	Any Other
1033	30	61	6

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

SDMC members visit to children's home

Mothers meeting

Meena activities

Parents meeting

Conducting cultural and educational competition

Improvement the school environment

Samudaya datta Shala Programme

Prabath Peri

Implementation of Govt incentive schemes (MMS, Free Text Book and Uniform, Scholarship etc.,)

Section C: Curriculum Transaction

8. (a) Number of teachers in the State facing problems in completing the syllabus

441

(b) Problems

- Subject wise teachers shortage
- Difference between teachers and children's ratio.
- Additional works
- Single teachers schools
- Slow learner children's
- Shortage of teachers

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

Within one week	Within one month	After one month
22431	5295	375

10. Reasons for late distribution of text books:

Late distribution of Department of Education.

	Primary	Upper Primary
11. (i) No. of teachers who received teacher (TLM) Grant	<input type="text" value="0"/>	<input type="text" value="0"/>
(ii) No. of teachers who utilized teacher (TLM) Grant	<input type="text" value="0"/>	<input type="text" value="0"/>

2013-14 PAB not approved Teachers Grant

12. Write the manner of utilization of teachers' grant (TLM) in the state.

(2013-14 PAB not approved)

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

Unit wise TLM preparation

Activity based learning

Remedial Teaching

Teacher pre-preparation

Individual wise attention

Utilization of TLM

Technology Based Learning

Identification of slow learner

Subject wise TLM utilization

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

Activity based learning

Remedial teaching

Individual attention

Technology based learning

Identification of slow learner

Section D: Continuous and Comprehensive Evaluation

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

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

Section E: Teacher Training

16. Ways in which training inputs were used by the teachers. Give prominent 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.

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

Deputing lectures at the block level training compulsory.

Stress on quality improvement

Monitoring by CRP/BRC's

Adoption to the new syllabi

Observation of classes during visit.

Section F: Functioning of SMC

18. Number of schools having School Management Committees (SMCs) in the district.	43,859
19. (a) Number of schools where School Development Plans have been prepared.	42,300
(b) Number of schools involving SMCs in preparation of this plan.	45,703
20. Number of SMCs which were given training about their roles and functions.	100918

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: 45,291

Class*	Subject	No of children assessed	Grade**	Boys		Girls		Total	
				No	%	No	%	No	%
I	Language		A	71231	53	72987	54	144218	53
			B	44783	33	46134	34	90917	34
			C	18044	13	16582	12	34626	13
			Total	134058	100	135703	100	269761	100
	Mathematics		A	68334	51	73492	53	141826	52
			B	47599	36	47979	35	95578	35
			C	18097	14	16693	12	34790	13
			Total	134030	100	138164	100	272194	100
	EVS		A	75549	57	80646	58	156195	58
			B	41942	32	43463	31	85405	32
			C	15150	11	14088	10	29238	11
			Total	132641	100	138197	100	270838	100
II	Language		A	73954	56	76821	57	150775	56
			B	42833	33	42857	32	85690	32
			C	14974	11	15533	11	30507	11
			Total	131761	100	135211	100	266972	100
	Mathematics		A	70547	53	74124	54	144671	53
			B	46701	35	46645	34	93346	35
			C	16160	12	16291	12	32451	12
			Total	133408	100	137060	100	270468	100
	EVS		A	78892	59	81282	59	160174	59
			B	41259	31	43046	31	84305	31
			C	14323	11	13313	10	27636	10
			Total	134474	100	137641	100	272115	100

III	Language	A	76094	56	76326	56	152420	56
		B	44923	33	43905	32	88828	33
		C	15675	11	15606	11	31281	11
		Total	136692	100	135837	100	272529	100
	Mathematics	A	74226	54	74097	55	148323	55
		B	47046	34	46194	34	93240	34
		C	15504	11	14783	11	30287	11
		Total	136776	100	135074	100	271850	100
	EVS	A	78098	57	79468	58	157566	58
		B	45198	33	42726	31	87924	32
		C	13910	10	13806	10	27716	10
		Total	137206	100	136000	100	273206	100
IV	Language	A	78636	56	79128	57	157764	57
		B	44980	32	46306	33	91286	33
		C	15646	11	14357	10	30003	11
		Total	139262	100	139791	100	279053	100
	Mathematics	A	75852	54	75901	55	151753	55
		B	46974	34	48017	35	94991	34
		C	16421	12	14756	11	31177	11
		Total	139247	100	138674	100	277921	100
	EVS	A	80770	58	81571	59	162341	58
		B	45387	33	43241	31	88628	32
		C	13366	10	14073	10	27439	10
		Total	139523	100	138885	100	278408	100
V	First Language	A	75246	56	71850	55	147096	55
		B	43410	32	41917	32	85327	32
		C	16585	12	14000	11	30585	12
		D	522	0	2734	2	3256	1
		E	49	0	53	0	102	0
		Total	134892	100	130554	100	265446	100
	Second Language	A	66169	48	65935	53	132104	51
		B	44157	32	41062	33	85219	33
		C	25805	19	16360	13	42165	16
		D	613	0	884	1	1497	1
		E	63	0	56	0	119	0
		Total	136787	100	124257	100	261044	100
	Mathematics	A	68756	53	68843	53	137599	53
		B	43559	34	41755	32	85314	33
		C	16378	13	16228	13	32606	13
		D	612	0	2712	2	3324	1
		E	56	0	60	0	116	0
		Total	129361	100	129598	100	258959	100
Science	A	74790	57	71600	55	146390	56	
	B	41209	32	40234	31	81443	31	
	C	14120	11	14808	11	28928	11	
	D	346	0	2577	2	2923	1	

		E	70	0	61	0	131	0
		Total	130535	100	129280	100	259815	100
Social Science		A	69580	56	69986	57	139566	56
		B	40903	33	38458	31	79361	32
		C	14302	11	14541	12	28843	12
		D	348	0	674	1	1022	0
		E	42	0	51	0	93	0
		Total	125175	100	123710	100	248885	100

*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:

45,291

Class*	Subject	No of children assessed	Grade**	Boys		Girls		Total	
				No	%	No	%	No	%
VI	First Language		A	55538	47	63946	51	119484	49
			B	37485	31	37974	30	75459	31
			C	18409	15	17272	14	35681	15
			D	6572	6	5652	4	12224	5
			E	1279	1	1266	1	2545	1
			Total	119283	100	126110	100	245393	100
	Second Language		A	50723	43	52339	44	103062	44
			B	38123	32	38172	32	76295	32
			C	20257	17	19154	16	39411	17
			D	7458	6	6917	6	14375	6
			E	1886	2	1308	1	3194	1
			Total	118447	100	117890	100	236337	100
	Hindi		A	36799	44	36279	46	73078	45
			B	26029	31	24610	31	50639	31
			C	13633	16	12322	15	25955	16
			D	4081	5	3755	5	7836	5
			E	2885	3	2531	3	5416	3
			Total	83427	100	79497	100	162924	100
	Mathematics		A	50945	43	52879	44	103824	44
			B	38467	32	37883	32	76350	32
			C	20067	17	19078	16	39145	16
			D	7186	6	6338	5	13524	6
			E	2928	2	2717	2	5645	2
			Total	119593	100	118895	100	238488	100

	Science	A	52877	44	54449	46	107326	45
		B	36155	30	36169	30	72324	30
		C	20832	17	19221	16	40053	17
		D	6164	5	6274	5	12438	5
		E	3372	3	2892	2	6264	3
		Total	119400	100	119005	100	238405	100
	Social Science	A	53807	46	54468	46	108275	46
		B	35722	31	36877	31	72599	31
		C	18991	16	18773	16	37764	16
		D	6372	5	5871	5	12243	5
		E	2201	2	2072	2	4273	2
		Total	117093	100	118061	100	235154	100
VII	First Language	A	54763	46	53263	45	108026	45
		B	37152	31	37791	32	74944	31
		C	20003	17	19582	17	39585	17
		D	6277	5	6186	5	12463	5
		E	1514	1	1668	1	3182	1
		Total	119709	100	118491	100	238200	100
	Second Language	A	51567	43	51630	43	103197	43
		B	38834	32	38511	32	77346	32
		C	21341	18	20089	17	41430	17
		D	7542	6	7016	6	14558	6
		E	1653	1	2102	2	3755	2
		Total	120937	100	119348	100	240285	100
	Hindi	A	33493	42	33992	43	67485	43
		B	25614	32	25961	33	51575	33
		C	15156	19	14385	18	29541	19
		D	4203	5	3414	4	7617	5
		E	1170	1	856	1	2026	1
		Total	79636	100	78608	100	158244	100
Mathematics	A	53791	44	55523	46	109314	45	
	B	35935	29	36605	30	72540	30	
	C	22285	18	20970	17	43254	18	
	D	7861	6	6949	6	14809	6	
	E	2204	2	1641	1	3846	2	
	Total	122076	100	121687	100	243763	100	
Science	A	55707	45	56403	47	112110	46	
	B	37956	31	37521	31	75477	31	
	C	19962	16	18419	15	38381	16	
	D	7089	6	6260	5	13349	5	
	E	2044	2	1805	1	3849	2	
	Total	122758	100	120409	100	243167	100	

		A	56258	46	56814	47	113072	47
		B	36415	30	36652	30	73067	30
		C	20416	17	19802	16	40218	17
		D	6281	5	5864	5	12145	5
		E	1840	2	1801	1	3642	2
		Total	121211	100	120933	100	242144	100
VIII	First Language	A	24984	45	25012	45	49996	45
		B	17470	32	17288	31	34758	31
		C	7825	14	8505	15	16330	15
		D	2965	5	3553	6	6518	6
		E	2157	4	666	1	2823	3
		Total	55401	100	55023	100	110424	100
	Second Language	A	22191	42	22831	43	45022	43
		B	16741	32	16265	31	33006	31
		C	8769	17	9137	17	17906	17
		D	2890	5	3760	7	6650	6
		E	2158	4	884	2	3042	3
		Total	52749	100	52877	100	105626	100
	Hindi	A	14148	40	14273	40	28421	40
		B	12192	35	11646	33	23838	34
		C	6950	20	7322	21	14272	20
		D	1519	4	1784	5	3303	5
		E	310	1	373	1	683	1
		Total	35119	100	35397	100	70516	100
	Mathematics	A	22874	46	23236	46	46111	46
		B	15823	32	15930	31	31753	32
		C	7718	16	8068	16	15785	16
		D	2417	5	2982	6	5399	5
		E	701	1	632	1	1333	1
		Total	49533	100	50848	100	100381	100
	Science	A	22397	45	22903	45	45300	45
		B	15942	32	15758	31	31701	32
		C	8343	17	8200	16	16544	16
D		2434	5	2985	6	5419	5	
E		655	1	694	1	1349	1	
Total		49772	100	50540	100	100312	100	
Social Science	A	21503	44	22141	44	43644	44	
	B	16125	33	15783	31	31907	32	
	C	8432	17	9168	18	17600	18	
	D	2445	5	2652	5	5098	5	
	E	694	1	547	1	1241	1	
	Total	49199	100	50291	100	99490	100	

*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 classroom on an average observed by the CRCCs in the last cycle.

21,662

(b) Mention five good practices reported by the CRCCs

- **Teaching learning materials are developed based on the competencies.**
- **Use of scientific method, and lab in the science classes**
- **Students learning achievement mentioned in the visitors note.**
- **CCE is implemented.**
- **Efficient utilization of all the incentives given by the Dept.**

2. 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.**

3. Are the records of pupils' progress being maintained in the schools?

Yes

4. List the schools having less than 60% coverage of the syllabus.

School list Enclosed

5. Support needed by CRCCs from the BRCC.

- **Encouraging cluster level academic activities.**
- **Computer/Laptop to all the CRC's.**
- **Organizing the training as per the schedule.**
- **Service to be utilized only for academic work.**
- **Assistance in monitoring/supervision of schools.**
- **Trainings as per the new trends in education (Syllabus and curriculum).**

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.

- **Conducting trainings at the block level**
- **Implementation of all SSA programmes.**
- **Updating software's**
- **Strengthening CRC's.**
- **Observation of classes and guidance.**

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

290

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

83.78

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

- **Through trainings.**
- **Preparation of TLM's.**
- **Activity bases learning.**
- **Utilization of TLM's effectively.**
- **Time sense.**
- **Encouraging slow learners.**

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

- **Observation (classes and all records).**
- **Questioning through tests/exam.**
- **Meetings with the SDMC and parents.**
- **Evaluation.**
- **Comparing the real learning outcomes.**

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

(a) Mathematics

3182

(b) Science

3174

(c) Social Science

3167

(d) Language

3241

(e) Arts Education	140
(f) Health and Physical Education	293

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.
 - (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
26
26
25
6

 - (a) Training of resource persons on RTE Act 2009
 - (b) Training of Resource Persons on Pedagogy and Assessment
 - (c) Training of SMC members on 'School Development Plan'
 - (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 responding
0
0
0
0

 - (a) Once in a month
 - (b) Once in two months
 - (c) Once in three months
 - (d) Once in four-six months

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

2,949

 - (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.
 - **Attendance improvement**
 - **Learning skills**
 - **Motivation to teachers**
 - **Regular feed back**
 - **Involving all the stakeholders.**

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

If there are problems, give details: **Training funds are not adequate SSA unit cost and RMSA unit cost on the same day at the same venue (lunch + other incidentals). For training of teachers vary. This annually is not acceptable at the field level.**

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

- **RTE implementation**
- **CCE implementation**

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 | <input checked="" type="radio"/> |
| b. NCERT | <input type="radio"/> |
| c. Private publishers | <input type="radio"/> |
| d. Any other..... | <input type="radio"/> |

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
KCF-2009		2009
NCF-2009		2009

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	In Position
CRCs	4,103	3587
BRCs	203	192

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)**

b. SCERT: Involvement: **SCERT manages all SSA teacher trainings/SDMC trainings manage Radio/Edusat programme.**

Problems: **No problems**

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?

Yes

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

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**

(b) **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**
- **Distributed geo-kit.**
- **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**

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

- 1. Handholding support to slow learners/Inclusive education students.**
- 2. 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

Date:

Name & Signature

